

# **Master of Healthcare Administration**

MHA Degree Program

Division of Health Policy & Management

## 2009-2010 Student Guidebook

UNIVERSITY OF MINNESOTA

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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 [www.sph.umn.edu/current/home.html](http://www.sph.umn.edu/current/home.html)

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### MHA Alumni Association/Foundation

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

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.

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## University of Minnesota Calendar 2009-2010

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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

# THE SCHOOL OF PUBLIC HEALTH

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## 1.1 About the School

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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.

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## 1.2 School of Public Health Student Services Office

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### 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 [www.sph.umn.edu/career](http://www.sph.umn.edu/career) 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

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## 1.3 Mentor Program

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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 [www.sph.umn.edu/alumni/mentor/home.html](http://www.sph.umn.edu/alumni/mentor/home.html).

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## 1.4 SPH Student SPHere

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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.

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## 1.5 Complaints and Grievances

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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/>.

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## 1.6 Field Experience Contract

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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/student/home.html>.

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## 1.7 Community Engagement Contract

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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

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## 1.8 Online Courses

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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.

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## 1.9 Course Evaluations and Annual Student Survey

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### 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.

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## 1.10 The Roles of Your Advising team

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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

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### 2.1 Mission

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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.

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### 2.2 Twin Cities Campus

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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.

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## 2.3 U of M Services

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### 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

### Services

- Contraceptive Services
- Immunization Services
- Massage Therapy Services
- Nutrition Services
  - Pediatric Services Immunizations

- Nursing Mothers Room

### Testing Services

- HIV Testing and Counseling
- Pregnancy Testing
- STI Testing

### General Care

- Pharmacy
- Physical Exams
- Primary Care
- Urgent Care

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 meetings 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/about/news/home.html>

### **Academic Health Center Events**

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

### **Community Events**

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

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

## **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.ucs.umn.edu](http://www.ucs.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

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### 3.1 Full-Time Status

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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.

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### 3.2 Registration Process

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#### 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.

#### 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.

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## 3.3 Grade Option Changes, Course Additions and Withdrawal

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

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

A refund schedule 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 figures based on 2008-09. This publication was produced prior to the release of 2009-2010 tuition amounts

	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)	\$944.33	\$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/students/student-services/incoming/tuition/home.html](http://www.sph.umn.edu/students/student-services/incoming/tuition/home.html). Information specific to SPH Divisions and/or Majors may be found in the Division and/or degree program sections of this guidebook.

Information on financial aid can be found at [onestop.umn.edu](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 published.**

### Example 1: 25% appointment

25%	(Appointment Percentage)
<u>X 2</u>	
50%	(Tuition Benefit Percentage)
\$5,231.00	(Maximum 2008-09 Tuition Benefit)
<u>X 50%</u>	(Tuition Benefit Percentage)
\$2,616.00	(Tuition Benefit)
\$6,792.00	(12 cr. at \$566.00 SPH resident rate)
<u>- 2,616.00</u>	(Tuition benefit)
\$4,176.00	(Tuition billed to student)

### Example 2: 50% appointment

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

## 5. UNIVERSITY GUIDELINES AND POLICIES

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### 5.1 Student Responsibility and Conduct

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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).

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## 5.2 University of Minnesota Board of Regents' Policies

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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:

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### 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 February 9, 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.

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## 5.3 Scholastic Dishonesty and Plagiarism

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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.

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## 5.4 University Senate Uniform Grading & Transcript Policy

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**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.

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**5.5 Health Insurance**

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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.

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## 5.6 Privacy

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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.

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## 5.7 Immunizations

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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).

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## 5.8 Criminal Background Checks

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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.

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## 5.9 Use of Human Subjects in Research

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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

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## 5.10 International Student Requirements

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

## 6. GROUPS, ASSOCIATIONS, AND SOCIETIES

### 6.1 Student Groups

#### School of Public Health Student Senate

[www.sph.umn.edu/current/studentssenate/home.html](http://www.sph.umn.edu/current/studentssenate/home.html)

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	<a href="mailto:urba0101@umn.edu">urba0101@umn.edu</a>
Vice-President	Erika Vetta	<a href="mailto:vett0066@umn.edu">vett0066@umn.edu</a>
Secretary	Meghan Mason	<a href="mailto:maso0299@umn.edu">maso0299@umn.edu</a>
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.

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## 6.2 Public Health Related Associations and Agencies

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### 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.

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## 6.3 Alumni Societies

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### School of Public Health Alumni Society

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

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

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/education/mha/alumni\\_association.html](http://www.sph.umn.edu/education/mha/alumni_association.html)

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.

# DIVISION OF HEALTH POLICY AND MANAGEMENT

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## 7.1 Introduction

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Welcome! Health Policy and Management (HPM) is one of four Divisions in the School of Public Health (SPH). The Division of HPM offers four degree programs:

**The M.P.H. degree in Public Health Administration and Policy** provides management training in public health administration, focusing on the public health functions of management, analysis, and policy. The program emphasizes a population-based health improvement approach to public health.

**The M.S. degree in Health Services Research, Policy and Administration** emphasizes a policy/population orientation, a research perspective, analytic methods, and broad exposure to the field. Graduates enter careers in policy analysis, clinical outcomes research, and health services research positions in public and private sector organizations such as state legislatures, public health agencies, managed care organizations, large multi-specialty medical group practices, and hospital/physician organizations.

**The Ph.D. in Health Services Research, Policy and Administration** trains students for positions as researchers and teachers in top research universities, in government agencies at the state and federal level, and in the research arms of private health insurance, provider, or consulting organizations. The program is known for its rigorous training in statistical methods and for its emphasis on economic, sociological and political theory as a basis for organizing thought.

**The Master of Healthcare Administration** degree is the traditional preparation for those who want to build their careers in the management, financing, and marketing of healthcare delivery. Students pursue coursework in the classic management disciplines and apply those concepts to the healthcare industries. M.H.A. graduates are employed in a variety of settings such as, clinics and hospitals, consulting firms, managed care and insurance companies, and medical device and pharmaceutical companies.

It is important to understand these distinctions because policies and requirements vary by degree and program.

Students in the MHA and MPH degree programs are School of Public Health students. Degree program requirements, along with tuition rates are controlled by the SPH.

Students in the MS and PhD degree programs have dual association with the SPH and the Graduate School. MS and PhD students are required to adhere to Graduate School regulations and degree milestones, and pay tuition based on the Graduate School rates.

Each degree program has its own student guidebook section that outlines policies and procedures.

### Student Mailboxes

All division students have a mailbox and should check it frequently for information.

- MHA student mailboxes are located in the MHA Program Office in Mayo D262.
- MPH, MS, and PhD student mailboxes are located in Mayo D367. This room is locked at all times. The combination to the door can be obtained from any of the HPM coordinator staff (Maureen Andrew, Drew Hatton, Diane McClellan, and Megan Gonyo)

### Student Study Area

A study area with computers is located in D367 Mayo. Students can contact any member of the HPM coordinator staff for the door combination and passwords for the computers (Maureen Andrew, Drew Hatton, Diane McClellan, or Megan Gonyo. All are located in Suite D-262 Mayo).

### Division Calendar

Events, seminars and meetings are posted on the Division calendar, which can be viewed at:

<http://www.hpm.umn.edu>. At the home page, click on HPM Events Calendar under Quick Links.

## Seminar Series

The Division of Health Policy and Management sponsors two seminar series:

**Health Services Research Seminars (HSR)** - Nationally and internationally known leaders in health services research speak on current topics. These seminars, offered 2-4 times each academic year, are free and open to the public. HPM will announce the speaker, topics and location prior to each seminar.

**Work in Progress Seminars (WIP)** - Work in Progress Seminars feature Division faculty, visiting colleagues, and other University faculty, students and research staff. These seminars provide an opportunity to discuss current work and share ideas. Seminars take place on Wednesdays, between 12:00-1:15 PM. The location, exact time, and topic will be announced prior to each seminar. Dates of each seminar during the 2009-10 academic year as follows:

### 2009

September 9, 16, 23, 30  
October 7, 14, 21, 28  
November 4, 11, 18  
December 2, 9

### 2010

January 20, 27  
February 3, 10, 17, 24  
March 3, 10, 24, 31  
April 7, 14, 21, 28  
May 5

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## 7.2 Joint/Dual Degree and Collaborative Programs

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The Division of Health Policy and Management offers the following joint/dual degree and collaborative programs. These programs contain some coursework that is shared with the partner degree, thus permitting the student to complete two degrees in less time than if pursued separately. **Students must apply for admission and acceptance to each program separately. Admissions requirements, including entrance exams, may vary by program.**

### Joint Degree In Law, Health and Life Sciences

Joint Degree in Law, Health, and the Life Sciences with a JD in Law and one of the following:

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

The joint degree requires separate applications to the Law School (which includes completion of the LSAT entrance exam) and Admissions Application to either:

Graduate School via the School of Public Health for the MS and PhD programs in HSRP&A (with completion of the GRE entrance exam); or

School of Public Health for the MPH degree (with completion of the GRE or LSAT).

This joint degree trains experts in the legal, ethical, and policy problems posed by health services in the 21<sup>st</sup> century. Students are educated to become leaders in managed care and health policy, intellectual property issues in biotechnology, law and policy. The program presents an on-going speaker's series, colloquia, and other meetings to draw scholars to campus. For more information, see [www.jointdegree.umn.edu](http://www.jointdegree.umn.edu).

PHAP students may also contact coordinator, Drew Hatton at: [hatton@umn.edu](mailto:hatton@umn.edu).

MS and PhD students may contact coordinator, Maureen Andrew, [andre031@umn.edu](mailto:andre031@umn.edu).

### Master's of Public Policy and Master's of Health Services Research, Policy and Administration (HSRP&A) Joint Degree

The joint MPP/MS combines the skill and knowledge sets of public policy and health services research, policy and administration. The joint curriculum prepares graduates with the skills necessary to carry out research, formulate

policy options, carry out sophisticated empirical studies, analyze results, shape and implement policies, evaluate policies once implemented, and work effectively in the public arena.

For more information see: [www.hhh.umn.edu](http://www.hhh.umn.edu).

MS and PhD students may also contact coordinator, Maureen Andrew, [andre031@umn.edu](mailto:andre031@umn.edu).

### **Medical Degree and PhD in Health Services Research, Policy and Administration**

Medical School requires the completion of the MCAT entrance exam. See the Medical School website for more information at <http://www.med.umn.edu/mdphd/>

To fulfill the requirements of this joint degree, students complete their first two years of Medical School prior to entrance into the PhD program in HSRP&A. Upon completion of the PhD in HSRP&A, the student returns to Medical School to complete their coursework and residency. Students may also contact the HSRP&A major coordinator, Maureen Andrew, [andre031@umn.edu](mailto:andre031@umn.edu).

### **MPH in Public Health Administration and Policy and MS in Nursing**

This dual MPH/MS degree program combines coursework of the School of Public Health and the School of Nursing. Applicants apply separately for admission to each program. For further information, contact Scott Harpin, in the School of Nursing, at [harp0083@umn.edu](mailto:harp0083@umn.edu), 612.626.0606 or PHAP major coordinator Drew Hatton at 612.625.9480, [hatton@umn.edu](mailto:hatton@umn.edu).

### **Doctoral Program in Occupational Health Services, Research and Policy**

This option is a collaboration between the PhD program in HSRP&A and the doctoral program in the division of Environmental and Occupational Health Sciences. The program's curriculum integrates statistics, research design, sampling, survey methodology, economics, occupational and environmental epidemiology, toxicology, exposure assessment, and policy.

Students in this collaborative program major in either doctoral program and minor in the other. For example, a student who majors in the doctoral program in HSRP&A would minor in Environmental and Occupational Health. This minor is individually tailored to the particular needs and objectives of the student. For more information, PhD students may contact the HSRP&A major coordinator, Maureen Andrew, [andre031@umn.edu](mailto:andre031@umn.edu).

### **Collaboration with Applied Economics and the HSRP&A Doctoral Program**

The Division of Health Policy and Management is a co-sponsor of the Applied Economics Graduate Program, a unique partnership of applied economists in four units within the University of Minnesota. Students in this program major in applied economics and complete a concentration in health economics in the Division of HPM. Interested students should contact the department of Applied Economics for more information at: [apecdgs@umn.edu](mailto:apecdgs@umn.edu) and see their webpage at: <http://www.apecgrad.umn.edu/>

### **Master of Healthcare Administration and Master of Business Administration**

The MHA/MBA Dual Degree Program meets both the MHA and MBA requirements. A strong curriculum integrates the skills and breadth of understanding needed for leadership both the delivery of healthcare and the medical industry.

To be considered for the MHA/MBA Dual Degree applicants must apply to both the Full-Time MHA and the Full-Time MBA Programs. Applications are available at:

- The Full-Time MHA Office, 612-624-9588, D262 Mayo
- The Full-Time MBA Office, 612-625-5555, 2-210 Carlson School of Management

For more information, students may also contact Lynnette Redd, Student Services Director, at: [redx010@umn.edu](mailto:redx010@umn.edu)

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## **7.3 Travel Policy for HPM Division Students**

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To encourage student participation in professional meetings or conferences, each academic program may provide funding to help defray travel costs. Please refer to your Program for additional information on the availability and disbursement of funds.

All students must obtain approval from their academic program prior to making any travel arrangements. Students must obtain an employee expense worksheet. Employee expense worksheets can be picked up in Mayo D262. All employee expense worksheets must be filled out with proposed expenses prior to obtaining department approval and travel. This approval must include the signature of the Program Chair (or designee). In addition, final approval of proposed travel expenditures must be signed by Assistant to the Division Head-Patty Homyak or assigned designee.

All students are required to meet with Patty Homyak to review the travel reimbursement policy and obtain her a signature prior to travel. Patty's office is located in Mayo D382 Mayo. Her email is homya001@umn.edu. Upon return from travel, students are required to submit all original receipts and appropriate documentation for reimbursement to Patty Homyak.

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## 7.4 PLAGIARISM

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### The Division of Health Policy and Management Prohibition against Plagiarism

There is a general assumption that students engaged in graduate level work understand the concept of plagiarism and the prohibitions against it. In general, it is considered unacceptable behavior to use the intellectual work of others without giving the source proper credit for the ideas. It is even less acceptable to use another person's direct words and appear to claim them as your own.

This sort of unacceptable behavior can take several forms:

1. Taking the work of others directly and claiming it as your own. This would involve directly quoting someone else's work and providing neither references to acknowledge the source nor quotation marks. This and subsequent categories include using material from non-print sources such as the web.
2. Taking the work of others directly and failing to show that it is a direct quote through the use of quotation marks. In this case, you might provide a reference but use someone else's words without using quotation marks.
3. Using someone else's ideas (although not their specific words) and failing to reference the source. This might include paraphrasing someone else's writing.
4. Having someone else write a work for you and claiming it as your own.

### The University of Minnesota Student Conduct Code defines scholastic dishonesty as follows:

**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.

Part of the problem with plagiarism may stem from a failure to appreciate what level of work is expected of a graduate student. It is not sufficient to simply recite the work of others, even of your professors. You are expected to know that material and then to use it to synthesize new ideas, weaving ideas together to produce a rational and coherent argument. It is permissible and encouraged to use citations, but simply reciting the work of others is not sufficient. It is never acceptable to claim the work of others as your own.

Selective use of quotations may help to bolster an argument but excessive quoting suggests a failure to master the material. Your work should reflect an understanding of the topic.

If you have questions about what constitutes plagiarism or academic dishonesty, you should talk with your faculty advisor or you might want to look at the following web site: <http://tutorial.lib.umn.edu/infomachine2367.html>

### For Additional Information:

**University of Minnesota Center for Writing** is an excellent resource for all types of writing support, including definitions and examples of plagiarism. See: [http://writing.umn.edu/tww/plagiarism/plagiarism\\_index.html](http://writing.umn.edu/tww/plagiarism/plagiarism_index.html)

**Office for Student Conduct and Academic Integrity (OSCAI)** provides resources that help students identify and understand inappropriate behaviors, and resolves complaints of student conduct brought forth by faculty, instructors, and departments. This includes plagiarism, cheating, and non-scholastic inappropriate behavior. The OSCAI will investigate complaints and serve as the judicial body that will reach a resolution. The OSCAI also works with the Campus Committee on Student Behavior that conducts a hearing for cases that the OSCAI is unable to resolve. For more information see: <http://www1.umn.edu/oscai/index.html>

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## 7.5 DIVISION POLICIES ON GRADUATE ASSISTANTSHIPS

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**Tuition Benefits:** The purpose of this policy is to clarify tuition reimbursement guidelines for Research Assistants, Teaching Assistants and Administrative Fellows appointed in the Division of Health Policy and Management.

In order to hold a graduate assistantship during fall or spring semester, students are required to be registered for credit, (audit registration is not acceptable). Six credits of registration is required for all students except for Advanced Master's and Ph.D. candidate students who may be eligible for a special Full Time Status with One Credit Registration. To register for this special status, a permission form is required that can be found on the Graduate School website: [www.grad.umn.edu](http://www.grad.umn.edu). Registration during May Intersession and summer term are not required to hold an assistantship.

Typically graduate/ professional students in the Division take classes during the fall and spring semesters—summer courses are not typically required by the degree programs.

As such, graduate students will be hired into job classifications during the fall and spring terms that include tuition benefits. Tuition reimbursement is not automatic for appointments during summer session. During the summer all graduate assistants will be hired in a non-tuition bearing job class unless they can document a specific extenuating need to take a course(s) in the summer that is required for graduation. The Principal Investigator must approve summer tuition benefits if hired on a sponsored account. If hired on an account using Division funds the program chair overseeing the student's degree program must approve the need to take the course(s) during the summer.

**Compensation:** The purpose of this policy is to define compensation guidelines for Research Assistants, Teaching Assistants and Administrative Fellows appointed in the Division of Health Policy and Management.

The floor and top of the range for graduate assistant compensation in the Division will be set at the salary range established by the University of Minnesota for these positions. The mid-level salary will be established by HPM at the beginning of each fiscal year and will be within the University's range. The following salary levels will be used for all graduate students employed as Research Assistants, Teaching Assistants and Administrative Fellows in HPM:

Degree Status of Student	Salary Level
Baccalaureate degree	Floor level of University range
Master's degree	Mid-level of HPM range
PhD student without a Master's degree who has completed all preliminary written exams	Mid-level of HPM range
Doctoral/Professional degree (relevant field)	Up to top of University range - at Principal Investigator's discretion

Should a student earn a Master's degree or pass all of the preliminary written exams during an appointment period as a RA, TA or AF, the individual's salary will increase at the start of the next appointment period after which they become eligible for such increase.

Students with a foreign medical degree who hold an RA or TA and who have the Educational Commission for Foreign Medical Graduates (ECFMG) certificate, will be paid at the Doctoral/Professional degree level. Those who do not will be paid at the Master's degree level.

All employees in these job classes will receive salary increases based on mandated changes of the University's fixed salary range for these job classifications, regardless of length of employment

## 7.6 HPM Division Faculty and Coordinator Staff

### Faculty

Faculty	Title	Office Location	Phone	E-mail Address
Jean Abraham, PhD	Asst. Professor	15-227 PWB	625.4375	abrah042@umn.edu
Jim Begun, PhD	Professor	D262 Mayo	624.9319	begun001@umn.edu
Lynn Blewett, PhD	Associate Professor	15-217 PWB	626.4739	blewe001@umn.edu
Lester Block, DDS MPH	Professor Emeritus	NA	NA	block001@umn.edu
Kathleen Call, PhD	Assoc. Professor, DGS	15-223 PWB	624.3922	callx001@umn.edu
Jon Christianson, PhD	Professor	15-225 PWB	625.3849	chris001@umn.edu
Michael Davern, PhD	Asst. Professor	2221 University	625-4835	daver004@umn.edu
Bright Dornblaser, MHA	Professor Emeritus	D275 Mayo	624-9502	dornb001@umn.edu
Bryan Dowd, PhD	Professor	15-213 PWB	624.5468	dowdx001@umn.edu
Roger Feldman, PhD	Professor	15-210 PWB	624.5669	feldm002@umn.edu
Susan Foote, JD	Professor Emerita	NA	NA	foote003@umn.edu
Judith Garrard, PhD	Professor/Assoc. Dean	A-305 Mayo	625.8772	ygarrard@umn.edu
Les Grant, PhD	Assoc. Professor	D262 Mayo	624-8844	grant004@umn.edu
Robert Kane, MD	Professor	D351 Mayo	624.1185	kanex001@umn.edu
Rosalie Kane, DSW	Professor	D527 Mayo	624.5171	kanex002@umn.edu
Pinar Karaca-Mandic	Assistant Professor	15-228 PWB	624.8953	pkmandic@umn.edu
John Kralewski, PhD	Professor Emeritus	15-229 PWB	624.2912	krale001@umn.edu
Karen Kuntz, ScD	Professor	D360 Mayo	625.9333	kmkuntz@umn.edu
Ted Litman, PhD	Professor Emeritus	D275 Mayo	626.7344	litm001@umn.edu
Donna McAlpine, PhD	Associate Professor	15-232 PWB	625.9919	mcalp004@umn.edu
Marshall McBean, MD, MSc	Professor	A369-1 Mayo	625.6175	mcbea002@umn.edu
Jeffrey McCullough, PhD	Assistant Professor	15-231 PWB	625.9328	mccu0056@umn.edu
Ira Moscovice, PhD	Professor/ Division Head	15-205 PWB	624.8618	mosco001@umn.edu
Gordon Mosser, MD	Associate Professor	D375 Mayo	624-4371	gmosser@umn.edu
John Nyman, PhD	Professor	15-219 PWB	626.4425	nyman001@umn.edu
Sandra Potthoff, PhD	Assoc. Professor	D262 Mayo	624.9019	potth001@umn.edu
William Riley, PhD	Assoc. Professor/ Associate Dean	D383 Mayo	625.0615	riley001@umn.edu
Todd Rockwood, PhD	Associate Professor	C313 Mayo	625.3993	rockw001@umn.edu
Francois Sainfort	Professor	D 376 Mayo	626.0929	Sainf001@umn.edu
Robert Town, PhD	Associate Professor	15-221 PWB	626.4683	rtown@umn.edu
Leigh Turner	Associate Professor	N504 Boynton	626.4830	turne462@umn.edu
Robert Veninga, PhD	Professor Emeritus	NA	NA	venin001@umn.edu
Beth Virnig, PhD	Associate Professor	A365 Mayo	624.4426	virni001@umn.edu
Vern Weckwerth, PhD	Professor	D262 Mayo	624.9000	weckw001@umn.edu
Douglas Wholey, PhD, MBA	Professor	D373 Mayo	626.4682	whole001@umn.edu
Daniel Zismer, PhD	Associate Professor	D-362 Mayo	625.5148	Zisme006@umn.edu

### Coordinator Staff

Staff	Title	Office	Phone	E-mail
Lynnette Redd	Student Services Director	D262 Mayo	624-9588	reddx010@umn.edu
Maureen Andrew	HSRP&A (MS and PhD) Major Coordinator	D262 Mayo	624.9432	andre031@umn.edu
Drew Hatton	PHAP Major Coordinator	D262 Mayo	625.9480	hatton@umn.edu
Diane McClellan	MHA Major Coordinator	D262 Mayo	626.7349	mccle005@umn.edu
Mona Rath	MHA Program Associate	D262 Mayo	626.7378	mrath@umn.edu
Megan Gonyo	Student Services Coordinator	D 262 Mayo	625-7096	mgonyo@umn.edu
Rebecca Johnson	Payroll	C-305 Mayo	624.9480	johns043@umn.edu

\* All phone numbers are in area code 612

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## 7.7 HPM Division Course Descriptions

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The following courses are taught by Division faculty and are part of at least one of the four teaching program's required curriculum. Students should always refer to their program curriculum for required courses, but may want to consider any of the following for course planning.

**PubH 3801 Health Economics and Policy (3cr)**

Economics of health care markets. Problems faced by consumers/health care services. Builds on principles of supply/demand for health, health care/insurance, and role of government. Theoretical/empirical models/applications.

**PubH 6535 Health Services Accounting (3 cr)**

Instructor TBA. How markets work, how positive economic rents (profits) are made, and how strategic behavior affects profits. Four major topical areas include market micro-structure, industrial structure, uncertainty, and incentives and firm governance.

**PubH 6541 Statistics for Health Management Decision Making (3 cr)**

Variation; frequency distribution; probability; significance tests; estimation; trends; data handling; simple operations research applications. Statistical approach to rational administrative decision making. Lectures and lab exercises.

**PubH 6542 Management of Healthcare Organizations (3 cr)**

Role of the hospital in health services delivery and relationships with other elements of the healthcare system. Problems of achieving results with emphasis on governance, medical staff, and role of administrator.

**PubH 6544 Principles of Problem Solving in Health Services Organizations (3 cr)**

Lectures, seminars, and demonstrations on problem-solving theory and technique. Management problem solving of cases. Solving a management problem within a health services organization and presenting a report.

**PubH 6577 Advanced Problem Solving in Health Services Organizations (2 cr)**

Defining, analyzing, and solving significant senior management-level operational or health public policy problems by student groups in Twin Cities health services organizations.

**PubH 6547 Healthcare Human Resources Management (2 cr)**

Concepts in human resources management as applied to health services organizations. Relationship between human resources management and general management, nature of work and human resources, compensation and benefits, personnel planning, recruitment and selection, training and development, employee appraisal and discipline, union-management relations.

**PubH 6549 Long-Term Care Administration (2 cr)**

Administrative issues in long-term care; public policy, client needs, institutional and non-institutional settings.

**PubH 6550 Long-Term Care Industry (2 cr)**

Organization, financing, and delivery of long-term care services to the aged. Demographic trends, financing structures, public policies, solicited responses to long-term care issues.

**PubH 6551 Contemporary Problems (2 cr)**

Current concepts, problems, principles and future developments of health and healthcare selected by students; developing models, based on current literature and research; verbal and written presentations from policy and issue perspectives.

**PubH 6553 Health Care Management Ethics (1cr)**

Ethical issues faced by health care managers as leaders of an organization, members of a profession, and coordinators of clinical processes. Perspectives of managerial, organizational, professional, and clinical ethics.

**PubH 6554 Healthcare Marketing and Strategy (2 cr)**

Managing the marketing function; marketing planning, strategy, and management concepts. Identifying marketing problems and opportunities; constructing evaluating and managing a marketing plan.

**PubH 6555                      Topics in Health Economics (2 cr)**

This course will introduce the student to the methods of health economics and demonstrate how these methods can be applied to managerial decision-making processes.

**PubH 6556                      Health and Health Systems (2 cr)**

Sociopolitical, economic, and moral/ethical issues confronting the U.S. public health and medical care system. Trends in service provision, human resources, financing and health services organization, and implications for the public's health.

**PubH 6557                      Health Finance I (3 cr)**

Basic principles of finance and selected insurance concepts integrated and applied to healthcare with public sector emphasis. NPV; public financing; capital and operating budgets; Medicare PPS and RBRVS; risk-adjusted capitation; healthcare reform.

**PubH 6558                      Health Finance II (3 cr)**

Principles of financial management and insurance are integrated and applied to the health field. Topics include: health care capital and operating budgets; health care payment methods, including Medicare's payment systems for hospitals and physicians, and risk-adjusted capitation payment systems; population-based health care finance and managed care; and financing aspects of public health policy. Experience with computerized spreadsheets such as EXCEL is necessary.

**PubH 6560                      Operations Research & Quality in Health Care (2 cr)**

Decision-making framework for both operating and control systems in the hospital environment. Basic modeling techniques and examples of actual hospital applications.

**PubH 6561                      Quantitative Methods Applied to Health Administration Problems (2 cr)**

Applying quantitative methods to secondary data including analysis of cyclicities, data handling systems, linear regression, discriminant analysis and inventory control used in the solution of health problems at various administrative levels.

**PubH 6562                      Information Technology in Healthcare (2 cr)**

How to analyze organization information needs, incorporate these needs into information technology (IT) policy and planning, and implement IT policies.

**PubH 6564                      Managed Care (2 cr)**

Development and organization of HMOs: risk-sharing, provider contracts, utilization management, quality improvement. HMO and PPO marketing and new product development; employer relations; Medicare and Medicaid contracting; budget processing; financial performance; pricing; government regulation.

**PubH 6565                      Health Care Delivery Design and Innovation (2cr)**

Designing/creating health care delivery services/experiences. Innovation process, methodologies/tools of innovation design, strategies/processes to ensure execution.

**PubH 6568                      Interprofessional Teamwork in Health Care (2cr)**

Leading/participating in interdisciplinary teams. Team communication, problem solving, conflict management, organizational support.

**PubH 6569                      Healthcare Policy (1cr)**

Public policy environment surrounding health care and public health systems. Political context of health policy. Approaches to policy formation/analysis. Tools/strategies for influencing health policy outcomes.

**PubH 6570                      Integrated Delivery Systems (2cr)**

This course examines the integrated models of health care delivery with an emphasis on: organizational design, governance, operations, strategy, resource development, and the role of "embedded medical practice." A practical and applied "case-based" approach will be applied.

**PubH 6571                      Leading Performance Improvement (2 cr)**

Leading Performance Improvement in Health Care, is an elective course for students who intend to lead, design, or staff performance improvement programs in healthcare institutions.

**PubH 6573                    The Nature of Clinical Care (2 cr)**

Provides an understanding of clinical care for future health care professionals who are not health care professionals. The primary aim for this course is to enable administrators in health care delivery or public health to feel comfortable in discussing clinical matters with their clinical colleagues and to participate as peers in managing health care performance in hospitals, medical groups, and other settings. The course is also suitable for future health services researchers who do not have clinical backgrounds. Medical terminology, basic human anatomy, common diseases, the scope of practice for medical and surgical specialties, common medical and surgical procedures, and the culture of health care clinical professionals are covered.

**PubH 6574                    Managing Medical Practices as Components of Integrated Health Systems (2 cr)**

This course focuses on the management of medical practices that are owned and operated by integrated health systems; to design, strategy and operation of medical practices integrated with hospitals and other components of comprehensive systems of health care; the “embedded: medical practices.

**PubH 6589                    Medical Technology Evaluation and Market Research (2 cr)**

Provides knowledge of the skills, data and methodology required to critically evaluate new medical technologies in order to meet financial investment as well as regulatory compliance objectives, such as FDA approval. This course is designed to provide the analytic tool kit for a manager of a new medical technology to formulate the evaluation necessary for this enterprise as well as effectively disseminate results in order to get a new product to market.

**PubH 6596                    Legal Considerations in Health Services Organizations (3 cr)**

Laws affecting administration of hospitals and other healthcare organizations; administrative law, corporate and business law, labor law, civil liability, tax-related issues. Legal issues relevant to administration, decision-making, and planning process.

**PubH 6700                    Foundations of Public Health (3 cr)**

Organization of public health, predominately in the United States. Role of public health administration. Problem-solving skills necessary for effective administration.

**PubH 6705                    Community Health Assessment (3 cr)**

Two of the three core functions of public health: health assessment, assurance. Lectures, discussion, group activities, oral presentations.

**PubH 6711                    Public Health Law (2 cr)**

Basic concepts of law, legislative process, and legal bases for existence/administration of public health programs. Legal aspects of current public health issues/controversies, regulatory role of government in health services system.

**PubH 6717 - Decision Analysis for Health Care (2cr)**

Introduction to methods/range of applications of decision analysis and cost-effectiveness analysis in health care technology assessment, medical decision making, and health resource allocation.

**PubH 6721                    Leading Collaborations (1 cr)**

How mental health care providers located in individual organizations coordinate their activities so that care of clients is integrated. Coordination of labs and county health departments. Organizations such as rural health networks and community health information networks to achieve community-based goals.

**PubH 6723                    Lean Management in Healthcare (1 cr)**

Organizing to maximize customer value while minimizing waste. Lean management applied in Phillips Neighborhood Clinic. Observing waste. Developing basic value flow diagrams. Using problem-solving techniques to improve quality continuously.

- PubH 6724                    The Healthcare System and Public Health (3 cr)**  
 Overview of health care delivery, finance systems within public health context. Components of health care system: financing, role of employers/public programs, health care delivery system, managed care. Collaborative interventions between managed care, public health.
- PubH 6726                    Medical Device Industry: Business and Public Policy (3 cr)**  
 Business, public policy, regulatory, technology management issues concerning medical device/biotechnology industries. Nature/effects of private-public sector interactions. Involvement by leaders in Minnesota organizations.
- PubH 6727                    Health Leadership and Effecting Change (2 cr)**  
 Applications of a broad theoretical base in planned change to solve managerial/organizational problems in health professions.
- PubH 6730                    International Comparative Health Systems (2 cr)**  
 History/development of health systems from a socio-political perspective. Overview of relative importance and meaning of health outcomes data. Role of WHO. Students use OECD health database.
- PubH 6732                    Topics and Methods in Global Health Assessment (2 cr)**  
 Evaluation of health populations relative to specific topics important to global health, including methodology appropriate to examining a particular issue. Focuses on developing countries.
- PubH 6741                    Ethics in Public Health: Professional Practice and Policy (1 cr)**  
 Introduction to ethical issues in public health practice/policy. Ethical analysis, recognizing/analyzing moral issues.
- PubH 6742                    Ethics in Public Health: Research and Policy (1 cr)**  
 Introduction to ethical issues in public health research/policy. Ethical analysis. Recognizing/analyzing moral issues.
- PubH 6751                    Principles of Management in Health Services Organizations (2 cr)**  
 Role of health-care services administrators, principles of management, administrative process. Lectures, case studies.
- PubH 6755                    Budgeting and Planning for Public Health (2 cr)**  
 The basic principles of budgeting, planning, forecasting and analyzing with a focus on nonprofit and government organizations are applied to health care administration and public health in a single course.
- PubH 6758                    Managing Public Health Systems (2 cr)**  
 Three essential skills are developed within the context of managing and organizing public health core functions and essential services: Problem Solving, Process Management and Quality Improvement, and Collaboration and Partnership Management.
- PubH 6762                    Health Finance Applications (2 cr)**  
 Top management perspective of healthcare financial management responsibility in context of strategic issues. Emphasizes balancing theory and applications. Capstone course.
- PubH 6765                    Continuous Quality Improvement: Methods and Techniques (3 cr)**  
 Understanding and applying statistical process control techniques to health care management and clinical problems. Provides a comprehensive overview of the history, methods, and issues in quality within the health care system.
- PubH 6772                    Health Disparities Capstone Seminar (1 cr)**  
 This is the capstone course for second year MPH students completing the SPH Health Disparities Interdisciplinary Concentration (HDIC).
- PubH 6780                    Topics: Public Health Administration and Policy (1-4 cr)**  
 New courses or topics of interest in public health administration/policy.
- PubH 6800                    Topics: Health Services Research, Policy and Administration (1-4 cr)**  
 New courses or topics of interest in public health administration/policy.

**PubH 6801 Health and Human Rights (2 cr)**

Explores the relationship of health and human rights in the context of public health. It examines philosophical frameworks and groundings of human rights, development of the nexus between health and human rights, and a variety of historical and contemporary topics at the crossroads of health and human rights.

**PubH 6802 Managing Electronic Health Information (3 cr)**

Overview of data collection tools in health care studies. Workflow design. Scanned/faxed, web-based forms. Voice response, palmtop computers, relational databases. Managing workflow. Selecting tools to ensure data quality and low cost. Case studies.

**PubH 6803 Conducting a Systematic Literature Review (2cr)**

How to conduct systematic literature review. Draws on skills/experience of staff at Minnesota Evidence-based Practice Center, an AHRQ-funded program

**PubH 6804 Community Mental Health (3 cr)**

Provides an overview of social and social-psychological processes that shape the experience of mental health and illness and the consequences of disorders for individuals, families, and communities, and examines these issues in the context of public health rather than attributes of individuals

**PubH 6806 Principles of Public Health Research (2 cr)**

Evaluation of public health research literature and planning for independent research projects. Formulation of research question, research design, sampling techniques, use of research concepts, and data analysis. Data collection techniques, including questionnaires, interviews, and data analysis.

**PubH 6809 Advanced Methods in Health Decision Science (3cr)**

Methods applicable to issues of medical decision making. Analyses of environmental/safety decisions. How to apply methods at cutting-edge of clinical decision science.

**PubH 6810 Survey Research Methods (3cr)**

Theory/application of survey research in data collection. Sampling, item development, instrument design/administration to conduct survey or be aware of issues related to design/implementation. Identification of sources of error in survey research.

**PubH 6811 Health Disparities Research: Measures, Methods and Data (2 cr)**

Explore research methods using publicly available data sources. Course covers conceptualization of disparities, measurement and analytic choices, and debates strengths and weaknesses within topic areas to produce sound decisions in disparities research.

**PubH 6832 Economics of the Health Care System (3 cr)**

Development of traditional issues in health economics. Production of health, demand for health capital and health care, insurance theory and markets, managed care, pricing, physician's services, production and costs in health care institutions, role of government, cost effectiveness analysis, reform.

**PubH 6835 Health Services Policy (2 cr)**

Social, political, and economic context within which U.S. health-care system developed. Influence of these contextual elements on public policies guiding/regulating organization/delivery of health services.

**PubH 6845 Using Demographic Data for Policy Analysis (3 cr)**

How to pose researchable policy questions, locate existing data, turn data into a usable format, understand data documentation, analyze data, communicate findings according to standards of the professional policy community. Quantitative issues.

**PubH 6852 Program Evaluation in Health and Mental Health Settings (3 cr)**

Provides an overview of evaluation, models of evaluation, objectives of an evaluative study, sampling of subjects, methods of data collection, methodological designs, interpretation of data, preparation of final report, ethical/political considerations.

**PubH 6855 Medical Sociology (3 cr)**

Introduction to common theoretical/empirical approaches used by sociologists to study health/illness. How content reflects social inequalities in health/illness. Social processes that shape experience of health/illness.

**PubH 6861 Health Insurance (2 cr)**

Financing personal health care: theory of insurance, health insurance markets, cost sharing, HMOs, PPOs, public and catastrophic health insurance, and the uninsured. Emphasis on public policy.

**PubH 6862 Cost-Effectiveness Analysis in Health Care (3 cr)**

Government regulations. New technologies. Diagnosis/treatment protocols. Strengths, limitations, appropriateness of different approaches.

**PubH 6863 Understanding Health Care Quality (2 cr)**

Introduction to assessing/assuring quality of care. Emphasizes both process and outcomes approaches, paralleling interest in appropriateness/effectiveness of care. Issues around creating needed behavioral changes.

**PubH 6864 Conducting Health Outcomes Research (3 cr)**

Major concepts/principles in conducting health outcomes research that evaluates medical care. Developing study designs matched to research questions. Frequently used study designs. Evaluating health outcomes. Analytical approaches.

**PubH 7596 MHA Clerkship (2cr)**

Survey and solution of management problems within a local health services organization, preparation of a formal report.

**PubH 7784 Master's Project Seminar: Public Health Administration and Policy (1cr)**

Students participate in exercises to improve written/verbal communication, enhance skills related to giving constructive feedback. Ways that public health administration/policy is practiced. How to integrate knowledge into individually designed master's project.

**PubH 7794 Plan B Master's Project: Public Health Administration and Policy (2 cr)**

Students work with their adviser to complete one of three types of master's projects: research project, critical literature review, or applied field project.

**PubH 7796 Field Experience: Public Health Administration and Policy (2 cr)**

Supervised public health administration and policy field study in health or public health setting under academic/professional supervision. Emphasizes application of acquired knowledge/skills to relevant issues/problems.

**PubH 8801 Health Services Policy Analysis: Theory (3 cr)**

Integrated overview of U.S. health services policy. Related theoretical/empirical literature. Analysis of alternative policy-making models, political/philosophical underpinnings of those models.

**PubH 8802 Health Services Policy Analysis: Applications (2 cr)**

Emphasizes relationships between health services research and policy, and uses case studies to examine how research influences policy and vice versa.

**PubH 8803 Long-Term Care: Principles, Programs, and Policies (2 cr)**

Long-term care policy for functionally impaired persons, particularly the elderly. Team taught from healthcare and social services perspective; grounded in research literature on evidence of program effects. Innovative programs addressing current fragmentation of services.

**PubH 8805 Sociology of Health and Illness (3 cr)**

Affect of social structure on health outcomes/behaviors. Current/historical events/issues from perspective of sociological/social psychological theories. Students apply theories to a topic they identify.

**PubH 8810                      Research Studies in Health Care (3 cr)**

Introduction to philosophy of science, conceptual modeling, experimental design, survey/sample design, issues relevant to health services research.

**PubH 8811                      Research Methods in Health Care (3 cr)**

Research methods commonly used in analysis of health services research and health policy problems.

**PubH 8813                      Measurement of Health-Related Social Factors (3 cr)**

How social factors such as innovativeness, compliance, religiosity, and stress are measured and tested for reliability and validity. Relationships between theory, concepts, variables, data.

**PubH 8820                      Health Economics I (3 cr)**

Application of microeconomic theory to healthcare decisions of consumers and producers under different assumptions about market structure and behavior.

**PubH 8821                      Health Economics II (3 cr)**

Examines application of microeconomic theory to health services research through selected reading from published and unpublished health economics literature.

**PubH 8830                      Writing for Research (2 cr)**

This is a two-course sequence for doctoral students to develop the requisite skills for writing research grants and articles.

**PubH 8831                      Writing for Research (2 cr)**

This is a two-course sequence for doctoral students to develop the requisite skills for writing research grants and articles.

# MASTER OF HEALTHCARE ADMINISTRATION PROGRAM

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## 8.1 Mission, Vision and Strategies

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### **Mission**

The University of Minnesota MHA Program exists to enhance health and strengthen societies by developing professionals who lead innovative, high performance healthcare organizations, improve their communities and advance the field of healthcare administration, and create and disseminate new knowledge for the field of healthcare administration.

### **Vision**

The MHA Program is the most highly respected healthcare administration program nationally and internationally. It is recognized as providing the premiere student-centered educational experience: learning that is theory-based and practice-enabled. To prepare administrators who will create and lead 21<sup>st</sup> century healthcare systems, the MHA faculty collaborates with alumni in leadership positions throughout the healthcare field to mentor students in leadership and offer a rigorous curriculum founded in the practice of healthcare administration.

The MHA Program will play a pivotal role in implementing new forms of interprofessional education that fundamentally change how health professionals are trained and advance the standing of the University of Minnesota Academic Health Center. These new modes of learning will bring students together across disciplines, preparing them to work together as high-functioning teams and to lead healthcare delivery organizations in administrative and clinical roles.

MHA faculty are recognized as leaders in producing actionable research and knowledge and in serving the profession of healthcare administration and their communities.

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## 8.2 Program Requirements

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### **First Year**

First year course work concentrates on developing analytical and problem-solving skills. Each course applies the material to complex healthcare organizations. Instructors emphasize hands-on learning, using community settings to sharpen skills and apply the principles to a healthcare environment.

### **Summer Residency**

Students receive significant program support in arranging a paid summer residency. Students are matched with healthcare leaders across the nation to put their preparation into practice. Students work on a variety of projects, attend management meetings, and write a comprehensive report on their experience under the mentorship of their preceptors.

### **Second Year**

Second year coursework hones students' knowledge and skills. Students select electives to build sub-specialties and round out their education. Coursework again emphasizes the specific challenges of material to the healthcare industry, and applying learning through hands-on practice.

Students select electives to round out their education in particular areas, or to build a specialty in areas such as managed care, financial management, long term care, operations, and information systems. Information on sub-specialties can be found in section 8.5.

Students must complete a minimum of 60 credits in the second year to graduate from the MHA Program.

### **Capstone Experience**

MHA students must complete one of the following Capstone options to graduate:

1. **Advanced Problem Solving** – PubH 6570 (4 cr) Three to four MHA students serve as a consulting team in a local healthcare organization. Work on the management project begins in November.

2. **New Product Development**, Entr 6041 (6 cr) A yearlong cross-disciplinary project involving MHA, MBA and engineering students. Companies provide students with the opportunity to design, plan and launch a “new product.”
3. **Carlson Consulting Enterprise**

### **Fellowship/Employment**

In spring of the second year, students are individually guided in the search for a fellowship or position. Minnesota's large national and international alumni network is instrumental in generating opportunities in the sector, organization, and location best suited to a student's strengths.

## 8.3 Full-Time Program Study Plan - 60 Credit Minimum

Study plan is subject to change due to scheduling limitations

### YEAR I: AN INTRODUCTION TO HEALTHCARE ADMINISTRATION

FALL SEMESTER 2009	SPRING SEMESTER 2010
PubH 6542 (3 cr) <i>Management of Healthcare Organizations</i>	PubH 6547 (2 cr.) <i>Human Resource Management</i>
PubH 6560 (2 cr.) <i>Operations Research &amp; Quality in Health Care</i>	PubH 6557 (3 cr.) <i>Health Finance I</i>
PubH 6556 (2 cr) <i>Health and Health Systems</i>	PubH 6561 (2 cr) <i>Quantitative Methods Applied to Health Admin. Problems</i>
PubH 6541 (3 cr) <i>Statistics for Health Management Decision Making</i>	PubH 6544 (3 cr) <i>Principles of Problem Solving in Health Services Organizations</i>
PubH 6562 (2 cr) <i>IT in Healthcare</i>	<i>Electives</i> (4 cr.)
PubH 6535 (3 cr) (also offered on-line) <i>Healthcare Services Accounting</i>	
<b>Total Credits =15</b>	<b>Total Credits =14</b>

**SUMMER SESSION I & II:** PubH 7596 (2 credits): *Residency and Clerkship Report*

### YEAR II: ADVANCED COURSES & SPECIALIZATION IN HEALTHCARE ADMINISTRATION

FALL SEMESTER 2010	SPRING SEMESTER 2011
PubH 6555 (2 cr) <i>Health Economics</i> , or PubH 6832 (3 cr) <i>Health Economics</i>	PubH 6553 (1 cr.) <i>Healthcare Management Ethics</i>
PubH 6564 (2 cr.) <i>Managed Care</i>	PubH 6569 (1 cr.) <i>Healthcare Policy</i>
PubH 6558 (3 cr.) <i>Health Finance II</i>	PubH 6554 (2 cr) <i>Healthcare Marketing and Strategy</i>
PubH 6565 (2 cr.) <i>Healthcare Delivery Design and Innovation</i>	PubH 6727 (2 cr.) <i>Health Leadership and Effecting Change</i>
PubH 6568 (2 cr.) <i>Interprofessional Teamwork in Healthcare</i>	PubH 6596 (2 cr) <i>Legal Considerations in Health Services Organizations</i>
<i>Electives</i> (2 cr.)	<i>Electives</i> (4 cr.)
Choose one of the following: ENTR 6041 (3 cr) ←	PubH 6577 (2 cr.) <i>Advanced Problem Solving</i>
<i>New Product Development</i>	→ ENTR 6041 (3 cr) <i>New Product Development</i>
<b>Total Credits = varies</b>	<b>Total Credits = varies</b>

## 8.4 Evening Option for Working Professionals Study Plan 42 Credits Required for Graduation

Study plans are subject to change due to scheduling limitations

### YEAR ONE Total Credits=17 credits of required courses

Fall Semester	Spring Semester	Summer Semester
PubH 6556 (2 cr.) Health & Health Systems PubH 6541 (3 cr.) Statistics for Hlth Mgmt. Decision Making PubH 6535 (3 cr.) Health Services Accounting	PubH 6751 (2 cr.) Principles of Mgmt in Health Service Orgs PubH 6554 (2 cr.) Healthcare Marketing & Strategy PubH 6557 (3 cr.) Health Finance I	PubH 6568 (2 cr.) Inter-professional Teamwork in HC

### YEAR TWO Total Credits=11 credits of required courses

Fall Semester	Spring Semester	Summer Semester
PubH 6558 (3 cr.) Health Finance II PubH 6727 (2 cr.) Health Leadership and Effecting Change PubH 6564 (2 cr.) Managed Care	PubH 6596 (2 cr.) Legal Considerations In Health Serv Orgs	PubH 6547 (2 cr.) Human Resource Management

### YEAR THREE Total Credits=13-14 credits of required courses

Fall Semester	Spring Semester	Additional Required Coursework
PubH 6555 (2 cr.) Topics in Health Economics PubH 6562 (2 cr.) IT in Healthcare PubH 6565 (2 cr.) Healthcare Delivery Design and Innovation	PubH 6544 (3 cr.) Principles of Problem Solving in Health Services Organizations PubH 6553 (1 cr.) Healthcare Management Ethics PubH 6569 (1 cr.) Healthcare Policy	Students must select one additional course from this list: PubH 6561 (2 cr.) Quant Methods PubH 6560 (2 cr.) Operations Research PubH 6765 (3 cr.) Cont Quality Rsrch

### YEAR ONE Total Credits=11 credits of required courses

Fall Semester	Spring Semester	Summer Semester
PubH 6556 (2 cr.) Health & Health Systems PubH 6562 (2 cr.) IT in Healthcare PubH 6535 (3 cr.) Health Services Accounting	PubH 6751 (2 cr.) Principles of Mgmt in Health Service Orgs	PubH 6568 (2 cr.) Inter-professional Teamwork in HC

### YEAR TWO Total Credits=8 credits of required courses

Fall Semester	Spring Semester	Summer Semester
PubH 6541 (3 cr.) Statistics for Hlth Mgmt. Decision Making	PubH 6557 (3 cr.) Health Finance I	PubH 6547 (2 cr.) Human Resource Management

### YEAR THREE Total Credits=13 credits of required courses

Fall Semester	Spring Semester	Summer Semester
PubH 6558 (3 cr.) Health Finance II PubH 6564 (2 cr.) Managed Care	PubH 6554 (2 cr.) Healthcare Marketing and Strategy PubH 6544 (3 cr.) Principles of Problem Solving in Health Services Organizations	PubH 6727 (2 cr.) Health Leadership and Effecting Change

### YEAR FOUR Total Credits=10-11 credits of required courses

Fall Semester	Spring Semester	Additional Required Coursework
PubH 6555 (2 cr.) Topics in Health Economics PubH 6565 (2 cr.) Healthcare Delivery Design and Innovation	PubH 6596 (2 cr.) Legal Considerations In Health Serv Orgs PubH 6553 (1 cr.) Healthcare Management Ethics PubH 6569 (1 cr.) Healthcare Policy	Students must select one additional course from this list: PubH 6561 (2 cr.) Quant Methods PubH 6560 (2 cr.) Operations Research PubH 6765 (3 cr.) Cont Quality Rsrch

3 YEAR STUDY PLAN

4 YEAR STUDY PLAN

**YEAR ONE** Total Credits=8 credits of required courses

Fall Semester	Spring Semester	Summer Semester
PubH 6556 (2 cr.) Health & Health Systems PubH 6562 (2 cr.) IT in Healthcare	PubH 6751 (2 cr.) Principles of Mgmt in Health Service Orgs	PubH 6568 (2 cr.) Inter-professional Teamwork in HC

**YEAR TWO** Total Credits= 14 credits of required courses

Fall Semester	Spring Semester	Summer Semester
PubH 6541 (3 cr.) Statistics for Hlth Mgmt. Decision Making PubH 6535 (3 cr.) Health Services Accounting	PubH 6554 (2 cr.) Healthcare Marketing and Strategy PubH 6557 (3 cr.) Health Finance I	PubH 6547 (2 cr.) Human Resource Management

**YEAR THREE** Total Credits=5 credits of required courses

Fall Semester	Spring Semester	Summer Semester
PubH 6558 (3 cr.) Health Finance II	PubH 6596 (2 cr.) Legal Considerations In Health Serv Orgs	No scheduled coursework

**YEAR FOUR** Total Credits=8credits of required courses

Fall Semester	Spring Semester	Summer Semester
PubH 6555 (2 cr.) Topics in Health Economics PubH 6564 (2 cr.) Managed Care	PubH 6553 (1 cr.) Healthcare Management Ethics PubH 6569 (1 cr.) Healthcare Policy	PubH 6727 (2 cr.) Health Leadership and Effecting Change

**YEAR FIVE** Total Credits=7-8 credits of required courses

Fall Semester	Spring Semester	Additional Required Coursework
PubH 6565 (2 cr.) Healthcare Delivery Design and Innovation	PubH 6544 (3 cr.) Principles of Problem Solving in Health Services Organizations	Students must select one additional course from this list: PubH 6561 (2 cr.) Quant Methods PubH 6560 (2 cr.) Operations Research PubH 6765 (3 cr.) Cont Quality Rsrch

## 8.5 MHA Sub-Specialties

Below you will find suggestions for sub-specialties within the MHA Program. These are only suggestions. Your faculty advisor or the Director for Student Services can help you consider other options. A specialization consists of at least four courses in an area.

### Financial Management

Course	Title	Credits
ACCT 6100	Financial Statement Analysis	4
FINA 6121	Debt Markets, Interest Rates, and Hedging	2
FINA 6241	Corporate Finance Analysis Decisions	4
FINA 6321	Portfolio Analysis and Management	2
FINA 6322	Equity Security Analysis	2
MGMT 6031	Industry Analysis & Competitive Strategy	4
PubH 6557	Health Finance I	3
PubH 6558	Health Finance II	3
PubH 6762	Health Finance Applications	2
PubH 6862	Cost-Effectiveness Analysis in Health Care	3

### Long Term Care Administration

Course	Title	Credits
PubH 7580	Organizational Management in Long Term Care	2
PubH 7581	Gerontology and Services for Long Term Care Residents	2
PubH 7582	Practicum in Long Term Care Administration	4
PubH 8803	Long Term Care: Principles, Programs & Policies	2
PubH 7584	Health Care and Medical Needs	2

### Health Policy

Course	Title	Credits
PA 5012	The Politics of Public Affairs	3
PA 5021	Economics for Policy Analysis and Planning	3
PubH 6049	Legislative Advocacy Skills for Public Health	3
PubH 6078	Public Health Policy as a Prevention Strategy	2
PubH 6555	Topics in Health Economics	2
PubH 6741	Ethics in Public Health: Professional Practice & Policy	1
PubH 6553	Healthcare Management Ethics	1
PubH 6569	Healthcare Policy	1
PubH 6835	Principles of Health Policy	2
PubH 6845	Using Demographic Data for Policy Analysis	3

### Information and Decision Science

Course	Title	Credits
IDSC 6423	Information Systems Development: Technologies & Environ.	2
IDSC 6471	Knowledge Management	2
IDSC 6481	Managerial Decision Making	2
IDSC 6490	Business Process Excellence	2
PubH 6562	Information Technology in Healthcare	2
PubH 6802	Seminar: Technology of Data Operations in Health Care Settings	2
PubH 6802	Managing Electronic Healthcare Information	3
PubH 6845	Using Demographic Data for Policy Analysis	3
PubH 6717	Decision Analysis for Healthcare	2
PubH 6809	Advanced Methods in Health Decision Sciences	3

**Integrated Delivery Systems**

Course	Title	Credits
Ins 5100	Corporate Risk Management	2
PubH 6570	Integrated Delivery Systems	2
PubH 6564	Managed Care	2
PubH 6861	Health Insurance	3
PubH 6717	Decision Analysis for Healthcare	2
PubH 6809	Advanced Methods in Health Decision Sciences	3
PubH 6845	Using Demographic Data for Policy Analysis	3
PubH 6802	Managing Electronic Healthcare Information	3

**Marketing Management**

Course	Title	Credits
MBA 6210	Marketing Management	3
MKTG 6051	Marketing Research	4
MKTG 6055	Buyer Behavior	4
MKTG 6074	Product & Service Policy	4
MKTG 6082	Brand Management	4
MKTG 6088	Strategic Marketing	2
MKTG 6088	Strategic Management	2
PubH 6554	Healthcare Marketing and Strategy	2
PubH 6845	Using Demographic Data for Policy Analysis	3
PubH 6802	Managing Electronic Healthcare Information	3

**Maternal and Child Health**

Course	Title	Credits
PubH 6281	Immigrant Health Issues	3
PubH 6613	Chronic Illness and Disability in Childhood	2
PubH 6628	Seminar: Race, Class and Family Foundation	1
PubH 6675	Women's Health	2
PubH 6700	Foundations of Public Health	3
PubH 6300	Health Disparities Research: Measures, Methods and Data	2
PubH 6801	Health and Human Rights	2

**Operations Management**

Course	Title	Credits
MGMT 6050	Management of Innovation and Change	2
MBA 6220	Operations Management	3
OMS 5170	Simulation Modeling and Analysis	4
OMS 6041	Project Management	2
OMS 6051	Management of Service Operations	2
OMS 6059	Quality Management & Six Sigma	4
OMS 6061/6062	New Product Design & Business Development	6
PubH 6560	Operations Research & Quality in Healthcare	2
PubH 6765	Continuous Quality Improvement	3
PubH 6802	Managing Electronic Healthcare Information	3
PubH 6565	Healthcare Delivery Design and Innovation	2

### Strategic Management

Course	Title	Credits
MGMT 6004	Negotiations Management	2
MGMT 6017	Leadership and Ethics	2
MGMT 6031	Industry and Competitive Strategy	4
MGMT 6033	Managing the Strategy Process	4
MGMT 6050	Management Innovation & Change	2
MGMT 6084	Management of Groups	2
PubH 6563	Strategic Management in the Health Care Industry	2
PubH 6727	Health Leadership and Effecting Change	2
PubH 6570	Negotiations	2

### Health Products

Course	Title	Credits
Mgmt 6050	Management of Innovation and Change	2
PubH 6589	Medical Technology Evaluation & Market Research	2
PubH 6565	Healthcare Delivery Design and Innovation	2
PubH 6780	Management for Clinical Research	2
PubH 6802	Managing Electronic Healthcare Information	3
MILI 6726	Medical Device Industry: Business and Public Policy	3
MILI 6995	Medical Industry Enterprise	2

### Complementary and Alternative Medicine Interdisciplinary Concentration (CAMIC)

The Complementary and Alternative Medicine Interdisciplinary Concentration (CAMIC) offered through the School of Public Health is a unique opportunity for SPH students to acquire and cultivate professional skills in an emerging area of health care that is expanding and altering the field of public health.

A dramatic increase in the use of complementary and alternative medicine (CAM) is changing the way in which disease is treated and prevented. More Americans are opening their minds and wallets, trying to manage their medical conditions with nontraditional therapies and practices. An increasing number of health care providers are exploring new approaches to care that are considered outside the realm of conventional medicine. Many plans now cover the cost of CAM treatment. The shift is influencing health care policy and systems and affecting the health of populations—the primary focus of public health.

12 credits are required from CSph and SPH. The following two CSph class must be taken by all students in the program:

- CSph 5101—Introduction to Complementary Healing Practices (3 credits)
- CSph 8101—Critiquing and Synthesizing CAM Research (1 credit)

The remaining eight credits can include any CSph course and at least one of the PubH courses on the curriculum list at <http://www.sph.umn.edu/education/inter/cam/curriculum.html>. Field experience can be proposed within the CSph as well as other local and international sites working on CAM issues.

### Global Health Interdisciplinary Concentration (GHIC)

The Global Health Interdisciplinary Concentration (GHIC) provides graduate students with information necessary to define the constitution, cause and consequences of health problems worldwide. The program offers a unique opportunity to explore the relationships between health, environment, politics, culture, and economic pressures in developed and developing nations.

Developing countries are undergoing demographic changes that are accompanied by shifts in patterns of illness. In many of these nations, the major causes of morbidity and mortality are shifting from traditional infectious diseases to chronic, non-communicable maladies like cardiovascular diseases, cancer, and diabetes. As a result, there is increasing demand for qualified public health practitioners who can identify and help reduce the vast and varied global vectors for chronic disease.

A total of 12 credits are required to complete the GHIC. *PubH 6131 Working in Global Health* and a *Global Health Seminar Series* are the only courses required of all students taking this concentration. The remaining 10 credits are achieved through elective courses that relate to global health. This flexibility allows students to hone their particular interests. The courses are approved in consultation with the student's faculty advisor. For course listings visit <http://www.sph.umn.edu/education/inter/gh.html>.

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## 8.6 MHA/MBA Dual Degree

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The 2009-10 MHA/MBA Dual Degree study plan is undergoing a revision and will be available by the end of September, 2008. Please check back with MHA Program staff at that time.

### OVERVIEW

The MHA/MBA Dual Degree program was developed for students already accepted into the University of Minnesota's Master of Healthcare Administration Program. This program serves students who wish to earn an MBA degree as well as their MHA degree. Candidates may apply for both programs at the same time or current MHA students may apply to the Full-Time MBA Program during fall of their first year of study in the MHA program. Under this study plan students begin the Full-Time MBA in Fall Semester of year two.

Both degrees can be completed in three years. To complete in this time frame students will carry a very demanding course load. After acceptance into the dual degree program, students meet with both their MHA and MBA advisors to be sure that their study plan satisfy both degree requirements. While the dual degree MHA/MBA enables students to complete in a shorter time frame, it does not diminish the cost or number of credits required for each program.

### APPLICATION

To be considered for the MHA/MBA Dual Degree applicants must apply to both the Full-Time MHA and the Full-Time MBA Programs. Applications are available at:

#### The MHA Website

[www.sph.umn.edu/education/mha](http://www.sph.umn.edu/education/mha)  
612-624-8818

#### The Full-Time MBA Program

[www.csom.umn.edu/mba](http://www.csom.umn.edu/mba)  
612-625-5555

The application deadline for the MHA Program is March 15 with MHA studies to begin in the following fall.

Deadline for application to the MBA Program is February 1 for those who wish to secure an admission decision to both programs prior to beginning their studies at the University.

Deadline for application to the MBA Program for currently enrolled MHA students is February 1 of year one in the MHA Program

### Planning and Implementing your MHA/MBA Dual Degree Program

Once you have been formally accepted into both programs, you should use the attached plan of study to plot your individual program. You may use 12 credits of transfer work toward each program. For the 12 credits transferred from the MHA program to the MBA Program you must use: Health and Health Systems (2cr), Healthcare Finance I (3cr), Healthcare Finance II (3cr), Managed Care (2cr), and, Healthcare Delivery Design and Innovation (2cr). For the 12 transfer credits of MBA coursework toward the MHA degree you must use: MBA 6210 Marketing (3crs), MBA 6220 Operations (3cr), MBA 6230 Finance (3cr), and MBA 6300 Strategic Management (3cr).

In planning your program of study, please note that:

1. You must register and pay for three semesters and one summer session as an MHA student
2. You must register and pay for three semesters as a Full-Time MBA student
3. You must have a minimum of 51 credits of MBA or CSOM designated coursework and 48 credits of MHA designated coursework.

#### MHA Degree/MBA Degree

48 credits of MHA courses 52 credits of MBA courses

12 credits of MBA courses 12 credits of MHA courses

60 credits total toward MHA degree 64 credits total toward MBA degree

4. You must submit two separate *Application for Degree* forms, one for each degree to be awarded

**MHA-MBA DUAL DEGREE STUDY PLAN**

<p><b>FALL YEAR ONE – REGISTER AS MHA</b></p> <p>PubH 6535 Health Services Accounting (3)          PubH 6541 Stats for HC Decision Making (3)          PubH 6542 Mgmt of HC Orgs (3)          PubH 6556 Health and Health Systems (2)*          PubH 6560 Operations Research (2)          PubH 6562 IT in Healthcare (2)</p> <p><b>15 credits</b></p>	<p><b>SPRING YEAR ONE – REGISTER AS MHA</b></p> <p>PubH 6544 Principles of Prob Solving (3)          PubH 6547 Human Resources Mmgt (2)          PubH 6557 Health Finance I (3)*          PubH 6561 Quant Methods (2) day or eve</p> <p>MHA electives (6)</p> <p><b>16 credits</b></p>	<p><b>SUMMER YEAR ONE - REGISTER AS MHA</b></p> <p>PubH 7596 – Summer Residency (2)</p> <p><b>At this point, you should have completed a minimum of 35 credits</b></p>
<p><b>FALL YEAR TWO – REGISTER AS MBA</b></p> <p>Managerial Communications (1)          MBA 6020 Financial Acct (3)          MBA 6120 Data Analysis and Statistics (3)          MBA 6210 Marketing (3)*          MBA 6220 Operations Management (3)*          MBA 6230 Finance (3)*          MBA 6300 Strategic Management (3)*</p> <p><b>19 credits</b></p>	<p><b>SPRING YEAR TWO – REGISTER AS MBA</b></p> <p>Managerial Economics (2) A-term          Organizational Behavior (2) A-term          Information Technology (2) A-term          MBA 6235 Managerial Accounting (2) A-term          Enterprise (2) B-term</p> <p>MBA electives (8)</p> <p><b>18 credits</b></p>	<p><b>SUMMER YEAR TWO</b></p> <p>MBA Internship</p> <p><b>At this point, you should have completed a minimum of 72 credits</b></p>
<p><b>FALL YEAR THREE – REGISTER AS MHA</b></p> <p>PubH 6555 Health Econ (2)          PubH 6558 Health Finance II (3)*          PubH 6564 Managed Care (2)*          PubH 6568 Interprofessional Teamwork (2)          PubH 6565 HC Delivery Design &amp; Innovation (2)</p> <p>MBA Enterprise (4)</p> <p><b>15 credits</b></p>	<p><b>JANUARY YEAR THREE (REGISTERED AS MBA)</b></p> <p>MBA INTERNATIONAL EXPERIENCE (3)</p> <p><b>SPRING YEAR THREE – REGISTER AS MBA</b></p> <p>PubH 6596 Legal Considerations (2) eve          PubH 6539 Healthcare Policy (1)          PubH 6727 Leadership and Affecting Change (2)*</p> <p>Ethics (2)          MBA Electives (2)          Enterprise (4)</p> <p><b>13 credits (+ 3 J-term)</b></p>	<p>Must have completed a minimum of 47 credits PUBH designator</p> <p>Must have completed a minimum of 52 credits w/ MBA or CSOM designator</p> <p><b>*double counted courses</b></p>

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## 8.7 Academic Policies and Procedures

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MHA Program policies are guided by general University and School of Public Health policies. These policies, however, defer to separate unit faculties for more restrictive or more specific policies and rules.

### Grading Requirements

Faculty grading of individual courses is a "conditional right" of each course instructor with the following constraints:

- The basis for grading, A/F and S/N, must be clearly explained and available to students.
- The Educational Policy Committee must approve the grading of any course that is offered only A/F or S/N.
- The grading for individual courses can be constrained by vote of faculty in any academic unit if it does not violate School or University policies.

### Grade Options

Students must take all required courses A/F unless the only grading basis for a course is S/N.

### Incompletes

- Any course incompletes must be removed by the fifth week of the next semester of enrollment, including summer registration.
- Alternatives to removing an incomplete, such as retaking the course, taking a different course (where possible), etc. must be requested and justified in writing by the student, and presented to the advisor who in turn will bring it to the faculty for discussion and decision. The request must be signed by both the advisor and the course instructor.
- A grade of F will be submitted if the incomplete has not been removed in the five-week period and/or the terms of the request are not met.
- If courses are taken in other departments or colleges where incomplete rules are more restrictive than above, their rules will prevail.
- No incompletes in any courses used to fulfill MHA degree requirements or any other graduation requirement may be carried into the Fellowship.

### GPA Requirements

- To complete the MHA degree, a student must maintain a minimum cumulative GPA of 3.0 for all courses used to fulfill degree requirements.
- To be placed in the summer administrative residency, students must hold a cumulative GPA of 3.0 in required courses.

### CEPH (Council on Education in Public Health) Core Requirements

In order to clear for graduation, MHA students must complete the following courses with a B- or better.

PubH 6542 Management of Healthcare Organizations

PubH 6547 Healthcare Human Resources Management

PubH 6561 Quantitative Methods Applied to Health Administration Problems

or

PubH 6560 Operations Research & Quality in Health Care

or

PubH 6765 Continuous Quality Improvement

PubH 6556 Health and Health Systems

PubH 6541 Statistics for Health Management Decision Making

PubH 6553 Healthcare Management Ethics

or

PubH 6835 Health Services Policy

## Probation and Dismissal

A student will be placed on probation if in **any** semester the GPA (including cumulative) falls below 3.0 in courses to be used to fulfill MHA degree requirements.

If the student fails to raise the GPA to 3.0 after one semester on probation, they will be reviewed for dismissal.

### Procedures

- When a student's GPA falls below the standards set for probation, the Associate Program Director will notify the student.
- Upon receipt to the Associate Program Director's notification, the student must immediately meet with his/her advisor to discuss plans for remediation and consequences of continued problem.
- Following the student-advisor meeting, the advisor will bring these jointly determined recommendations and plans to the faculty for discussion.
- The faculty will dismiss the student based on the criteria set for dismissal after weighing any special considerations related to acceptable performance for good standing.

## Course Requirements

The Program Director will determine the required courses, course sequence, and the number of electives required for graduation. All students must complete the required courses in the established sequence unless the student is granted permission to waive, substitute, or withdraw from a course by the faculty.

## Course Waiver, Substitution, or Withdrawal

### Definitions

- Granting a **course waiver** is approval for the student to be exempt from taking the required course. Although approval to waive a course may be granted, the student must still complete the required number of credits for graduation. The student does not earn credit when granted a waiver.
- **Course substitution** is permission for the student to complete a similar or more advanced course in the same discipline rather than the required course. The faculty, when considering course substitution, will approve the suggested course substitute as a replacement for the required course.
- **Course withdrawal** is approval for the student to withdraw from a required course. The faculty will consider both the request to withdraw and the plan submitted by the student for completion of the course at the same time and grant approval for both.

### Procedure

- For course waiver, substitution, or withdrawal, the student must first discuss the request with his/her faculty advisor. The student must then submit a petition form that must be approved by: 1) The course instructor, 2) academic advisor, and 3) full-time Program faculty. The written request should contain: prior relevant coursework including course title, content, text, year taken and university; justification for the request; and any other relevant information. A sample petition form is included in the appendices.
- If approved by the academic advisor, the request must then be submitted to the course instructor for review.
- If approved by the academic advisor and course instructor, the advisor will submit the request to the faculty who will review the request and notify the student of approval or denial within one (1) week.
- A copy of the request and faculty decision will be maintained in the student's file

## Policy on Full-time MHA Students Enrolling in Online Course

The full-time MHA Program is built on the understanding that peer socialization and cohort learning is important to the education of professionals. To maintain this distinctive part of the full-time MHA student experience, enrolling in internet-based courses should be kept to a minimum.

Students enrolled in the full-time MHA program can take a maximum of 10% of their total credits needed for graduation through internet-based instruction.

## **Role of Academic Advisor**

Every full-time MHA student shall be assigned an academic advisor prior to entering the program. The academic advisor's responsibilities are to monitor the student's academic progress, advise on his/her personal and professional development, and assist in locating resources within the University community.

Part-time students who wish to have an advisor will be assigned a person with compatible interests.

### **Advisor Responsibilities**

- Prior to the start of the academic year, the academic advisor shall review his/her advisee's admission file to become familiar with the student's background.
- Following compilation of the cumulative GPA's by the program office staff, the advisor shall counsel the student placed on probation and ensure proper documentation is sent to the student and filed.
- The advisor is responsible for assisting the student in selecting electives; for advising the student in the development of a concentration/ discipline/ area of emphasis; for providing feedback to the student on their general academic progress. The academic advisor is responsible for reviewing and approving course waiver requests.

See Appendices 1.10 for policies on graduate student advising.

## **Confidentiality Policy**

### **Access to Records**

- Students have the right to view the comments from the panelists from their personal interview. The panelists' identity has been removed to protect their privacy.
- Access to student records is limited to MHA faculty and student services staff members.

### **Grades**

- Student grades are not posted, unless the posting method enables anonymity of students. Grades will not be given out over the phone or in person by staff.
- All faculty have access to student grades in the program. This enables faculty to evaluate students' performance and intervene when necessary. However, most discussion and review of students is done by cumulative GPA. Grades for students on academic probation are reviewed by individual course.
- It is useful to know the distribution of grades and the cut-off points for each grade. Students may request this information from instructors, when appropriate.

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## **8.8 Summer Residency**

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The summer residency provides students with a consolidated period of time to relate and apply what they have learned in the classroom to a healthcare organization. The 12-week residency includes a formal academic assignment called PubH 7596, Residency and Clerkship, 2 credits. The residency begins May 26, 2010 and ends August 14, 2010.

The MHA Program Office staff coordinates the search for sites and placement of students in the residency. Professor Leslie Grant oversees the coordination, assessment, and evaluation of the Clerkship Project, PubH 7596.

The MHA Program does not guarantee that all summer residency position will provide a stipend. Each participating organization will determine their availability to provide funding.

### **The Process**

In October, the MHA Program Office writes to organizations that have expressed an interest in sponsoring a resident in hopes of solidifying their interest and answer any questions. The organization sends back a form expressing interest and specifying any particular skills that they are seeking in a resident. These forms are usually returned to the Program in late December.

Because there is often a great deal of interest in Twin Cities sites, the Student Services Office begins working with students who wish to explore other geographic areas first. This enables us to clear the way for those students and alleviate some of the pressure on the Twin Cities market. These students can then use winter and spring break to find housing for the summer. Students should not count on getting a Twin Cities summer residency.

Twin Cities organizations have asked that students refrain from contacting them about a residency. Over the years, the Program has established a good rapport with local healthcare organizations and their preference is that the Program make the initial organizational contacts. Otherwise, they are overwhelmed with student inquiries. To investigate Twin Cities organizations, first-year students should contact the current fellows in the organization.

In some instances, the organization asks the Program to recommend a student. This happens more frequently with Twin Cities sites that determine that they do not have the time/resources to interview interested students. In these situations, the staff in the Program Office consults with the Program Director and the faculty to make the best match.

## **Your Part in the Process**

### **Resume**

To secure a summer residency, you must have a well-organized, visually pleasing resume. Please submit an electronic copy of your resume, and 5 copies on high quality white paper by November 1 to the Summer Residency Coordinator.

The following resources are available to help you create a professional resume:

- The staff in the MHA Student Services Office is your best resource.
- Your mentor can be a good resource to review your resume.
- In room D-262, the MHA Program Office, you will find books on resume writing. Feel free to check out one of these resources.

### **Interview Skills**

It is important to develop your interviewing skills. The following resources are available:

- Ask Diane McClellan in the MHA Student Services Office to share the MHA application interviewers notes with you;
- Ask your mentor to coach you on the interviewing process. They may be able to arrange a mock interview with a human resources person within their organization.
- Students who attend the Interviewing Skills Workshop may sign up for a mock interview with a career development professional.

### **Summer Residency Goals**

In November submit a written statement of your summer residency goals to the Summer Residency Coordinator. The purpose of this assignment is two-fold. First, it will help you to begin to formalize your goals by committing them to writing. Second, we need to have a general understanding of your interests and plans to assist us in making a placement.

### **Summer Residency Objectives Form**

In November complete and submit the Summer Residency Objectives Form, along with your resume to the Summer Residency Coordinator. A copy of this form is included in the appendices of this handbook.

### **Appointment with MHA Summer Residency Coordinator**

During November and December, students meet with the Summer Residency Coordinator to discuss their residency goals and geographic preferences and review resumes and cover letters. This is an opportunity to clarify preferences and help the staff gain a clear understanding of your career goals.

## **The Matching Process**

The MHA Program Office will send an e-mail to the class listing all of the organizations wishing to sponsor a student. When you return from your winter break, some of your classmates who are seeking a residency outside of the Twin Cities area will have secured spots. The remaining students will be asked to submit the names of three sites within the Twin Cities and two sites outside of the Twin Cities where they are interested in working as a summer resident.

## Securing a Residency

Although the Program plays an active role in the residency search and placement process, you play a key role as the preceptor makes a final decision. Treat all interactions with a high level of professionalism. Be sure to follow up with thank you notes.

## Evaluation of your Performance

At the end of your residency, you should schedule a time to meet with your preceptor to conduct an exit interview. This is a golden opportunity to get feedback –good feedback and constructive feedback. Although the good feedback is nice, treasure the constructive feedback. You can work on those areas over the next year and find yourself much more competitive in the fellowship/job search.

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## 8.9 Summer Residency Guidelines

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### The MHA Program

An objective of the Program in Healthcare Management is to prepare graduates capable of becoming top level managers in all varieties of healthcare organizations.

The program of study is twenty-one months in length, beginning in the fall semester and has three phases:

- A. Two Semesters of full-time academic work on the University Campus;
- B. A summer residency in a health care setting;
- C. An additional two semesters of full-time academic work including the preparation of an acceptable thesis or management project.

Upon successful completion of the academic work, an MHA degree is awarded. The Program, through a strong preceptor network, has opportunities for additional executive development through fellowships and entry-level positions after graduation.

### II. Objectives of the Summer Residency

The residency is a vital part of the academic program and provides the students with a consolidated period of time to relate and apply what they have learned in the classroom to a healthcare organization. The purpose of the residency is to provide an introduction to the daily activities of an organization from the perspective of top management.

Whenever possible, the residency is tailored to the interests and professional needs of the students, taking into account previous experience and areas of interest. Obviously, the level of competency achieved will be less for the resident than for the longer administrative fellowships. The student is expected to develop written objectives for the residency, discuss these with his/her faculty advisor and then with the preceptor. When students have special personal or professional needs that should be considered during the residency, these will be communicated from the faculty to the preceptor.

#### The objectives of the residency are:

1. To observe and study the role, function and style of top management individuals, including the CEO;
2. To understand the goals and planning process of the organization and how they are determined, and to understand the priorities of the organization and how and why they were selected;
3. To analyze the decision-making process at different levels of the organization;
4. To understand the dynamics of relationships between various stakeholders;
5. To obtain an understanding of the operational effectiveness of the organization;
6. To enhance the student's understanding of the health care industry, the organization's strategy and distinctive competencies;
7. To provide an environment to enhance their understanding of, and the controlled application and testing of skills, theories, and concepts presented during the academic year;

8. To strengthen the student's judgment, decisiveness and related administrative skills in a healthcare environment;
9. To provide a basis for developing a code of ethics, philosophy, and a dedication to high ideals and standards of healthcare management; and
10. To provide an opportunity to evaluate the student in relation to his/her needs for professional development and potential for a career in healthcare management.

### **III. Student Preparation for the Residency**

During the first year of graduate studies, all students will have completed a series of courses designed to give them a basic understanding of, and exposure to basic management challenges in health care organizations, including

#### **A. Experience in organizations in the community**

All students have worked at least one day per week throughout the nine month academic year on assigned management projects in health care organizations in the Twin Cities. These assignments have included:

1. site visits and seminars at healthcare organizations in the community;
2. analysis of middle management functions and problems;
3. problem solving and decision making, under the guidance of a preceptor

The students have also been required to write numerous reports and make oral presentations which have been reviewed by administrators and the faculty. The combination of management projects and applied management courses should provide a solid foundation for the residency.

#### **B. Formal courses**

All students have completed academic work in the following areas:

1. management and organizational behavior
2. accounting and financing health services
3. quantitative management techniques
4. problem solving and decision making, and
5. public health and medical organization

In addition, each student has prepared a statement of goals and objectives for the residency and how these fit into overall career goals. This information should be shared with the preceptor early on in the residency.

### **IV. Structure of the Residency**

#### **A. Orientation**

A comprehensive orientation to the mission, philosophy, operational framework and external relationships of the firm is an essential starting place for the orientation of summer resident. Typically a student will spend about two weeks in orientation before moving on to projects and other residency experiences. During this time the student is expected to compile information on the residency site, which is maintained in the Program's residency files for reference use.

#### **B. Projects**

A major component of the residency should be assigned projects. During the summer, a student should engage in detailed staff assignments designed to give practical experience at various administrative levels. To ensure that the student gains a well-rounded health administration experience, it is important that projects be viewed in the aggregate when planning the residency. Several of the projects should carry the student broadly across the firm or should include several different operational areas of the institution. These activities may include assisting in the preparation of the annual budget of the capital budget, the collection of data to analyze problems of high organizational priority, or participation in strategic planning efforts.

A formal requirement of the Program during the residency is the completion of a written **Management Report** to meet the requirements of PubH 7596 (2 credits). The responsible faculty for the report are members of the MHA faculty. Written guidelines for PubH 7596 will be distributed to you in May. It is not expected that the student will use free time in the completion of this formal course requirement.

### **C. Access to meetings**

The resident can benefit by attendance at a variety of internal and external meetings. Arrangements should be made to facilitate attendance at meetings of the management staff, medical staff, governing board, or clients. The students have been instructed that the subjects of these meetings may be very sensitive and are confidential. The student and the preceptor should discuss how sensitive information concerning the organization is to be handled internally and externally. Since there are many meetings within firms, it is suggested that the resident prepare a plan for meeting attendance early in this summer. So that the objectives of the organization are protected, it is imperative that student's minutes receive preceptor critique and evaluation.

## **V. Relationship between the preceptor and the resident**

The relationship between the preceptor and the resident is key to the summer experience. For this reason, we suggest that the student have a preceptor as a point of contact in the general management of the organization. Fulfillment of the student's learning potential will depend upon the acceptance of opportunities by the student and motivation by the preceptor to provide an environment conducive to a creative and constructive learning experience. It is hoped, for example, that the projects will require the student to undertake a search for information, formulate a plan for action and make recommendations, including alternatives. In this process, it is critical that the student have the opportunity to discuss and receive feedback on the total project.

It is necessary that the preceptor discuss with the resident his/her progress and challenges facing the firm on a regularly planned schedule (about once each week). Also, observations about problem solving processing employed by the organization, as well as the skills and knowledge necessary to these processes should be included.

It is expected that members of the management staff will participate, in varying degrees, in the training of the resident. To accelerate the development of these relationships, it is recommended that the resident have an opportunity to attend as many meetings of the management staff as time permits.

## **VI. Relationship between the preceptor and the University**

At the conclusion of the residency, the preceptor will be requested to submit a written evaluation of the resident's experience and performance on forms provided by the Program office. The preceptor should discuss his/her evaluation of the student in order to maximize personal and professional growth and development.

The Program will also request that the student evaluate the residency site in order to have information about various sites available to future students and faculty. The resident is expected to discuss his/her evaluation of the residency with the preceptor.

The Program will make information about the student available during residency placement. It is the responsibility of the student to schedule an interview and to provide a current resume to the residency organization. The residency site may be a possible source for material for a thesis, which is completed during the second year.

## **VII. Financial Arrangements for the Resident**

The residency is expected to continue for 12 weeks from May 26 through August 14, 2009. Arrangements for the entire summer schedule should be developed between the preceptor and the resident.

The resident will be paid a stipend. The MHA leaves it to the discretion of the individual institution to provide a stipend commensurate with the amount provided to other students working in a similar capacity. For those

organizations which do not have any other administrative residents or would like guidelines, the faculty recommends a stipend of \$3,200 per month.

It would be helpful to provide as much information as possible about the organization to the student resident prior to the beginning of the residency. This may be done during the initial interview of immediately prior to the start of the residency. Housing information is also helpful to students who will be relocating for the summer.

Health insurance may either be provided by the organization or obtained by the student from Boynton Health Services at the University of Minnesota. It is the responsibility of the student to make arrangements for health insurance.

Each student is expected to confirm with his/her preceptor the starting date, salary, and insurance arrangements. Other prerequisites are at the discretion of the preceptor.

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## **8.10 Administrative Fellowship Guidelines**

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### **General Description**

The Minnesota Program in Healthcare Administration believes a fellowship should provide an educationally oriented, entry-level position in which the graduate accelerates his/her professional and personal development as a health services executive. The fellowship should be guided by a preceptor who is recognized as an outstanding leader in the field of health services management

### **Rationale for the Administrative Fellowship**

The fellowship complements the Minnesota Program's rigorous, two-year academic program, which provides fundamental knowledge and skills in the areas of finance, strategic management, operations management, and policy analysis. Although the students learn in field work projects and residencies while completing the curriculum, many can benefit from the fellowship opportunity to apply what has been learned while they perform beginning responsibilities as a health services manager in leading health services organizations. A copy of the Minnesota MHA curriculum is attached.

The fellowship provides a golden opportunity for graduates to work with a preceptor who wants to contribute as a role model and mentor to developing the next generation of health administration leadership. Organizations benefit in turn from the regular infusion of talent at the entry level from which they can selectively hire at the end of the one or two-year fellowship commitment

### **Goals and Objectives**

Fellowship experiences will vary widely depending on the needs of the fellow, the organization, and the environment in which the organization operates. The Minnesota Program believes it is fundamental that an excellent fellowship be guided by a mutually beneficial set of goals and objectives. They should be developed jointly by the fellow to reflect specific needs and by the organization to reflect its forecasted needs for assistance during the fellowship period. They will identify what the fellow needs for professional development and build a resume attractive for career advancement while contributing to the organization's objectives. Their regular use for evaluation maintains the focus of both fellow and organization on desired results. It provides the basis for mutual agreement on their modification as indicated by performance evaluation and changing organizational needs. Information on how the fellowship operates is obtained annually from the attached Report by Fellow. It is maintained in the fellowship organization file for the benefit of future graduating classes.

The means for accomplishing objectives also needs mutual agreement on the basis of regular review.

### **Structure of the Administrative Fellowship**

#### **A. Role of Fellow**

The administrative fellow joins the role of a post-graduate student with that of a junior executive. Extensive staff authority is often part of the role. Typically, it has high informal status because of the fellow's access to the preceptor and other senior executives and as a result of the fellow's personality and management style. In some situations, it may be appropriate for the organization, over time, to grant line authority to the fellow, to meet the fellow's career objectives.

## **B. Relationship with Preceptor**

The Program believes the essence of an excellent fellowship is a strong mentoring relationship between the fellow and a preceptor who is a member of the senior administrative- staff. The preceptor often will be the CEO or the COO. Open and regular communication between the fellow and the preceptor is essential to a good mentor relationship. The quantity of time together will vary but should regularly occur at least bi-weekly. The quality of the time is more important than the quantity, needing prior thought by both fellow and preceptor on how to make the best use of the limited time available. The commitment of the preceptor to the fellow sets the tone and quality of the fellowship. The preceptor should accept accountability for planning and evaluating the fellowship. The Program requests a year-end Preceptor's Evaluation of Fellow to assist its continuous quality improvement approach to Program development.

## **C. Relationship with Staff**

In a good fellowship, senior staff, middle management, department heads, clinical professionals and others in the organization all serve as resources for enhancement of the fellowship experience. One or more senior executives may serve as operational preceptors. Their willingness and ability to make the Fellowship a meaningful learning experience can make or break the quality of the fellowship.

## **D. Fellowship Arrangements**

Fellowship arrangements are between the fellow and the preceptor. The Program's Fellowship Coordinator facilitates the interview process, if desired, by the preceptor and the student.

The fellowship typically begins on or about July 1 of each year following the student's graduation with a MHA degree. Specific starting and ending dates of the fellowship should be mutually agreed upon by the fellow and the preceptor during the selection process; as should the fellowship first-year salary. Based upon the experience of the most recent group of Program Fellows, they will receive annual salaries in 2009 which average \$54,870. Salaries range from \$44,000 to \$83,314. The amount typically depends upon the area's cost of living and other factors such as medical residents' salary ranges and salaries for previous employment. Typically, the fellows are included in the organization's group health insurance program, and receive benefits of vacation, holiday and paid attendance at professional meetings, as provided to the organization's newly employed junior executives.

## **E. Matching Process**

The matching process typically begins in September for fellowships beginning the following summer. Students are asked to prepare updated resumes and career objectives with the advice of their residency mentors. Interviews usually begin in October and continue through May. Students begin accepting fellowships, traineeships, or job offers as early as November, with most occurring in January and February.

Students learn about potential fellowships through files maintained by the Program, information provided by fellowship organizations, and by reports from previous fellows. The fellowship coordinator and faculty advisors help students evaluate their options in relation to the students' goals and fellowship opportunities. If they see a good match, they will communicate their judgment to the student and the prospective fellowship preceptor. They will answer preceptor questions. But, the match is made by student-preceptor discussion and agreement.

The matching process is facilitated by the Program's notifying all students of all fellowship opportunities and by following preceptor preferences for the process. Some preceptors ask to see resumes, cover letters, and other specified information directly from all applicants. Others wish to receive them from the Program's fellowship coordinator or only a specified number recommended by the Program. Preceptors determine the number they wish to interview in their organization or on campus. Most often they pay the travel expenses of students invited to interview in their organization. Interviews on campus may be for all who request the opportunity or a limited number selected after the preceptor's review of resumes or, if the preceptor wishes, selected by the Fellowship Coordinator and Program Director as most likely to be a good match.

Students receiving fellowship offers typically ask for a few days to consider it. If they are in the process of interviewing elsewhere they may ask for more time. Again, the time allowed reflects a mutual agreement between the student and the preceptor.

In the end, we are pleased with how the matching process results in satisfied customers, both preceptors and students.

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## 8.11 Activities

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### Debriefings

Debriefings of first- and second-year classes occur each semester. Debriefings are open meetings attended by faculty and students. The purpose of the meetings is to gather constructive feedback on the curriculum and courses taught the previous semester. Debriefings provide an open opportunity to suggest changes in course content, scheduling, etc. and encourage discussion amongst students and faculty.

The first debriefing for the 2009-10 academic year is scheduled for September 8, 2009, at 3:00 pm. At this meeting, students in the class of 2009 will provide feedback on their summer residency and clerkship projects. Students in both classes are expected to attend.

### Graduation

The MHA Graduation Dinner is a formal event typically held at a University venue on the East Bank campus. Students, their guests, the faculty, staff and spouses are invited. This event includes a program with speakers, awards, and recognition of individuals. A sample invitation and program can be found in the appendices.

Costs for this event are shared by the students and the Program. The Program covers the meal cost for faculty/staff and spouses and 3-4 first year students. The first year students are members of their social committee. By attending this event, they get a sense for what is expected of them. They usually help by greeting guests and helping with logistics.

Graduating students cover their meal costs and the cost of their guest(s) meal. Class dues are often used to cover some of these expenses. If the event occurs on campus, the Program covers room reservation costs.

In past events, a cash bar has been available. All expenses for alcoholic beverages must be covered by the student or their guests.

As part of the program, the Program Director makes comments and presents the following awards:

- The James A. Hamilton Award for the graduating student who has demonstrated the greatest promise of achievement, as voted on by those in the graduating class.
- The Steward C. Thomson M.D. Memorial Award in recognition of Enthusiasm, Fraternalism and Selflessness, as voted on by those in the graduating class.

Students are encouraged to individualize the event as much as they like. Previous classes have had guest speakers, slide shows, music, etc. All classes have presented the award for outstanding faculty at the graduation dinner.

### Mentoring

Mentoring students in the MHA Program occurs at many different levels. First, all newly admitted students are welcomed to the Program by an alum in their region. Second, there is a formal mentoring program coordinated by the Alumni Association and Foundation. This program matches first-year students with a Twin Cities alum who has volunteered to serve as a mentor. Third, and more importantly, students are encouraged to call on alums from all over the country to help them in their coursework and to secure summer residencies and employment. Lastly, the MHA Peer Leadership program is designed to provide support and assist new incoming students as they transition into a new learning environment.

### MHA Peer Leadership Program

The vision of the peer leadership program is to be a dynamic support system for students by students. The model used for this program is based on one-to-one contact between the students by pairing a new incoming student with a continuing student.

The purpose for having a mentoring relationship is to assist new incoming students with the challenges often associated with the first year experience. The peer mentors serve as role models by providing advice and strategies on how to avoid the academic, social, and personal pitfalls that new students often are challenged with. Our mission is to build relationships among students so they may learn from each other and find the support needed to truly be successful.

In addition to providing support, our mentors serve as bridge-builders and eliminate barriers by connecting new students with available resources and services offered at the University. The goal of the MHA Peer Leadership Program is to promote academic excellence and help fellow students succeed.

**Benefits for Having a Mentor:**

- Leadership development
- Collaborative association with peers
- Learn about university and community resources
- Establish a stronger sense of self esteem and confidence
- Overcome and confront academic, social, and professional challenges
- Develop stronger communication, organizational and problem solving skills

**Mentors Can Provide:**

- Personalized guidance during the first year of university life
- Experience and knowledge about how to be a successful student
- Information about academic resources, curricular activities, and the social life at the UofM
- Introductions to local community resources

**How to Sign Up for a Peer Mentor:**

New incoming MHA Students are encouraged to become a part of the MHA Peer Leadership program by signing up for a peer mentor. New students who sign up for a mentor will be paired with a mentor based on similar interests. To sign up, please contact Lynnette A. Redd, Associate Program Director in D262 Mayo.

## **The Minnesota Leadership Edge**

Among the many distinguishing marks of the Minnesota MHA Program is the Leadership Edge. The Minnesota MHA devotes considerable effort and resources to the professional development of our students, an emphasis that is especially helpful to students with limited work experience. The MHA Program, in collaboration with LeaderSource, has developed the Leadership Edge, a program to accelerate the professional development and sharpen the leadership skills of MHA students.

Started in 2000, the Leadership Edge is a comprehensive program taking the participant from assessment to individual coaching. This investment in helping students transition from the classroom to the boardroom enhances the success of Minnesota graduates in competing for positions with the greatest leadership potential.

### **Leadership Edge Components**

- **Student Assessment**—each student completes a series of assessment tools administered to gauge the student's leadership qualities.
- **Assessment Feedback**—executive coaches interpret the results of the survey tools in a two-hour debriefing process. The student is given suggestions for furthering their leadership development and directing their career interests.
- **Personal Coaching**—each student is assigned a personal coach who provides five hours of one-on-one coaching on the assessment results, career counseling, and networking opportunities.
- his comprehensive professional development program, composed of assessment, feedback and coaching, provides Minnesota MHA graduates with a customized leadership edge that is unmatched in Healthcare Administration Programs.

## **Class Governance**

Students in the 1st and 2nd year classes elect class officers each year. Typically, the following positions are available:

- President
- Vice President
- Treasurer – to manage class savings account for social events and graduation
- Secretary – keep minutes, send thank you notes, advertise events. Announce the results of the class election. Convene class reunions, communicate class news.
- ACHE student chapter representative – serve a liaison to ACHE and assist with annual Congress in March in Chicago

- MGMA student network representative – serve as liaison to the Medical Group Management Association and assist/represent the Program at their organizational events
- Social coordinator – 1 or 2 individuals who plan and oversee class social events and intramural sports participation and attend the graduation dinner
- Community service representative – 1 or 2 individuals who organize the class's participation in 1-2 service activities each semester
- Graduation Committee – a 2nd year committee responsible planning the graduation roast and dinner.
- Student representative to the MN Alumni Association – a second-year student elected in May of Year One.
- Student representative to CHIP, the Center to Health Interdisciplinary Programs within the Academic Health Center.
- Student representative to the School of Public Health Student Senate.

### **Hosting a Prospective Student**

Each student is expected to host a prospective student at least once each year.

Hosting activities include any of the following:

- picking up or dropping off a prospective student at the airport
- giving a tour of the School of Public Health facilities or the Twin Cities
- taking a prospective student and a few classmates out to lunch or dinner
- introducing visitors to faculty and staff
- hosting a prospective student in your home or apartment (optional)

Be assured that the Program will cover any expenses that you incur while hosting. Please submit receipts to the MHA Financial Representative.

### **MHA Student Scheduling System**

In response to MHA student concerns, the MHA Program expects all students to sign up and use UMCaI. UMCaI is a free electronic personal calendar management and scheduling system.

Past students expressed a great deal of frustration when setting up group meetings and we hope that using UMCaI will help solve most scheduling problems. Be assured that this system has built in features that allow you to control your own schedule and maintain your privacy.

Electronic scheduling is common in the workplace and a technology that you can expect to use throughout your career. For information on UMCaI go to <http://www1.umn.edu/umcal/>

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## **8.12 Scholarships**

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Scholarships for newly admitted students are awarded based on GPA, test scores, interview ratings, and the recommendation of the Admission Committee.

Awards for second year students follow a different process. Second year scholarships are based on a combination of academic performance and demonstrated leadership potential. Leadership potential is demonstrated through school, Program, class, and professional involvement and initiative. To measure leadership potential,

1. faculty and students are asked to vote for individuals who have demonstrated leadership potential;
2. each student may submit a short statement of their leadership accomplishments;
3. transcripts are checked for performance and progress toward degree.

A scholarship binder is kept in the MHA Student Services Office. It contains information about scholarships from professional organizations, etc.

## **MHA Scholarships Policies and Procedures**

The purpose of this policy is to set forth the guidelines for awarding and disbursing scholarships to MHA students. Scholarships are intended to defray the cost and encourage students to complete the MHA program at the University of Minnesota. Some of the scholarships awarded have specified criteria for eligibility, and are based on academic performance, financial need, and demonstrated leadership potential. The scholarship package may include employment (research assistantship), students selected to work as RAs assist with faculty research, program projects, or recruitment. It is important to understand that some scholarship awards can change the amount of a financial aid award package; however, scholarships awarded do not require reimbursement. The award amount of a scholarship may vary at the discretion of the MHA program. Some scholarship awards are disbursed in one-half amounts and applied towards tuition and fees during each registration period. Each scholarship is subject to eligibility requirements and fund availability.

### **Requirements:**

A student must maintain a full-time course load (minimum of 12 credit hours) each semester. Scholarship award is subject to program criteria evaluation at the end of each semester for which it has been awarded (Note: eligibility will be determined at the end of each semester).

Scholarship recipients must maintain the required cumulative grade point average. Grades are subject to review on a term-by-term basis. Any scholarship recipient who earns a semester grade point average of less than 3.0 will automatically forfeit the scholarship. Students receiving scholarship awards who withdrawal from the MHA Program and/ or the University must notify the Associate Program Director.

Scholarship funds can be applied to not only tuition, fees, textbooks costs, but also toward on-campus and off-campus housing, and meal costs or as otherwise stated in each scholarship description.

The maximum length of the scholarship is four (4) consecutive semesters beginning with the recipient's initial acceptance of that award, not unless the student is pursuing a dual degree.

### **Criteria for Eligibility:**

Overall grade point average of 3.0 or higher

A Legal U.S resident or an eligible non-citizen (International students)

Be admitted to the MHA program and a degree seeking student

Student must maintain satisfactory academic progress.

Maintain a cumulative grade point average of 3.0 for each semester awarded

### **How Scholarships Are Awarded:**

#### **First Year Students**

Scholarships awarded are based on based on GPA, test scores (GRE and/ GMAT) Interview ratings, and the recommendation of the Admission Committee. Upon accepting the admissions offer, the MHA Program will notify the student of any scholarship(s) and Research Assistantship position that have been awarded. Scholarship packages, which may consist of scholarship and employment (research assistantship), are only valid during the first academic year of the program, not unless specified. Scholarships awarded during the first year in the program do not guarantee any future scholarships.

#### **Second Year Students**

Second year scholarships and employment (research assistantship and teachings assistantship positions) are based on academic performance as indicated by your GPA, demonstrated leadership potential, and feedback from peers, preceptors, and faculty. During the second semester of the first academic year, students will complete a ballot, which consist of two parts (financial aid and professional leadership). The feedback from the ballot also will form the basis for the Program's financial decisions. Leadership potential is demonstrated through school, Program, class, and professional involvement and initiative. To measure leadership potential,

1. Faculty and students are asked to vote for individuals who have demonstrated leadership potential
2. Each student may submit a short statement of their leadership accomplishments
3. Transcripts are checked for performance and progress toward degree

A scholarship binder is kept in the MHA Student Services Office (Mayo D262), which contains information about the various scholarships.

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## **8.13 Appendices**

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**Student Petition Form**

**Summer Residency Objectives Form**

**MHA/MBA Dual Degree Application Supplement**

**Graduation Banquet Invitation Program**

## **Student Petition Form**

\_\_\_\_\_  
*Student Name*

\_\_\_\_\_  
*Date*

Course to be waived: \_\_\_\_\_

Semester: \_\_\_\_\_

Prior relevant coursework, institution(s) and grade(s) received\*:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Justification for request:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signatures:

\_\_\_\_\_  
*Course Instructor*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Academic Advisor*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*MHA Program Faculty*

\_\_\_\_\_  
*Date*

\*Attach a course syllabus, which should include a list of the required readings for the course

**HEALTHCARE ADMINISTRATION  
SUMMER RESIDENCY OBJECTIVES**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

GEOGRAPHICAL & COMMUNITY PREFERENCES \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PREFERENCE BASED ON: (Please check all that apply)

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Spouse's job needs | <input type="checkbox"/> Extended family needs | <input type="checkbox"/> Life style preference |
| <input type="checkbox"/> Regional values    | <input type="checkbox"/> Personal interests    | <input type="checkbox"/> Other: _____          |

PRECEPTOR ATTRIBUTES: (Consider management style, mentoring, teaching, networking, values, management team attributes)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TYPE OF ORGANIZATION: (Please check all that apply)

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Government                  | <input type="checkbox"/> Private               | <input type="checkbox"/> Either         |
| <input type="checkbox"/> Multi-organizational system | <input type="checkbox"/> Free-standing         | <input type="checkbox"/> Either         |
| Hospital – Type: _____                               |  |   |
| <input type="checkbox"/> Medical Group Practice      | <input type="checkbox"/> Ambulatory Care       | <input type="checkbox"/> Long-Term Care |
| <input type="checkbox"/> Managed Care, e.g., HMO     | <input type="checkbox"/> Insurer, e.g., BC/BSh | <input type="checkbox"/> Hospice        |
| <input type="checkbox"/> Consulting                  |  |   |
| <input type="checkbox"/> Other: _____                |  |   |

Functional areas, e.g., finance, marketing, operations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Application Supplement MHA/MBA or MBA/MHA Dual Degree Program

Students who wish to be considered for the MHA/MBA or MBA/MHA Dual Degree must make separate applications to the Full-Time MBA Program and the Full-Time MHA Program. Full-Time MBA applications are available in room 2-210 of the Carlson School of Management, or can be accessed online at <http://www.csom.umn.edu/Page21.aspx>. MHA applications are available online at [www.sph.umn.edu/education/mha/admissions.html](http://www.sph.umn.edu/education/mha/admissions.html). You must also complete and sign this agreement indicating your interest in the dual MHA/MBA or MBA/MHA degree program.

Deadline for application to the MBA portion of the dual degree is February 15. An admission interview and a class visit are required for application to the Full-Time MBA Program, and these should be completed prior to submitting an application. Please call 612-625-5555 to schedule an appointment for an interview and/or class visit.

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### PERSONAL INFORMATION

\_\_\_\_\_  
U of MN ID#

\_\_\_\_\_  
LAST (FAMILY) NAME

\_\_\_\_\_  
FIRST (GIVEN) NAME

\_\_\_\_\_  
MIDDLE NAME

\_\_\_\_\_  
PRESENT STREET ADDRESS

\_\_\_\_\_  
CITY STATE ZIP

\_\_\_\_\_  
HOME TELEPHONE #

\_\_\_\_\_  
E-MAIL

*Please include a copy of this form with your both your Full-Time MBA and Full-Time MHA applications.*

I am applying to:

**MHA/MBA Dual Degree Program.** I wish to begin the MHA Program in year one and am applying for the MBA Program to begin year two in Fall Semester 20\_\_\_\_.

I have also applied to the MHA Program to begin year one in Fall Semester 20\_\_\_\_.

I am a current MHA student

**MBA/MHA Dual Degree Program.** I wish to begin the MBA Program in year one in Fall Semester 20\_\_\_\_.

I have also applied to the MHA Program to begin in Fall Semester 20\_\_\_\_.

I will apply to the MHA Program during my first year in the MBA Program.

I understand and agree to the parameters of the dual degree plan I have selected above and agree to complete the degree requirements as stated.

Signature of Applicant \_\_\_\_\_

Date \_\_\_\_\_

Revised Sept. 2008

**MHA Class of 2008  
Graduation Banquet**

May 18, 2008  
A.I. Johnson Room  
McNamara Center

Program

Introduction	Dan Edelstein Class of 2008
Comments from the Class of 2003	Jerry Birk Class of 2008 President
Address to the Class of 2008 and Awards Presentation	Sandra Potthoff, Ph.D MHA Program Director
Class of 1954 Award James A. Hamilton Award Stewart C. Thomson, MD Award Bright M. Dornblaser Award	
Faculty of the Year Award	Steven Qu Class of 2008
Presentation of the Class of 2009 Gift	Alison Greinder Class of 2008 Vice President
Presentation to the Class of 2008	MHA Faculty and Staff
Closing	Dan Edelstein Class of 2008
Slide Show	Jeff Skwarek Class of 2008

*You and a guest are cordially invited to  
attend the graduation banquet for*

***The University of Minnesota  
Program in Healthcare Administration***

*CLASS OF 2008*

*McNamara Alumni Center  
A.I. Johnson Great Room  
Friday, May 18, 2008*

*Cocktails at 6pm (cash bar)  
**DINNER AND PROGRAM AT 7PM***

*Please RSVP by April 21<sup>st</sup> to Kristin Peyerl  
e-mail: [kpeyerl@umn.edu](mailto:kpeyerl@umn.edu) or  
phone: 612-743-1655*

*Please indicate the number of guests attending  
and the number of vegetarian meals requested.*