Public Health Nutrition

MPH Degree Program

Division of Epidemiology and Community Health

2009-2010 Student Guidebook

UNIVERSITY
OF MINNESOTA
**School of
Public Health**

Welcome to the University of Minnesota School of Public Health!

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

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

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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School of Public Health Directory

Note: All phone numbers are in area code "612".

Dean's Office **624-6669**
John Finnegan Jr., PhD, Dean...625-1179 .... finne001@umn.edu
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Student Affairs Office..**626-3500** ....**sph-ssc@umn.edu**
Mary Dwyer, Career Counselor ....626-4448 .... dwyer012@umn.edu
Carol Francis, Asst Director of Student & Acad Services ....624-6952 ....franc004@umn.edu
Lori Herzog, Assistant for Student Recruitment ....624-2494 .... herzo086@umn.edu
Micaela Kucinski, Principal Office and Administrative Specialist ....624-7660 ......kuci0005@@umn.edu
Barbara Laporte, Assistant Director and Counselor, Career Services ....626-5443 ....lapor006@umn.edu
Melvin Monette, Director of Student Recruitment...624-0601 ....monet008@umn.edu
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Kristina Pearson, Principle Operations & Student Services Specialist....................626-8908………...pearson@umn.edu
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Division Head – Bernard Harlow, PhD, MPH...626-6527 ....harlow@umn.edu
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Director of Graduate Studies, Epidemiology – Jean Forster, PhD, MPH ....626-8864 ....forst001@umn.edu
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Major Coordinators (general) ....**626-8802** .... **epichstu@umn.edu**
Andrea Kish – Senior Coordinator (Clinical Research MS and Epi PhD)................626-9989 ....kish@umn.edu
Shelley Cooksey – Major Coordinator (Epi MPH and PubH Nutrition MPH)...........626-8803 ....cooks001@umn.edu
Kathryn Schwartz – Major Coordinator (CHE MPH and MCH MPH).......................626-2247 ....schwa139@umn.edu

University of Minnesota Calendar 2009-2010

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

Fall Semester 2009

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

Spring Semester 2010

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

May Session 2010

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

Summer Session 2010

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

1. THE SCHOOL OF PUBLIC HEALTH

1.1 About the School

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

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

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

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

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

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

1.2 School of Public Health Student Services Office

Office Hours
Monday – Friday, 7:45 AM - 4:30 PM

Location
Mayo Memorial Building, Room D305

Telephone
612.626.3500 or 800.774.8636

Fax
612.624.4498

E-Mail
sph-ssc@umn.edu

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

Student Services Center (SSC)

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

- Applications
- Orientation and Academic Warm-Up

- CoursEval
- Class Scheduling
- Student Tracking

- SPH Scholarships
- Graduation clearance
- Commencement

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

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

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

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

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

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

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

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

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

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

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

1.4   SPH Student SPHere

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

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

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

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

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

1.5   Complaints and Grievances

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

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

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

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

1.6   Field Experience Contract

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

1.7   Community Engagement Contract

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

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

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

Name of the organization

   Address

   Organization phone number

   Supervisor within the organization

   Description of the activity

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

   Semester and date of experience

 Electronic signature of academic advisor

1.8   Online Courses

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

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

1.9   Course Evaluations and Annual Student Survey

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

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

1.10   The Roles of Your Advising team

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

DEFINING ADVISING

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

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

ADVISING EXPECTATIONS FOR STUDENTS

SPH students are expected to…

- Regularly read and respond to University email (ideally once per day); email is the official mode of communication at the University of Minnesota
- Review program objectives and educational documents at least once per semester, (i.e. Student Guidebook, etc.), or when directed by major coordinator or major chair/DGS; students are responsible for knowing the requirements of the degree program
- Actively contribute to a welcoming and supportive SPH climate

- Initiate meetings with advisor(s) at least once per semester; regularly communicate with faculty advisor(s) and/or major coordinator about program progress
- Respond to inquiries from faculty or staff in a timely manner (ideally within 5 – 7 business days)
- Behave in a professional and courteous manner; fulfill educational and advising commitments, such as appointments, project deadlines, etc.

2. THE UNIVERSITY OF MINNESOTA

2.1 Mission

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

1. **Research and Discovery**
   Generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.

2. **Teaching and Learning**
   Share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.

3. **Outreach and Public Service**
   Extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

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

2.2 Twin Cities Campus

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

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

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

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

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

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

2.3   U of M Services

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

E-mail Accounts   www.umn.edu/initiate
Each student attending the University of Minnesota must set-up a student internet/e-mail account by going to 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 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
- Portfolio – https://portfolio.umn.edu/portfolio/index.jsp

myU Portal   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 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

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

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
- International Student and Scholar Services counseling www.isss.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.isss.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

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), 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.

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/

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, Suite180, 612.626.1333 (voice or TTY)

Parking and Transportation   www.umn.edu/pts/

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

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

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

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

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

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

Event Calendars
Campus Events   http://events.tc.umn.edu/

School of Public Health Events   http://www.sph.umn.edu/news/

Academic Health Center Events   http://www.ahc.umn.edu/news/home.html

Community Events   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
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
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/

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

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

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

- Computer Lab Locations
- Computer Rental
- Internet Services and E-mail Accounts
- Computers and Software for Purchase

- Training
- Support and Help Services
- Resources and Useful Links
- Security

Copies/Fax Machines   www.printing.umn.edu

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

Counseling and Consulting Services   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

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

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.

GLBT Programs Office   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

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

Maps   onestop.umn.edu/Maps/

Find the way to any University building.

Office for University Women   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

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

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

3. REGISTRATION

3.1   Full-Time Status

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

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

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

3.2   Registration Process

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

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

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

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

- If instructor consent is necessary for any of your selected course(s), get a permission number from the course instructor or his/her designee before registering. This number permits registration for the course through the second week of the semester; after the second week, it expires. Note that the number is specific to the student it is given to and the course requiring instructor consent. Once a number is used to register, it becomes invalid and cannot be used for another course or by another student.
- You will not be able to register if you have any holds on your University record. Notice of any hold, including the name of the department or office where it may be cleared, is available at onestop.umn.edu.
- You can find your registration queue date and time on the web at 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 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. You may also contact your Major Coordinator or the School of Public Health Student Services Center at 612.626.3500. Please note the following when registering:

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

3.3   Grade Option Changes, Course Additions and Withdrawal

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

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.

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. 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

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

Fees

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

*Students may be assessed other fees each semester. Please go to onestop.umn.edu 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.

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

4.3 Financial Aid and Scholarships

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

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

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	monet008@umn.edu
Federal Loans, Financial Aid Package	Rockne Bergman* U of M Office of Student Finance Administration	r-berg@umn.edu

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

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 .

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

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

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

Example 1: 25% appointment

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

$5,231.00   (Maximum 2008-09 Tuition Benefit)

| X   50% | (Tuition Benefit Percentage) |
| $2,616.00 | (Tuition Benefit) |

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

Example 2: 50% appointment

50%	(Appointment Percentage)
X 2	
100%	(Tuition Benefit Percentage)

$5,231.00	(Maximum 2008-09 Tuition Benefit)
X 100%	(Tuition Benefit Percentage)
$5,231.00	(Tuition Benefit)

$6,792.00	(12 cr. at $566.00 SPH resident rate)
- 5,231.00	(Tuition benefit)
$1,561.00	(Tuition billed to student)

5.   UNIVERSITY GUIDELINES AND POLICIES

5.1   Student Responsibility and Conduct

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

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

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

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

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

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

5.2   University of Minnesota Board of Regents' Policies

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

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

University of Minnesota Board of Regents Policy
Student Conduct Code
Adopted: July 10, 1970
Amended: December 13, 1974; March 11, 1994; June 13, 2003, December 8, 2006
Supersedes: (see end of policy)

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

SECTION II. JURISDICTION.
The Student Conduct Code (Code) shall apply to student conduct that occurs on University premises or at University-sponsored activities. At the discretion of the president or delegate, the Code also shall apply to off-campus student conduct when the conduct, as alleged, adversely affects a substantial University interest and either:
(a) constitutes a criminal offense as defined by state or federal law, regardless of the existence or outcome of any criminal proceeding; or
(b) indicates that the student may present a danger or threat to the health or safety of the student or others.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION VIII. HEARING AND APPEALS OF STUDENT DISCIPLINE.
Any student or student organization charged with violation of the Code shall have the opportunity to receive a fair hearing and access to a campus-wide appeal. To safeguard the rights of students and student organizations, the president or delegate shall ensure that each campus has an appeals procedure to govern alleged violations of this policy. The appeals procedure shall provide both substantive and procedural fairness for the student or student organization alleged to have violated the Code and shall provide for resolution of cases within a reasonable period of time.
The appeals procedure must describe:
(a) grounds for an appeal;
(b) procedures for filing an appeal; and
(c) the nature of an appellate review.

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

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

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

SECTION I. DEFINITION.

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

(1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program;

(2) submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this individual in any University activity or program; or

(3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program.

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

SECTION II. POLICY.

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

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

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

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

5.3   Scholastic Dishonesty and Plagiarism

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

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

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

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

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

5.4   University Senate Uniform Grading & Transcript Policy

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

General Provisions

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

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

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

4. When both grading systems are available to a student, he or she must declare a choice of system as part of the initial registration for the course. The choice may not be changed after the end of the second week of classes (the first week in summer sessions).

5. The University's official transcript, the chronological record of the student's enrollment and academic performance, will be released by the University only at the request of the student or in accord with state or federal statutes; mailed copies will include the official seal of the University imprinted on them. Students may obtain an unofficial transcript of their own academic work at their request, except when they have a transcript hold on their record.

Permanent Grades for Academic Work

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

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

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

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

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

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

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

3. In connection with all symbols of achievement, and especially for the S, instructors shall define for a class, at one of its earliest meetings and as explicitly as possible, the performance that will be necessary to earn each (subject to the provision in this policy that the amount and quality of work required for an S may not be less than that required for a C-). [In any class, instructors have the right to set the level of performance required for an S at any level. They may not set it at less than a C-.]

4. Every student shall have calculated, both at the end of each grading period (quarter or semester) and cumulatively, a grade point average, which shall be the ratio of grade points earned divided by the number of credits attempted with grades of A-F (including pluses and minuses). Both the periodic and cumulative grade point average will appear on each student's record.

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

Other Transcript symbols

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

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

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

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

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

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

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

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

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

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

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

Other Provisions

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

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

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

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

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

5.5   Health Insurance

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

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

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

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

Waiver

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

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

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

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

5.6 Privacy

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

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

For further information, go to privacy.ahc.umn.edu/.

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.

HIPPA (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, click on myU.umn.edu and select **my Worklife** link to complete the training.

5.7   Immunizations

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

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

5.8   Criminal Background Checks

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

5.9   Use of Human Subjects in Research

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

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

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

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

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

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

Research Subjects Protection Program
MMC 820
D528 Mayo Memorial Bldg
420 Delaware Street SE
Minneapolis, MN 55455-0392

5.10 International Student Requirements

Note: International student requirements may change over time. For up-to-date information go to www.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 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.isss.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.isss.umn.edu/INSGen/address.html.

6.   GROUPS, ASSOCIATIONS, AND SOCIETIES

6.1   Student Groups

School of Public Health Student Senate   http://www.sph.umn.edu/current/studentsenate/index.asp
The Student Senate is comprised of graduate students of the University of Minnesota, School of Public Health. The Senate serves two main functions:

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

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

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

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

Graduate and Professional Student Assembly   www.gapsa.umn.edu

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. GAPSA 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

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

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/

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/

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

6.2   Public Health Related Associations and Agencies

Minnesota Public Health Association (MPHA)   www.mpha.net/index.html

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

American Public Health Association   www.apha.org

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

Association of Schools of Public Health   www.asph.org

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

Center for Cross-Cultural Health   www.crosshealth.com

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

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

Centers for Disease Control and Prevention   www.cdc.gov

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

National Institutes of Health   www.nih.gov

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

American College of Healthcare Executives   www.ache.org

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

6.3   Alumni Societies

School of Public Health Alumni Society   www.alumni.umn.edu
                                                                        http://www.sph.umn.edu/alumni/

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

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

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

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

MHA Alumni Association   http://www.sph.umn.edu/programs/MHA/alumni.asp

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

7. DIVISION OF EPIDEMIOLOGY AND COMMUNITY HEALTH

7.1 Welcome

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

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

The Division Head is Bernard Harlow, PhD.

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

Shelley Cooksey   **Andrea Kish**   **Kathryn Schwartz**

E-Mail ....epichstu@umn.edu
Phone................612-626-8802
Fax 612-624-0315
Campus Mail.....WBOB, #300, Delivery Code 7525
US Mail ....1300 South Second Street, Suite 300, Minneapolis, MN 55454

7.2 The West Bank Office Building (WBOB)

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

Epi Shuttle
Students can travel back and forth between the East Bank campus and WBOB by using the Epi Shuttle. The shuttle route starts on the hour and half- hour at WBOB and travels to the main entrance of the Mayo Building on the East Bank and leaves for the return trip to WBOB at quarter past, and quarter to, the hour. Once each morning and afternoon the shuttle does take a trip to the Minnesota Department of Health (MDH). Please check the schedule to see when those trips occur. The schedule will be emailed to students, staff and faculty. The shuttle does not usually run in the summer.

Parking Options for WBOB
- Park on the East Bank and use the EpiCH shuttle.
- Affordable ramp parking (approximately $5 day) is available across from Guthrie Theatre located just blocks from WBOB.
- Meter parking is available on South 2nd St for $.50 - $.75 per hour with a limit of 8 hours. These meters are enforced from 8:00 a.m. until 10:00 p.m.
- Parking is also available in the public parking lot attached to WBOB at $3 per hour or portion thereof. This lot is also available after hours, on weekends, and holidays free of charge. Students who will be in WBOB after dark are encouraged to move their car to this lot for security purposes.

Student Mailboxes
Students who have RA and/or TA positions will have mailboxes located near the receptionist on the third floor. Students who do not have RA or TA positions will be able to receive mail in the folders located next to Shelley Cooksey's cubicle (398E). Students who work on campus and have trouble getting to WBOB should email epichstu@umn.edu for alternative ways to get their mail. Student mail can be sent to a campus mail address, but cannot be sent via regular U.S. Mail. Most information is distributed via e-mail using your U of M student e-mail account.

Forms
We have PDF versions of forms at http://www.sph.umn.edu/epi/index.asp under the tab Student Resource for each major. All forms needed for student degree programs are also available on the wall rack outside of cubicle 398B on the third floor of WBOB. Microsoft Word documents of all the forms are also available upon request. Contact the Major Coordinators at epichstu@umn.edu to obtain the Word documents via e-mail.

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

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

Computer Lab

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

Copier and Fax Access

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

7.3 Division Communication with Students

The Division communicates information to students in the following ways:

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

7.4 Seminars

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

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

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

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

7.5 Academic Credit for Independent or Directed Coursework

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

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

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

Examples of Independent and Directed Coursework

1. Students interested in a theory, an evaluation method, or a skill not covered in depth in a specific course could arrange for an independent study course with a faculty member knowledgeable in that area and/or willing to work with the student.

2. The student wants to attend a conference, workshop, or mini-course, but there is no academic credit involved. The student must find a faculty member willing to work with the student to develop academic work over and above the actual event to fulfill some elective credits. This must be arranged ahead of time, not after the event has occurred.

Additional comments

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

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

Choosing Course Numbers

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

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

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

Procedures

1. Student meets with the faculty member to discuss the requirements for the independent/directed course.

2. Student fills out an *Independent/Directed Study Contract* form outlining the requirements for the course and has the form signed by their academic advisor and Independent/Directed Study instructor. This information is vital to receive proper credit for this course (i.e., a grade). The instructor needs to agree to work with the student and both need to agree on the requirements. The form can be downloaded from the web at http://www.sph.umn.edu/current/resources/.

3. Student gives the completed/signed *Independent/Directed Study Contract to* a Major Coordinator. She then enters in electronic permission enabling students to register for the course.

4. At the end of the semester, the instructor assigns a final grade. The grade will then be entered on the official transcript. It is the student's responsibility to make sure that all requirements are completed so a grade can be submitted.

7.6 Division Resources and Policies

Incomplete Grades

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

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

Six Credit Minimum Exemption

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

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

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

Sitting in on a Class

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

Support for Student Travel

The current Division policy is as follows:

1. The Division will provide up to $800 per student in a 12 month period [a maximum of $3,200 available for all students during the fiscal year] for travel to a scientific meeting under the following conditions:

   - The student is currently enrolled in the Epi PhD/MS/MPH, CHE MPH, MCH MPH, PubH Nutr MPH, or Clinical Research MS program and must be the presenter of the paper or poster.

   - The meeting is at a national or international level and has scientific relevance to the student's field of study.

   - There are no other sources of support specifically allocated for such travel. For example, whenever a training grant provides funds for travel for its fellows, those fellows will not be eligible for travel support under this policy. However, students whose work was supported by a research grant with no funds specifically for student travel will be eligible for travel support under this policy. Principal Investigators are encouraged to provide support for student travel from their grants since their grants benefit as well as the students.

2. All requests for travel support must be in writing. The request should be addressed to the Chair of the Division Training Committee and given to a Major Coordinator, who will process the request. The request should include:

- The dates, location and purpose of the meeting and describe the student's role.

- A copy of the abstract and letter of acceptance must be attached to the request. In addition, a letter from a member of the Division's faculty indicating that he/she is familiar with the student's work, judges it to be of good quality, and supports the student's request.

- The request must be made in advance of the scientific meeting. Since the DTC only meets once per month, it is suggested that complete requests be submitted <u>at least</u> six weeks prior to the scientific meeting.

- A summary of the travel expenses (cost of air fare, hotel price, registration fees, etc).

3. Allocations under this policy will of course be subject to the availability of funds for this purpose.

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

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

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

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

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

STANDARD AWARD

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

How Much?
$3,500 maximum, including fringe benefits when applicable. PhD students may request a maximum of $7,500 to support thesis research.

How Can It Be Used?

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

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

How Long?

Normally projects are funded for one year.

DOCTORAL AWARD

Who May Apply?

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

How Much?

$7,500 maximum, including fringe benefits when applicable.

How Can It Be Used?

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

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

How Long?

Normally projects are funded for one year.

What is the Format for the Proposal?

1. Cover Letter
   Please indicate in the letter whether the project will help support a master's project, master's thesis, PhD thesis, or field experience.

2. Face Page (1 page)
   a. Title
   b. Investigator information, including name, address, telephone, and e-mail address
   c. Your degree program
   d. Collaborating investigators (faculty, staff, students), if any

3. Research Proposal (4 pages maximum; font: 12-point Times or larger)
   a. Background and Significance (1 page maximum):
      Describe the background and justification for the study and state the research questions/hypotheses.
   b. Research Methods (2 pages maximum):
      Describe the study design and detailed methods. Be sure to include information on each of the following issues (and others, as appropriate):
      • Study population
      • Sample selection and recruitment
      • Measurements
      • Data analysis plan (required for both quantitative and qualitative research)
      • Timeline
      • Sample size (justified by formal statistical calculations or other means)

c. Human Subjects (no page limit):
All proposals must address protection of human subjects and have the project approved by the University of Minnesota's Institutional Review Board (IRB) prior to receiving funds. However, a project will be reviewed by the Research Awards Committee prior to receiving final IRB approval.

d. References (no page limit):
Citations for articles referenced in the background and significance and research methods portions of the proposal should be listed after the Human Subjects section of the proposal.

4. Detailed Budget (2 page maximum):
The proposed budget should include precise amounts requested in various categories (e.g., postage, supplies, printing, personnel, etc.). Provide a brief justification for the amount requested in each category and state why these funds are needed to conduct the proposed research. The budget should clearly itemize and justify expenditures. If the request is part of a larger project, the proportion to be supported by this award and the rationale and need for this funding mechanism, should be specified clearly.

The following items are NOT allowed: stipends or salary for the applicant, computer purchase, publication costs (e.g., page charges, reprints), and presentation costs (e.g., travel to a conference, conference fee).

5. Letter of Endorsement from Faculty Advisor (1 page):
A primary or adjunct faculty member in the Division of Epidemiology and Community Health must provide a brief letter to accompany the proposal, specifically endorsing the applicant's request. First, applicants must discuss their proposals with the faculty advisor, who must review the proposal before it is submitted. Then, the faculty advisor's letter of funding endorsement must state that the faculty member has read and provided input on the proposal. The faculty member must also indicate his opinion of the quality and importance of the research.

6. Appendices, if needed (no page limit)

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

Review Process
All applications will be reviewed by the Division of Epidemiology and Community Health Research Awards Committee, which includes faculty members representing the major fields. Each proposal will be evaluated according to its scientific and technical merits and public health implications. The most important criteria are (1) importance of the area, (2) quality of proposed research, (3) investigator's experience and resources to accomplish the project, and (4) relevance to public health.

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

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

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

- The **Colleen Berney Scholarship** is given to an incoming first-year student in the Maternal and Child Health major who has demonstrated a strong academic background and an interest in child welfare. The scholarship consists of a $2,000 award.

- The **Henry Blackburn Award** recognizes the writing and presentation of scholarly work among students in the Master's programs within the Division. The recipient of the award will receive a certificate and a check for $1,000.

- The **Lester Breslow Award** is awarded to a public health student(s) pursuing a graduate degree in the Division of Epidemiology and Community Health who has demonstrated academic excellence in the area of health promotion and disease prevention. The recipient of the award will receive a plaque and a check for $1,000.

- The **Betty J. Hallstrom Award** is awarded to a graduating nurse in the Maternal and Child Health major who had demonstrated research competence by completing a project in an MCH area and has displayed innovative and creative planning for MCH care. The recipient of the award will receive a certificate and check.

- The **Marguerite J. Queneau Research Assistantship** (25% appointment for one year) is awarded to incoming public health nutrition students who portray the characteristics of Marguerite Queneau, a nationally and internationally accomplished nutritionist.

- The **Ruth Stief Award** recognizes a current Public Health Nutrition student for her/his leadership qualities, academic excellence and potential for an exemplary career in public health. The recipient of the award will receive a certificate and a $500 check.

- The **Ruth Stief Research Assistantship** (25% appointment for one year) is awarded to incoming public health nutrition students.

- The **Henry Taylor Scholarship** is awarded to help support the expenses of students who are attending the American Heart Association Council on Epidemiology. Students presenting papers at this conference are encouraged to apply for this financial support. One student will be selected to receive a $400 stipend to attend this meeting.

- The **Robert ten Bensel Scholarship** is awarded to a full-time incoming Maternal and Child Health student that has demonstrated leadership, human equity, and social justice in MCH.

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

Division of Epidemiology and Community Health Student Support Policies

Doctoral Student Support Policy, for those matriculating Fall 2003 or later
1. Students can be accepted to the program with varying levels of support including no guaranteed support, guaranteed support for the initial year, or support for multiple years.
2. Support levels will be set at the level of an NIH Pre-Doctoral Fellow or, if not an NIH Fellow, not more than 50% RA/TA position. This means that those who accept a pre-doctoral fellowship may not also accept an RA or TA position in the Division. Scholarship or block grant awards are not included.
3. Students on fellowships perform their TA requirement as part of the fellowship, with terms to be negotiated with the training director.
4. Requests may be made to the DGS for levels of RA/TA support up to 75% for students who have passed their preliminary examinations and are working on their thesis. These requests are required to show that such additional work does not delay the thesis defense and graduation.
5. Physicians who are licensed to practice medicine in the United States will have an RA/TA stipend set at the doctoral level. Those who are not licensed to practice will be paid at the Masters level RA/TA position stipend.
6. There is no limit on the number of years of support; however, adequate progress toward degree completion is required for continued support.
7. Students may increase support to 75% during the Summer term.
8. This policy only applies to positions held within the Division. For example, a student with a 50% research assistantship in the Division would also be able to hold a 25% research assistantship in the Medical School.
   Approved 7/1/03, revised 06/08

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

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

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

Division of Epidemiology and Community Health Websites

EpiCH website ....http://www.sph.umn.edu/epi/

EpiCH Student Guidebook and Forms ....http://www.sph.umn.edu/epi/index.asp

EpiCH course grid ....http://www.sph.umn.edu/epi/index.asp

Course syllabi..http://www.sph.umn.edu/programs/syllabi/index.asp

Job Tip Sheet ....http://www.sph.umn.edu/epi/index.asp

EpiCH faculty information .... http://www.sph.umn.edu/facstaff/ourfaculty/f_prog.asp?pid=4&dg=Epidemiology

EpiCH seminar .... http://www.sph.umn.edu/epi/news/seminars.asp

EpiCH telephone directory .... http://www.sph.umn.edu/epi/people.asp

7.7 Division Advising Information

Guidelines for Faculty/Student Interactions

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

- **Asking a student to drive you somewhere, including the airport, home, or main campus**. Such a request does not fall under a student's duties. A situation when this may be acceptable is when the student has the same destination.

- **Asking student to work extra hours or late hours**. Students should be expected to work the hours for which they are paid. Students may volunteer to work extra hours to gain more experience (e.g. grant writing), gain authorship on a paper or help meet a deadline – but you should not expect a student to work these extra hours.

- **Asking an advisee to housesit, take care of your children or pets, or help you move**. While some students may not mind house sitting, taking care of children or pets, or helping someone move, others may only agree to do these jobs because they feel obligated or worry that saying no will somehow affect their relationships with faculty members. To avoid problematic situations, a faculty member may post a flyer requesting a sitter or mover for pay without the faculty member's name attached to the request – ensuring that respondents really want the job.

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

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

Confidentiality

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

the student approaches you as an advisor, instructor, Major Chair, DGS, or DTC Chair. Talking about individual students in hallways and other public areas should be avoided.

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

Guidelines for Changing Advisors

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

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

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

Student Guide to Mission, Definitions and Expectations of Advising

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

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

5. **Administrative Advising**: advising on course planning and scheduling, policies, procedures and benchmarks of the degree program/major, SPH, and the University.

6. **Academic Advising**: general guidance on topics related to program/major including, but not limited to program focus (may include identifying appropriate course work options), project selection and career planning.

7. **Field Experience/Internship/Practicum Advising**: specific and targeted advising for field experience/internship/practicum development, placement and completion.

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

Advising Expectations for Students
SPH students are expected to…

- Regularly read and respond to University email (ideally once per day); email is the official mode of communication at the University of Minnesota

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

Faculty Guide to Mission, Definitions and Expectations of Advising

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

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

1. **Administrative Advising**: advising on course planning and scheduling, policies, procedures and benchmarks of the degree program/major, SPH, and the University.

2. **Academic Advising**: general guidance on topics related to program/major including, but not limited to program focus (may include identifying appropriate course work options), project selection and career planning.

3. **Field Experience/Internship/Practicum Advising**: specific and targeted advising for field experience /internship/practicum development, placement and completion.

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

Advising Expectations for Faculty
Faculty advisors are expected to…

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

7.8 Division Courses 2009-2010

Number	Title	Credits	Offered	Instructor(s)
6015	HIV/AIDS: Epi & Pub Hlth Interventions	2.0	Fall	Rosser
6020	Fundamentals of Social and Behavioral Science	3.0	Fall	T. Nelson
6020	Fundamentals of Social and Behavioral Science (web course)	3.0	Fall/Spring /Summer	Multiple Instructors
6034	Program Evaluation For Public Health Practice	3.0	Spring	Harwood
6035	Applied Research Methods	3.0	Fall	Hennrikus
6040	Dying and Death in Contemporary Society	2.0	Spring	Gardner
6045	Skills for Policy Development	1.0	Spring	Toomey
6049	Legislative Advocacy Skills for Public Health	3.0	Spring	Forster/Toomey
6050	Community Health Theory and Practice I	3.0	Fall	Brady/Sherwood
6051	Community Health Theory and Practice II	3.0	Spring	Toomey
6055	Social Inequalities in Health	3.0	Spring	Jones-Webb
6060	Motivational Interviewing	1.0	May '09	Patterson
6066	Building Communities, Increasing Health: Preparing for Community Health Work	2.0	Fall	Axtell
6074	Mass Communication and Public Health	3.0	Spring	Ijzer
6078	Public Health Policy as a Prevention Strategy	2.0	Fall	Forster
6079	Obesity and Eating Disorders: Treatment, Prevention & Policy	2.0	Spring	French/Sherwood
6080	Seminar: Policy/Politics/Ethics of PubH Decision Making	2.0	Spring	Humphrey
6085	Prevention and Control of Tobacco and Alcohol Problems	3.0	Fall	Jones-Webb/Lando
6301	Fundamentals of Clinical Research	3.0	Fall	Luepker/Hirsch
6303	Clinical Research Project Seminar	2.0	Spring	Luepker/Thomas
6305	CR: Introductory Seminar for Health Professionals	2.0	Spring	Luepker
6309	Clinical Research Career Development	1.0	Fall/Spring	Luepker
6320	Fundamentals of Epidemiology (web course)	3.0	Summer	Anderson
6320	Fundamentals of Epidemiology	3.0	Fall	Widome
6320	Fundamentals of Epidemiology	3.0	Spring	Lazovich
6320	Fundamentals of Epidemiology (web course)	3.0	Fall/Spring	Punyko
6325	SAS Programming for Data Management	1.0	Fall/Spring (January)	Oakes
6341	Epidemiologic Methods I	3.0	Fall	Flood/Spector
6342	Epidemiologic Methods II	3.0	Spring	Pankow/Munoz-Zanzi
6343	Epidemiologic Methods III	4.0	Fall	Duval/Schreiner
6344	Epidemiologic Methods IV	2.0	Fall	Steffen/Yuan
6348	Writing Research Grants	2.0	Fall	Luepker/Harlow
6355	Pathophysiology of Human Disease	4.0	Fall	Oberg/Crow
6360	Obesity & Eating Disorders: Etiology/Epidemiology	2.0	Fall	French/Pereira
6370	Social Epidemiology	2.0	Spring	Oakes
6381	Genetics in Public Health	2.0	Fall	Demerath
6385	Epidemiology and Control of Infectious Diseases	2.0	Spring	Lifson
6386	Public Health Aspects of Cardiovascular Disease	2.0	Fall	Folsom
6387	Cancer Epidemiology	2.0	Spring	Anderson
6389	Nutritional Epidemiology	2.0	Fall	Harnack
6605	Reproductive and Perinatal Health	2.0	Spring	Hellerstedt

6606	Children's Health: Issues, Programs & Policies	2.0	Summer	Oberg
6606	Children's Health: Issues, Programs & Policies (web course)	2.0	Spring	Oberg
6617	Practical Methods – Secondary Data Analysis	3.0	Fall	Oakes
6627	Sexuality Education: Criteria, Curricula, & Controversy	1.0	Fall/Spring	Bretl/Turnham
6630	Foundations of Maternal and Child Health Leadership	3.0	Fall	Oberg
6634	Advocacy and Children's Rights	2.0	Spring	Oberg
6655	Principles and Programs in MCH (web course)	2.0	Summer	Patterson
6673	Grant Writing for Public Health	1.0	May	Toomey
6675	Women's Health	2.0	Fall	Hellerstedt
6901	Public Health Nutrition: Principles & Programs	2.0	Fall	Stang
6902	Maternal and Infant Nutrition	2.0	Fall	Stang
6902	Maternal and Infant Nutrition (web course)	2.0	Summer '09	Stang
6903	Child and Adolescent Nutrition	2.0	Fall	Story
6904	Nutrition and Aging	2.0	Sum	Steffen
6905	Human Nutrition and Health	2.0	Fall	Nelson, M.
6906	Global Nutrition	2.0	Spring	Himes
6910	Critical Review of Research in Public Health Nutrition	1.0	May	Pereira
6914	Community Nutrition Intervention	3.0	Spring	Neumark-Sztainer
6915	Nutrition Assessment	2.0	Spring	Himes/Harnack/Cusick
6933	Nutrition and Chronic Diseases	2.0	Spring	Robien
6995	Supervised Practice: Pub H Nutr Management	8.0	Summer	Miles
6996	Supervised Practice: Medical Nutr Therapy	9.0	Summer	Miles
8300	Topics: Advanced Epi Methods Concepts	3.0	Fall	Alonso/Oakes
8300	Topics: Advanced Epi Methods Applications	3.0	Spring	Erickson/Schreiner
8377	Seminar: Chronic Disease and Behavioral Epi	1.0	Fall/Spring	Jacobs/Harlow

8. PUBLIC HEALTH NUTRITION MPH DEGREE PROGRAM

8.1 Fall 2009 Coordinated Program Curriculum

Note: See *section 8.2* below for the standard program curriculum with or without DIGS

See section 8.3 below for the Nutritional Epidemiology emphasis curriculum.

- Track 1 coordinated program = 65-71 credits (for non-nutrition/dietetics undergrad majors)
- Track 2 coordinated program = 60 credits (for nutrition/dietetics undergrad majors)

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

① Courses must be taken for a letter grade (A/F) and you must obtain a grade of B- or above.

② Not required if taken at an undergraduate level prior to matriculation.

③ Also available in an on-line version at least once per academic year.

Public Health Nutrition Core [13-15 credits]				
Course	**Notes**	**Title**	**Offered**	**Credits**
PubH 6901	①	Foundations of Public Health Nutrition Leadership	Fall	2
PubH 6914	①	Community Nutrition Intervention	Spring	3
PubH 6915	①	Nutrition Assessment	Spring	2
PubH 6933	①	Nutrition and Chronic Diseases	Spring	2
Track 1 students must take all three courses from the following list with the ① note:				
Track 2 students must take two courses from the following list:				
PubH 6902	①	Maternal and Infant Nutrition	Fall	2
PubH 6903	①	Child and Adolescent Nutrition	Fall	2
PubH 6904	①	Nutrition and Aging (on-line)	Summer	2
PubH 6906		Global Nutrition	Spring	2
Research Methods [6 total credits]				
PubH 6910		Critical Review of Research in Public Health Nutrition	May Session	1
PubH 7994		Master's Project	Any Term	2
Plus 3 research methods credits from the following list of courses				
PubH 6034		Program Evaluation in Public Health Practice	Spring	3
PubH 6035		Applied Research Methods [prerequisite 6034]	Fall	3
PubH 6325		Data Processing with PC-SAS	Fall/Spring	1
PubH 6342		Epidemiologic Methods II [prerequisite 6341]	Spring	3
PubH 6415		Biostatistical Methods II [prerequisite 6414]	Spring	3
PubH 6420		Introduction to SAS Programming	Fall/Summer	1
PubH 6451		Biostatistics II [prerequisite 6450]	Spring	4
PubH 6617		Practical Methods for Secondary Data Analysis	Fall	3
PubH 6650		Community Based Participatory Research	May	1
PubH 6705		Community Health Assessment	Spring	3
PubH 6803		Conducting a Systematic Literature Review	Spring	2
PubH 6806		Principles of Public Health Research	Fall	2
PubH 6852		Program Evaluation in Health and Mental Health Settings	Spring	2
PubH 6389		Nutritional Epidemiology [prerequisite 6341]	Fall	2

Course	Notes	Title	Offered	Credits
PubH 7250		Designing and Conducting Focus Group Interviews	May	1
PubH 7251		Data Analysis from Focus Groups	May	1
Nurs 8171		Qualitative Research Design and Methods	Spring	3-4

Field Experience [21credits]

Course	Notes	Title	Offered	Credits
PubH 7996		Coordinated Field Experiences	Fall/Spring	4
PubH 6995		Supervised Practice: Public Health Nutrition Management	Summer	8
PubH 6996		Supervised Practice: Medical Nutrition Therapy	Summer	9

Public Health Core [11-12 credits]

☞ Note: courses designated as part of the public health core must be taken for a letter grade (A/F) ☜

Course	Notes	Title	Offered	Credits
PubH 6101 **or**	①③	Environmental Health	Fall/Spring	2
PubH 6102	①③	Issues in Environmental and Occupational Health	Spring/Summer	2
PubH 6320 **or**	①③	Fundamentals of Epidemiology	Fall/Spring/Summer	3
PubH 6341		Epidemiologic Methods I	Fall	3
PubH 6414 **or**	①③	Biostatistical Methods I	Fall/Spring/Summer	3
PubH 6450	①③	Biostatistics I	Fall/Spring	4
PubH 6741 **or**	①③	Ethics in Public Health: Professional Practice & Policy	Fall/Spring/Summer	1
PubH 6742	①③	Ethics in Public Health: Research & Policy	Fall/Spring/Summer	1
PubH 6751	①③	Principles of Mgmt in Health Service Organizations	Fall/Spring/Summer	2

Electives [8-9 credits]

A. Students choosing one of the School of Public Health Interdisciplinary Concentrations (Global Health, Public Health Policy, Complementary and Alternative Medicine, Health Disparities) which require a minimum of 12 credits can use those courses as electives
B. Students can elect to complete other related Regents Certificates
C. Students in Track 1 take an additional Life Cycle course and the additional nutrition science courses listed below instead of electives
D. Examples of recommended courses for electives include (but are not limited to):
   • Public Health Nutrition Content
   • Health Behavior and Policy
   • Research Methodology

Additional Nutrition Science Courses for Track 1 Students [12-18 credits]

Course	Notes	Title	Offered	Credits
PubH 6355 **or**	①②	Pathophysiology of Human Disease	Fall	4
Phsl 3051	①②	Human Physiology	Fall or Spring	4
PubH 6905	①②	Human Nutrition and Health	Fall	2
	①	Experimental Foods*	Spring	3
	①	Food Systems Management*	Fall	3
	①	Medical Nutrition Therapy I*	Fall	3
	①	Medical Nutrition Therapy II*	Spring	3

*There are several options for taking these courses either on-line or in-class. Please contact Aida Miles at **miles081@umn.edu** for the most up-to-date options for completing these courses.

8.2   Fall 2009 Standard Program Curriculum

Note: See *section 8.3* below for the Nutritional Epidemiology emphasis curriculum.

- Track 3 = 44 total credits (for nutr/dietetics undergrad majors with or without DIGS)
- Track 4 = 50-55 total credits (for non nutr/dietetics undergrad majors without DIGS)
- Track 5 = 75-83 total credits (for non nutr/dietetics undergrad majors with DIGS)

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

① Required if you are completing the Didactic Course requirements to be eligible to do the DIGS Internship; must be taken for A/F grade option.

② Courses must be taken for a letter grade (A/F) and you must obtain a grade of B- or above.

③ Not required if taken at an undergraduate level prior to matriculation.

④ Also available in an on-line version at least once per academic year.

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

Public Health Nutrition Core [13-15 credits]

Course	Notes	Title	Offered	Credits
PubH 6901	②	Foundations of Public Health Nutrition Leadership	Fall	2
PubH 6914	① ②	Community Nutrition Intervention	Spring	3
PubH 6915	②	Nutrition Assessment	Spring	2
PubH 6933	②	Nutrition and Chronic Diseases	Spring	2

Track 3 students must take two courses from the following list:
Track 4 students not doing DIGS must take two courses from the following list:
Track 5 students doing DIGS must take all three courses from the following list with the ① note:

PubH 6902	①	Maternal and Infant Nutrition	Fall	2
PubH 6903	①	Child and Adolescent Nutrition	Fall	2
PubH 6904	①	Nutrition and Aging (on-line)	Summer	2
PubH 6906		Global Nutrition	Spring	2

Research Methods [6 total credits]

PubH 6910		Critical Review of Research in Public Health Nutrition	May Session	1
PubH 7994		Master's Project	Any Term	2

Plus 3 research methods credits from the following list of courses

PubH 6034		Program Evaluation in Public Health Practice	Spring	3
PubH 6035		Applied Research Methods [prerequisite 6034]	Fall	3
PubH 6325		Data Processing with PC-SAS	Fall/Spring	1
PubH 6342		Epidemiologic Methods II [prerequisite 6341]	Spring	3
PubH 6415		Biostatistical Methods II [prerequisite 6414]	Spring	3
PubH 6420		Introduction to SAS Programming	Fall/Summer	1
PubH 6451		Biostatistics II [prerequisite 6450]	Spring	4
PubH 6617		Practical Methods for Secondary Data Analysis	Fall	3
PubH 6650		Community Based Participatory Research	May	1
PubH 6705		Community Health Assessment	Spring	3
PubH 6803		Conducting a Systematic Literature Review	Spring	2

PubH 6806		Principles of Public Health Research	Fall	2
PubH 6852		Program Evaluation in Health and Mental Health Settings	Spring	2
PubH 6389		Nutritional Epidemiology [prerequisite 6341]	Fall	2
PubH 7250		Designing and Conducting Focus Group Interviews	May	1
PubH 7251		Data Analysis from Focus Groups	May	1
Nurs 8171		Qualitative Research Design and Methods	Spring	3-4

Field Experience [2 credits]				
PubH 7996		Field Experience [1 credit each of two semesters]	Fall/Spring	2

Public Health Core [11-12 credits]

☞ Note: courses designated as part of the public health core must be taken for a letter grade (A/F) ☜

Course	Notes	Title	Offered	Credits
PubH 6101 **or**	②	Environmental Health	Fall/Spring	2
PubH 6102	②④	Issues in Environmental and Occupational Health	Spring/Summer	2
PubH 6320 **or**	②④	Fundamentals of Epidemiology	Fall/Spring/Summer	3
PubH 6341		Epidemiologic Methods I	Fall	3
PubH 6414 **or**	①②④	Biostatistical Methods I	Fall/Spring/Summer	3
PubH 6450	①②	Biostatistics I	Fall/Spring	4
PubH 6741 **or**	②④	Ethics in Public Health: Professional Practice & Policy	Fall/Spring/Summer	1
PubH 6742	②④	Ethics in Public Health: Research & Policy	Fall/Spring/Summer	1
PubH 6751	①②④	Principles of Mgmt in Health Service Organizations	Fall/Spring/Summer	2

Electives [11-12 credits]

E. Students in Track 5 can take the required additional 4000 level nutrition science courses as electives

F. Students choosing one of the School of Public Health Interdisciplinary Concentrations (Global Health, Public Health Policy, Complementary and Alternative Medicine, Health Disparities) which require a minimum of 12 credits can use those courses as electives

G. Students can elect to complete other related Regents Certificates

H. Examples of recommended courses for electives include (but are not limited to):
- Public Health Nutrition Content
- Health Behavior and Policy
- Research Methodology

Additional Nutrition Science Courses for the 24-Month Program [6-10 credits]

PubH 6355 **or**	①③	Pathophysiology of Human Disease	Fall	4
Phsl 3051	①③	Human Physiology	Fall or Spring	4
PubH 6905	①	Human Nutrition and Health	Fall	2
Nutr 5621W	①	Macronutrient Metabolism [prerequisite FScN 4612 & Phsl 3051 or equiv.]	Fall	4

Additional Food Science/Nutrition Didactic Requirements for 24-Month Program Students Doing the DIGS Internship [32 credits]

FScN 1102	①	Food: Safety Risk and Technology	Fall	3
FScN 3102	①	Introduction to Food Science	Fall	3
FScN 3615	①	Socio-cultural Aspects of Food, Nutrition, and Health	Spring	3
FScN 3731	①	Food Operations Management Lab [prerequisite FScN 3102 or concurrent registration with FScN 3102]	Fall	2
FScN 3732	①	Food Operations Management Lecture [prerequisite FScN 3102 or concurrent registration with FScN 3102]	Fall	3
FScN 4111 **or**	①	Food Chemistry [prerequisite FScN 3102]	Fall	3
FScN 4121		Food Microbiology & Fermentation [prerequisite VPB 2032]	Spring	3
FScN 4612	①	Human Nutrition [prerequisite Phsl 3051 or equiv]	Fall	3

FScN 4613	①	Experimental Nutrition [prerequisite FScN 4612]	Spring	2
FScN 4665	①	Medical Nutrition Therapy I [prerequisite FScN 4612 and PhsI 3051 or equivalent]	Fall	3
FScN 4666	①	Medical Nutrition Therapy II [prerequisite FScN 4665]	Spring	3
VPB 2032	①	General Microbiology w/lab	Fall/Spring Summer	4

8.3 Fall 2009 Nutritional Epi Emphasis Program Curriculum

- 16 month program = 44 total credits (for nutr/dietetics undergraduate majors)
- 24 month program = 48-54 total credits (for non nutr/dietetics undergraduate majors)

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

① These courses must be taken for a letter grade (A/F) and you must receive a grade of B- or above

② Not required for 16-month program students.

③ Also available in an on-line version at least once per academic year.

Public Health Nutrition Core [11-17 credits]				
Course	**Notes**	**Title**	**Offered**	**Credits**
PubH 6901	①	Foundations of Public Health Nutrition Leadership	Fall	2
PubH 6914	①	Community Nutrition Intervention	Spring	3
PubH 6915	①	Nutrition Assessment	Spring	2
PubH 6933	①	Nutrition and Chronic Diseases	Spring	2
One course from the following list:				
PubH 6902		Maternal and Infant Nutrition	Fall	2
PubH 6903		Child and Adolescent Nutrition	Fall	2
PubH 6904		Nutrition and Aging (on-line)	Summer	2
PubH 6906		Global Nutrition	Spring	2
The following two courses are NOT required for the 16-month option but ARE required for the 24-month option:				
Nutr 5621	②	Macronutrient Metabolism [prerequisite PubH 6355 or equiv]	Fall	4
PubH 6905	②	Human Nutrition & Health [optional if had equivalent content]	Fall	2
Epidemiology Core [24 or 28 credits]				
PubH 6341	①	Epidemiologic Methods I	Fall	3
PubH 6342	①	Epidemiologic Methods II	Spring	3
PubH 6343	①	Epidemiologic Methods III	Fall	4
PubH 6390	①	Epidemiologic Methods III Lab	Fall	1
PubH 6325		Data Processing with PC-SAS	Fall/Spring	1
PubH 6389		Nutritional Epidemiology	Fall	2
PubH 6355	②	Pathophysiology of Human Disease [optional if had equivalent content]	Fall	4
PubH 6450	①	Biostatistics I	Fall	4
PubH 6451		Biostatistics II	Spring	4

Plus one of the following four courses:				
PubH 6385		Epi & Control of Infectious Diseases	Spring	2
PubH 6386		PubH Aspects of Cardiovascular Disease	Fall	2
PubH 6387		Cancer Epidemiology	Spring	2
PubH 6360		Obesity & Eating Disorders: Etiology/Epidemiology	Fall	2

Field Experience/Master's Project [4 credits]

PubH 7996		Field Experience [1 credit each of two semesters]	Any term	2
PubH 7994		Master's Project	Any term	2

Public Health Core [5 credits]

☞ Note: courses designated as part of the public health core must be taken for a letter grade (A/F) ☜

Course	Notes	Title	Offered	Credits
PubH 6101 **or**	①	Environmental Health	Fall/Spring	2
PubH 6102	① ③	Issues in Environmental and Occupational Health	Spring/Summer	2
PubH 6741 **or**	①	Ethics in Public Health: Professional Practice & Policy	Fall/Spring/Summer	1
PubH 6742	① ③	Ethics in Public Health: Research & Policy	Fall/Spring/Summer	1
PubH 6751	① ③	Principles of Mgmt in Health Service Organizations	Fall/Spring/Summer	2

Competency Areas

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

I. Theoretical and skill-based knowledge of nutrition science needed for public health nutrition practice		
Competency Area Skills	**How Acquired**	**How Measured**
• Demonstrate an understanding of biological and physiological processes that affect nutrient needs of individuals and populations across the lifespan • Demonstrate understanding of psychosocial processes that affect nutrient needs of individuals and populations across the lifespan • Identify, utilize and interpret appropriate nutrition screening and assessment parameters for individuals and populations • Measure and interpret dietary intake of individuals and populations • Measure and interpret body composition data	• PubH 6933, 6915, 6389, 6902, 6903, 6904, 6905, 6355 • Dietetic internship (optional) • Coordinated Master's Program (CMP)	• Satisfactory completion of coursework • Completion of 2 field experiences with satisfactory review by preceptor • 8-9 week summer practicum for CMP students • Successful defense of master project oral exam

II. Methodological and analytic skills necessary to acquire, analyze, and apply data to enact the core public health functions of assessment, assurance, and policy development, and be able to evaluate nutrition programs and services for populations		
Competency Area Skills	**How Acquired**	**How Measured**
• Describe and utilize qualitative and quantitative research and evaluation methods • Prepare justified program budgets • Illustrate components of nutrition surveillance systems	• PubH 6320, 6325, 6341, 6414, 6450, 6806, 6910, 6901, 6914, 6034, 6852 • Masters project • Field experience • CMP	• Satisfactory completion of coursework • Completion of 2 field experiences with satisfactory review by preceptor • 8-9 week summer practicum for CMP students • Successful defense of master project oral exam
III. Organizational management and leadership skills needed to develop, implement and sustain systems of care, programs and interventions (including preventive and treatment) for improving the nutritional health of populations		
Competency Area Skills	**How Acquired**	**How Measured**
• Identify characteristics of public health and nutrition systems • Describe relationships between public health and nutrition systems and community programs	• PubH 6901, 6914, 6751 • Masters project • Field experience • CMP	• Satisfactory completion of coursework • Completion of 2 field experiences with satisfactory review by preceptor • 8-9 week summer practicum for CMP students • Successful defense of master's project oral exam

IV. Policy and advocacy skills to promote the nutritional health of populations in policies, laws (e.g., Title V), and regulations in public and private sectors		
Competency Area Skills	**How Acquired**	**How Measured**
• Understand and describe policy development processes at local, state and national levels • Analyze effects of public policy on public health and nutrition systems, programs and services	• PubH 6901, 6741, 6742 • Field Experience • CMP • American Dietetic Association Public Policy Workshop (optional)	• Satisfactory completion of coursework • Completion of 2 field experiences with satisfactory review by preceptor • 8-9 week summer practicum for CMP students • Successful defense of master's project oral exam
V. Cultural competency skills to develop programs and services that are responsive to the cultural, social, linguistic, and ethnic diversity of the community		
Competency Area Skills	**How Acquired**	**How Measured**
• Define cultural and linguistic competency • Understand effects of linguistic and cultural diversity health status of individuals and populations • Assess and address issues of health literacy in individuals and populations • Demonstrate and describe methods of community engagement • Describe factors associated with and effects of health disparities	• PubH 6901, 6902, 6903, 6904, 6906, 6910, 6914 • Field Experience • CMP • Masters Project	• Satisfactory completion of coursework • Completion of 2 field experiences with satisfactory review by preceptor • 8-9 week summer practicum for CMP students • Successful defense of master's project oral exam
VI. Insight into leadership styles and an awareness of personally authentic strategies for affecting their visions of change and capacity to improve the nutritional health of populations		
Competency Area Skills	**How Acquired**	**How Measured**
• Identify strategies for developing partnerships, collaborative programs and community coalitions • Create and articulate a mission, value statement and vision for public health nutrition programs and services • Demonstrate team building, negotiation, motivation and conflict resolution skills	• PubH 6901, 6902, 6903, 6904, 6906, 6910, 6914, 6751 • Field Experience • CMP • Masters Project	• Satisfactory completion of coursework • Completion of 2 field experiences with satisfactory review by preceptor • 8-9 week summer practicum for CMP students • Successful defense of master's project oral exam
VII. Ethics and professionalism		
Competency Area Skills	**How Acquired**	**How Measured**
• Identify principles underlying ethics (eg, social justice) • Demonstrate ability to utilize knowledge and evidence-based guidelines to make decisions	• PubH 6741, 6742, 6751 • Field Experience	• Satisfactory completion of coursework

Competency Area Skills	How Acquired	How Measured
• Demonstrate commitment to professional development and service • Develop personal sense of integrity, honesty and social justice • Identify and communicate the impact of legal or regulatory policies on health of individuals and populations	• CMP • Masters Project	• Completion of 2 field experiences with satisfactory review by preceptor • 8-9 week summer practicum for CMP students • Successful defense of master's project oral exam

VIII. Written and verbal communication skills and information systems

Competency Area Skills	How Acquired	How Measured
• Identify and illustrate the principles of public health communication strategies (eg social marketing) • Translate research into health promotion and disease prevention strategies, policies, programs and services • Demonstrate ability to write grants • Apply technology methods to core public health functions (program planning, implementation and evaluation, community assessment)	• PubH 6901, 6902, 6903, 6904, 6910, 6914 • Field Experience • CMP • Masters Project	• Satisfactory completion of coursework • Completion of 2 field experiences with satisfactory review by preceptor • 8-9 week summer practicum for CMP students • Successful defense of master's project oral exam

IX. Critical thinking skills

Competency Area Skills	How Acquired	How Measured
• Integrate knowledge and skills from public health, nutrition, ethics and management in all aspects of public health practice	• Field Experience • CMP • Masters Project	• Satisfactory completion of coursework • Completion of 2 field experiences with satisfactory review by preceptor • 8-9 week summer practicum for CMP students • Successful defense of master's project oral exam

8.4   Other MPH Degree Requirements

Public Health Core Area Requirements

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

- Satisfactorily pass one of the pre-approved courses in the core area (see pre-approved course list below); OR
- Pass an equivalency exam in the core area. OR
- Pass an advanced course in the core area as approved by the respective division head or the Educational Policy Committee, OR

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

Pre-approved Courses Meeting Public Health Core Area Requirements

Administration
PubH 6751   Principles of Management in Health Services Organizations – 2 cr.

Behavioral Science
PubH 6020   Fundamentals of Social and Behavioral Science – 3 cr.
PubH 6914   Community Nutrition Intervention – 3 cr. (public health nutrition students only)

Biostatistics
PubH 6414   Biostatistical Methods I – 3 cr.
PubH 6415   Biostatistical Methods II – 3 cr.
PubH 6450   Biostatistics I – 4 cr.
PubH 6451   Biostatistics II – 4 cr.

Environmental Health
PubH 6101   Environmental Health – 2 cr.
PubH 6102   Issues in Environmental and Occupational Health – 2 cr.

Epidemiology
PubH 6320   Fundamentals of Epidemiology – 3 cr.
PubH 6341   Epidemiologic Methods I – 3 cr.

Ethics
PubH 6741   Ethics in Public Health: Professional Practice and Policy – 1 cr.
PubH 6742   Ethics in Public Health: Research and Policy – 1 cr.

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

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

SPH Grading Policies

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

S-N Grade Option
MPH students may take no more than 20% of their coursework on an S-N grading basis, exclusive of those topics, seminars, and field experience, and master's project courses offered only on an S-N basis.

Public Health Core Courses
Courses designated as part of the public health core must be taken for a letter grade (A-F). Students will be required to achieve no less than a B- grade in each course taken on an A-F basis. Students may retake public health core courses at their own expense until they achieve a grade of B- or better. However, a retaken course may be counted only once toward degree requirements in the student's study plan.

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

Field Experience

All students matriculating in a MPH program must complete a formal, supervised fieldwork experience see *section 8.6-8.8*.

MPH Study Plan

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

Master's Project

MPH students must complete a master's project, see *section 8.9*.

Comprehensive Examination

MPH students must complete a written and/or oral examination as specified by the major; see *section 8.10*.

Time Frame

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

Course Transfer Credits

Effective with students entering the program in Fall 2007, a student may seek transfer of no more than 40% of their total graduate or professional program credits taken prior to the MPH program matriculation at the University of Minnesota or at another college or university. Course credits may be used to satisfy public health core or other program requirements as jointly approved by the Major Chair and the Associate Dean for Academic Affairs. No course credits older than 5 years from the date of the student's matriculation will be accepted for transfer. A grade of "B" or better is required for each course requested for transfer credit.

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

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

2. Submit the *Petition* form to the Major Coordinator for processing. The *Petition* form can be found at http://www.epi.umn.edu/students/guidebook.shtm

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

Course Substitutions and Waivers

All student requests that deviate from the degree curriculum requirements outlined in this Guidebook must be made on a *Petition* form. The *Petition* form can be obtained at http://www.sph.umn.edu/current/resources/.

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

Course Substitution Procedures:

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

1. Gather the course syllabi of the required course in your degree program and the proposed substitute course and a transcript on which the proposed course grade has been posted (if the proposed course has already been completed).

2. Complete the *Petition* form with the following information in each section:
   - REQUEST SECTION: describe the course requested for substitution including the course title, number of credits, term and year taken, and the name of the institution where the course was taken. Also list the course/requirement in your degree program for which you are asking for the substitution.

- REASON/EXPLANATION SECTION: Indicate what skills and/or content overlaps between the required course(s) and the proposed substitute course(s).

3. Compile the above materials and have the request reviewed by your advisor. He/she will complete the Department section of the *Petition* form and indicate whether or not they approve of the request.

4. After the advisor has made his/her recommendations, the student should submit these materials to the Major Coordinator who will forward it to the appropriate Credentials Committee for review. The student will be notified via e-mail of the committee's decision.

5. If the substitute course is to replace a School of Public Health Core course (administration-PubH 6751, behavioral/social science-PubH 6020, biostatistics-PubH 6414/6450, environmental health-PubH 6101/6102, epidemiology-PubH 6320/6341, ethics-PubH 6741/6742), there is an additional step to get School level approval. To complete this next step, provide two additional copies of the above materials. All of those materials should be submitted to your Major Coordinator. Upon receipt of those materials, the Major Coordinator will review the request with the Major Chair and then if approved by the Major Chair, all copies of the request will be forwarded to Guy Piotrowski to be presented to the appropriate SPH Educational Policy committee members. The student will be notified by Guy Piotrowski via e-mail of the committee's decision. If the Major Chair does not approve of the request, the Major Coordinator will inform the student that the request will not be forwarded to the SPH Educational Policy Committee for review.

Application for Degree

MPH students are required to complete an *Application for Degree* form. There are strict deadline dates before a student can be cleared for graduation. You must turn in the form by the end of the first business day of the month in which you want your degree cleared. Copies of this form can be obtained from http://www.sph.umn.edu/current/resources/.

8.5   Sample Schedules

Full-Time Track 1 Program Option (non nutr/dietetics undergrads doing the Coordinated Program) [65-71 credits]

Fall Semester I

Course	Title	Credits
PubH 6355	Pathophysiology of Human Disease*	4
PubH 6414	Biostatistical Methods I	3
PubH 6901	Foundations of Public Health Nutrition Leadership	2
PubH 6905	Human Nutrition and Health*	2
PubH 7996	Field Experience	1
	Food Service Management**	3
	*not required if taken at the undergraduate level	
	**several options exist for this, contact Aida at miles081@umn.edu	

Spring Semester I

Course	Title	Credits
PubH 6101	Envirnomental Health	2
PubH 6320	Fundamentals of Epidemiolgoy	3
	Experimental Foods**	3
PubH 6852	Program Evaluation in Health & Mental Health Settings (on-line)	2
PubH 7996	Field Experience	1
	**several options exist for this, contact Aida at miles081@umn.edu	

May Session I

Course	Title	Credits
PubH 6910	Critical Review of Research in Public Health Nutrition	1

Summer Session I

Course	Title	Credits
PubH 6995	Supervised Practice (PHN Management)	8
PubH 6904	Nutrition and Aging (on-line)	2

Fall Semester II

		Medical Nutrition Therapy**	3
PubH 6325	Data Processing with PC-SAS	1
PubH 6902	Maternal and Infant Nutrition	2
PubH 7996	Field Experience	1
	**several options exist for this, contact Aida at miles081@umn.edu	

Spring Semester II

	Medical Nutrition Therapy II**	3
PubH 6914	Community Nutrition Intervention	3
PubH 6915	Nutrition Assessment	2
PubH 6933	Nutrition and Chronic Diseases	2
PubH 7996	Field Experience	1
	**several options exist for this, contact Aida at miles081@umn.edu	

Summer Session II

PubH 6996	Supervised Practice (MNT)	9

Fall Semester III

PubH 6903	Child and Adolescent Nutrition	2
PubH 6751	Principles of Mgt. in Health Services Organizaations	2
PubH 6741	Ethics in Public Health: Professional Practice and Policy	1
PubH 7994	Master's Research Project	2

Full-Time Track 2 Program Option (nutr/dietetics undergrads doing the Coordinated Program) [60 credits]

Fall Semester I

Course	Title	Credits
PubH 6414	Biostatistical Methods I	3
PubH 6901	Foundations of Public Health Nutrition Leadership	2
PubH 6902	Maternal and Child Health	2
PubH 7996	Field Experience	1
	Electives	4

Spring Semester I

PubH 6320	Fundamentals of Epidemiolgoy	3
PubH 6915	Nutrition Assessment	2
PubH 6852	Program Evaluation in Health & Mental Health Settings (on-line)	2
PubH 7996	Field Experience	1
	Electives	4

May Session I

PubH 6910	Critical Review of Research in Public Health Nutrition	1
PubH 7250	Focus Group Training	1

Summer Session I

PubH 6996	Supervised Practice (MNT)	9

Fall Semester II

PubH 6101	Environmental Health [1st half semester]	2
PubH 6741	Ethics in Public Health: Professional Practice & Policy	1
PubH 6751	Principles of Mgt. in Health Services Organizations [2nd half semester]	2
PubH 6903	Child and Adolescent Nutrition	2

PubH 7996	Field Experience	1

Spring Semester II

PubH 6914	Community Nutrition Intervention	3
PubH 6933	Nutrition and Chronic Diseases	2
PubH 7996	Field Experience	1
PubH 7994	Master's Research Project	2
	Electives	1

Summer Session II

PubH 6995	Supervised Practice (PHN Management)	8

Full-Time Track 3 Program Option (nutr/dietetics undergrads either doing DIGS or not doing DIGS) [44 credits]

Fall Semester I

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

Spring Semester I

Course	Title	Credits
PubH 6320	Fundamentals of Epidemiology	3
PubH 6852	Program Evaluation in Health and Mental Health Settings (on-line)	2
PubH 6914	Community Nutrition Intervention	3
PubH 6915	Nutrition Assessment	2
PubH 6933	Nutrition: Health/Disease Relationships	2
PubH 7996	Field Experience	1

May Session I

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

Summer Session I

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

Fall Semester II

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

Full-Time Track 4 Program Option (non nutr/dietetics undergrads not doing DIGS)[50-55 credits]

Fall Semester I

Course	Title	Credits
PubH 6355	Pathophysiology of Human Disease	4
PubH 6414	Biostatistical Methods I	3

PubH 6901	Foundations of Public Health Nutrition Leadership	2
PubH 6905	Human Nutrition and Health	2
	Electives	2

Spring Semester I

PubH 6034	Program Evaluation for Public Health Practice	3
PubH 6101	Environmental Health	2
PubH 6320	Fundamentals of Epidemiology	3
PubH 6751	Principles of Management in Health Services Organizations	2
	Electives	3

May Session I

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

Summer Session I

PubH 6904	Nutrition and Aging	2

Fall Semester II

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

Spring Session II

PubH 6914	Community Nutrition Intervention	3
PubH 6915	Nutrition Assessment	2
PubH 6933	Nutrition and Chronic Diseases	2
PubH 7994	Master's Project	2
PubH 7996	Field Experience	1
	Electives	2

Full-Time Track 5 Program Option (non nutr/dietetics students scheduled to do DIGS) [75-83 credits]

Fall Semester I

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

Spring Semester I

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

May Session I

PubH 6910	Critical Review of Research in Public Health Nutrition	1

Summer Session I

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

Fall Semester II

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

Spring Semester II

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

Summer Session II

PubH 6904	Nutrition and Aging (on-line)	2

Fall Semester III

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

Spring Semester III

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

Summer Session III

PubH 7996	Field Experience (DIGS)	4

Full-Time 16-Month Nutrition Epidemiology Program Option(nutr/dietetics undergrad majors) [44 credits]

Fall Semester I

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

Spring Semester I

PubH 6325	Data Processing with PC-SAS	1
PubH 6342	Epidemiologic Methods II	3
PubH 6451	Biostatistics II	4
PubH 6914	Community Nutrition Intervention	3
PubH 6915	Nutrition Assessment	2
PubH 6933	Nutrition and Chronic Diseases	2

Summer Session I

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

Fall Semester II

PubH 6343	Epidemiologic Methods III	4
PubH 6390	Epidemiologic Methods III lab	1
PubH 6386	Public Health Aspects of Cardiovascular Disease	2
PubH 6389	Nutritional Epidemiology	2
PubH 6741	Ethics in Public Health: Practice & Policy [1st half semester]	1
PubH 7994	Master's Project	2
PubH 7996	Field Experience	1

Full-Time 24-Month Nutrition Epidemiology Program Option (non nutr/dietetics undergrad majors) [48-54 credits]

Fall Semester I

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

Spring Semester I

PubH 6101	Environmental Health	2
PubH 6325	Data Processing with PC-SAS	1
PubH 6342	Epidemiologic Methods II	3
PubH 6451	Biostatistics II	4
PubH 6741	Ethics in Public Health: Practice & Policy [1st half semester]	1
PubH 7996	Field Experience	1

Summer Session

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

Fall Semester II

Nutr 5621	Macronutrient Metabolism	4
PubH 6343	Epidemiologic Methods III	4
PubH 6390	Epidemiologic Methods III lab	1
PubH 6389	Nutritional Epidemiology	2
PubH 6390	Obesity and Eating Disorders: Etiology/Epidemiology	2

Spring Semester II

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

8.6 Coordinated Program Field Experience

The following guidelines are based on

- Mixon, H. and Dodds, J., Haughton, B., Guidelines for Community Nutrition Supervised Experiences. 2nd Edition. Public Health/Community Nutrition Practice Group, American Dietetic Association, 2003.
- CADE Community Practice Guidelines
- Strategies for Success: Curriculum Guide (Didactic and Experiential Learning). Association of Graduate Programs in Public Health Nutrition, 2002.

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

Field experiences help students try new skills and to see themselves in a practice setting. In addition, field experiences count toward the Commission on Accreditation of Dietetics Education (CADE) required supervised practice hours.

Goals

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

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

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

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

Planning & procedures for the Field Experience for students in the Coordinated Masters Program (CMP)

The CMP director will assign students to a field experience for each semester, for a total of four field experiences. Each field experience accounts for at least 60 hours of supervised practice, for a total of 240 hours or more by the completion of the CMP.

The four field experiences include: 1) School Meal Programs, 2) Women, Infant and Children (WIC) services, 3) Food Assistance Programs and 4) An elective experience.

1. Early in each Semester (or before the start of each Semester), students meet with the CMP director to discuss their assigned field experience. CADE competencies that can be met through the field experience are discussed as well as overall goals and objectives of each field experience. Students should meet with their field preceptor early in the semester. Students present a resume and discuss goals and objectives for the field experience. The field preceptor provides an orientation and overview of the agency. After negotiating mutually acceptable goals and timelines, finalized objectives for the field experience are established.

2. Before beginning field experience work, final objectives for the field experience should be recorded on the *Field Experience/Internship Contract* on-line form, be reviewed and approved by the student, field preceptor, academic advisor and the major coordinator. The student initiates the contract, available at http://www.ahc.umn.edu/sphfieldexp/index.cfm .

3. Near the midway point of the field experience, students should set aside time for discussion and evaluation of progress toward outlined objectives with their field preceptor.

4. At the end of the field experience, students should be evaluated by their field preceptor using the on-line *Preceptor Evaluation of Field Experience/Internship* form. Students should also evaluate their experience using the on-line *Student Evaluation of Field Experience/Internship* form.

5. Students are responsible to guide the preceptor to the on-line Preceptor Evaluation form. The contract, report, and evaluation must be completed no later than the last day of finals week in order to avoid a grade of "K" representing work in progress.

6. Generally, field experiences are planned to coincide with the University semester schedule. Field experiences are based on 60 hours (usually 4 hours/week for the 15 week semester), and are one credit each. However, since program activities in field agencies do not necessarily lend themselves to this schedule, flexibility is allowed. Field preceptors are encouraged to notify the public health nutrition major when they have a project or opportunity for student involvement regardless of the time.

7. Regular communication is essential for all involved. Students should notify the CMP director of problems immediately. When in doubt about whether the placement is appropriate, contact the CMP director by phone or email to discuss the placement.

8. The on-line Field Experience Contract, Preceptor Evaluation Form and Student Evaluation form are available at http://www.ahc.umn.edu/sphfieldexp/index.cfm. **You must have a contract in place before beginning your field work and before you can register for your field experience/supervised practice credits.**

9. Certain facilities are required by Minnesota law to submit paperwork for a criminal background check for all personnel with direct, unsupervised client contact. If their field experience or master's project is in such a facility, students may be asked by the institution to submit paperwork.

Relationship Between the Field Experience and the Master's Project

The master's project and field experience should represent separate activities, though they may be related. The master's project should involve more independent work than the field experience. A master's project could evolve from a field experience with an organization, but should be defined separately; the same work cannot be counted for both. If they are related, careful consideration must be given in wording the contract to differentiate the requirements of the field experience from the master's project.

8.7   Coordinated Program Supervised Practicum Experience

The clinical and community management practicums are scheduled for 8-9 weeks during the summer after the student has completed all necessary prerequisite course work. Prerequisite courses for the clinical practicum include pathophysiology, nutrition assessment (PubH 6915) and 2 courses in medical nutrition therapy. Prerequisite courses for the community management practicum include principles of management, community nutrition assessment (PubH 6914) and at least 1 course in lifecycle nutrition. Each practicum will consist of a total of 420 hours of supervised practice (a minimum of 36-hours a week at an assigned facility and additional hours working on case studies, projects and other experiential learning activities).

Overview:

The community nutrition management practicum is the primary community nutrition and administrative management rotation in the Coordinated Masters Program. This 8-week supervised practice experience will allow students to gain knowledge and skills related to the planning, implementation, evaluation, monitoring and administration of public health and community nutrition programs and services. The community nutrition management practicum will be supplemented by field experiences in public health nutrition to provide a wide-range of public health and community nutrition experiences for students.

The clinical nutrition practicum is the primary clinical nutrition rotation in the Coordinated Masters Program. While the focus of the MPH program is public health nutrition, a strong foundation in clinical nutrition is essential for public health nutritionists as the trend in health care is toward a more integrated model of treatment and prevention outside

of inpatient settings. Therefore it is essential that students participate fully in the clinical nutrition practicum, to prepare them for the registration examination for dietitians and for future positions in public health.

Planning & procedures for the Clinical and Community Management Practicum for students in the Coordinated Masters Program (CMP)

The planning of clinical and community management nutrition practicums is a complex process involving the program director, individual students, preceptors, university legal counsel and university administration. All clinical practicum sites must provide a full range of clinical nutrition services to allow students to meet all of the goals listed above. The following timeline summarizes the activities that need to be completed before a student may begin the clinical nutrition practicum.

August

- The Coordinated Program Director meets with the students to discuss the coordinated program including the clinical and community nutrition practicums.
- Topics discussed may include anticipated time commitment, fees, available clinical sites, anticipated outcomes of the experience and course requirements

Fall semester

- Potential clinical sites are contacted by the Coordinated Program Director to verify continued placement opportunities for the students.
- New facilities are contacted.
- Written Agreements are negotiated between the facility and the University.

Spring semester

- The Coordinated Program Director continues to work on and finalizes summer practicum placements.
- Criminal background checks and other agency requirements are completed by the student.
- Students are put into contact with their preceptors to discuss goals, objectives, timelines, potential projects and overall details of the practicum, including housing options.

Summer

- After negotiating mutually acceptable goals and timelines, finalized objectives for the practicum are established.
- Before beginning practicum work, final objectives for the practicum should be recorded on the *Field Experience/Internship Contract* on-line form, be reviewed and approved by the student, field preceptor, CMP Director and the major coordinator. The student initiates the contract, available at http://www.ahc.umn.edu/sphfieldexp/index.cfm
- Students register for PubH 6995 and 6996, Community Management and Clinical Nutrition Practicums (one each summer).
- Students will attend a series of meetings with the Coordinated Program Director to prepare for the practicums, including a review of medical terminology, Medical Nutrition Therapy principles and the Nutrition Care Process.
- Eight weeks of community management or nine weeks of clinical practicum are completed. Students participate in online activities and complete projects during the practicum.
- Near the midway point of the practicum, students should set aside time for discussion and evaluation of progress toward outlined objectives with their preceptor.
- At the end of the practicum, students should be evaluated by their preceptor using the on-line *Preceptor Evaluation of Field Experience/Internship* form. Students should also evaluate their experience using the on-line *Student Evaluation of Field Experience/Internship* form.
- Students are responsible to guide the preceptor to the on-line Preceptor Evaluation form. The contract, report, and evaluation must be completed no later than the last day of finals week in order to avoid a grade of "K" representing work in progress.

•A 3-day session of class held at the end of the practicum to allow for presentations and the completion of additional activities. Grades are submitted.

8.8   Field Experience for Standard Track and Nutrition Epi Track Students

The following guidelines are based on

- Mixon, H. and Dodds, J., Haughton, B., Guidelines for Community Nutrition Supervised Experiences. 2nd Edition. Public Health/Community Nutrition Practice Group, American Dietetic Association, 2003.

- CADE Community Practice Guidelines

- Strategies for Success: Curriculum Guide (Didactic and Experiential Learning). Association of Graduate Programs in Public Health Nutrition, 2002.

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

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

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

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

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

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

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

1. Early in Fall Semester in PubH 6901, students are guided to assess their personal, educational and professional goals in order to develop a tentative plan for the field experience for the year. Students meet with their academic advisor to discuss these goals and current field experience opportunities that would assist the students in achieving these goals. It is the student's responsibility to make final arrangements for field placement with the field preceptor who will be supervising them in the community setting. The academic advisor is available to facilitate placement. The Student Worksheet, *Overall Objectives for Field Experience (PubH 7996)*, should serve as a guide to plan field experiences. Students should meet with their field preceptor early in the semester. Students present a resume and discuss goals and objectives for the

field experience. The field preceptor provides an orientation and overview of the agency. After negotiating mutually acceptable goals and timelines, finalized objectives for the field experience are established.

2. Before beginning field experience work, final objectives for the field experience should be recorded on the *Field Experience/Internship Contract* on-line form, be reviewed and approved by the student, field preceptor, academic advisor and the major coordinator. The student initiates the contract, available at http://www.ahc.umn.edu/sphfieldexp/index.cfm .

3. Near the midway point of the field experience, students should set aside time for discussion and evaluation of progress toward outlined objectives with their field preceptor.

4. At the end of the field experience, students should be evaluated by their field preceptor using the on-line *Preceptor Evaluation of Field Experience/Internship* form. Students should also evaluate their experience using the on-line *Student Evaluation of Field Experience/Internship* form.

5. Students are responsible to guide the preceptor to the on-line Preceptor Evaluation form. The contract, report, and evaluation must be completed no later than the last day of finals week in order to avoid a grade of "K" representing work in progress.

6. Generally, field experiences are planned to coincide with the University semester schedule. Field experiences are based on 45-60 hours (usually 3-4 hours/week for the 15 week semester), and are one credit each. However, since program activities in field agencies do not necessarily lend themselves to this schedule, flexibility is allowed. Field preceptors are encouraged to notify the public health nutrition major when they have a project or opportunity for student involvement regardless of the time.

7. Regular communication is essential for all involved. Students should notify their academic advisor of problems immediately. When in doubt about whether the placement is appropriate, contact your academic advisor or major coordinator by phone or email to discuss the placement.

8. The on-line Field Experience Contract, Preceptor Evaluation Form and Student Evaluation form are available at http://www.ahc.umn.edu/sphfieldexp/index.cfm. **You must have a contract in place before beginning your field work and before you can register.**

9. Certain facilities are required by Minnesota law to submit paperwork for a criminal background check for all personnel with direct, unsupervised client contact. If their field experience or master's project is in such a facility, students may be asked by the institution to submit paperwork.

Overall Guidelines for Field Experience credits
[Standard and Nutritional Epidemiology Program Options]

- Longer or Block Field Experiences comprising more than 2 credits can be arranged at any time, but they happen most often after students have completed the majority of their coursework. While usually full-time for 6-8 weeks, the optional block field experience can be planned for less than 40 hours per week over a longer period of time. The same on-line contract, and evaluation forms are used. Students enrolled in the DIGS (Dietetic Internship for Graduate Students) program can use this longer block field experience to maintain a registered student status during DIGS. Students doing DIGS may use the block field experience as **elective credits**.

- Standard Program and Nutritional Epidemiology students need to complete 2 field credits. They may do additional field experience credits as electives.

Relationship Between the Field Experience and the Master's Project
The master's project and field experience should represent separate activities, though they may be related. The master's project should involve more independent work than the field experience. A master's project could evolve from a field experience with an organization, but should be defined separately; the same work cannot be counted for both. If they are related, careful consideration must be given in wording the contract to differentiate the requirements of the field experience from the master's project.

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

8.9   Master's Project

Purpose

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

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

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

Project Options

Students may choose among three options for their MPH project. The choice of options should be decided in consultation with their advisor. The diversity and number of research questions related to Public Health Nutrition are large. Students are encouraged to decide upon a topic as early in their program as possible. Ideally, the primary area of interest should be determined by the end of the first semester for students in Track 3. Students in all other tracks should select a general topic by the end of the first semester of their second year. This should be followed by further specification of the topic for investigation and a decision about the project options. Discussions with the faculty advisor should be used to explore opportunities and alternatives.

Students choose their topics through different avenues including:

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

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

Option 1: Research Project

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

- Demonstrates the student's ability to plan and conduct research using appropriate scientific methods;
- Demonstrates the student's ability to do quantitative or qualitative analysis utilizing primary or secondary data; and
- Demonstrates the student's ability for assessing the relevance of the findings of the project and translating this knowledge into future research, policy, and programmatic implications.

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

The research project should include the following components:

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

V. Introduction

    A. Statement and development of problem, including its rationale and significance to public health and public health nutrition

    B. Conceptual model or theoretical framework (if appropriate)

    C. Statement of purpose

VI. Literature Review

VII. Methodology

    A. Study design

    B. Description of data base, target population, and/or sample selection procedures including nature of response and non-response, as appropriate

    C. Definition of variables/indicators, description of data collection procedures, study site and instrumentation, as appropriate

    D. Analytic technique used – quantitative, qualitative, as appropriate

VIII. Results

IX. Discussion

    A. Description of how findings confirm/depart from those of others

    B. Strengths and weaknesses of study

    C. Implications for public health and public health nutrition

    D. Conclusion and recommendations

X. References

XI. Appendices (include copies of instruments, surveys, records used, IRB documentation, etc.)

Option 2: Systematic Review of the Literature

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

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

The Critical Review Project typically has the following components:

I. Title and Approval Page

II. Abstract - not to exceed 250 words

III. Acknowledgments

IV. Table of Contents

V. Introduction

    A. Statement and development of problem, including its rationale and significance to public health and public health nutrition

    B. Conceptual model or theoretical framework (if appropriate)

    C. Statement of purpose

VI. Methodology

    A. Method used to collect articles

    B. Criteria for including or excluding articles in review

    C. Criteria for assessing articles

VII. Integrative Literature Review and Analysis

A. Summary of trends in the literature

B. Strengths, weaknesses, and gaps in the literature including the following:

  1) Measurement (including validity and reliability)

  2) Populations and data sources

  3) Study designs

  4) Analyses and data presentation techniques and their adequacy

  5) Appropriateness of conclusions

C. Implications for public health nutrition

D. Conclusions and recommendations

VIII. References

IX. Appendices

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

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

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

Option 3: Technical Field Project
This option gives students the opportunity to have in-depth involvement and apply public health nutrition principles in a community-based project. The technical field project is based upon the project(s) that students initiate during the course of their field experiences. The project should address topics of current relevance to the field of public health nutrition practice, which may include: program evaluation; a community needs assessment; assessment of current practices or policies, data systems, or screening methods; or the development of a curriculum or program.

The Technical Field Project includes the following objectives:

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

The technical field report should be suitable for distribution to public health nutrition-related agencies, and therefore should be written in a style and format usable and useful to program planners and policy makers. The format used should be decided with the advisor and field supervisor. For the technical field report components, see Option 1: Research Project above.

Master's Project Advisor/Committee
The committee must include at least three faculty members:

1. The master's project advisor, who must be a Public Health Nutrition faculty member, will chair the committee,

2. The student's academic advisor must be the second member, and must also be a Public Health Nutrition faculty member; if the academic advisor is also the master's project advisor, then the second committee member must be some other Public Health Nutrition faculty member, and,

3. One outside faculty person; this person must be a regular or adjunct faculty member from within the University, but outside the Public Health Nutrition Major. This person is selected by the project advisor and the student.

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

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

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

Approval Process and Registration

After selecting a topic, it is suggested that the project proposal be submitted to the advisor no later than the end of the first Fall Semester for students in Track 3 and by the end of the second Fall Semester for all other students.

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

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

Human Subjects Information

All students at the University of Minnesota who conduct any research using human subjects are required to submit their research proposal to the University of Minnesota Institutional Review Board (IRB) for approval prior to conducting their study. The approval process can take up to two months. This time must be accounted for when developing the proposal timeline. No contacts with potential or actual study participants, including recruitment or other research, may occur until final IRB approval. After the outline has been approved, each student should allow a minimum of six months to complete all the tasks involved in preparing the IRB application and getting approval, conducting the project and preparing the final draft.

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

Project Completion

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

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

- American Medical Association. American Medical Association Manual of Style. 9th ed. Baltimore, MD: Williams & Wilkins, 1998.

- American Psychological Association. Publication Manual of the American Psychological Association. 5th ed. Washington, DC: American Psychological Association; 2001.

Copies of former students' research projects are located near cubicle 398E on the third floor of WBOB. Students may browse through these but cannot take them from the student study area.

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

Timetable
After choosing a topic, students must prepare an outline for the project and submit it to the advisor no later than the beginning of the second semester of year one for students in Track 3 (or that equivalent for part-time students). Students in all the other tracks should submit an outline by the beginning of the first semester of year two. Students should allow a minimum of six months to complete the tasks involved in doing the project and preparing the final draft of the project after the outline has been approved. The purpose of establishing a timeline is to give the student as much guidance and constructive criticism as necessary while leaving sufficient time for the advisor to review the written project and to meet with the student prior to scheduling the oral defense.

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

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

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

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

- Continue work on their project.

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

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

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

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

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

8.10 Oral Examination

The following are guidelines for the MPH examination for the Public Health Nutrition Major. Forms mentioned below can be found at http://www.sph.umn.edu/programs/phn/index.asp under the tab Student Resources.

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

1. Master's Project;

2. Course materials and seminars;

3. Issues of practical application.

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

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

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

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

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

During the exam
At the oral exam, the student will present for roughly 20-30 minutes, followed by questions from committee members. After that, the committee will ask the student to leave the room so the committee can decide if the student passed or not. The committee will ask the student to rejoin them, and the student will hear the committee's decision. If the student passes, the committee will sign the study plan. If the student did not pass, the committee will explain what steps are necessary before they will approve the student's project.

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

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

Once any necessary changes or corrections to the Master's Project have been completed, students must submit one unbound, unstapled copy of their Master's Project paper and abstract to Shelley Cooksey, Major Coordinator. This

can be a hard-copy printed out or emailed to Shelley as a Word attachment. Email can be sent to Shelley at cooks001@umn.edu.

8.11 Public Health Nutrition Faculty Directory

Primary Faculty

NAME	PHONE	E-MAIL ADDRESS	RESEARCH EXPERTISE
Andrew Flood, PhD	624.2891	flood009@umn.edu	Nutritional epidemiology; cancer epidemiology with emphasis on colorectal cancer, insulin resistance, IGFs and their binding proteins
Myron Gross, PhD	624-5417	gross001@umn.edu	The role of micronutrients in health and disease; Cancer pathobiology; Biomarkers of dietary factor consumption and cancer progression
Lisa Harnack, DrPH, RD	626.9398	harna001@umn.edu	Primary research interests focus on assessment and evaluation of dietary behaviors and dietary intake, particularly as they relate to prevention of chronic disease and obesity
John Himes, PhD	624.8210	himes001@umn.edu	Child growth and nutrition; anthropometric assessment of nutritional status; dietary assessment; obesity and body composition
Robert Jeffery, PhD *(on sabbatical September 2010 to August 2010)*	626.8580	jeffe001@umn.edu	Health behavior change; dietary intervention; obesity epidemiology, treatment, and prevention
Melissa N. Laska, PhD	624.8832	mnlaska@umn.edu	Environmental and behavioral determinants of excess weight gain and obesity during childhood, adolescence and young adulthood
Russell Luepker, MD, MS	624.6362	luepk001@umn.edu	Cardiovascular disease epidemiology and prevention; health behavior; community trials; clinical trials
Toben Nelson, ScD	626-9791	tfnelson@umn.edu	Health policy, organizational change, health behavior during developmental transitions, influence of sports participation on health, social determinants of health, program evaluation, prevention of alcohol-attributable harm, physical activity promotion, obesity prevention, motor vehicle safety
Dianne Neumark-Sztainer, PhD, MPH	624.0880	nuema011@umn.edu	Adolescent health and nutrition; obesity and eating disorder prevention; health behavior change; nutrition education program design and evaluation
Mark Pereira, MPH, PhD	624.4173	perei004@umn.edu	Nutrition and physical activity in the prevention of obesity; type 2 diabetes and cardiovascular disease, including interactions between dietary and exercise patterns
Kim Robien, PhD, MS	625.8279	robie004@umn.edu	Diet and cancer survivorship; oncology nutrition; pharmacogenetics; folate mediated one-carbon metabolism; evidence-based nutrition practice guidelines; outcomes related to medical nutrition therapy
Nancy Sherwood, PhD	625-4567 (Th only) 952-967-7303 (M-W & F)	sherw005@umn.edu	Obesity prevention and treatment in children and adults
Jamie Stang, PhD, MPH, RD	626.0351	stang002@umn.edu	Nutrition and weight status in pregnancy; child and adolescent nutrition; behavioral counseling in child obesity; eating disorders treatment
Lyn Steffen, PhD, MPH, RD	625.9307	steff025@umn.edu	CVD epidemiology & prevention; nutritional epidemiology; stroke surveillance; diet relations with diabetes; insulin resistance and obesity
Mary Story, PhD	626.8801	story001@umn.edu	Child and adolescent nutrition; obesity prevention; eating behaviors

Adjunct Faculty

NAME	PHONE	E-MAIL ADDRESS	RESEARCH EXPERTISE
Sarah Cusick, PhD	612.208.1599	scusick@umn.edu	International nutrition, micronutrient deficiencies, and iron and disease interactions
Susie Nanney, PhD, MPH, RD	626.6794	msnanney@umn.edu	Health disparities, nutrition policy, preventive medicine, obesity in children and teens

8.12 Graduate Follow-up Survey

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

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

8.13 Graduation Checklist

General steps for all MPH majors

1. Student submits completed *Study Plan* **at least one semester** prior to the anticipated completion of coursework; see *section 8.10*.

2. Student files the *Application for Degree* form (see *section 8.4*) at 200 Fraser Hall by the end of the first business day of the month in which they intend to graduate.

3. Student completes all coursework and requirements by noon on the last business day of the month in which they wish to have their degree conferred.

4. Student completes and circulates the Master's Project paper and schedules the oral exam at least <u>two weeks</u> before the scheduled oral examination date; see *section 8.10*.

5. **Student notifies Shelley Cooksey, cooks001@umn.edu, of the date of the oral exam at least <u>two weeks</u> prior to the exam so that their study plan can be forwarded to the project advisor; see *section 8.10***

6. After the oral exam, project advisor returns the student's study plan to the Major Coordinators; see *section 8.10*.

7. Student submits one unbound, unstapled copy of the Master's Project paper and abstract to Shelley Cooksey. See *section 8.10*.

8. Student submits the *Graduate Follow-up Survey*. See *section 8.12*

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

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