

# **Epidemiology**

MPH Degree Program

Division of Epidemiology and Community Health

## 2009-2010 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 and procedures can be found by clicking on the "Current Students" link at <http://www.sph.umn.edu/current/>

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

This publication can be made available in alternative formats for people with disabilities. Direct requests to the Student Services Center, School of Public Health, MMC 819 Mayo, 420 Delaware St SE, Minneapolis, MN 55455; 612.626-3500 or 800.774.8636.

---

# Table of Contents

---

Table of Contents .....	3
School of Public Health Directory .....	7
University of Minnesota Calendar 2009-2010 .....	8
Fall Semester 2009 .....	8
Spring Semester 2010.....	8
May Session 2010.....	8
Summer Session 2010 .....	8
<b>1. THE SCHOOL OF PUBLIC HEALTH .....</b>	<b>9</b>
<b>1.1 About the School .....</b>	<b>9</b>
Notable accomplishments: .....	9
Academic Health Center (AHC).....	9
<b>1.2 School of Public Health Student Services Office.....</b>	<b>9</b>
Student Services Center (SSC) .....	10
Career Services .....	10
Recruitment Services.....	10
Student Services Staff.....	11
<b>1.3 Mentor Program .....</b>	<b>11</b>
<b>1.4 SPH Student SPHere .....</b>	<b>11</b>
<b>1.5 Complaints and Grievances.....</b>	<b>12</b>
<b>1.6 Field Experience Contract.....</b>	<b>12</b>
<b>1.7 Community Engagement Contract .....</b>	<b>12</b>
<b>1.8 Online Courses .....</b>	<b>13</b>
<b>1.9 Course Evaluations and Annual Student Survey.....</b>	<b>13</b>
Course Evaluations .....	13
SPH Annual Student Survey .....	13
<b>1.10 The Roles of Your Advising team.....</b>	<b>13</b>
<b>2. THE UNIVERSITY OF MINNESOTA.....</b>	<b>14</b>
<b>2.1 Mission .....</b>	<b>14</b>
<b>2.2 Twin Cities Campus.....</b>	<b>14</b>
<b>2.3 U of M Services.....</b>	<b>15</b>
One Stop .....	15
E-mail Accounts .....	15
myU Portal .....	15
Portfolio.....	16
U Card .....	16

Mental Health Resources .....	17
International Student and Scholar Services .....	17
University Libraries .....	17
Disability Services .....	17
Parking and Transportation .....	18
Event Calendars .....	18
Other University Resources .....	18
<b>3. REGISTRATION .....</b>	<b>20</b>
<b>3.1 Full-Time Status .....</b>	<b>20</b>
<b>3.2 Registration Process .....</b>	<b>20</b>
Step One .....	20
Step Two .....	21
Step Three .....	21
<b>3.3 Grade Option Changes, Course Additions and Withdrawal.....</b>	<b>21</b>
<b>4. TUITION, FEES, BILLING, AND FINANCES .....</b>	<b>22</b>
<b>4.1 Tuition and Fees .....</b>	<b>22</b>
Tuition figures based on 2008-09. This publication was produced prior to the release of 2009-2010 tuition amounts .....	22
Fees .....	22
<b>4.2 Billing.....</b>	<b>22</b>
<b>4.3 Financial Aid and Scholarships.....</b>	<b>23</b>
<b>4.4 Graduate Assistantships .....</b>	<b>23</b>
<b>5. UNIVERSITY GUIDELINES AND POLICIES .....</b>	<b>24</b>
<b>5.1 Student Responsibility and Conduct .....</b>	<b>24</b>
<b>5.2 University of Minnesota Board of Regents' Policies .....</b>	<b>25</b>
University of Minnesota Board of Regents Policy .....	25
Student Conduct Code .....	25
University of Minnesota Board of Regents Policy .....	29
Sexual Harassment .....	29
<b>5.3 Scholastic Dishonesty and Plagiarism .....</b>	<b>29</b>
<b>5.4 University Senate Uniform Grading &amp; Transcript Policy .....</b>	<b>30</b>
General Provisions .....	30
Permanent Grades for Academic Work .....	30
Other Transcript symbols .....	31
Other Provisions .....	32
<b>5.5 Health Insurance .....</b>	<b>32</b>
Benefits .....	32
Waiver .....	33
<b>5.6 Privacy.....</b>	<b>33</b>
FERPA (Family Educational Rights and Privacy Act): Student records.....	33
HIPPA (Health Insurance Portability and Accountability Act) .....	33

5.7 Immunizations .....	34
5.8 Criminal Background Checks.....	34
5.9 Use of Human Subjects in Research .....	34
5.10 International Student Requirements .....	35
Document Check and Orientation .....	35
Student and Exchange Visitor Information System (SEVIS).....	35
Address Change .....	35
<b>6. GROUPS, ASSOCIATIONS, AND SOCIETIES .....</b>	<b>35</b>
6.1 Student Groups .....	35
6.2 Public Health Related Associations and Agencies .....	36
6.3 Alumni Societies .....	37
<b>7. DIVISION OF EPIDEMIOLOGY AND COMMUNITY HEALTH.....</b>	<b>37</b>
7.1 Welcome .....	37
7.2 The West Bank Office Building (WBOB) .....	38
7.3 Division Communication with Students .....	39
7.4 Seminars .....	39
7.5 Academic Credit for Independent or Directed Coursework.....	39
7.6 Division Resources and Policies .....	41
Incomplete Grades .....	41
Six Credit Minimum Exemption.....	41
Sitting in on a Class.....	41
Support for Student Travel.....	41
Payment for TA English Program .....	42
SAS Access .....	42
J.B. Hawley Student Research Award.....	42
Other Division Awards and Scholarships .....	44
Research Grants .....	45
Division of Epidemiology and Community Health Student Support Policies.....	45
Division of Epidemiology and Community Health Websites.....	46
7.7 Division Advising Information.....	46
Guidelines for Faculty/Student Interactions .....	46
Confidentiality .....	46
Guidelines for Changing Advisors .....	47
Student Guide to Mission, Definitions and Expectations of Advising.....	47
Faculty Guide to Mission, Definitions and Expectations of Advising.....	48
7.8 Division Courses 2009-2010.....	49
<b>8. EPIDEMIOLOGY MPH DEGREE PROGRAM .....</b>	<b>51</b>
8.1 Fall 2009 Program Curriculum .....	51

Recommended Competency Areas and Electives.....	52
<b>8.2 Other MPH Degree Requirements .....</b>	<b>54</b>
Public Health Core Area Requirements.....	54
Pre-approved Courses Meeting Public Health Core Area Requirements.....	54
Registration Requirement.....	55
Course Numbers and Graduate Credit.....	55
SPH Grading Policies.....	55
Field Experience.....	55
MPH Study Plan.....	55
Master’s Project.....	56
Comprehensive Examination.....	56
Time Frame.....	56
Course Transfer Credits.....	56
Course Substitutions and Waivers.....	56
Application for Degree.....	57
<b>8.3 Standard Sample Schedules.....</b>	<b>57</b>
Full-Time Standard Program Option [48 credits].....	57
Full-Time Accelerated Program Option [42 credits].....	58
<b>8.4 Waiver Request for Pathophysiology of Human Disease.....</b>	<b>58</b>
<b>8.5 Field Experience .....</b>	<b>59</b>
Goals.....	59
Field Experience Requirements.....	59
How to Register and Complete the Field Experience.....	60
Relationship Between Field Experience and Master’s Project.....	60
<b>8.6 Master’s Project.....</b>	<b>60</b>
Purpose.....	60
Project Options.....	61
Choosing a Topic.....	61
Finding an Advisor/Project.....	61
Authorship.....	62
Forming the Master's Project Committee.....	62
Working with the Project Advisor and Committee.....	62
Costs Associated with the Master's Project.....	63
Human Subjects Information.....	63
<b>8.7 Graduate Follow-up Survey.....</b>	<b>66</b>
<b>8.8 Program Faculty List.....</b>	<b>67</b>
Primary Faculty.....	67
Adjunct Faculty.....	69
<b>8.9 Graduation Checklist.....</b>	<b>70</b>
General steps for all MPH majors.....	70

---

## School of Public Health Directory

---

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

**Dean’s Office ..... 624-6669**  
John Finnegan Jr., PhD, Dean..... 625-1179 ..... finne001@umn.edu  
Judith Garrard, PhD, Sr. Associate Dean for Academic Affairs and Research..... 625-8772 ..... jgarrard@umn.edu  
William Riley, PhD, Associate Dean for Strategic Relations and Partnerships..... 625-6750 ..... riley001@umn.edu  
Debra Olson, DNP, MPH, RN, Associate Dean for Education..... 625-0476 ..... olson002@umn.edu  
Mary Story, PhD, RD, Associate Dean for Student Life and Leadership..... 626-8801 ..... story001@umn.edu

**Student Affairs Office..... 626-3500 ..... sph-ssc@umn.edu**  
Mary Dwyer, Career Counselor ..... 626-4448 ..... dwyer012@umn.edu  
Carol Francis, Asst Director of Student & Acad Services ..... 624-6952 ..... franc004@umn.edu  
Lori Herzog, Assistant for Student Recruitment ..... 624-2494 ..... herzo086@umn.edu  
Micaela Kucinski, Principal Office and Administrative Specialist..... 624-7660 ..... kuci0005@@umn.edu  
Barbara Laporte, Assistant Director and Counselor, Career Services ..... 626-5443 ..... lapor006@umn.edu  
Melvin Monette, Director of Student Recruitment..... 624-0601 ..... monet008@umn.edu  
Mary Ellen Nerney, Senior Director of Education Operations ..... 626-5005 ..... nerne002@umn.edu  
Kristina Pearson, Principle Operations & Student Services Specialist..... 626-8908 ..... pearson@umn.edu  
Guy Piotrowski, Coordinator of Applications and Admissions..... 624-1991 ..... piotr005@umn.edu

### **Division of Epidemiology and Community Health**

Division Head – Bernard Harlow, PhD, MPH..... 626-6527 ..... harlow@umn.edu  
Director of Graduate Studies, Clinical Research – Russell Luepker, MD..... 624-6362 ..... luepk001@umn.edu  
Director of Graduate Studies, Epidemiology – Jean Forster, PhD, MPH ..... 626-8864 ..... forst001@umn.edu  
Major Chair, Community Health Education – Deborah Hennrikus, PhD ..... 626-8646 ..... hennr001@umn.edu  
Major Chair, Epidemiology – James Pankow, PhD, MPH ..... 624-2883 ..... panko001@umn.edu  
Major Chair, Maternal & Child Health – Wendy Hellerstedt, PhD, MPH..... 626-2077 ..... helle023@umn.edu  
Major Chair, Public Health Nutrition – Jamie Stang, PhD..... 626-0315 ..... stang002@umn.edu

**Major Coordinators (general) ..... 626-8802 ..... epichstu@umn.edu**  
Andrea Kish – Senior Coordinator (Clinical Research MS and Epi PhD)..... 626-9989 ..... kish@umn.edu  
Shelley Cooksey – Major Coordinator (Epi MPH and PubH Nutrition MPH)..... 626-8803 ..... cooks001@umn.edu  
Kathryn Schwartz – Major Coordinator (CHE MPH and MCH MPH)..... 626-2247 ..... schwa139@umn.edu

---

## University of Minnesota Calendar 2009-2010

---

The official University Calendar can be found at <http://onestop.umn.edu>.

### Fall Semester 2009

September	2	SPH New Student Orientation
	3-4	SPH New Student Academic Warm-up
September	7	Labor Day holiday – University closed
	8	Classes begin
November	11	Registration for Spring Semester 2010 begins
	26-27	Thanksgiving holiday – University closed
December	16	Last day of instruction
	17-19, 21-23	Final examinations
	23	End of Fall semester

### Spring Semester 2010

January	18	Martin Luther King holiday – University closed
	19	Classes begin
March	15-19	Spring break – no classes
May	7	Last day of instruction
	10-15	Final examinations
	15	End of Spring semester

### May Session 2010

May	31	Memorial Day holiday – University closed
	24	3-week session classes begin
June	11	Last day of instruction for 3-week May session

### Summer Session 2010

June	14	8 and 10-week session classes begin
July	5	Independence Day holiday – University closed
August	6	Last day of instruction for 8-week session
	20	Last day of instruction for 10-week session



# 1. THE SCHOOL OF PUBLIC HEALTH

---

## 1.1 About the School

---

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

Our school was founded in 1944, although public health courses have been offered at the University of Minnesota since its inception. We consistently rank among the top schools of public health in the country.

Through our education, research, and community outreach, we focus on improving the health of populations. We emphasize prevention of illness and injury, and we look at health through a multi-faceted prism that includes physiology, the environment, communities, economics, and public policy.

This interdisciplinary approach allows us to collaborate with many other schools throughout the University, including the College of Veterinary Medicine and the Medical School, as well as the Humphrey Institute of Public Services, the Carlson School of Management, and the College of Agriculture. By combining our expertise, we can explore innovative, far-reaching ways of maintaining and improving the health of the people in Minnesota and throughout the country and world.

### Notable accomplishments:

- Invented K Rations
- Improved the recovery of World War II survivors through the Minnesota Starvation Study (1944)
- Established the connection between diet and heart disease in the Seven Countries Study (1967)
- Established the first U.S. Ph.D. program in epidemiology (1958)
- Conducts one of the largest HIV/AIDS studies in the world, involving 120 countries
- Trains the majority of the public health workforce in the Upper Midwest
- Was the first school of public health in the country to require a course in ethics

### Academic Health Center (AHC)

The School of Public Health is one of the six schools and colleges that make up the Academic Health Center at the University of Minnesota. The others include the disciplines of medicine, dentistry, nursing, pharmacy, and veterinary medicine. Strong interdisciplinary centers and programs in bioethics, cancer, genomics, infectious disease, drug design, food safety, and spirituality and healing augment the broad range of professional health education and research efforts.

---

## 1.2 School of Public Health Student Services Office

---

### Office Hours

Monday – Friday, 7:45 AM - 4:30 PM

### Location

Mayo Memorial Building, Room D305

### Telephone

612.626.3500 or 800.774.8636

### Fax

612.624.4498

### E-Mail

[sph-ssc@umn.edu](mailto:sph-ssc@umn.edu)

### Mailing Address

Student Services Center  
School of Public Health  
Mayo Mail Code 819  
420 Delaware Street SE  
Minneapolis, MN 55455-0381

## Student Services Center (SSC)

The Student Services Center is a school-wide office that assists students with all phases of their academic journey. The SSC staff works closely with the major coordinators to create a set of school-wide and major-specific services that we hope meets your needs for high-tech and high-touch delivery. You will be interacting with us directly or indirectly throughout your education here.

We coordinate many functions including:

- Applications
- Orientation and Academic Warm-Up
- CoursEval
- Class Scheduling
- Student Tracking
- SPH Scholarships
- Graduation clearance
- Commencement

## Career Services

Career Services, located in Mayo D305, offers a variety of resources to assist you in your efforts to locate and apply for professional positions – from internships to fellowships to full-time career positions. As a student and later as an alumnus/alumna, you are able to take advantage of the following free resources to help you achieve your career goals:

### Career Services Website

The Career Services Web site at <http://www.sph.umn.edu/careers/> has many links to help you start your new career, including:

- Our online job posting system listing internships, graduate assistantships and fellowships, and career opportunities.
- A searchable *Alumni Networking Directory*, to help you connect with SPH alumnae all over the world.
- Links to numerous public health organizations that will help you become familiar with professional membership and career opportunities in public health.
- General career-related links and tip sheets on a variety of job-search related topics.

### Career Resource Center

The Career Resource Center (located in Mayo D-305) is filled with information to help you in your job search efforts. You will find handouts, books, DVDs, and other resources to provide guidance on networking, resume writing, interviewing and negotiating, job and internship opportunities.

### Our Staff

Barbara Laporte, Director of Career Services for the School of Public Health, has a Master's degree in Human Development and has been with the SPH since 2003. Mary Dwyer, Career Counselor, has a Master's degree in Human Resource Development with an emphasis in Career Development and joined the staff in 2009, primarily to serve Health Policy and Management students and alumni. Both Barbara and Mary have significant experience serving the career needs of diverse populations in academia, non-profits, and the private sector.

Kristina Pearson, Career Services assistant, earned her B.A. in Journalism and Mass Communication from the University of Minnesota. She is available to help you schedule appointments, sign out materials, and use technical resources.

### Individual Appointments

You may schedule individual appointments with Barb or Mary to discuss any career-related issues, from creating a top-notch resume to ideas for field experiences to interviewing to negotiating job offers. To schedule an appointment, please email Barb at [blaporte@umn.edu](mailto:blaporte@umn.edu), Mary at [dwyer012@umn.edu](mailto:dwyer012@umn.edu); or Kristina at [pearson@umn.edu](mailto:pearson@umn.edu).

### Other Resources

Throughout the year, you will have the opportunity to take advantage of other career-related events. In the fall, you may choose to attend the Etiquette Dinner, participate in the Mentor Program, and attend the Field Experience Fair. Other activities will be announced via e-mail, and may include employer visits, alumnae panel discussions, and campus-wide career fairs.

You are on your way to an exciting and fulfilling career! We look forward to helping you get started!

## Recruitment Services

The Recruitment Services Office seeks to make the School of Public Health a welcoming place to all prospective students and is the center for recruitment activities at the School of Public Health. Recruitment staff meets with prospective students to learn about their interests and goals, and discusses the School of Public Health's learning

opportunities. Recruitment Services also coordinates preview days, information sessions, and other special events, as well as attends career fairs and recruitment venues to meet with prospective students.

## Student Services Staff

### Barbara Laporte

Director of Career Services  
612.626.5443  
[blaporte@umn.edu](mailto:blaporte@umn.edu)

### Carol Francis

Assistant Director of Student and Academic Service  
612.624.6952  
[franc004@umn.edu](mailto:franc004@umn.edu)

### Guy Piotrowski

Coordinator for Applications and Admissions  
612.624.1991  
[piotr005@umn.edu](mailto:piotr005@umn.edu)

### Kristina Pearson

Exec Oper/Student Services Specialist, Career Services  
612.626.8908  
[pearson@umn.edu](mailto:pearson@umn.edu)

### Lori Herzog

Assistant to the Director of Recruitment Services  
612.624.2494  
[herzo086@umn.edu](mailto:herzo086@umn.edu)

### Mary Dwyer

Career Consultant  
612.626.4448  
[dwyer012@umn.edu](mailto:dwyer012@umn.edu)

### Mary Ellen Nerney

Sr. Director of Education Operations  
612.626.5005  
[nerne002@umn.edu](mailto:nerne002@umn.edu)

### Melvin Monette

Director of Student Recruitment  
612.624.0601  
[monet008@umn.edu](mailto:monet008@umn.edu)

### Micaela Kucinski

Principal Office and Administrative Specialist  
612.624.7660  
[kuci0005@umn.edu](mailto:kuci0005@umn.edu)

---

## 1.3 Mentor Program

---

Preparing for a career in public health extends well beyond the classroom. A vital part of that preparation can be learning from the experiences of others.

That is the idea behind our Public Health Mentor Program, which we co-sponsor with the Minnesota Public Health Association. Each year we match about 125 students with alumni and other professionals who share their interests.

Students learn from the professional experiences of their mentors, and mentors play a role in training future public health leaders. These matches often prove to be enriching relationships for students and professionals alike.

For more information, go to <http://www.sph.umn.edu/alumni/mentor/index.asp>.

---

## 1.4 SPH Student SPHere

---

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

- Locker room – lockers are assigned in the Student Services Center (Mayo D305). Students need to provide their own lock.
- Kitchen area with tables, chairs, microwaves, refrigerators, sink, and a telephone for free local calls.
- Lounge area with couches, chairs, and wireless internet.
- Study room with tables, chairs, computers (with internet connectivity, Microsoft Office, SAS and STATA software) and a printer.

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

- Keep all areas of the SPHere clean in consideration of others.
- Please protect the security of access. Do not let anyone enter behind you that you do not know to be a SPH student. Never prop the door open for any reason. The student commons is for SPH students only.

- If you are aware of a breach of security or if you see something in the commons that needs repair, please report it to the SSC (D305 Mayo) as soon as possible.
- Avoid being alone in the commons during the evening or early morning.
- If you believe you are in danger or see improper activity in progress, call 9-1-1.

---

## 1.5 Complaints and Grievances

---

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

- provide comments on the annual student survey (in May)
- meet with your advisor and/or major coordinator
- raise the issue with your major chair or director of graduate studies, either individually or in a meeting set up for this kind of feedback

The SPH takes all student input seriously and we welcome your input in any of these ways. If the matter is not handled satisfactorily by any of these methods, or if the issue is particularly widespread or serious, please make an appointment with Mary Ellen Nerney, Sr. Director of Education Operations, at [nerne002@umn.edu](mailto:nerne002@umn.edu).

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

---

## 1.6 Field Experience Contract

---

All students completing a required field experience must complete a contract prior to beginning the experience. The online contract form provides streamlined, comprehensive for you, your preceptors, and your faculty advisor. Please refer to the current student Web site for this and other resources related to the field experience.

<http://www.sph.umn.edu/current/fe/>.

---

## 1.7 Community Engagement Contract

---

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

To access liability insurance students must register for PubH 0020 for each semester in which they are volunteering. To register for PUBH 0020 students must contact Mary Ellen Nerney, Sr. Director of Education Operations, for a permission number. Students are required to provide information about the experience by completing the Community Engagement Contract available at <http://www.ahc.umn.edu/sphcommunity>. The contract is complete once it has been approved by the student's advisor and the Senior Director of Education Operations.

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

Name of the organization

Address

Organization phone number

Supervisor within the organization

Description of the activity

Description of how this activity relates to their development as a public health professional

Semester and date of experience

Electronic signature of academic advisor

---

## 1.8 Online Courses

---

WebCT is the course management software used by the University of Minnesota that enables instructors to create and manage Web-based learning materials and activities. Students use WebCT to access these materials and participate in learning activities via the Web

Once you register for classes, you will be given access to an orientation specific to School of Public Health online courses. A general WebCT tutorial is also available. Neither of these orientations are mandatory but may prove helpful to those with little or no experience with online courses.

---

## 1.9 Course Evaluations and Annual Student Survey

---

### Course Evaluations

- Students provide very important input into the continued development of the School of Public Health's teaching program. Students will be asked to complete evaluations for all SPH courses. Evaluations are done online at the end of each term.

### SPH Annual Student Survey

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

---

## 1.10 The Roles of Your Advising team

---

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

### DEFINING ADVISING

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

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

### ADVISING EXPECTATIONS FOR STUDENTS

SPH students are expected to...

- Regularly read and respond to University email (ideally once per day); email is the official mode of communication at the University of Minnesota
- Review program objectives and educational documents at least once per semester, (i.e. Student Guidebook, etc.), or when directed by 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.

## 2. THE UNIVERSITY OF MINNESOTA

---

### 2.1 Mission

---

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world. The University's mission, carried out on multiple campuses and throughout the state, is threefold:

1. **Research and Discovery**  
Generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.
2. **Teaching and Learning**  
Share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.
3. **Outreach and Public Service**  
Extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

In all of its activities, the University strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity, and cooperation; that provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; that assists individuals, institutions, and communities in responding to a continuously changing world; that is conscious of and responsive to the needs of the many communities it is committed to serving; that creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and that inspires, sets high expectations for, and empowers individuals within its community.

### 2.2 Twin Cities Campus

---

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

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

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

The campus in Minneapolis is located just a few minutes east of downtown. Nestled along the bluffs of the Mississippi River, buildings in Minneapolis range from the ultramodern Weisman Art Museum to the classic and stately Northrop

Memorial Auditorium. A few miles to the east in St. Paul, rolling hills and quiet lawns create a more rural setting. The Minneapolis and St. Paul parts of the campus are connected by a convenient campus shuttle system.

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

---

## 2.3 U of M Services

---

### One Stop

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

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

### E-mail Accounts

[www.umn.edu/initiate](http://www.umn.edu/initiate)

Each student attending the University of Minnesota must set-up a student internet/e-mail account by going to [www.umn.edu/initiate](http://www.umn.edu/initiate) or by calling the Technology Help Line at 612.301.4357 (1-HELP).

**All SPH students are required to use their University of Minnesota e-mail account.** Course lists, immunizations, billing statements, financial aid updates, and other important information will be sent via the U of M student e-mail address. It is strongly recommended that students use their U of M e-mail account and do not transfer it to a personal e-mail account.

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

Students can retrieve e-mail messages in many locations including the SPH student commons, SPH Career Resource Center, and SPH division computer facilities. Other computer facilities are located in numerous locations on campus; see [www.umn.edu/adcs/info/publabs.html](http://www.umn.edu/adcs/info/publabs.html) for a list.

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

The U has expanded technological capacity to allow free lifetime access to University e-mail. This allows students to use the U of M e-mail address for personal or professional purposes even after graduation. (Imagine never having to subscribe to an e-mail service or memorize another address! In addition, imagine being able to stay in touch with your student colleagues wherever you and they may journey.)

To keep the account active, graduates must access it at least every 6 months. If left to go dormant, graduates can reactivate it through the alumni association for a fee.

Service includes full access to these features:

- myU Portal – [myu.umn.edu](http://myu.umn.edu)
- Portfolio – <https://portfolio.umn.edu/portfolio/index.jsp>

### myU Portal

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

The myU web portal permits you to:

- Sign-in once to access all major applications
- Receive personalized information
- Create a custom news page from over 200 news channels
- Set-up secure areas to discuss, share, and collaborate.

myU can be personalized based on your role as a student in the School of Public Health and Academic Health Center (AHC). The myU portal view currently serves students, faculty, and staff in AHC collegiate units. It provides information to students in AHC affiliated colleges that is personalized to the level of specific academic program and, in some cases, to their year in the program. The School of Public Health and AHC are using myU as a method of communicating with students.



## Portfolio

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

Portfolio is a secure web site at the University of Minnesota (U of M) for entering, saving, organizing, viewing, and selectively sharing personal educational records. This is a lifelong resource for all U of M students and graduates. This software allows the user to store information about their academic history, awards, presentations, publications, professional activities, conferences, employment history, etc. The system provides easy templates to file these records and to use them in creating résumé, CV, and even online presentations. Users can create documents for others to view electronically. It is a unique and high-powered tool.

## U Card

[www.umn.edu/ucard](http://www.umn.edu/ucard)

The U Card identifies you as a student on the Twin Cities campus. Your first U Card is free and can be obtained at the U Card Office. Bring your driver's license, state ID, or passport and be prepared to have your picture taken.

### U Card Main Office

G22 Coffman Memorial Union  
300 Washington Avenue SE  
Phone 612.626.9900  
Weekdays: 8:30 to 4:00pm

The U Card is your key to all sorts of campus services and facilities. Your U Card can also be used as your ATM card. Since the U Card never expires, you should hold on to it even after you leave the University. If you ever return as a student, staff or faculty member, your card will still be valid.

Use your U Card for:

- Campus ID purposes
- All your checking needs
- Making Gopher GOLD purchases
- Charging textbook purchases at the U of M Bookstores to your student account
- Checking out library materials
- Entering the recreation center, golf course, computer labs, buildings, and residence hall dining rooms
- Cashing checks at the Bursar's Office
- Art and athletic ticket discounts (available at place of purchase)
- Accessing art materials, student employment, business school services, and more

Report lost or stolen U Cards immediately. There is a \$15.00 replacement fee for lost, stolen, or damaged U Cards.

## Boynton Health Services

[www.bhs.umn.edu](http://www.bhs.umn.edu)

Boynton Health Services offers comprehensive medical services for students, faculty, and staff.

### Clinics

Dental Clinic  
Eye Clinic  
Int'l Travel Clinic  
Mental Health Clinic  
Sports Medicine Clinic  
Women's Clinic

- Nursing Mothers Room

### Testing Services

- HIV Testing and Counseling
- Pregnancy Testing
- STI Testing

### General Care

- Pharmacy
- Physical Exams
- Primary Care
- Urgent Care

### Services

Contraceptive Services  
Immunization Services  
Massage Therapy Services  
Nutrition Services

- Pediatric Services Immunizations

Boynton also offers a variety of programs and classes including:

- Alcohol & Other Drugs Presentations
- Birth Control Classes
- CPR/First Aid Classes
- Eating-Disorders Program
- HIV Testing and Counseling
- Smoking Cessation
- Stress Management



## Mental Health Resources

Financial challenges, isolation, cultural changes, academic stress, and other pressures on graduate students can create health issues. Please seek assistance before you feel overwhelmed. Resources include:

- Boynton Health Service Mental Health Clinic [www.bhs.umn.edu/services/mentalhealth.htm](http://www.bhs.umn.edu/services/mentalhealth.htm)
- International Student and Scholar Services counseling [www.issss.umn.edu/services/advising/personal.html](http://www.issss.umn.edu/services/advising/personal.html)

Your advisor or major coordinator can also help lead you to appropriate resources.

## International Student and Scholar Services

[www.issss.umn.edu](http://www.issss.umn.edu)

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

- Counseling and Advising
  - Personal and Academic Advising
  - Immigration and Visa Regulation Advising
- Weekly Update
- Alumni and Friends
- Newsletters
- Administrative fees related to international scholars, faculty, and students
- Career Services
- Academic Opportunities for University Students
- Announcements
- Tax Return Information
- Graduation

In addition, ISSS supports the University of Minnesota's international efforts by helping departments to bring new foreign nationals to our four campuses and communities, by providing intercultural training for students, staff, and faculty, and by offering events that build links between the U.S. and international campus communities.

## University Libraries

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

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

Information on other University libraries and collections can be found at [www.lib.umn.edu](http://www.lib.umn.edu).

Lisa McGuire, a reference librarian which a focus on public health, has designed a great online tutorial to help you become familiar with the available resources. Go to <http://blog.lib.umn.edu/lmcguire/publichealthliaison>

## Disability Services

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

The University's mission is to provide optimal educational opportunities for all students, including those with disabilities. The University recognizes that reasonable accommodations may be necessary for students with disabilities to have access to campus programs and facilities. In general, University policy calls for accommodations to be made on an individualized and flexible basis. Students are responsible for seeking assistance at the University and making their needs known.

One of the first places to seek assistance is Disability Services (DS). This office is provided by the University of Minnesota to promote access, which means ensuring the rights of students with disabilities (e.g., physical, learning, psychiatric, sensory or systemic) and assisting the University in meeting its obligations under federal and state statutes.

Disability Services has Academic Health Center Liaisons. The DS Academic Health Center Liaisons provide direct assistance such as

- securing documentation of disability conditions
- determining and implementing reasonable accommodations
- referral and consultation for enrolled and prospective students.

The Academic Health Center Liaisons also provide consultation with and training for faculty and staff to ensure access to their programs, facilities and services. All services are confidential and free of charge. For more information or to arrange reasonable accommodations, contact the DS Academic Health Center Liaisons in the McNamara Alumni Center, Suite 180, 612.626.1333 (voice or TTY)

## **Parking and Transportation**

[www.umn.edu/pts/](http://www.umn.edu/pts/)

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

### **Campus Shuttle Busses**

Campus shuttle buses run at no charge between the East and West Bank and St. Paul campuses with varying routes and times. Current schedule information is posted on the above listed website as well as various locations throughout the Twin Cities campus.

### **Metro Transit and the U Pass**

Take advantage of the deeply discounted Metro Transit bus pass. U-Pass is the ultimate transit pass that provides unlimited rides 24 hours a day. It is valid on all regular bus and light-rail train routes, as well as express, local, limited-stop, or Downtown Zone routes. It may not, however, be used on some special event services. Information can be found at <http://www1.umn.edu/pts/upass.htm>.

### **Parking**

Contract parking for students is sold through a lottery system each semester. Locations may vary but include spaces on the East Bank, West Bank, and St Paul campuses. Hourly parking is available in several University public facilities. Parking rates vary depending on proximity to campus and the facility type. Visit the Parking and Transportation website or call 612.626.PARK (7275) for more information.

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

Disability parking is available in many parking facilities and metered areas. Use of these designated spaces requires a state-issued permit or license plate. For additional information, call the State of Minnesota at 651.296.6911 or Disability Services at 612.624.4037.

## **Event Calendars**

### **Campus Events**

<http://events.tc.umn.edu/>

### **School of Public Health Events**

<http://www.sph.umn.edu/news/>

### **Academic Health Center Events**

<http://www.ahc.umn.edu/news/home.html>

### **Community Events**

(web links to local/community events around the Twin Cities area)

<http://events.umn.edu/aroundtown>

## **Other University Resources**

### **The Aurora Center**

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

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

### **Bookstore**

[www.bookstore.umn.edu](http://www.bookstore.umn.edu)

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

### **Center for Teaching and Learning Services**

[www.umn.edu/ohr/teachlearn/](http://www.umn.edu/ohr/teachlearn/)

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

### **Center for Writing**

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

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

### **Computing Services**

[www.umn.edu/adcs](http://www.umn.edu/adcs)

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

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

### **Copies/Fax Machines**

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

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

### **Counseling and Consulting Services**

[www.uccs.umn.edu](http://www.uccs.umn.edu)

Provides the following services to the University community:

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

### **Dining**

[www.umn.edu/dining](http://www.umn.edu/dining)

University Dining Services offers a wide variety of dining experiences throughout the Twin Cities campus. The East Bank Campus offers several University Dining Service locations.

### **Expression Connection for Nursing Mothers**

[www.bhs.umn.edu/services/expression.htm](http://www.bhs.umn.edu/services/expression.htm)

Spaces are available on campus offering private and comfortable rooms that are designed specifically for nursing mothers to be able pump and store breast milk. This service, offered through Boynton Health Services, requires a brief orientation for users to familiarize themselves with the rooms. The orientation can be scheduled by emailing [bellx024@umn.edu](mailto:bellx024@umn.edu).

### **GLBT Programs Office**

[www.glbta.umn.edu](http://www.glbta.umn.edu)

Through its various services, the GLBT Programs Offices assists bisexual, transgender, gay, and lesbian faculty, staff, and students in creating a supportive campus community while educating and providing resources for all members of the University of Minnesota about issues that impact the experiences of transgender, gay, lesbian, and bisexual people.

### **Housing**

[www.housing.umn.edu](http://www.housing.umn.edu)

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

### **Maps**

[onestop.umn.edu/Maps/](http://onestop.umn.edu/Maps/)

Find the way to any University building.

### **Office for University Women**

[www.umn.edu/women/](http://www.umn.edu/women/)

The Office for University Women serves a diverse population of women students by enhancing their learning environments through programming and campus awareness.

### **Office of Equal Opportunity and Affirmative Action**

[www.eoaffact.umn.edu](http://www.eoaffact.umn.edu)

The Office of Equal Opportunity and Affirmative Action (EOAA) was founded in 1972 to ensure that all University community members uphold federal and state civil rights laws and regulations, as well as University equal opportunity policies.

### **Online Writing Center**

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

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

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

#### **Police**

[www.umn.edu/umpolice/](http://www.umn.edu/umpolice/)

The University of Minnesota Police Department website.

#### **Post Office**

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

#### **Rec Center**

[www.recsports.umn.edu](http://www.recsports.umn.edu)

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

#### **Security Monitor Program**

[www1.umn.edu/police/escort.html](http://www1.umn.edu/police/escort.html)

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

#### **Student Unions and Activities Office**

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

The Student Unions and Activities Office is the University of Minnesota's center for campus-wide programs and activities, leadership opportunities, skill development, and student organization training, advising and registration.

More than 400 student groups on campus are registered with the Student Unions and Activities Office, including academic societies, cultural centers, sports clubs, political action groups and fraternities and sororities. These organizations provide students with endless involvement opportunities and the chance to interact with others who share a similar interest.

#### **Student Conflict Resolution Center**

[www.sos.umn.edu](http://www.sos.umn.edu)

The Student Conflict Resolution Center assists students in resolving campus-based problems and concerns through coaching, intervention and mediation by Ombudsman and Advocacy staff.

#### **Student Legal Service**

[www.umn.edu/usls/](http://www.umn.edu/usls/)

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

## **3. REGISTRATION**

---

### **3.1 Full-Time Status**

---

MPH and Certificate students need to register for at least nine (9) credits in fall and spring semester to be considered full-time. MS and PhD students must register for at least six (6) credits each semester to be certified by the Office of the Registrar as full-time.

In summer MPH students must be registered for 6 credits to be considered fulltime and 3 credits to be considered halftime.

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

---

### **3.2 Registration Process**

---

#### **Step One**

View the Class Schedule for each term on the web at [onestop.umn.edu](http://onestop.umn.edu). Select courses for the term with your advisor before registering (make an appointment at the earliest convenient time).

**Note:** 5000 through 8000-level courses are considered graduate-level. 1000 and 3000-level courses are for undergraduates and will not receive approval for graduate credit. Under some circumstances – with approval of the

student's major field – 4000-level courses may also be applied toward a MPH degree as long as they are taught by a member of the graduate faculty and have been approved by petition.

## Step Two

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

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

## Step Three

Register via the web at [onestop.umn.edu](http://onestop.umn.edu) or go to the University's One Stop Student Services Center in 200 Fraser Hall on the East Bank Campus to register in person. Students having difficulty with self-registration should contact the registration help-line at 612.624.1111 (M-F 8:00-4:00) or email [helpingu@umn.edu](mailto:helpingu@umn.edu). You may also contact your Major Coordinator or the School of Public Health Student Services Center at 612.626.3500. Please note the following when registering:

- Most courses give the option of either an A/F or S/N (pass/fail) grading option. Be sure to select the grade option desired for the course. Note that there may be a limit to the number of credits a student can take S/N (pass/fail); see the major section of this guidebook for more information.
- Some courses have variable credits. Before selecting the number of credits, students should make sure they are in agreement with the instructor as to the number of credits appropriate for the work proposed.

---

## 3.3 Grade Option Changes, Course Additions and Withdrawal

---

### Change of Grade Option

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester) can be found at [onestop.umn.edu](http://onestop.umn.edu).

### Adding a Course

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

### Change of Grading Option

Grading options cannot be changed after the second week of classes.

### Course Cancellation and Withdrawal

School of Public Health students may withdraw from a course through the second week of the semester without permission. No "W" will appear on the transcript. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

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

1. The student must contact and notify their advisor and course instructor informing them of the decision to withdraw from the course.
2. The student must send an e-mail to the SPH Student Services Center (SSC) at [franc004@umn.edu](mailto:franc004@umn.edu). The email must provide the student name, ID#, course number, section number, semester, and year with instructions to withdraw the student from the course, and acknowledgement that the instructor and advisor have been contacted.

- The advisor and instructor must email the SSC acknowledging the student is canceling the course. All parties must be notified of the student's intent.
- The SSC will complete the process by withdrawing the student from the course after receiving all emails (student, advisor, and instructor). A "W" will be placed and remain on the student transcript for the course.

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

A refund schedule is listed at <http://onestop.umn.edu>. Please refer to these dates when withdrawing from courses.

## 4. TUITION, FEES, BILLING, AND FINANCES

### 4.1 Tuition and Fees

#### Tuition

	Resident	Non-Resident
<b>School of Public Health (MPH and Certificate students)</b>		
Per credit	\$607.00	\$821.00
<b>School of Public Health (MHA full-time students)</b>		
Per credit	\$607.00	\$821.00
<b>School of Public Health (MHA part-time students)</b>		
Per credit	\$990.00	\$990.00
<b>Graduate School (MS and PhD students)</b>		
1-5 credits (per credit)	\$934.33	\$1,525.83
6-14 credits (flat rate)	\$5,606.00	\$9,155.00
Each credit over 14 (per credit)	\$934.33	\$1,525.83

#### Fees

Fee	Students Assessed	Frequency	# of Credits	Amount
SPH Technology Fee	All students	per term	1-5 credits	\$90.00
			6 or more credits	\$115.00
University Fee	All students	per term	1-9 credits (per credit)	\$60.00
			10 or more credits (flat rate)	\$600.00
University Student Services Fee*	All students	per term	6 or more credits	\$348.41
AHC Student Health Benefit Plan	See section 5.6 of this guidebook.			

\*Students may be assessed other fees each semester. Please go to [onestop.umn.edu](http://onestop.umn.edu) for complete tuition and fee information.

### 4.2 Billing

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

Students will receive electronic bills and have the option of paying their bill online with an electronic check from their checking or savings account. Students can also allow access to authorized users, such as parents, to view and pay



tuition bills on their behalf. For more information on electronic billing and payment, visit [onestop.umn.edu](http://onestop.umn.edu). Questions on billing and fee statements can be referred to [helpingu@umn.edu](mailto:helpingu@umn.edu).

## 4.3 Financial Aid and Scholarships

A variety of resources to assist students in financing their education as well as estimations of living expenses can be found at [www.sph.umn.edu/current/incoming/finances.asp](http://www.sph.umn.edu/current/incoming/finances.asp). Information specific to SPH Divisions and/or Majors may be found in the Division and/or degree program sections of this guidebook.

Information on financial aid can be found at [onestop.umn.edu](http://onestop.umn.edu) or by e-mailing [helpingu@umn.edu](mailto:helpingu@umn.edu).

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

Aid Type	Contact	E-mail address
Division/Major Specific Awards and Traineeships, the Dean's Scholarship	Your Major Coordinator	
Medica Scholarships, and scholarships that support specific US minority groups	Melvin Monette SPH Student Services	<a href="mailto:monet008@umn.edu">monet008@umn.edu</a>
Federal Loans, Financial Aid Package	Rockne Bergman* U of M Office of Student Finance Administration	<a href="mailto:r-berg@umn.edu">r-berg@umn.edu</a>

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

## 4.4 Graduate Assistantships

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

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

For graduate assistant policies and benefits, go to [www1.umn.edu/ohr/employment/index.html](http://www1.umn.edu/ohr/employment/index.html).

The tuition benefits are particularly attractive to students. Graduate assistants who work at least 25% time from the beginning to the end of the official semester appointment dates are eligible to receive tuition benefits (tuition remission and resident rates) during that semester. The tuition remission does not cover fees. The maximum tuition benefit is defined by the Graduate School tuition plateau. For 2008-09, the tuition plateau cap was \$5,231.00 per semester for a 50% appointment. MPH students may calculate your tuition with the following method:

- Multiply your actual appointment percentage times two to determine tuition benefit percentage
- Multiply the maximum tuition benefit by your calculated tuition benefit percentage
- Subtract this amount from your total tuition (number of registered credits times \$566.00 resident or \$764.00 nonresident tuition).
- 

**The example below is based on 2008-09 information since tuition rates for 2009-2010 were not set at the time this guide was of published.**

### **Example 1: 25% appointment**

25%	(Appointment Percentage)
<u>X 2</u>	
50%	(Tuition Benefit Percentage)
\$5,231.00	(Maximum 2008-09 Tuition Benefit)

X	50%	(Tuition Benefit Percentage)
\$2,616.00		(Tuition Benefit)
\$6,792.00		(12 cr. at \$566.00 SPH resident rate)
- 2,616.00		(Tuition benefit)
\$4,176.00		(Tuition billed to student)

**Example 2: 50% appointment**

50%		(Appointment Percentage)
X 2		
100%		(Tuition Benefit Percentage)
\$5,231.00		(Maximum 2008-09 Tuition Benefit)
X	100%	(Tuition Benefit Percentage)
\$5,231.00		(Tuition Benefit)
\$6,792.00		(12 cr. at \$566.00 SPH resident rate)
- 5,231.00		(Tuition benefit)
\$1,561.00		(Tuition billed to student)

## 5. UNIVERSITY GUIDELINES AND POLICIES

### 5.1 Student Responsibility and Conduct

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

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

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

1. **Respect others**

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



2. **Honor privacy**

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

3. **Present your work honestly**

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

---

## 5.2 University of Minnesota Board of Regents' Policies

---

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

We encourage students to read the policies and ask that they particularly become aware of the following policies reprinted here in a slightly different format:

---



### University of Minnesota Board of Regents Policy Student Conduct Code

**Adopted:** July 10, 1970

**Amended:** December 13, 1974; March 11, 1994; June 13, 2003, December 8, 2006

**Supersedes:** (see end of policy)

#### SECTION I. SCOPE.

This policy applies to all students and student organizations at the University of Minnesota (University).

#### SECTION II. JURISDICTION.

The Student Conduct Code (Code) shall apply to student conduct that occurs on University premises or at University-sponsored activities. At the discretion of the president or delegate, the Code also shall apply to off-campus student conduct when the conduct, as alleged, adversely affects a substantial University interest and either:

- (a) constitutes a criminal offense as defined by state or federal law, regardless of the existence or outcome of any criminal proceeding; or
- (b) indicates that the student may present a danger or threat to the health or safety of the student or others.

#### SECTION III. GUIDING PRINCIPLES.

- (a) The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University.
- (b) The University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.
- (c) The University is dedicated to responsible stewardship of its resources and to protecting its property and resources from theft, damage, destruction, or misuse.
- (d) The University supports and is guided by state and federal law while also setting its own standards of conduct for its academic community.
- (e) The University is dedicated to the rational and orderly resolution of conflict.

#### SECTION IV. THE RESPONSIBILITIES OF DUAL MEMBERSHIP.

Students are both members of the University community and citizens of the state. As citizens, students are responsible to the community of which they are a part, and, as students, they are responsible to the academic community of the University. By enforcing its Code, the University neither substitutes for nor interferes with other civil or criminal legal processes. When a student is charged in both jurisdictions, the University will decide on the basis of its interests, the interests of affected students, and the interests of the community whether to proceed with its

disciplinary process or to defer action. Determinations made or sanctions imposed under the Code will not be subject to change because criminal charges arising out of the same facts were dismissed, reduced, or resolved in favor of the criminal law defendant.

## **SECTION V. DISCIPLINARY OFFENSES.**

Any student or student organization found to have committed or to have attempted to commit the following misconduct is subject to appropriate disciplinary action under this policy:

**Subd. 1. Scholastic Dishonesty.** Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

**Subd. 2. Disruptive Classroom Conduct.** Disruptive classroom conduct means engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

**Subd. 3. Falsification.** Falsification means willfully providing University offices or officials with false, misleading, or incomplete information; forging or altering without proper authorization official University records or documents or conspiring with or inducing others to forge or alter without proper authorization University records or documents; misusing, altering, forging, falsifying, or transferring to another person University-issued identification; or intentionally making a false report of a bomb, fire, natural disaster, or other emergency to a University official or an emergency service agency.

**Subd. 4. Refusal to Identify and Comply.** Refusal to identify and comply means willfully refusing to or falsely identifying one's self or willfully failing to comply with a proper order or summons when requested by an authorized University official.

**Subd. 5. Attempts to Injure or Defraud.** Attempts to injure or defraud means making, forging, printing, reproducing, copying, or altering any record, document, writing, or identification used or maintained by the University when done with intent to injure, defraud, or misinform.

**Subd. 6. Threatening, Harassing, or Assaultive Conduct.** Threatening, harassing, or assaultive conduct means engaging in conduct that endangers or threatens to endanger the health, safety, or welfare of another person, including, but not limited to, threatening, harassing, or assaultive behavior.

**Subd. 7. Disorderly Conduct.** Disorderly conduct means engaging in conduct that incites or threatens to incite an assault or breach of the peace; breaching the peace; obstructing or disrupting teaching, research, administrative, or public service functions; or obstructing or disrupting disciplinary procedures or authorized University activities.

**Subd. 8. Illegal or Unauthorized Possession or Use of Weapons.** Illegal or unauthorized possession or use of weapons means possessing or using weapons or articles or substances usable as weapons, including, but not limited to, firearms, incendiary devices, explosives, and dangerous biological or chemical agents, except in those instances when authorized by law and, where applicable, by proper University authority.

**Subd. 9. Illegal or Unauthorized Possession or Use of Drugs or Alcohol.** Illegal or unauthorized possession or use of drugs or alcohol means possessing or using drugs or alcohol illegally or, where applicable, without proper University authorization.

**Subd. 10. Unauthorized Use of University Facilities and Services.** Unauthorized use of University facilities and services means wrongfully using University properties or facilities; misusing, altering, or damaging fire-fighting equipment, safety devices, or other emergency equipment or interfering with the performance of those specifically charged to carry out emergency services; or acting to obtain fraudulently-through deceit, unauthorized procedures, bad checks, or misrepresentation-goods, quarters, services, or funds from University departments or student organizations or individuals acting in their behalf.

**Subd. 11. Theft, Property Damage, and Vandalism.** Theft, property damage, and vandalism include theft or embezzlement of, damage to, destruction of, unauthorized possession of, or wrongful sale or gift of property.

**Subd. 12. Unauthorized Access.** Unauthorized access means accessing without authorization University property, facilities, services, or information systems, or obtaining or providing to another person the means of such unauthorized access, including, but not limited to, using or providing without authorization keys, access cards, or access codes.

**Subd. 13. Disruptive Behavior.** Disruptive behavior means willfully disrupting University events; participating in a campus demonstration that disrupts the normal operations of the University and infringes on the rights of other individuals; leading or inciting others to disrupt scheduled or normal activities of the University; engaging in intentional obstruction that interferes with freedom of movement, either pedestrian or vehicular, on campus; using sound amplification equipment on campus without authorization; or making or causing noise, regardless of the means, that disturbs authorized University activities or functions.

**Subd. 14. Hazing.** Hazing means any act taken on University property or in connection with any University-related group or activity that endangers the mental or physical health or safety of an individual (including, without limitation, an act intended to cause personal degradation or humiliation), or that destroys or removes public or private property, for the purpose of initiation in, admission to, affiliation with, or as a condition for continued membership in a group or organization.

**Subd. 15. Rioting.** Rioting means engaging in, or inciting others to engage in, harmful or destructive behavior in the context of an assembly of persons disturbing the peace on campus, in areas proximate to campus, or in any location when the riot occurs in connection with, or in response to, a University-sponsored event. Rioting includes, but is not limited to, such conduct as using or threatening violence to others, damaging or destroying property, impeding or impairing fire or other emergency services, or refusing the direction of an authorized person.

**Subd. 16. Violation of University Rules.** Violation of University rules means engaging in conduct that violates University, collegiate, or departmental regulations that have been posted or publicized, including provisions contained in University contracts with students.

**Subd. 17. Violation of Federal or State Laws.** Violation of federal or state laws means engaging in conduct that violates a federal or state law, including, but not limited to, laws governing alcoholic beverages, drugs, gambling, sex offenses, indecent conduct, or arson.

**Subd. 18. Persistent Violations.** Persistent violations means engaging in repeated conduct or action in violation of this Code.

## **SECTION VI. SANCTIONS.**

The following sanctions may be imposed upon students or student organizations found to have violated the Code:

**Subd. 1. Warning.** A warning means the issuance of an oral or written warning or reprimand.

**Subd. 2. Probation.** Probation means special status with conditions imposed for a defined period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional regulation during the probationary period.

**Subd. 3. Required Compliance.** Required compliance means satisfying University requirements, work assignments, community service, or other discretionary assignments.

**Subd. 4. Confiscation.** Confiscation means confiscation of goods used or possessed in violation of University regulations or confiscation of falsified identification or identification wrongly used.

**Subd. 5. Restitution.** Restitution means making compensation for loss, injury, or damage.

**Subd. 6. Restriction of Privileges.** Restriction of privileges means the denial or restriction of specified privileges, including, but not limited to, access to an official transcript for a defined period of time.

**Subd. 7. University Housing Suspension.** University housing suspension means separation of the student from University Housing for a defined period of time.

**Subd. 8. University Housing Expulsion.** University housing expulsion means permanent separation of the student from University housing.

**Subd. 9. Suspension.** Suspension means separation of the student from the University for a defined period of time, after which the student is eligible to return to the University. Suspension may include conditions for readmission.

**Subd. 10. Expulsion.** Expulsion means the permanent separation of the student from the University.

**Subd. 11. Withholding of Diploma or Degree.** Withholding of diploma or degree means the withholding of diploma or degree otherwise earned for a defined period of time or until the completion of assigned sanctions.

**Subd. 12. Revocation of Admission or Degree.** Revocation of admission or degree means revoking a student's admission to the University or revoking a degree already awarded by the University.

#### **SECTION. VII. INTERIM SUSPENSION.**

The president or delegate may impose an immediate suspension on a student or student organization pending a hearing before the appropriate disciplinary committee (1) to ensure the safety and well-being of members of the University community or to preserve University property, (2) to ensure the student's own physical or emotional safety and well-being, or (3) if the student or student organization poses an ongoing threat of disrupting or interfering with the operations of the University. During the interim suspension, the student or student organization may be denied access to all University activities or privileges for which the student or student organization might otherwise be eligible, including access to University housing or property. The student or student organization has a right to a prompt hearing before the president or delegate on the questions of identification and whether the interim suspension should remain in effect until the full hearing is completed.

#### **SECTION VIII. HEARING AND APPEALS OF STUDENT DISCIPLINE.**

Any student or student organization charged with violation of the Code shall have the opportunity to receive a fair hearing and access to a campus-wide appeal. To safeguard the rights of students and student organizations, the president or delegate shall ensure that each campus has an appeals procedure to govern alleged violations of this policy. The appeals procedure shall provide both substantive and procedural fairness for the student or student organization alleged to have violated the Code and shall provide for resolution of cases within a reasonable period of time.

The appeals procedure must describe:

- (a) grounds for an appeal;
- (b) procedures for filing an appeal; and
- (c) the nature of an appellate review.

#### **SECTION IX. DELEGATION OF AUTHORITY.**

The president or delegate shall implement this policy, including publishing and distributing the Code and the procedures governing the student disciplinary process at the University.

**SUPERSEDES:** Existing disciplinary appeals policies in contradiction and specifically repeals the appeals policies dated Fel 1979.



---

**University of Minnesota Board of Regents Policy**  
**Sexual Harassment**  
Adopted: December 11, 1998

**SECTION I. DEFINITION.**

**Subd. 1. Sexual Harassment.** "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

- (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program;
- (2) submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this individual in any University activity or program; or
- (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program.

**Subd. 2. Member of the University Community.** "Member of the University community" or "University member" means any University of Minnesota faculty member, student, or staff member, or other individual engaged in any University activity or program.

**SECTION II. POLICY.**

**Subd. 1. Prohibition.** Sexual harassment by or toward a member of the University community is prohibited.

**Subd. 2. Responsibility to Report.** Department heads, deans, provosts, chancellors, vice presidents, and other supervisors and managers must take timely and appropriate action when they know or should know of the existence of sexual harassment. Other persons who suspect sexual harassment should report it to an appropriate person in their unit or to the University equal opportunity officer.

**Subd. 3. Administrative Responsibility.** Each campus must adopt procedures for investigating and resolving complaints of sexual harassment in coordination with the director of equal opportunity and affirmative action.

**Subd. 4. Disciplinary Action.** A violation of this policy may lead to disciplinary action up to and including termination of employment or academic dismissal.

---

## **5.3 Scholastic Dishonesty and Plagiarism**

---

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the Office of Student Conduct and Academic Integrity (OSCAI, [www1.umn.edu/oscai/](http://www1.umn.edu/oscai/)).

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

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://writing.umn.edu/tww/plagiarism/definitions.html>.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/> and click on "Citing Sources."

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

## 5.4 University Senate Uniform Grading & Transcript Policy

**Note:** The following is an abbreviated version of the University Senate Uniform Grading and Transcript Policy that can be found at [www.umn.edu/usenate/usen/policies.html](http://www.umn.edu/usenate/usen/policies.html).

### General Provisions

1. There are two distinct grading systems on each campus of the University of Minnesota, A-B-C-D-F (with pluses and minuses), and S-N. The S-N system is a self-contained alternative to the A-F system and the two may not be combined for a particular student in a particular course. Students may receive grades or symbols only from the grading system under which they have registered for a course.
2. Interpretation by the Committee on Educational Policy: The policy does not require any instructor to use pluses and minuses.
3. Each college, campus, and program shall determine to what extent and under what conditions each of these two systems may be available to its students and to its faculty, consistent with the provisions of this policy. Any college, campus, or program may specify what courses or proportion of courses taken by its students or its prospective students must be on one or the other grading system. No campus, college, or program is required to offer a course on the S-N grading system. Any unit may choose to limit grades in a particular course to the A-F or the S-N system.
4. When both grading systems are available to a student, he or she must declare a choice of system as part of the initial registration for the course. The choice may not be changed after the end of the second week of classes (the first week in summer sessions).
5. The University's official transcript, the chronological record of the student's enrollment and academic performance, will be released by the University only at the request of the student or in accord with state or federal statutes; mailed copies will include the official seal of the University imprinted on them. Students may obtain an unofficial transcript of their own academic work at their request, except when they have a transcript hold on their record.

### Permanent Grades for Academic Work

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

A	4.00	Represents achievement that is outstanding relative to the level necessary to meet course requirements.
A-	3.67	
B+	3.33	
B	3.00	Represents achievement that is significantly above the level necessary to meet course requirements.
B-	2.67	
C+	2.33	
C	2.00	Represents achievement that meets the course requirements in every respect.
C-	1.67	
D+	1.33	

D	1.00	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.
S		Represents achievement that is satisfactory, which is equivalent to a C- or better.

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

F	0.00	Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. The F carries zero grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course shall count in the grade point average.
N		Represents no credit and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. The N carries no grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course do not count in the grade point average.

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

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

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

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

## Other Transcript symbols

### Incomplete [I]

There shall be a temporary symbol I, **incomplete**, awarded to indicate that the work of the course has not been completed. The I shall be assigned at the discretion of the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an I requires a written agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements. In no event may any such written agreement allow a period of longer than one year to complete the course requirements.

For graduate/professional students, an I is to remain on the transcript until changed by the instructor or department.

When an I is changed to another symbol, the I is removed from the record.

A student does not need to be registered at the University in order to complete the work necessary to convert an I to a grade with credit in the time and manner previously agreed upon between the student and the instructor. The instructor is expected to turn in the new grade within four weeks of the date the work was submitted by the student.

### Interpretation of Policy on Incompletes for Students Called to Active Military Duty

When appropriate, instructors may prefer to arrange for the student to take an incomplete. Senate policy requires that an incomplete be made up within one calendar year of the end of the term in which the incomplete is given. When students are called to active military duty, and reach agreement with their instructor(s) to take an incomplete, they will

have up to one calendar year following their discharge from active duty to complete their incomplete(s). Complete policies and procedures are available in the SPH Student Services Center.

#### **Transfer [T]**

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

#### **Withdrawal [W]**

If a student officially withdraws from a course during the first two weeks of classes, there shall be no record of that course registration entered on the student's transcript. There shall be a symbol W, **withdrawal**, entered upon a student's record when the student officially withdraws from a course in accordance with procedures established by the student's college or campus\*. The W will be entered on the transcript irrespective of the student's academic standing in that course if the student withdraws from the course during the third through eighth week of class (second or third weeks of summer sessions). Withdrawal in the ninth or later week of classes (fourth or later in summer sessions) shall require approval of the college and may not be granted solely because a student is failing the course; there must be extenuating non-academic circumstances justifying late withdrawal.

\*See *section 3.3* for the School of Public Health withdrawal process.

#### **Continuation [X]**

There shall be a symbol X, indicating a student may continue in a continuation course in which a grade cannot be determined until the full sequence of courses is completed. The instructor shall submit a grade for each X when the student has completed the sequence.

#### **In Progress [K]**

There shall be a symbol K, assigned by an instructor to indicate the course is still in progress and that a grade cannot be assigned at the present time.

### **Other Provisions**

#### **Bracketing (repeating) Courses**

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

MS and PhD students are not allowed to repeat a course.

\*In the case of the School of Public Health, this approval must come from the Dean and, in some cases, the Major Chair or DGS. Students should see their Major Coordinator for further information.

#### **Course Prerequisites**

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

#### **Grade Submission**

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

---

## **5.5 Health Insurance**

---

All Academic Health Center students (this includes all SPH students, including those in MS and PhD programs) will be enrolled and charged automatically for the Academic Health Center (AHC) Student Health Benefit Plan. For more information, go to <http://www.bhs.umn.edu/insurance/twincities/ahc/index.htm>.

### **Benefits**

The Academic Health Center Student Health Benefit Plan (AHC-SHBP) offers the following benefits (all AHC students are eligible):

- Full access to the Blue Cross and Blue Shield pharmacies
- No maximum on pharmaceuticals
- Coverage for all immunizations



- Early access to immunization services (July 1) for those registered for fall 2010 (incoming students)
- Ongoing health care coverage will be offered to students after graduating, through the University of Minnesota Conversion Plan

## Waiver

All admitted AHC students will be required to participate in the plan if they are not covered by an employer sponsored group health insurance program.

If they want to waive the insurance, they must prove they have other coverage by producing a certificate of credible coverage obtained from their managed care organization, insurance company, or duly authorized agent verifying insurance coverage. They must submit the certificate of credible coverage to the Student Health Benefits Office at Boynton by the enrollment deadline published by the Office of the Registrar. This request must be submitted in person or by fax.

This waiver will be valid for two years. Should students lose coverage during the period they have been waived, they may enroll in the plan within 30 days by providing proof of involuntary loss of coverage from the insurance company.

Students enrolled in the Graduate Assistant Health Benefit Plan will be automatically waived from the AHC-SHBP.

---

## 5.6 Privacy

---

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

Often School of Public Health students work as Teaching Assistants and Research Assistants [that may require exposure] to private information. Please be [aware] of privacy laws, complete required privacy trainings, and act with the highest honor towards all private information.

For further information, go to [privacy.ahc.umn.edu/](http://privacy.ahc.umn.edu/).

### FERPA (Family Educational Rights and Privacy Act): Student records

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

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

In addition:

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

### HIPAA (Health Insurance Portability and Accountability Act)

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

All students in the Academic Health Center (AHC), including School of Public Health students, must complete the University's online HIPAA Privacy training.

Login to [www.ahc.umn.edu/privacy/training/sectraining/home.html](http://www.ahc.umn.edu/privacy/training/sectraining/home.html), click on [myU.umn.edu](http://myU.umn.edu) and select **my Worklife** link to complete the training.

---

## 5.7 Immunizations

---

According to OSHA regulations, CDC guidelines, and University of Minnesota policy, Academic Health Center (AHC) students are required to have a health clearance as a condition of enrollment.

More details and the downloadable *Student Immunization Record* form are available from Boynton Health Service at [www.bhs.umn.edu/services/AHC.htm#AHC](http://www.bhs.umn.edu/services/AHC.htm#AHC).

---

## 5.8 Criminal Background Checks

---

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

---

## 5.9 Use of Human Subjects in Research

---

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

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

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

The University of Minnesota IRB web site is [www.irb.umn.edu](http://www.irb.umn.edu). Students should check this site out before speaking with their advisor to familiarize themselves with procedures and to download/print the forms they will need to complete. Students should consult with their advisor before submitting an application. Here are a few tips:

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

Questions concerning exemptions or other aspects of human subjects research review should be addressed to [irb@umn.edu](mailto:irb@umn.edu) or call 612.626.5654. Completed application forms should be sent to:

### Research Subjects Protection Program

MMC 820

D528 Mayo Memorial Bldg

420 Delaware Street SE

Minneapolis, MN 55455-0392

---

## 5.10 International Student Requirements

---

**Note:** International student requirements may change over time. For up-to-date information go to [www.issss.umn.edu](http://www.issss.umn.edu).

### Document Check and Orientation

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

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

### Student and Exchange Visitor Information System (SEVIS)

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

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

For more information on SEVIS requirements, including those listed below, go to [www.issss.umn.edu](http://www.issss.umn.edu).

### Academic Status

International students must maintain full-time status. MPH students must register for at least 9 credits each semester (6 credits for MS and PhD students). Under special conditions, students may apply for an exemption from full-time status rule at the ISSS office. Students must apply for the exemption before registering for less than a full course of study.

### Address Change

International students **MUST** notify **BOTH** the DHS Bureau of Citizenship & Immigration Services (BCIS) and the University of Minnesota **within 10 days** of a change of address. For more information go to [www.issss.umn.edu/INSGen/address.html](http://www.issss.umn.edu/INSGen/address.html).

---

## 6. GROUPS, ASSOCIATIONS, AND SOCIETIES

---

### 6.1 Student Groups

---

#### School of Public Health Student Senate

<http://www.sph.umn.edu/current/studentsenate/index.asp>

The Student Senate is comprised of graduate students of the University of Minnesota, School of Public Health. The Senate serves two main functions:

- The Student Senate is an official organization of the University of Minnesota, School of Public Health, representing the SPH graduate students in several university committees.
- The Student Senate also acts as the public health student association of the University of Minnesota, organizing activities and events among the graduate students in the school. They participate in volunteer activities around the Twin Cities, organize social events, and address student needs and concerns to the School and the divisions.

The SPH Student Senate welcomes input from all students from the school and invite you to join the Senate and help us serve the needs of the SPH students. Contact us at [sphss@umn.edu](mailto:sphss@umn.edu).

The student senate officers for the 2009-2010 academic year are:

Office	Name	Email Address
President	Ania Urban	urba0101@umn.edu
Vice-President	Erika Vetta	vett0066@umn.edu
Secretary	Meghan Mason	maso0299@umn.edu
Co-Treasurer		

### **Graduate and Professional Student Assembly**

[www.gapsa.umn.edu](http://www.gapsa.umn.edu)

The Graduate and Professional Student Assembly serves many functions on this campus, chief among them ensuring that the University, in all of its offices, programs, schools and departments, works in the interests of excellence in the graduate and professional experience. GAPSAs and its coordinate councils advocate on your behalf to make the University of Minnesota the premier institution for graduate and professional education in the nation, and try to make sure students have a smooth, supported, even fun time getting their degree

### **Council of Graduate Students (COGS)**

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

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

### **Center for Health Interdisciplinary Programs (CHIP)**

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

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

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

### **Minnesota International Student Association**

[www.tc.umn.edu/~misa/](http://www.tc.umn.edu/~misa/)

The Minnesota International Student Association (MISA) is a non-profit organization that aims at working in the interest of international students at the University of Minnesota. MISA represents the international community of the University of Minnesota Campus. There are about 3000 international students on this campus, whose length of stay varies from 3 months to several years. MISA plays a vibrant role in students' social lives, by being the forum for international students on the U of M campus and by organizing events throughout the year.

### **Other Groups**

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

More than 400 student groups on campus are registered with the University's Student Unions and Activities Office, including academic societies, cultural centers, sports clubs, political action groups and fraternities and sororities. These organizations provide students with endless involvement opportunities and the chance to interact with others who share a similar interest.

---

## **6.2 Public Health Related Associations and Agencies**

---

### **Minnesota Public Health Association (MPHA)**

[www.mpha.net/index.html](http://www.mpha.net/index.html)

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

### **American Public Health Association**

[www.apha.org](http://www.apha.org)

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

### **Association of Schools of Public Health**

[www.asph.org](http://www.asph.org)

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

### **Center for Cross-Cultural Health**

[www.crosshealth.com](http://www.crosshealth.com)

The Center for Cross-Cultural Health is actively involved in the education and training of health and human service providers and organizations in the State of Minnesota and beyond. The Center is also a research and information

resource. Through information sharing, training and research, the Center works to develop culturally competent individuals, organizations, systems, and societies.

### **Centers for Disease Control and Prevention**

[www.cdc.gov](http://www.cdc.gov)

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

### **National Institutes of Health**

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

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

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

[www.ache.org](http://www.ache.org)

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

---

## **6.3 Alumni Societies**

---

### **School of Public Health Alumni Society**

[www.alumni.umn.edu](http://www.alumni.umn.edu)

<http://www.sph.umn.edu/alumni/>

The School of Public Health Alumni Society has approximately 870 members. All graduates, students, and friends of the school are eligible for active membership in the society.

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

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

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

### **MHA Alumni Association**

<http://www.sph.umn.edu/programs/MHA/alumni.asp>

The Alumni Association of the University of Minnesota MHA Program was established in 1948 to facilitate ongoing support of the Healthcare Administration program and to continue fellowship among alumni. There are over 1,600 members. The Association supports MHA students through scholarships, and by providing learning opportunities.

---

## **7. DIVISION OF EPIDEMIOLOGY AND COMMUNITY HEALTH**

---

### **7.1 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

Fax .....612-624-0315

Campus Mail.....WBOB, #300, Delivery Code 7525

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

---

## 7.2 The West Bank Office Building (WBOB)

---

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

### 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 shuttle does not usually run in the summer.

### 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 \$3 per hour or portion thereof. This lot is also available after hours, on weekends, and holidays free of charge. 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](mailto: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.sph.umn.edu/epi/index.asp> under the tab Student Resource for each major. 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](mailto: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.

---

## 7.3 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.

---

## 7.4 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.sph.umn.edu/epi/news/seminars.asp>.

---

## 7.5 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.sph.umn.edu/current/resources/>.
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.



---

## 7.6 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/list.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](mailto: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; the doctoral award is only open to doctoral students in Epidemiology. We anticipate two rounds of requests for proposals (one per semester). The chair of the Research Awards Committee will distribute detailed e-mail solicitations for applications.

## **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. PhD students may request a maximum of \$7,500 to support thesis research.

**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.

**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?**

\$7,500 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. Your degree program
  - d. 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.

d. References (no page limit):

Citations for articles referenced in the background and significance and research methods portions of the proposal should be listed after the Human Subjects section of the proposal.

4. Detailed Budget (2 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: stipends or salary for the applicant, computer purchase, publication costs (e.g., page charges, reprints), and presentation costs (e.g., travel to a conference, conference fee).

5. Letter of Endorsement 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. First, applicants must discuss their proposals with the faculty advisor, who must review the proposal before it is submitted. Then, the faculty advisor's letter of funding endorsement must state that the faculty member has read and provided input on the proposal. The faculty member must also indicate his opinion of the quality and importance of the research.

6. Appendices, if needed (no page limit)

## Submission

Submit your proposal to the Aaron Folsom, Chair of the Research Awards Committee, 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. The most important criteria are (1) importance of the area, (2) quality of proposed research, (3) investigator's experience and resources to accomplish the project, and (4) relevance to public health.

If you have questions regarding preparation of a proposal, please contact the Chair of the Research Awards Committee. 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.sph.umn.edu/epi/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 .....	<a href="http://www.sph.umn.edu/epi/">http://www.sph.umn.edu/epi/</a>
EpiCH Student Guidebook and Forms .....	<a href="http://www.sph.umn.edu/epi/index.asp">http://www.sph.umn.edu/epi/index.asp</a>
EpiCH course grid .....	<a href="http://www.sph.umn.edu/epi/index.asp">http://www.sph.umn.edu/epi/index.asp</a>
Course syllabi .....	<a href="http://www.sph.umn.edu/programs/syllabi/index.asp">http://www.sph.umn.edu/programs/syllabi/index.asp</a>
Job Tip Sheet .....	<a href="http://www.sph.umn.edu/epi/index.asp">http://www.sph.umn.edu/epi/index.asp</a>
EpiCH faculty information .....	<a href="http://www.sph.umn.edu/facstaff/ourfaculty/f_prog.asp?pid=4&amp;dg=Epidemiology">http://www.sph.umn.edu/facstaff/ourfaculty/f_prog.asp?pid=4&amp;dg=Epidemiology</a>
EpiCH seminar .....	<a href="http://www.sph.umn.edu/epi/news/seminars.asp">http://www.sph.umn.edu/epi/news/seminars.asp</a>
EpiCH telephone directory .....	<a href="http://www.sph.umn.edu/epi/people.asp">http://www.sph.umn.edu/epi/people.asp</a>

---

## 7.7 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](http://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:

5. **Administrative Advising:** advising on course planning and scheduling, policies, procedures and benchmarks of the degree program/major, SPH, and the University.
6. **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.
7. **Field Experience/Internship/Practicum Advising:** specific and targeted advising for field experience/internship/practicum development, placement and completion.
8. **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)



## 7.8 Division Courses 2009-2010

Number	Title	Credits	Offered	Instructor(s)
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	Henrikus
6040	Dying and Death in Contemporary Society	2.0	Spring	Gardner
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	Brady/Sherwood
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	Fall	Forster
6079	Obesity and Eating Disorders: Treatment, Prevention & Policy	2.0	Spring	French/Sherwood
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/Lando
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	Widome
6320	Fundamentals of Epidemiology	3.0	Spring	Lazovich
6320	Fundamentals of Epidemiology (web course)	3.0	Fall/Spring	Punyko
6325	SAS Programming for Data Management	1.0	Fall/Spring (January)	Oakes
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/Pereira
6370	Social Epidemiology	2.0	Spring	Oakes
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
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
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
6655	Principles and Programs in MCH (web course)	2.0	Summer	Patterson
6673	Grant Writing for Public Health	1.0	May	Toomey
6675	Women's Health	2.0	Fall	Hellerstedt
6901	Public Health Nutrition: Principles & Programs	2.0	Fall	Stang
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	Steffen
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/Cusick
6933	Nutrition and Chronic Diseases	2.0	Spring	Robien
6995	Supervised Practice: Pub H Nutr Management	8.0	Summer	Miles
6996	Supervised Practice: Medical Nutr Therapy	9.0	Summer	Miles
8300	Topics: Advanced Epi Methods Concepts	3.0	Fall	Alonso/Oakes
8300	Topics: Advanced Epi Methods Applications	3.0	Spring	Erickson/Schreiner
8377	Seminar: Chronic Disease and Behavioral Epi	1.0	Fall/Spring	Jacobs/Harlow

## 8. EPIDEMIOLOGY MPH DEGREE PROGRAM



### 8.1 Fall 2009 Program Curriculum

- Standard Program [48 credit minimum]
- Accelerated Program [42 credit minimum] for students who have a prior-earned doctoral level degree

#### 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.

- Epidemiology MPH students must take these courses on an A-F grade basis.
- Epi MPH students must earn a minimum grade of B- in the following courses: 6341, 6342, 6343, 6390, 6450 and 6451. Students who get less than a B- in these courses are required to repeat the course and cannot graduate until they earn at least a B-. The Major Chair of Epidemiology may override this rule based on evidence of exceptional circumstances, such as illness or family emergencies.

<b>Epidemiology Courses [18 credits]</b>				
Course	Notes	Title	Offered	Credits
PubH 6325 OR PubH 6617		Data Processing with PC-SAS Practical Methods for Secondary Data Analysis	Fall/Spring Fall	1 3
PubH 6341	① ②	Epidemiologic Methods I	Fall	3
PubH 6342	① ②	Epidemiologic Methods II	Spring	3
PubH 6343	① ②	Epidemiologic Methods III	Fall	4
PubH 6390	① ②	Epidemiologic Methods III Lab	Fall	1
PubH 7394		Epidemiology Master's Project Credits (see section 8.6)	Any Term	2
PubH 7396		Field Practice: Epidemiology (see section 8.5)	Any Term	2
<i>Choose one of the following:</i>				
PubH 6385	①	Epidemiology and Control of Infectious Diseases	Spring	2
PubH 6386	①	Public Health Aspects of Cardiovascular Disease	Fall	2
PubH 6387	①	Cancer Epidemiology	Spring	2
<b>Biostatistics Courses [8 credits]</b>				
PubH 6450	① ②	Biostatistics I	Fall	4
PubH 6451	① ②	Biostatistics II	Spring	4
<b>Public Health Core [8 credits]</b>				
 <b>Note: Courses designated as part of the Public Health Core must be taken for a letter grade (A/F)</b> 				
PubH 6020		Fundamentals of Social and Behavioral Science	Fall/Spring/Summer	3
PubH 6101 or PubH 6102		Environmental Health Issues in Environmental and Occupational Health	Fall/Spring Spring/Summer	2 2
PubH 6741 or PubH 6742		Ethics in Public Health: Professional Practice and Policy Ethics in Public Health: Research and Policy	Fall/Spring/Summer Fall/Spring/Summer	1 1
PubH 6751		Principles of Management in Health Services Organizations	Fall/Spring/Summer	2
<b>Basic Science Course [4 credits]</b>				
Not required for students with a prior-earned doctorate in a health-related discipline. Nurses or other health professionals may be exempt; see <i>section 8.4</i> .				
PubH 6355		Pathophysiology of Human Disease	Fall	4
<b>Electives [8-10 credits]</b>				
10 credits required for the standard program. 8 credits required for the accelerated program.				

## Recommended Competency Areas and Electives

Table 1. Summary of competency areas/skills that guide the Epidemiology MPH curriculum and courses that address these competency areas.

<b>I. Descriptive Epidemiology</b>		
<b>Competency Area Skills</b>	<b>How Acquired</b>	<b>How Measured</b>
<ul style="list-style-type: none"> <li>• Produce descriptive epidemiology of a given condition</li> <li>• Calculate measures of incidence, morbidity and mortality</li> <li>• Calculate measures of excess risk</li> <li>• Make appropriate comparisons by person, place and time</li> <li>• List strengths and limitations of descriptive data</li> <li>• Identify data from existing national and international sources</li> </ul>	<ul style="list-style-type: none"> <li>• PubH 6341, 6342</li> <li>• Field experience</li> </ul>	<ul style="list-style-type: none"> <li>• Examinations</li> <li>• Assignments (exercises and papers)</li> <li>• Field experience preceptor assessment</li> </ul>
<b>II. Biology</b>		
<b>Competency Area Skills</b>	<b>How Acquired</b>	<b>How Measured</b>
<ul style="list-style-type: none"> <li>• Describe models of disease etiology and control</li> <li>• Describe pathophysiology of major diseases</li> </ul>	<ul style="list-style-type: none"> <li>• PubH 6341, 6342, 6355</li> </ul>	<ul style="list-style-type: none"> <li>• Examinations</li> <li>• Assignments (exercises and papers)</li> </ul>
<b>III. History of the Discipline</b>		
<b>Competency Area Skills</b>	<b>How Acquired</b>	<b>How Measured</b>
<ul style="list-style-type: none"> <li>• Describe general history of epidemiology</li> <li>• Recognize major epidemiologic studies of selected diseases</li> <li>• Identify major chronic and infectious diseases, leading causes of death</li> <li>• Recognize importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues</li> </ul>	<ul style="list-style-type: none"> <li>• PubH 6341, 6342, 6387, 6385, 6386</li> </ul>	<ul style="list-style-type: none"> <li>• Examinations</li> <li>• Assignments (exercises and papers)</li> </ul>
<b>IV. Principles of Screening and Surveillance</b>		
<b>Competency Area Skills</b>	<b>How Acquired</b>	<b>How Measured</b>
<ul style="list-style-type: none"> <li>• Describe conditions suitable for population screening</li> <li>• Evaluate validity and reliability of screening tests</li> <li>• Recognize types of bias that affect validity of screening evaluations</li> <li>• Describe study designs for evaluation of effectiveness of screening</li> <li>• List types of surveillance systems and approaches used in disease surveillance</li> </ul>	<ul style="list-style-type: none"> <li>• PubH 6341, 6342</li> <li>• Field experience</li> </ul>	<ul style="list-style-type: none"> <li>• Examinations</li> <li>• Assignments (exercises and papers)</li> <li>• Field experience preceptor assessment</li> </ul>
<b>V. Problem Conceptualization</b>		
<b>Competency Area Skills</b>	<b>How Acquired</b>	<b>How Measured</b>
<ul style="list-style-type: none"> <li>• Search the literature</li> <li>• Review and critically evaluate the literature</li> <li>• Synthesize available information</li> <li>• Make appropriate causal inferences from available information</li> </ul>	<ul style="list-style-type: none"> <li>• PubH 6341, 6342,</li> <li>• Other courses that require literature reviews</li> <li>• Field experience</li> <li>• Master's project</li> </ul>	<ul style="list-style-type: none"> <li>• Examinations</li> <li>• Assignments (exercises and papers)</li> <li>• Field experience preceptor assessment</li> <li>• Master's project</li> </ul>

<b>VI. Study Design</b>		
<b>Competency Area Skills</b>	<b>How Acquired</b>	<b>How Measured</b>
<ul style="list-style-type: none"> <li>Describe each study design</li> <li>Understand the advantages and limitations of each study design, including practical aspects of their use and trade-offs</li> <li>Select the most appropriate and efficient design for a specific problem</li> <li>Calculate sample size</li> <li>Identify and minimize sources of bias</li> <li>Describe the direction and magnitude of bias and effect on measures of association</li> </ul>	<ul style="list-style-type: none"> <li>PubH 6341, 6342, 6343</li> <li>Field experience</li> <li>Master's project</li> </ul>	<ul style="list-style-type: none"> <li>Examinations</li> <li>Assignments (exercises and papers)</li> <li>Field experience preceptor assessment</li> <li>Master's project</li> </ul>
<b>VII. Data Collection and Monitoring</b>		
<b>Competency Area Skills</b>	<b>How Acquired</b>	<b>How Measured</b>
<ul style="list-style-type: none"> <li>Identify instruments appropriate for the research question</li> <li>Identify presence and magnitude of measurement error</li> <li>Monitor the conduct of data collection</li> <li>Design and assess quality assurance and control measures</li> </ul>	<ul style="list-style-type: none"> <li>PubH 6342,</li> <li>Field Experience</li> <li>Master's project</li> </ul>	<ul style="list-style-type: none"> <li>Examinations</li> <li>Assignments (exercises and papers)</li> <li>Field experience preceptor assessment</li> <li>Master's project</li> </ul>
<b>VIII. Data Analysis</b>		
<b>Competency Area Skills</b>	<b>How Acquired</b>	<b>How Measured</b>
<ul style="list-style-type: none"> <li>Use statistical computer packages to calculate and display descriptive statistics</li> <li>Analyze categorical data</li> <li>Perform multivariate regression</li> <li>Examine data for confounding and effect modification, and handle appropriately</li> </ul>	<ul style="list-style-type: none"> <li>PubH 6343, 6390, 6450, 6451, 6325, 6617</li> <li>Field experience</li> <li>Master's project</li> </ul>	<ul style="list-style-type: none"> <li>Examinations</li> <li>Assignments (exercises and papers)</li> <li>Field experience preceptor assessment</li> <li>Master's project</li> </ul>
<b>IX. Interpretation</b>		
<b>Competency Area Skills</b>	<b>How Acquired</b>	<b>How Measured</b>
<ul style="list-style-type: none"> <li>Interpret research results</li> <li>Make appropriate casual inferences based on results</li> </ul>	<ul style="list-style-type: none"> <li>PubH 6341, 6342, 6343, 6390, 6450, 6451</li> <li>Field experience</li> <li>Master's project</li> </ul>	<ul style="list-style-type: none"> <li>Examinations</li> <li>Assignments (exercises and papers)</li> <li>Field experience preceptor assessment</li> <li>Master's project</li> </ul>
<b>X. Communication</b>		
<b>Competency Area Skills</b>	<b>How Acquired</b>	<b>How Measured</b>
<ul style="list-style-type: none"> <li>Communicate research results orally and in writing to scientists and non-scientists</li> <li>Present data in tabular and figure formats</li> </ul>	<ul style="list-style-type: none"> <li>PubH 6343, 6390</li> <li>Field experience</li> <li>Master's project</li> </ul>	<ul style="list-style-type: none"> <li>Examinations</li> <li>Assignments (exercises and papers)</li> <li>Field experience preceptor assessment</li> <li>Master's project</li> </ul>

<b>XI. Ethics</b>		
<b>Competency Area Skills</b>	<b>How Acquired</b>	<b>How Measured</b>
<ul style="list-style-type: none"> <li>• Understand concepts of human subjects protections and confidentiality</li> <li>• Apply this understanding as evidenced in design and conduct of research</li> </ul>	<ul style="list-style-type: none"> <li>• PubH 6742</li> <li>• Field experience</li> <li>• Master's project</li> </ul>	<ul style="list-style-type: none"> <li>• Examinations</li> <li>• Assignments (exercises and papers)</li> <li>• Field experience preceptor assessment</li> <li>• Master's project</li> </ul>

## Sample Electives

5000-level or greater in courses related to health science or statistics; courses at the 4000-level may be allowed as electives but there are specific guidelines related to their approval. Contact a Major Coordinator **prior** to registering for a 4000-level elective. See *section 8.2* for more information.

- Public Health [PubH]  
Including coursework in epidemiology, biostatistics, environmental health, health services research and policy. Note: Due to content overlap, Division students taking both 6325 and 6420 may only use one of the courses for degree credit. Due to the content overlap, Epi MPH students cannot use PubH 6320 as an elective if they are taking PubH 6341
- Veterinary Medicine, Graduate [VMed]
- Health Informatics [HInf]
- Educational Psychology [EPsy]  
Methods courses
- Statistics [Stat]
- Philosophy [Phil]  
Philosophy of science courses
- Biochemistry (BioC)
- Writing Studies (WRIT)
- Molecular, Cellular, Dev Biology and Genetics [MCDG]
- Genetics, Cellular and Developmental Biology [GCD]
- Microbiology [MicB]
- Microbiology, Immunology and Cancer Biology [MICa]

## 8.2 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 the Council on Education for Public Health (CEPH). The School of Public Health 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.

### **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 8.5*.

### **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, demonstrating familiarity with the tools of research or scholarship in the major, the capacity to work independently, and the ability to present the results of the investigation effectively; see *section 8.6*.

## Comprehensive Examination

MPH students must complete a written and/or oral examination as specified by the major; see *section 8.6*.

## 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 at the University of Minnesota or at another college or university prior to the MPH program matriculation. 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 academic advisor to discuss the petitioning process. If the petition is acceptable to the advisor, the student will complete and sign the *Petition* form, and attach an official transcript 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.sph.umn.edu/current/resources/>

The Major Coordinator will forward the petition to the Major Chair and then to the Associate Dean for Academic Affairs 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.sph.umn.edu/current/resources/>.

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 the 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 academic 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

<http://www.sph.umn.edu/current/resources/>.

## 8.3 Standard Sample Schedules

Students are strongly encouraged to meet with their academic advisors each term prior to registration. Doing so will ensure that you are on track for graduation and will ensure that any complications are resolved in a timely manner.

**Note:** Part-time schedules are available upon request from one of the Major Coordinators. Careful planning must be considered when attending part-time to make sure courses that are sequential in nature are taken in the appropriate order. Contact a Major Coordinator at [epichstu@umn.edu](mailto:epichstu@umn.edu) for assistance with your schedule.

### Full-Time Standard Program Option [48 credits]

#### Fall Semester I

Course	Title	Credits
PubH 6101	Environmental Health [1 <sup>st</sup> half semester]	2
PubH 6341	Epidemiologic Methods I	3
PubH 6355	Pathophysiology of Human Disease	4
PubH 6450	Biostatistics I	4
PubH 6751	Principles of Management in Health Services Organizations (2 <sup>nd</sup> half semester)	2

#### Spring Semester I

PubH 6325	Data Processing with PC-SAS	1
PubH 6342	Epidemiologic Methods II	3
PubH 6451	Biostatistics II	4
	2 Elective Courses	4

#### May or Summer Session I

PubH 7396	Field Experience	2
-----------	------------------	---

#### Fall Semester II

PubH 6020	Fundamentals of Social and Behavioral Science	3
PubH 6343	Epidemiologic Methods III	4
PubH 6390	Epidemiologic Methods III Lab	1
PubH 6386	Public Health Aspects of Cardiovascular Disease*	2

#### Spring Semester II

PubH 6742	Ethics in Public Health: Research & Policy	1
PubH 7394	Master's Project: Epidemiology	2
	3 Elective Courses	6

\* This course is only one of three options

## Full-Time Accelerated Program Option [42 credits]

### Fall Semester I

Course	Title	Credits
PubH 6101	Environmental Health [1 <sup>st</sup> half semester]	2
PubH 6341	Epidemiologic Methods I	3
PubH 6450	Biostatistics I	4
PubH 6751	Principles of Management in Health Services Organizations (2 <sup>nd</sup> half semester)	2
	2 Elective Courses	4

### Spring Semester I

PubH 6325	Data Processing with PC-SAS	1
PubH 6342	Epidemiologic Methods II	3
PubH 6387	Cancer Epidemiology*	2
PubH 6451	Biostatistics II	4
PubH 6742	Ethics in Public Health: Research & Policy	1
	1 Elective Course	2

### May or Summer Session I

PubH 6020	Fundamentals of Social and Behavioral Science	3
PubH 7396	Field Experience	2
	1 Elective Course	2

### Fall Semester II

PubH 6343	Epidemiologic Methods III	4
PubH 6390	Epidemiologic Methods III Lab	1
PubH 7394	Master's Project: Epidemiology	2

\* This course is only one of three options

---

## 8.4 Waiver Request for Pathophysiology of Human Disease

---

Students with a prior-earned doctorate in a health-discipline are not required to take PubH 6355 Pathophysiology of Human Disease and do not need to request an exemption. The following procedures apply for students wishing an exemption from the course. It is the student's responsibility to:

1. Request the waiver at least two weeks prior to the start of the term the course is taught; and
2. Provide the Major Coordinator, Shelley Cooksey, with a copy of the syllabus (syllabi) of the course(s) already taken with equivalent content. The student also must supply a copy of their transcript(s). If the transcript was part of the application packet, the student can ask a Major Coordinator to make a copy. Shelley will forward the syllabus (syllabi) and transcript(s) to the course instructor(s) for approval.

The instructor(s) will then review the course packet to verify that previous course work fulfills the learning objectives for Pathophysiology of Human Disease. If, upon inspection, the instructor affirms the course content is similar, he/she will grant the waiver and provide the Major Coordinator with documentation for the student's file either approving or rejecting the request for exemption.

The granting of an exemption from 6355 does not reduce the total number of credits required in the student's program. However, it allows the student to take other elective credits.

**Note:** PubH 6355, Pathophysiology of Human Disease, is taught Fall semester. The deadline to provide materials to Shelley Cooksey is Friday, August 14, 2009.

---

## 8.5 Field Experience

---

### Goals

School policy requires all MPH students to complete a supervised field experience consisting of at least 90 hours. The purpose of the field experience is to provide students with the opportunity to practice and apply their epidemiological knowledge and skills in a practice-based setting. The goals of the epidemiology field experience are to apply epidemiologic skills in the following areas:

1. Review scientific literature
2. Assist with proposal development
3. Design data collection forms
4. Collect epidemiologic data
5. Create databases/enter epidemiologic data
6. Analyze epidemiologic data
7. Write scientific reports
8. Participate in other community-based public health activities where epidemiologic skills are needed

The field experience must involve a project with defined objectives and evaluation criteria. The field experience should complement the epidemiology training and therefore must be done after completion of Epidemiologic Methods I and II. Students must develop a plan for the field experience with the consent of their academic advisor. For some students, the field experience may include aspects of study design and/or data collection and management. For other students with experience in data collection and management, it may be desirable to choose a field experience with greater emphasis on data analysis or grant preparation. However, **the field experience must be independent from the master's project and can not be started until the contract has been approved.**

### Field Experience Requirements

1. A member of the Epidemiology MPH faculty must agree to act as the student's faculty field experience advisor. This faculty member need not be the student's academic advisor or master's project advisor. The Epidemiology faculty member can be either primary or adjunct faculty; see *section 8.8* for a list of faculty.
2. The site preceptor, who will supervise the field experience, must be an epidemiologist or other public health professional approved by the academic advisor, the faculty field experience advisor, or the Epidemiology Major Chair. The site preceptor does not have to have a doctoral level degree but should have at least a MPH or equivalent level degree. For example, someone in a Health Department who has an Epidemiology MPH could be the field preceptor. The site preceptor must be outside of the University of Minnesota.
3. The field experience must consist of at least 90 hours. Students must register to receive graduate credits (90 hours equals two semester credits). Depending on the length of the experience (i.e., more than 90 hours) and the faculty field experience advisor's evaluation of the scope of the work, an additional 1-3 credits (up to a maximum of five credits) may be earned. These additional credits can be applied to the total credit requirement for the MPH degree, resulting in a net reduction of elective credits needed to complete the degree. Students must register under PubH 7396: Field Experience. This course is graded on an S-N basis only. Students will be allowed to register **after** they have submitted a complete *Field Experience/Internship Contract* (see *How To Register below*).
4. Timing of the field experience is flexible. However, because the intent is to reinforce concepts learned in the classroom, **students must complete their first full year of coursework (the epidemiology and biostatistics core sequences) before beginning the field experience.** Students may wish to consider summer session as the most feasible period in which to complete the field experience requirement due to the time involved.
5. The responsibility of arranging for the field experience rests with the student. Although a paid field experience is permitted, students should not expect such arrangements as the norm.
6. If permission from the Human Subjects Committee (Institutional Review Board) is necessary based on the proposed field experience work scope, the student must secure such permission before beginning. The faculty field experience advisor should be consulted for direction.
7. Although students are responsible for arranging their own field experience, there are a number of resources available to help:
  - Epidemiology faculty;

- The School of Public Health Career Center;
- The School of Public Health Alumni Society;
- The Minnesota Department of Health (<http://www.health.state.mn.us/>);
- Centers for Disease Control and Prevention (<http://www.cdc.gov/>);
- American Cancer Society (<http://www.cancer.org/>);
- American Heart Association (<http://www.americanheart.org>).
- Students who are interested in opportunities outside Minnesota are encouraged to network with Health Department officials in their hometowns, or in areas in which they eventually hope to work. International field experience is allowed;
- There are additional opportunities to work with local health-related industries, including managed care organizations, hospital research units, and other industries with a health emphasis.

## How to Register and Complete the Field Experience

1. Identify a faculty advisor. The faculty field experience advisor must be a Epi MPH faculty member but does not have to be your academic advisor (see *section 8.8* for a list of faculty members eligible to serve as a faculty field experience advisor).
2. Once a potential placement has been identified, the student should make contact with the organization to identify and define a specific project or area, time commitment, and a site preceptor.
3. The *Field Experience/Internship Contract* form must be completed on-line, approved (with electronic signatures) by all parties and submitted to the Major Coordinator. The form is available at: <http://www.ahc.umn.edu/sphfieldexp/index.cfm>. The contract must be submitted on-line before students will be given information on how to register and be eligible to begin the field experience. Once the signed *Field Experience/Internship Contract* form is submitted on-line, a Major Coordinator will contact the student via e-mail with specific registration information for PubH 7396.
4. 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, master's project, or dissertation is in such a facility, students may be asked by the institution to submit paperwork.
5. Some agencies may ask students to sign agreements concerning confidentiality of data or other data practices. This may be especially true in those settings where students will have access to personal identifiers.
6. Upon completion of the field experience the student and the site preceptor are required to submit an evaluation form on-line via the SPH Field Experience Portal at <http://www.ahc.umn.edu/sphfieldexp/index.cfm>. Once the evaluation forms have been reviewed by the faculty advisor a grade change will be submitted.

## Relationship Between Field Experience and 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 two organizations, expands the number of people the student can use for future references for jobs, and increases the number of places they may turn for job opportunities.

---

## 8.6 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.

## Project Options

The master's project for students in the Epidemiology MPH program may take one of three forms:

- A written report, often in the form of a manuscript suitable for publication in a peer-reviewed journal, that demonstrates the student's ability to do quantitative analyses, utilizing data collected by the student or obtained from another source. This option is chosen by the vast majority of students.
- A literature review, of publishable quality, which demonstrates the student's ability to critically review the literature and synthesize published findings on a medical or public health topic.
- A grant proposal to the National Institutes of Health (NIH).

Students who have never done quantitative analysis outside of normal coursework are strongly encouraged to do a written report that includes quantitative analysis. Examples of quantitative analysis projects might include the collection, analysis, and interpretation of data collected by the student, or secondary analysis and interpretation of data collected by a research project within the Division or data from a public access source such as NHANES.

Examples of literature reviews include those articles published in epidemiologic review journals and other peer-reviewed journals. A review should follow guidelines for systematic review as developed by one of the following groups:

- Cochrane Handbook for Systematic Reviews <http://www.cochrane.org/resources/handbook/>
- Human Genome Epidemiology Network(HuGENet)Handbook of Systematic Reviews [http://www.genesens.net/intranet/doc\\_nouvelles/HuGE%20Review%20Handbook%20v11.pdf](http://www.genesens.net/intranet/doc_nouvelles/HuGE%20Review%20Handbook%20v11.pdf)
- World Cancer Research Fund/American Institute for Cancer Research Systematic Literature Review Specification Manual [http://www.dietandcancerreport.org/downloads/SLR\\_Manual.pdf](http://www.dietandcancerreport.org/downloads/SLR_Manual.pdf)

An excellent example of a systematic review:

Flodmark CE, Marcus C, Britton M. Interventions to prevent obesity in children and adolescents: a systematic literature review. *Int J Obesity* 2006; 30:579-589. PMID: 16570086

A grant application that includes a literature review and/or quantitative analyses also could serve as a master's project.

## Choosing a Topic

When choosing a topic, students should seek a balance between interests, project feasibility, and skills to be gained.

- Interest in the topic: the project requires independent effort and self-motivation. Students who have a strong interest in the topic they choose will be more likely to complete the project in a timely fashion.
- Feasibility (availability of data, timeline): it is reasonable to expect that the project will require at least a full semester to finish (see timeline below), but there is substantial variability. For example, projects that require primary data collection may take longer to complete. Before embarking on the project, students and advisors should be aware of any potential factors that may slow or delay the project.
- Skills required or to be gained: The masters project is both a learning opportunity and an opportunity to demonstrate mastery of core competencies in epidemiology. It may provide an opportunity to develop new skills that may be useful in a career as an epidemiologist and public health professional.

## Finding an Advisor/Project

All students must have a faculty advisor to guide and approve the steps in the masters project process. This project advisor does not have to be the same person as the student's academic advisor. However, the project advisor must be an Epidemiology MPH faculty member; see *section 8.8* for a list of eligible faculty.

Because of the extensive time commitment involved in advising masters projects, it is suggested that students seek a match of academic interests, community contacts and/or personal compatibility with a project advisor. It may take several months to identify a project advisor and topic that provide a good match for the student's interests and goals. Students who do not have someone in mind by the time they are ready to write the proposal should discuss potential project advisors with their academic advisor, the Major Chair, fellow students and/or the Major Coordinators.

Students can expect their project advisor to: (A) Be available, with reasonable advance notice, for consulting with the student at all stages of the project; (B) Review and approve all project protocols and methods; and (C) Provide guidance about the format and content of the final product.

There are a variety of strategies that students might use to find a project and project advisor.

- Find faculty working in your area of interest: make an appointment with a faculty member who may share your interests or introduce yourself to faculty who provide guest lectures in courses that you are taking.
- Identify research projects in your area of interest: There are many ongoing research projects both in and outside the Division that might provide the opportunity that you are seeking.
- Identify topics in connection to a research assistant position: Many students who have the opportunity to work as a research assistant are able to develop a research question within the context of a study with which they are working.
- Seek help from your academic advisor: Your advisor may be able to put you in touch with individuals working in your area of interest.
- Utilize the MPH Project Directory: This directory is on the Division of Epidemiology and Community Health web site at <http://www.sph.umn.edu/epi/index.asp> under the tab Student Resources. This document is updated each year and provides a list of primary and adjunct faculty with ongoing research that might lend itself to a masters project. If you are interested in working with someone who is not primary or adjunct faculty for the Epidemiology MPH program, be sure to discuss it with the major coordinator or major chair.

When a faculty member agrees to serve as the project advisor, the student should complete and submit the **Masters Project Approval Form**. Students must have this form approved and submitted to Shelley Cooksey, Major Coordinator before they can start work on their masters project. Students will not be allowed to register for PubH 7394 Masters Project: Epidemiology until this form is turned in to Shelley.

## Authorship

Choosing a topic that may lead to a publishable paper is a potential benefit for both the student and the faculty members who work with them. Although not all projects will result in a publication, it is a good idea for students and project advisors to discuss authorship issues early in the process, preferably before embarking on the project.

Issues that should be discussed include:

- Publications procedures and policies that may exist for a given study
- Whether or not the student will be first author on the paper submitted for publication
- Expectations regarding co-authorship for members of the masters project committee
- Expectations regarding co-authorship for study investigators not on the masters project committee
- Whether or not the student will be responsible for submitting the paper to a journal, making revisions and handling responses to reviewers, and reviewing proofs
- Expectations for timely submission to a journal and contingency plans if timelines are not met

## Forming the Master's Project Committee

The examination committee must include at least three faculty members:

1. The master's project advisor, who must be an Epidemiology MPH faculty member, will chair the committee.
2. The student's academic advisor must be the second member, and that person is always an Epidemiology MPH faculty member as well. If the academic advisor is also the master's project advisor, then the second committee member must be another Epidemiology MPH faculty member.
3. The third faculty member on the committee must be from "outside" the student's major--this is a School of Public Health policy. The third member can have either a primary or official adjunct appointment with the University, but the third faculty member cannot be an Epidemiology MPH faculty; see *section 8.8* for a list of faculty. If they are not on the list but have a University faculty appointment, they are eligible to be the "outside" member. Once the initial committee membership is put together, the student is strongly encouraged to check with the Major Coordinators to confirm the faculty members' roles. Note that exceptions are rare, and usually only given for adjunct faculty if the student exhausts all other possibilities. An Epidemiology MPH faculty with a primary appointment can never serve as an "outside" member.

## Working with the Project Advisor and Committee

It is important for students to develop a strong working relationship with their committee and to keep them updated on their progress. To ensure that the process goes smoothly, student should consider the following:

- Reach an agreement with the project advisor on the appropriate scope and amount of work for the project before beginning the project.

- Meet with each committee member to learn about his/her expectations for the masters project. For example, some members will expect to review interim data analyses or early drafts of the written document. Others may wish to wait until there is a relatively polished version of the document to provide feedback.
- Get approval of methods section and data tables from all committee members before writing the results and discussion
- Allow sufficient time PRIOR to the 2-week deadline for oral exam to get comments from committee members so that revisions can be made; plan for multiple revisions.
- Recognize that the masters project is not ready to defend until the committee says it is ready.

### **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 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).
- Any problems should be reported to the faculty sponsor, not the computer support staff or the Major Coordinators.

### **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. Please consult with your project advisor for information on IRB procedures.

### **Timeline**

Although there are no formal data on the length of time students have taken to complete their masters project, experience indicates that they should plan for a minimum of one semester (four months). The actual length of the project will depend on a number of factors, including:

- Type of project: Projects requiring primary data collection, substantial data management activities, or sophisticated data analyses may require more time.
- External factors beyond student's control: Projects may be delayed because students have to obtain approval from parent study administrators, wait for access to data, or work around faculty schedules.
- Student's level of motivation and discipline
- Other obligations such as coursework, jobs, family, etc.

Students are generally too optimistic about the amount of time it will take to complete their project. It is best to be conservative and plan by working backwards from expected finish date. Here are some reasonable timelines for some of the important milestones, although the length of each step varies substantially, depending on the project:

- Finding project and project advisor (2-3 months)
- Reading research literature to determine research questions (1-2 months)
- Obtaining human subjects approval (1 month)

- Obtaining parent study approval, if necessary (1 month)
- Obtaining and preparing data set for analysis (1-2 months)
- Conducting analyses (1-2 months)
- Writing first draft of document (1-2 months)
- Obtaining feedback from committee members and making revisions (usually repeated multiple times) (1-2 months)
- Distributing final project to committee members (at least 2 weeks before oral exam)

## Project Outline

There is no mandatory format for writing masters projects. Many take the form of manuscripts prepared for publication; a grant proposal would follow the specific format required by the NIH. Copies of former students' master's 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 written report usually includes four main sections: introduction, methods, results, and discussion. Journals often place strict word or page limits on articles submitted for publication. By contrast, the masters project has no upper page limit and may be longer than a standard published article because students need to provide enough detail to convince their committee members that they have thoroughly reviewed the literature, understand the methods that they have used, and have conducted a systematic data analysis. A random survey of masters projects recently submitted for the epidemiology MPH found that the median length excluding references, tables, figures, and appendices was 20 pages, double spaced, with a range of 13-44 pages.

For projects reporting results from observational research, guidance on format and content can be found in the Strengthening the Reporting of Observational Studies in Epidemiology (STROBE) statement: guidelines for reporting observational studies (*Epidemiology* 2007; 18: 800-804).

The Introduction often includes:

- Statement of the problem
- Brief summary of evidence to date
- Gaps in evidence to be addressed by project
- Statement of purpose of project or hypotheses

Common subsections of the Methods include:

- Study description
  - Design of parent study, if applicable
  - Study design for project research question, if different from parent study design
- Description of participants
  - How identified and recruited
  - Response rates
  - Inclusions/exclusions
  - Final sample size
- Data Collection procedures
  - Methods of data collection
  - Types of data collected
- Definition of exposure/confounders/outcome
- Description of statistical analysis

The Results section typically provides:

- Basic description of study participants (e.g., Table 1)
- Description of results of each analysis

The Discussion usually will:

- State main findings
- Compare findings to current literature



- Discuss limitations and how limitations could affect interpretation of results
- Provide conclusions about contribution of project to current state of evidence

## Writing

Many students have little experience with technical writing and find completing the masters project paper to be a greater challenge than previous writing activities, such as term papers or other academic exercises. Students should consider the following tips:

- Break the writing into manageable parts, e.g., by focusing on one section at a time. For example, some epidemiologists will first decide on the content and format of tables and figures, then write the results, methods, introduction, and discussion, in that order.
- Create a reasonable plan for writing: don't expect to be able to draft the whole document in one session.
- Keep track of ideas for the discussion section: Because the discussion is often the last section written, it is helpful to develop a list of discussion points that can be expanded later.
- Use active rather than passive tense
- Do not worry about perfection on the first draft, but make the best use of the committee's time by allowing them to focus on the science of the project and not forcing them to correct pervasive spelling, grammatical, and formatting problems. The project advisor is a good guide as to when the document is ready to distribute to other committee members.
- Follow-through on revisions provided by committee members: Committee members will become frustrated if they think that the student is ignoring their comments and suggestions.
- Avoid use of jargon; write in plain English

## Study plan

- Students need to complete Part I (pages 1 & 2) of the *Study Plan* at least one semester before completion of their coursework. The form can be found at <http://www.sph.umn.edu/programs/epi/index.asp> under the tab Student Resources.
- Part II of the *Study Plan* (page 3) can be left blank and will be filled in by a Major Coordinator upon completion of the degree program.
- Turn in the completed *Study Plan* to Shelley Cooksey (cubicle 398E WBOB), who will then review it to account for all degree requirements.
- Students are strongly urged to keep a copy of their *Study Plan* for their own files.

## Scheduling the oral examination

- Students are responsible for scheduling the oral exam with their committee members. Because faculty have busy schedules, it is best to do this well in advance.
- Students also need to reserve a small conference room for a minimum of two hours. It is a good idea to reserve the room starting 30 minutes prior to the time that the presentation is to begin. Allowing that additional 30 minutes will ensure that any audio-visual equipment reserved has been set up and the presentation works as anticipated.
  - To schedule a room in the West Bank Office Building (WBOB), call 612-624-1818.
- Students need to arrange for audiovisual equipment that they may need for their presentation. 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 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 examination but the committee would not have the paperwork to sign. The student would then be responsible for obtaining the necessary signatures on the study plan.
- Students should consider sending an e-mail to committee members the day before the exam reminding them of the day, time, and location of the examination.

## Preparing for the Exam

- At least two weeks prior to the exam, students must forward a copy of their paper to their committee members for review.
- Some students may find it helpful to meet with committee members after members have had a chance to review their paper. This may help the student identify important issues that they should be prepared to discuss at the oral examination.
- Students should prepare a 20-30 minute audiovisual presentation that describes their project (background, research questions, methods, results, discussion). They may wish to have the project advisor review a written draft of this presentation in the days or weeks before the exam.
- Students should be prepared to discuss strengths and weaknesses of the methods and to interpret and defend the results
- Students should bring copies of presentation materials to distribute to committee members on the day of the exam.

## During the exam

The material covered in the oral examination is comprehensive and includes the masters project, course materials and seminars, and issues of practical application. However, most examinations focus primarily on the project itself. Most exams will follow the process outlined below.

- The project advisor, who also serves as the chair, convenes the meeting
- Student initially leaves room so that committee members can review transcripts and plan for exam
- Student returns to the room and procedures for conducting the exam are discussed
- Student gives the presentation, possibly interspersed with questions from the committee if the student wishes to be interrupted
- Additional questions are asked at the conclusion of the presentation
- Once all questions have been asked and answered, the student leaves room so that committee members can discuss the outcome of the exam
- The committee decides whether the outcome is pass without revisions, pass with revisions, does not pass
- The student is invited back into room and informed of the results
- If the outcome is a pass or pass with revisions, the study plan is signed by the committee members
- If the student did not pass, the committee will explain what steps are necessary before they will approve the project
- The project advisor returns the study plan to the Major Coordinator

## Finalizing the Paper

After successfully completing the oral examination, the student and project advisor must work together to ensure that the final document is prepared and submitted to the Major Coordinator.

- After the oral exam, the student and project advisor should meet to discuss any revisions that need to be made to the paper. Finalizing the paper as soon as possible after the oral exam is best way to assure that student will complete the process.
- The student should make changes according to committee expectations. In some cases, a final review by the project advisor on behalf of the committee may be sufficient. More extensive changes may require additional review by all committee members. The project is not completed until the committee is satisfied with the quality of the oral presentation and final paper.

---

## 8.7 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](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.

## 8.8 Program Faculty List

### Primary Faculty

Name	Phone	E-Mail	Research Expertise
Alvaro Alonso, MD, PhD	626-8597	alonso@umn.edu	Epidemiology of hypertension, nutritional epidemiology, neuroepidemiology (multiple sclerosis, Parkinson's disease, amyotrophic lateral sclerosis)
Kristin Anderson, PhD, MPH	626-8568	ander116@umn.edu	Cancer etiology; Laboratory-based cancer epidemiology; Pancreatic cancer; Adult solid tumors
Richard Crow, MD	626-9678	crowx001@umn.edu	Preventive cardiology programs, trials and methods; Cardiac rehabilitation and work psychology; Ambulatory ECG recording; Computer applications
Ellen W. Demerath, PhD (on sabbatical January 2010 to May 2010)	624-8231	ewd@umn.edu	Body composition and obesity assessment; Developmental determinants of cardiovascular disease risk; Lifecourse epidemiology; Genetic epidemiology of obesity, diabetes, and coronary heart disease; Biomarkers of biological senescence
Susan Duval, PhD	624-3392	duval002@umn.edu	Cardiovascular and diabetes epidemiology; Biostatistical methods; Meta-analysis; Publication bias; Statistical consulting
Darin Erickson, PhD	626-0516	erick232@umn.edu	Alcohol prevention and etiology; Latent variable analysis; Longitudinal and time series analysis
John Finnegan, Jr., PhD	624-5544	finne001@umn.edu	Media communication and public health; Community campaigns; The "Knowledge Gap" and health outcomes; Digital information technology and its impact on public health
Andrew Flood, PhD	624-2891	flood009@umn.edu	Nutritional epidemiology; Cancer epidemiology with emphasis on colorectal cancer; Insulin resistance; IGFs and their binding proteins
Aaron Folsom, MD, MPH (on sabbatical May 2010 to August 2010)	626-8862	folso001@umn.edu	Cardiovascular disease epidemiology; Heart disease surveillance and risk factors
Bernard Harlow, PhD, MPH	626.6527	harlow@umn.edu	Clinical and population-based reproductive epidemiology; the epidemiology of reproductive cancers; data collection methods; and influence of psychiatric disorders on reproductive function
Lisa Harnack, DrPH, RD	626-9398	harna001@umn.edu	Nutritional epidemiology; Nutritional assessment
Eileen Harwood, PhD	626-1824	harwo002@umn.edu	Social epidemiology; Policy evaluation of alcohol, tobacco and illicit drugs
Wendy Hellerstedt, PhD	626-2077	helle023@umn.edu	Birth outcomes for underserved women; adolescent reproductive health and pregnancy prevention; pregnancy intention; relationship of parity to chronic disease and birth outcomes, women's health, perinatal and reproductive health, socioeconomic status and health disparities
John Himes, PhD	624-8210	himes001@umn.edu	Child growth and nutrition; Anthropometric assessment of nutritional status; Dietary assessment; Obesity and body composition
David Jacobs, Jr., PhD	624-4196	jacob004@umn.edu	Cardiovascular disease epidemiology; Nutritional epidemiology
Robert Jeffery, PhD (on sabbatical September 2009 to August 2010)	626-8580	jeffe001@umn.edu	Health behavior change; Dietary intervention; Obesity epidemiology, treatment, and prevention
Rhonda Jones-Webb, DrPH	626-8866	jones010@umn.edu	Alcohol studies; Alcohol policy as a prevention strategy; Minority health issues; Behavioral epidemiology
Shalini Kulasingam, PhD	624-7554	Kulas016@umn.edu	Human papillomavirus (HPV), cervical cancer, cancer screening, vaccines, public health policy, decision and cost-effectiveness modeling
Kamakshi Lakshminarayan, MD	626-0915	laksh004@umn.edu	Neuroepidemiology; health service research, clinical decision making

Harry Lando, PhD	624-1877	lando001@umn.edu	Global issues in tobacco reduction; Smoking cessation; Treatment of medically compromised smokers
Melissa N. Laska, PhD, RD	624-8832	mnlaska@umn.edu	Environmental and behavioral determinants of excess weight gain and obesity during childhood, adolescence and young adulthood
DeAnn Lazovich, PhD (on sabbatical until December 09)	626-9099	lazov001@umn.edu	Cancer prevention and control; Cancer epidemiology
Alan Lifson, MD, MPH	626-9697	lifso001@umn.edu	HIV/AIDS; International health; Infectious disease epidemiology
Russell Luepker, MD, MS	624-6362	luepk001@umn.edu	Cardiovascular disease epidemiology and prevention; Health behavior; Community trials; Clinical trials
Richard MacLehose, PhD	624-1932	macl0029@umn.edu	Epidemiologic methods, Bayesian methods, biostatistics, reproductive epidemiology, environmental epidemiology
Claudia Munoz-Zanzi, MV, MPVM, PhD	626-2849	munozzan@umn.edu	Infectious disease
Heather H. Nelson, PhD, MPH	626-9887	hnelson@umn.edu	Cancer susceptibility and etiology using both laboratory and epidemiologic tools; gene-environment interactions; skin cancer, mesothelioma, and other exposure-related malignancies. Member: University of Minnesota Cancer Center
Ruby Nguyen, PhD	626-7559	nguy0082@umn.edu	Women's health, etiology of reduced fertility, infertility and later disease, intersection of genital tract infections on reproduction, pregnancy-related morbidity, and epidemiologic methods in studies of fertility
J. Michael Oakes, PhD	624-6855	oakes007@umn.edu	Quantitative methods; Social epidemiology; Research ethics
Charles Oberg, MD, MPH	625-6616	oberg001@umn.edu	Health disparities; Childhood poverty; Health care access and finance
James Pankow, PhD, MPH	624-2883	panko001@umn.edu	Cardiovascular disease epidemiology; Genetic epidemiology; Diabetes epidemiology
Mark Pereira, MPH, PhD	624-4173	perei004@umn.edu	Nutrition and physical activity in the prevention of obesity; Type 2 diabetes and cardiovascular disease
Kim Robien, PhD, RD	625-8279	robie004@umn.edu	Nutrition, molecular epidemiology, cancer survivorship, pharmacogenetics, evidence-based nutrition practice, medical nutrition therapy, parenteral nutrition, hematopoietic cell transplantation
Simon Rosser, PhD, MPH	624-0358	rosser@umn.edu	HIV prevention research; Human sexuality; Sex offending and religious identity
Pamela Schreiner, PhD	626-9097	schre012@umn.edu	Etiology of cardiovascular disease particularly as it relates to lipids, obesity, visceral fat accumulation and the perimenopausal transition; Osteoporosis
Lyn Steffen, PhD, MPH, RD	625-9307	steff025@umn.edu	CVD epidemiology and prevention; Nutritional epidemiology; Stroke surveillance; Diet relations with diabetes; Insulin resistance and obesity
Weihong Tang, PhD, MS, MD	626-9140	tang0097@umn.edu	Cardiovascular disease epidemiology, genetic epidemiology of chronic disease with an emphasis on cardiovascular disease, metabolic syndrome, diabetes, and obesity
Traci Toomey, PhD, MPH	626-9070	toome001@umn.edu	Policy research; Community organizing; Prevention of alcohol and tobacco-related problems; Intentional and unintentional injury prevention
Jian-Min Yuan, PhD, MD	625-8056	jyuan@umn.edu	Environmental and genetic factors in the etiology of cancer

## Adjunct Faculty

Name	Phone	E-Mail	Research Expertise
Bruce Alexander, PhD, MS	625-7934	balex@umn.edu	Occupational and environmental epidemiology; environmental determinants of injury, cancer, respiratory health, reproductive health; global health; application of biological markers in epidemiological research; exposure models for occupational and environmental epidemiology
Jeff Bender, DVM	625-6203	bende002@umn.edu	Antimicrobial resistance; food safety; zoonoses and emerging diseases
Alan Berger, MD	625-9100	berge063@umn.edu	Interventional cardiology; Thrombolytic therapy
Sally Bushhouse, DVM, MPH, PhD	651-201-5374	sally.bushhouse@state.mn.us	Cancer epidemiology and surveillance
Timothy Church, MS, PhD	626-1494	churc001@umn.edu	Cancer screening, prevention, and causes; Epidemiologic study design; Cardiac disease and medical devices
Kathleen Daly, PhD	625-3259	dalyx002@umn.edu	Epidemiology of otitis media in children; Risk factors for otitis-media associated hearing loss
Richard Danila, PhD	651-201-5116	richard.danila@state.mn.us	Emerging infectious diseases including foodborne and bacterial diseases; Preparedness for bioterrorism
Kristen Ehresmann, RN, MPH	651-201-5507	Kristen.ehresmann@state.mn.us	Immunizations
Kristine Ensrud, MD, MPH	725-2158	ensru001@umn.edu	Osteoporosis; Women's health (epidemiology)
Howard Fink, MD, MPH	725-2501	howard.fink@med.va.gov	Chronic disease epidemiology; Health outcomes in the areas of osteoporosis and sexual dysfunction; Preparation, maintenance and dissemination of systematic reviews
Lael Gatewood, PhD	625-4909	lael@umn.edu	Health Informatics; Micropopulation; Simulation Health Services Research
Richard Grimm, PhD, MD	347-7756	grimm001@umn.edu	Clinical trials on hypertension, lipids, CV risk; Women's health; Complementary and alternative medicine
Myron Gross, PhD	624-5417	gross@umn.edu	The role of micronutrients in health and disease; Cancer pathobiology; Biomarkers of dietary factor consumption and cancer progression
Linda Halcon, PhD	626-6450	halco001@umn.edu	Adolescent health; Complementary/alternative healing practices; International health; Infectious diseases
Craig Hedberg, PhD	626-4757	hedbe005@umn.edu	Food safety and infectious diseases
Alan Hirsch, MD	863-3900	hirsch005@umn.edu	The pharmacotherapy of peripheral arterial disease and claudication; Thrombolysis for deep venous thrombosis
Neal Holtan, MD	651-266-1222	holt0231@umn.edu	History of medicine and public health; Public health policy
William Hueston, DVM, MS, PhD	625-8709	huest001@umn.edu	Epidemiology of risks and diseases affecting animals and man including transmissible spongiform encephalopathies, antimicrobial resistance; Foodborne disease; Food safety
Chandy John, MD, MS	625-8383	ccj@umn.edu	Areas of interest include research in malaria immunology and epidemiology, and education in global health and infectious disease.
Mike John, PhD, MPH, DDS	625-6521	johnx055@umn.edu	Tempromandibular disorders
Edward Kaplan, MD	624-1112	kapla001@umn.edu	Infectious disease and pediatric cardiology with a special interest in streptococcal infections (epidemiology, microbiology, and immune response)
Catherine Lexau, PhD, MPH	651-201-5283	catherine.lexau@state.mn.us	Antibiotic resistance, including methicillin resistant Staph aureus; pneumococcal disease
Ruth Lynfield, MD	651-201-5414	ruth.lynfield@state.mn.us	Infectious disease epidemiology; emerging infectious diseases, antibiotic resistance

George Maldonado, PhD, MSPH	626-2104	GMPHD@umn.edu	Epidemiologic methodology
Karen Margolis, MD, MPH	347-2179	margo006@umn.edu	Cardiovascular disease epidemiology and prevention; Women's health
Joseph Neglia, MD, MPH	626-2778	jneglia@umn.edu	Pediatric Hematology/Oncology
John Oswald, PhD, MPH	763-797-2765	John_w_oswald@optumhealth.com or oswal007@umn.edu	Health statistics
Melissa Partin, PhD, MS	725-2000 x3841	melissa.partin@med.va.gov	Cancer prevention and control; Patient education; Shared decision making
Judith Punyko, PhD, MS	651-201-3629	judy.punyko@state.mn.us	Epidemiologic methods and bias; disease surveillance systems and quality assurance; descriptive epidemiology in public health; chronic disease epidemiology in adult and pediatric populations; and maternal and child health/epidemiology – in particular health disparities, access to care, (most recently) autism and other developmental disabilities, and PRAMS data analyses (serve as the principal investigator for the Pregnancy Risk Assessment Monitoring System (PRAMS) in Minnesota.
Frank Rhame, MD	899-2610 (pager)	rhame001@umn.edu	HIV therapy
Nelson Rhodus, DMD, MPH	625-0693	rhodu001@umn.edu	Oral cancer: early detection and chemoprevention; Oral manifestations of systemic disease; Chronic degenerative autoimmune diseases; Sjögren's Syndrome
Julie Ross, PhD, MPH	625-5437	ross@epi.umn.edu	Molecular epidemiology; Childhood cancer; Adult leukemia
Alan Sinaiko, MD	625-8483	sinai001@umn.edu	Blood pressure/hypertension in children and adolescents
Randall Singer, DVM, MPVM, PhD	625-6271	singe024@umn.edu	Infectious disease epidemiology; Ecologic approach to disease systems
Kirk Smith, DVM, MS, PhD	651-201-5240	Kirk.Smith@state.mn.us	Foodborne diseases (including surveillance and outbreak investigations) antimicrobial resistance in foodborne bacterial pathogens, zoonotic diseases, parasitic diseases, and diseases of free-ranging wildlife populations.
Jon Snyder, PhD, MPH	612-337-8986	jsnyder@cdrg.org	Kidney disease
Logan Spector, PhD	624-3912	spector@epi.umn.edu	Etiology of childhood cancer; Design, conduct; Analysis of epidemiologic studies.
Brent Taylor, MPH, PhD	612-467-4941	taylorbc@umn.edu	Clinical epidemiology, particularly related to chronic geriatric diseases such as osteoporosis and prostate cancer, and quantitative methods
Beth Virnig, PhD, MPH	624-4426	virni001@umn.edu	Administrative data for cancer surveillance and studies of treatment patterns
Rachel Widome, PhD	612-629-7726	widom001@umn.edu	Social epidemiology with a focus on the effects of environmental factors such as public policy on individual behavior, especially in youth and young adults

## 8.9 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 8.6.
2. Student files the *Application for Degree* form (see section 8.2) 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 8.6*.
  5. **Student notifies Shelley Cooksey, [cooks001@umn.edu](mailto: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 8.6*.**
  6. After the oral exam, project advisor returns the student's study plan to the Major Coordinators; see *section 8.6*.
  7. Student submits one unbound, unstapled copy of the Master's Project paper and abstract to Shelley Cooksey. See *section 8.6*.
  8. Student submits the *Graduate Follow-up Survey*. See *section 8.7*
- 

All Division of Epidemiology and Community Health students who fulfill, or anticipate fulfilling, the above requirements and deadlines for Fall 2009 through Summer Session 2010 are eligible to participate in the School of Public Health commencement ceremony on May 17, 2010. 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".