

Maternal and Child Health

MPH Degree Program

Division of Epidemiology and Community Health

2012-2013 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 refer to it often.

2012 – 2013 is a year of transition for graduate students at the University. Please stay in touch with your coordinator as some paper processes will convert to electronic processes.

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/resources/>.

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

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

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University of Minnesota Calendar 2012-2013

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

Fall Semester 2012

August	29	SPH New Student Orientation
	30	New PhD Student Reception
September	3	Labor Day holiday – University closed
	4	Classes begin
November	13	Registration for Spring Semester 2013 begins
	22-23	Thanksgiving holiday – University closed
December	12	Last day of instruction
	14-15, 17-20	Final examinations
	20	End of Fall semester
	24, 25	University Closed
	27	Grades due

Spring Semester 2013

January	21	Martin Luther King holiday – University closed
	22	Classes begin
March	18-22	Spring break – no classes
May	10	Last day of instruction
	13-18	Final examinations
	18	End of Spring semester

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 H. Humphrey School of Public Affairs, the Carlson School of Management, School of Social Work, and Law School. 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

Email

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 program 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
- CoursEval
- Class Scheduling
- Student Tracking
- SPH Scholarships
- Registration
- Graduation Clearance
- Commencement

Career Services

Career Services offers a variety of resources to assist you in your efforts to locate and apply for professional positions – from field experiences (internships) to fellowships to full-time career positions. Our mission is to provide professional, comprehensive, lifelong career services and resources to SPH students, post-docs, and alumni. Our goal is to facilitate the career development process to ensure confidence in conducting a competitive job search and helping to maximize each individual's career potential. As a student and later as an alumnus/alumna, you are able to take advantage of the following resources to help you achieve your career goals.

Career Services Website

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

- **Jobs / Internships:** Our online job posting system listing internships, graduate assistantships and fellowships, and full-time career opportunities (<http://www.sph.umn.edu/careers/listings/>).
- **Field Experiences:** This module, which is password-protected, is where students can start a new field experience contract, complete a field experience scholarship application, search the database of past field experience sites, and access additional resources (<http://www.sph.umn.edu/current/fe/>).
- **Alumni Networking Database:** A searchable *Alumni Networking Directory*, to help you connect with SPH alumnae all over the world (<http://www.sph.umn.edu/alumni/dir/>).
- **Career Tips:** General career-related links and tip sheets on a variety of job-search related topics (<http://www.sph.umn.edu/careers/tipsheets/>).
- **Blog:** Our Career Services Blog hosts several career-related posts for students and alumni (<http://www.sph.umn.edu/careers-blog/>).

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. Darren Kaltved, Assistant Director, has a Master of Education degree and joined the staff in 2011. Both Barbara and Darren have significant experience serving the career needs of diverse populations in academia, non-profits, government and the private sector. To learn more about our staff, please visit: About Barb (<http://www.sph.umn.edu/careers-blog/about-barb/>) and About Darren (<http://www.sph.umn.edu/careers-blog/about-darren/>).

Individual Appointments

You may schedule individual appointments with Barb or Darren 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 or Darren at dkaltved@umn.edu.

Pop-in Counseling

If you have a quick career-related question, Career Services offers the opportunity to stop by the last Monday of every month (starting September 24, 2012) from 3:00pm – 4:00pm for a quick 10 minute pop-in meeting. No appointment

needed. Stop by Mayo D-384 or D-385 for advice on resumes, cover letters, interviewing, job searching, networking, field experiences and more. Free popcorn included! If you have questions, contact Darren Kaltved at dkaltved@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 the SPHere News, 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 which includes Maggie Aftahi, Coordinator of Recruitment and Student Leadership Development and Sherlonda Clarke, Coordinator for Diversity and Experiential Learning Programs 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, diversity events and other special events, as well as attends career fairs and recruitment venues to meet with prospective students.

Student Services Staff

Career Services				
	Darren Kaltved	Assistant Director, Career Services	612-626-4448	dkaltved@umn.edu
	Barb Laporte	Director, Career Services	612-626-5443	blaporte@umn.edu
Recruitment Services				
	Maggie Aftahi	Coordinator for Recruitment and Student Leadership Dev.	612-624-0601	med@umn.edu
	Sherlonda Clarke	Coordinator for Diversity and Experiential Learning Programs	612-624-9970	sdclarke@umn.edu
	Guy Piotrowski	Coordinator for Applications and Admissions	612-624-1991	piotr005@umn.edu
Student Services				
	Richard Archer	Student Data Coordinator	612-624-6915	arche071@umn.edu
	Carol Francis	Assistant Director of Academic and Student Services	612-624-6952	franc004@umn.edu
	Mary Ellen Nerney	Assistant Dean of Educational Operations	612-626-5005	nerne002@umn.edu
	Megan Williams	Executive Operations/Student Support Specialist	612-624-7660	will1616@umn.edu

1.3 Mentor Program

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

That is the idea behind our Public Health Mentor Program, which we co-sponsor with the Minnesota Public Health Association. Each year we match about 150 students with alumni and other professionals who share their interests.

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

For more information, go to www.sph.umn.edu/alumni/mentor/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 – Free lockers are assigned in the Student Services Center (Mayo D305). Students need to renew their locker each year and 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 SPHere 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 allow anyone to 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.

Printing in the SPHere

The School of Public Health (SPH) provides \$100 worth of printing (1,000 pages) for the Fall and Spring semesters on your U Card. This value can ONLY be used in the SPHere computer lab (Mayo A-151) and is not valid in any other campus computer labs, including libraries.

When you swipe your card at a print release station, UniPrint will show a balance on the screen. This balance is a combination of the print value given to you by SPH and your Gopher GOLD balance. In order to determine how much print value you have left, you need to subtract your Gopher GOLD balance from the balance shown on screen. Once the \$100 SPH Print Value is exhausted, printing costs will be deducted from your Gopher GOLD account. To view your current balance and transaction history or to add value to your Gopher GOLD account online, please visit www.gophergold.umn.edu. If you experience any printing issues or need to request a refund, please contact the lab attendant or call the SPH Student Services Center at (612) 626-3663.

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 program coordinator.
- Raise the issue with your program director or director of graduate studies, either individually or in a meeting set up for this kind of feedback.

The SPH takes all student concerns 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 Story, Senior Associate Dean at story001@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 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 www.sos.umn.edu.

1.6 Field Experience Contract

All students pursuing a required field experience or summer residency must complete an online “contract” prior to beginning the experience. The online contract form provides a streamlined process that is comprehensive for you, your preceptors, your faculty advisor and your program coordinator. Please refer to the current student website for this and other resources related to the field experience, www.sph.umn.edu/current/fe/index.asp. Students exploring international field experience opportunities need to begin the process six to eight weeks before departure, and need to be aware of requirements specific to international travel.

1.7 Minors and Interdisciplinary Concentration Areas

Minors

SPH students pursuing an MHA, MPH, MS, PhD are eligible to declare a minor in other areas. For a listing of graduate level minors click on <http://www.catalogs.umn.edu/gradmajorsalpha.html>.

Interdisciplinary Concentration Areas

SPH Master of Public Health students have the option to add an interdisciplinary concentration area to their program of study. The concentrations are Global Health (GHIC), Public Health Policy (PHPIC), and Health Disparities (HDIC). For more information and link to the required forms go to <http://www.sph.umn.edu/programs/ic/>.

1.8 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.

Prior to registration, 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 Assistant Dean 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

When the contract is approved, the student will be contacted by email and provided with a registration permission number.

1.9 Online Courses

Moodle is the course management software system used by the University of Minnesota that enables instructors to create and manage Web-based learning materials and activities. Students use Moodle 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 Moodle tutorial is also available. Neither of these orientations are mandatory but may prove helpful to those with little or no experience with online courses.

1.10 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.

Career Survey

Recent Graduates are encouraged to complete the Career Survey. The survey captures important employment information, compensation norms and contact information.

1.11 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 to provide 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 program coordinator or program director/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 program 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

2.3.1 First Steps

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.

Email Accounts

www.umn.edu/initiate

Each student attending the University of Minnesota must set-up a student internet/email 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 email account. Course lists, immunizations, billing statements, financial aid updates, and other important information will be sent via the U of M student email address. It is strongly recommended that students use their U of M email account and do not transfer it to a personal email account.

The School of Public Health relies heavily on email 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 email regularly.

Students can retrieve email 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.oit.umn.edu/computer-labs/ for a list.

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

The U has expanded technological capacity to allow free lifetime access to University email. This allows students to use the U of M email address for personal or professional purposes even after graduation. (Imagine never having to subscribe to an email 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>

U Card

www.umn.edu/ucard

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

U Card Main Office

G22 Coffman Memorial Union

300 Washington Avenue SE

Phone 612.626.9900

Weekdays: 8:30 to 4:00pm

The U Card is your key to all sorts of campus services and facilities. Your U Card can also be used as your ATM card.

Since the U Card never expires, you should hold on to it even after you leave the University. If you ever return as a student, staff or faculty member, your card will still be valid.

Use your U Card for:

- Access to the SPHere and lockers
- 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.

LinkedIn

LinkedIn (<http://www.linkedin.com>), the world's largest professional network on the Internet, helps you make better use of your professional network through the exchange of knowledge, ideas, and opportunities with a broader network of professionals. Your professional network of trusted contacts gives you an advantage in your career, and is one of your most valuable assets in any job search. According to the National Association of Colleges and Employers over 85% of recruiters use LinkedIn or Google to search candidates, and 46% use LinkedIn to research new hires. LinkedIn includes executives and employees from all Fortune 500 companies, all Fortune 100 companies (including 82 of the 100 who use it for hiring purposes), and over 200 million total companies.

The School of Public Health encourages ALL students to use LinkedIn as an invaluable career and networking resource. Not only will this benefit and enhance your experience now, but will serve as a life-long resource in advancing your career. To help you get started, check out our LinkedIn Guide (<http://www.sph.umn.edu/careers/tipsheets/linkedin/>). To learn more about connecting with the School of Public Health through LinkedIn and social media, please visit: <http://www.sph.umn.edu/socialmedia>.

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 Buses

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 www1.umn.edu/pts/bus/buspassoptions.html.

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.

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.

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.

Digital Signage

The School of Public Health had three different digital sign's that provide information specific to the School of Public Health students. These can be found on the 3rd floor of the Mayo building – right near the Dean's office Mayo A302, the student SPHere Mayo A150, and the 3rd floor (Lobby level) of the WBOB building.

2.3.2 Health and Well Being

Boynton Health Services

www.bhs.umn.edu

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

Clinics

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

Services

- Contraceptive Services
- Immunization Services
- Massage Therapy Services
- Nutrition Services
 - Pediatric Services
 - Immunizations
- Nursing Mothers Room

Testing Services

- HIV Testing and Counseling
- Pregnancy Testing
- STI Testing

General Care

- Pharmacy
- Physical Exams
- Primary Care/Urgent Care

Boynton also offers a variety of programs and classes including:

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

Mental Health Resources

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

Boynton Health Service Mental Health Clinic, www.bhs.umn.edu/services/mentalhealth.htm.

International Student and Scholar Services counseling.

<http://www.issm.umn.edu/office/advising/personal.html>

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

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.

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.

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.

2.3.3 Diversity

International Student and Scholar Services

The global, population-based nature of public health demands that the School of Public Health seek and train students of all racial, ethnic, economic, and educational backgrounds. Such diversity enriches the learning experience and helps build excellence in public health leadership.

Currently, more than 18 percent of our students are students of color, while about 13 percent are international students. The majority of our students are women and the average age of our students is 29.

UMN SPH is dedicated to providing our students with a supportive and welcoming academic experience in and out of the classroom. Our Diversity Matters series and Taste Diversity (<http://www.advances.umn.edu/2012/04/taste-diversity/>) programs are designed to highlight diverse issues that impact public health professionals.

The UMN SPH Coordinator for Diversity and Experiential Learning, Sherlonda Clarke, works with students, staff, faculty, and community members to enhance diversity within SPH. You can contact her at sdclarke@umn.edu.

In addition, the University of Minnesota has several offices across campus whose purpose is to support underrepresented students and promote diversity. The following is a list of some of those offices:

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, Immigration and Visa Regulation Advising, Newsletters, Career Services, Academic Opportunities for University Students, Tax Return Information.

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.

Disability Services

www.ds.umn.edu

The University's mission is to provide optimal educational opportunities for all students, including those with disabilities. The University recognizes that reasonable accommodations may be necessary for students with disabilities to have access to campus programs and facilities. In general, University policy calls for accommodations to be made on an individualized and flexible basis. Students are responsible for seeking assistance at the University and making their needs known. One of the first places to seek assistance is Disability Services (DS). This office is provided by the University of Minnesota to promote access, which means ensuring the rights of students with disabilities (e.g., physical, learning, psychiatric, sensory or systemic) and assisting the University in meeting its obligations under federal and state statutes. Disability Services has Academic Health Center Liaisons. The DS Academic Health Center Liaisons provide direct assistance such as: Securing documentation of disability conditions. Determining and implementing reasonable accommodations. Referral and consultation for enrolled and prospective students is provided. The Academic Health Center Liaisons also provide consultation with and training for faculty and staff to ensure access to their programs, facilities and services. All services are confidential and free of charge. For more information or to arrange reasonable accommodations, contact the DS Academic Health Center Liaisons in the McNamara Alumni Center, Suite 180, 612.626.1333 (voice or TTY).

GLBTA Programs Office

www.glbta.umn.edu

Through its various services, the GLBTA 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.

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. The Office of Equal Opportunity and Affirmative Action envisions the University of Minnesota as a community free from prejudice, discrimination, hatred and ignorance - an intellectually and culturally vibrant place of learning and leadership where all individuals are valued, respected, and unobstructed in their pursuit of excellence in their work and scholarship.

2.3.4 Academic

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/), 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.

The Outreach Librarian for the School of Public Health is Anne Beschnett, her office hours are between Monday and Friday, 8-4:30. Please email her or call to set up an appointment. besch015@umn.edu or 612-625-9603. For additional information, blog.lib.umn.edu/lmcguire/publichealthliaison.

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

<http://writing.umn.edu/>

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

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.

Computing Services

www.oit.umn.edu/index.php

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

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

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

<https://portfolio.umn.edu/>

Portfolio is a secure website 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.

Counseling and Consulting Services

www.uccs.umn.edu/

Provides the following services to the University community:

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

2.3.5 Campus Safety

Police

www.umn.edu/umpolice/

The University of Minnesota has a full service police department in the event of an emergency dial 911.

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.

TXT-U Emergency Notification

<http://www1.umn.edu/prepared/txtu/>

TXT-U is the University of Minnesota's emergency notification text messaging system. Students, faculty, and staff can stay informed about critical campus safety information by registering to receive TXT-U messages.

TXT-U will be used infrequently and specifically for real emergency situations.

Campus Wide Emergency Alert System

The Campus Wide Emergency Alert System includes 21 outdoor loudspeakers mounted on poles and rooftops on the West Bank and East Bank and in St. Paul. The system will allow for an alert tone and vocal instructions in the event of a campus emergency.

2.3.6 Social

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.

Campus Events

events.tc.umn.edu/

Website for events ho by the University of Minnesota.

School of Public Health Events

www.sph.umn.edu/news/

Website for events specific to the School of Public Health.

Academic Health Center Events

www.ahc.umn.edu/media/index.htm

Website for events specific to the Academic Health Center.

2.3.6 Additional Resources

Post Office

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

Copies/Fax Machines

www.printing.umn.edu

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

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

MHA, 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 MHA and 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). Check for holds e.g. immunizations, transcript, etc.

Note: 5000 through 8000-level courses are considered graduate-level. 1000 and 3000-level courses are for undergraduates and will not receive approval for graduate credit. Under some circumstances – with approval of the student’s major field – 4000 – level courses may also be applied toward a MPH degree as long as they are taught by a member of the graduate faculty.

Step Two

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

- If instructor consent is necessary for any of your selected course(s), get a permission number from the course instructor or his/her designee before registering. This number permits registration for the course through the second week of the semester; after the second week, it expires. Note that the number is specific to the student it is given to and the course requiring instructor consent. Once a number is used to register, it becomes invalid and cannot be used for another course or by another student.
- You will not be able to register if you have any holds on your University record. Notice of any hold, including the name of the department or office where it may be cleared, is available at onestop.umn.edu.
- 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 Program 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. Stricter policies may be enforced by individual majors/programs.
- 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, Withdrawal and Evaluations

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.

Registration Exception Form

Students are required to submit a Request a Registration Exception Form to change their registration (e.g., add, drop, change your grade basis) after a deadline or to register for more than 18 credits

http://onestop.umn.edu/special_for/graduate_students.html

Change of Grading Option

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

Course Cancellation and Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ssc@umn.edu for further information.

Repeat and Bracket Course Policy

An officially admitted SPH student (MHA, MPH, MS, PhD, and Certificate Programs) may repeat a public health course only once.

SPH students have the option to bracket a particular course (with the same course number) one time. Bracketing is a practice where one grade is omitted from GPA calculations, while continuing to appear on the transcript.

Only courses with the same catalog number may be bracketed.

A University of Minnesota course may not be bracketed with a course taken at another institution.

How bracketing works: When an SPH student repeats an SPH course, both grades for the course will appear on the official transcript and will be counted towards the GPA calculation. The student is responsible for submitting a written request that a repeated course be "bracketed" (only once per course). If a student registers for a course a third or greater number of times (either in violation of this policy or by approved exception), all non-bracketed grades will be factored into GPA calculations. It is important to note that student school loans may not cover the tuition cost of repeating a course.

Exceptions: Exceptions to this policy must be submitted to the student's academic advising team and discussed with the course instructor. *Example*: Requesting to repeat a course (more than two times) is at the discretion of the academic advising team and may be approved due to extraordinary circumstances such as documented illness or hospitalization, death in family, etc..

Higher standards of achievement and stricter repeat policies may be enforced by individual majors/programs. This may include restrictions on repeating core courses that are also core to a major, and/or requiring that students earn better than a B- in particular courses in order to meet major/program requirements. Documentation of such policies can be found in the student guidebooks.

Students can discuss with their advising team and/or consult the Educational Policy Manual at <http://www.sph.umn.edu/pdf/facstaff/edpolicy/documents/2011-2012EducationalPolicies.pdf> for alternative core course options.

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 contract 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. The Incomplete contract can be found at http://www.sph.umn.edu/pdf/current/students/Student_IC.pdf

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

Course Credit Transfer Policy

A student may seek transfer of no more than 40% of their total graduate or professional program credits taken at the University of Minnesota or at another college or university prior to the SPH program matriculation. Course credits may be used to satisfy public health core or other program requirements as jointly approved by the Program Director and the Senior 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.

SPH 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 SPH degree. To be considered for transfer, graduate level coursework must have been taken at an accredited graduate institution.

Higher standards of achievement and stricter policies may be enforced by individual majors/programs.

Students must:

1. Meet with their academic advisor to discuss the petitioning process. If the petition is acceptable to the advisor, the student will complete and sign the Academic Policy Petition form, and attach an official transcript on which the final grade has been posted.
2. Submit the Academic Policy Petition form to the Program Coordinator for processing. The Academic Policy Petition form can be found at <http://policy.umn.edu/forms/otr/otr172.pdf>. The Program Coordinator will forward the petition to the Program Director for approval and signature and then to the Student Services Center for the Senior Associate Dean for Academic Affairs for final evaluation and/or approval. The Academic Policy Petition forms may be used for other academic reasons. Students are encouraged to discuss petition issues with their academic advisor or Program Coordinator to determine the appropriate process and procedure.

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 onestop.umn.edu 24 hours after they are posted by the course instructor.

Course Evaluations

Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered. The SPH collects student course evaluations electronically using a software system called CoursEval: <http://www.sph.umn.edu/current/resources/grades/>. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grade as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not.

Note: Responses will remain anonymous and will not be released to the course instructor until after final grades have been submitted. This is School of Public Health procedure - not a University-wide policy - and therefore applies to Public Health courses only.

4. TUITION, FEES, BILLING, AND FINANCES

4.1 Tuition and Fees

Please go to <http://onestop.umn.edu/> for complete tuition and fee information.

4.2 Billing

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

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.

Third Party Billing http://onestop.umn.edu/finances/pay/third_party_billing/index.html

When an organization, not owned by you or a family member, makes a commitment to pay your educational expenses, they are considered a third party sponsor by the University of Minnesota. When payment is due on your student account, the sponsor is billed by the University. This payment process is termed "third party billing."

Sponsor's payments are subject to the same federal reporting requirements as other financial aid. Some sponsorships don't require a billing invoice and are administered by the University through One Stop Student Services. Whether you are a student or a sponsor, you will find answers in the frequently asked questions (FAQ) about how the third party billing processes these payments at the links on the left. In addition, you can view current tuition and fee information.

If you have more questions or need further information, please contact the third party billing office at tpbill@umn.edu or 612-625-8559.

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/prospective/financing/index.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 -mailing helpingu@umn.edu.

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

Aid Type	Contact	Email address
Division/Major Specific Awards and Traineeships, the Dean's Scholarship	Your Program Coordinator	
Medica Scholarships, and scholarships that support specific US minority groups	SPH Student Services	sph-ssc@umn.edu
Federal Loans, Financial Aid Package	Kris Wright Julie Selander	wright084@umn.edu goode021@umn.edu

Loan Deferment

A temporary postponement of loan payments available only under certain conditions; some loans do not accrue interest in deferment, such as subsidized loans <http://policy.umn.edu/forms/fa/fa830.pdf>.

Students requesting a loan deferment can get their form signed by One Stop Student Services http://onestop.umn.edu/contact_us/index.html.

Financial Aid Exit Interviews

Financial aid exit interviews are a federal requirement of all students who received student loans. The purpose is to explain about the loans, how to repay, and what happens if you do not repay.

Students who borrowed Direct Subsidized and/or Direct Unsubsidized Loans for their graduate education are required to participate in a Financial Aid Exit Interview before being cleared for graduation. The University of Minnesota Financial Aid Office will contact students to schedule the exit interview appointment.

For more information on Direct Loan Borrowing and the Exit Interview process students can review the link at http://onestop.umn.edu/finances/financial_aid/loans/exit_interviews.html and <http://policy.umn.edu/Forms/fa/fa945.pdf>.

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/gae.

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.

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 email messages frequently for announcements from the Program Coordinators, Program Directors, 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 Program Coordinator, Program Directors 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 a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://writing.umn.edu/tww/preventing/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.

The Senior Associate Dean for Academic and Student Affairs is responsible for managing all School of Public Health issues and investigations of academic misconduct.

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 February 9, 1979.



University of Minnesota Board of Regents Policy

Sexual Harassment

Adopted: December 11, 1998

SECTION I. DEFINITION.

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

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

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

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

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

SECTION II. POLICY.

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

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

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

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

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://www.oscai.umn.edu/>

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.

All issues relating to academic misconduct are referred to the Sr. Associate Dean for Academic and Student Affairs.

5.4 University Senate Uniform Grading & Transcript Policy

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 fully meet 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.

5.5 Health Insurance

The University requires all students to have health care coverage to ensure they have access to medical care and can maintain good health, which is essential for academic success.

The charge for the University-sponsored Student Health Benefit Plan will be added to your tuition bill. However, if you can demonstrate that you have health insurance coverage from another source as allowed under Minnesota law, you may apply for a waiver of coverage, <http://www.shb.umn.edu/waiver/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.

Long Term Care Disability Insurance Fee

http://onestop.umn.edu/finances/costs_and_tuition/fees/general_fees/

Long Term Disability Insurance fee - Charged to all Academic Health Center (AHC) students. When paid in fall and spring, the insurance covers a full calendar year.

Waiver

All admitted AHC students will be required to participate in the plan if they are not covered by another source. For more information go to: <http://www.shb.umn.edu/waiver/index.htm>.

If you want to waive the insurance, you must prove they have other coverage by producing a certificate of credible coverage obtained from your managed care organization, insurance company, or duly authorized agent verifying insurance coverage. You 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 you lose coverage during the period you have been waived, you 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 Leave of Absence

Leave of Absence

Graduate students who experience circumstances that prevent them from maintaining active status through continuous registration (excluding summer term), and who, through consultation with their Director of Graduate Studies (DGS), Program Director, advisor(s), and relevant offices determine that a leave of absence (LOA) is appropriate, must request a LOA from their college office using this form. Graduate students must receive approval for an official Leave of Absence.

Forms must be submitted to the School of Public Health Student Services Center, D305 Mayo Memorial Building, 420 Delaware Street SE, Minneapolis, MN 55455.

5.7 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.

HIPAA (Health Insurance Portability and Accountability Act)

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

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

Login to www.ahc.umn.edu/privacy/training/home.html, click on myU.umn.edu and select **my Worklife** link to complete the training.

5.8 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 <http://www.bhs.umn.edu/index.htm> and click on immunizations.

5.9 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.

5.10 Use of Human Subjects in Research

Any research you conduct while a student at the University of Minnesota may be subject to review and approval by the University's Institutional Review Board (IRB) for the protection of human research subjects. This applies to projects conducted inside or outside the University. For research conducted outside of the University, students may still need IRB approval from the University even if approval has been obtained from an external agency.

The IRB is a committee of faculty, students, and community members that follows federal regulations and ethical principles in order to protect human research subjects. Learn more about the IRB here: <http://www.research.umn.edu/irb>.

The committee is most concerned with the researcher's interface with subjects rather than the background rationale for the project. Specifically, this refers to the recruitment process, the interviewer's experience and expertise, how subjects are informed about the study and expectations for their participation, and how subjects are debriefed after their participation so that subjects can make an informed decision about participation.

If your proposed research project is subject to IRB review, you must submit an application to the IRB before you begin. **You cannot begin any regulated research until you have IRB approval.** This includes sending out recruitment flyers or emails, accessing private data, or doing any aspect of your research. You may not be permitted to use any data that was collected without prior IRB approval. The IRB does not have the authority to approve a study *after* it has begun.

The IRB approval process may take as little as one week, but **can take up to 2 months or longer.** "Last minute" approvals are not possible, so it is important to plan ahead. Applications for international research, research with children, research about illegal or stigmatizing behavior, research with vulnerable populations, or research that incorporates deception often require more review time.

What research must be reviewed by the IRB?

If you and/or your faculty advisor are even a little uncertain about whether your project needs IRB approval, email or call the IRB. IRB staff members are trained to help you and your advisor determine if you must submit an IRB application. Contact your faculty advisor or the Executive Director of the IRB at 612-626-4851 if you do not receive a helpful response. Again, you may not be able to use any data collected if you conduct research that should have been reviewed by the IRB.

IRB Contact Information

(612) 626-5654

irb@umn.edu

<http://www.research.umn.edu/irb/>

Any *research involving human subjects* must be reviewed by the IRB. This means that if you are conducting research (which is a systematic investigation designed to contribute to generalizable knowledge) with human subjects (which are living individuals about whom you collect information) your research is subject to IRB approval. In short, if your research project involves living people, you should at least contact the IRB or submit an application.

Projects that are not subject to IRB review include studies that rely on existing publicly available data, such as US Census data. If you are only doing an analysis of publicly available data (i.e., data you can download from a public website) you do not need IRB approval to use it. Technically, such work is research but does not involve living individuals from whom you collect information. On the other hand, an oral history study may not require IRB because it is not a systematic investigation designed to contribute to generalizable knowledge. However, there are many grey areas, so students proposing such work are strongly encouraged to contact the IRB to determine whether their project requires approval.

Additional guidelines for students involved in international fieldwork

If you plan to use data collected as part of your international field experience for your master's project, you are strongly encouraged to contact the IRB before your field experience begins to ensure that your project is approved in a timely manner. **You will not be allowed to take data out of the host country without IRB approval.**

How do I apply for IRB approval?

If, after contacting the IRB or speaking with your faculty advisor, your project needs to be reviewed, the next step is to browse and study the IRB website.

Before submitting your application, **you must complete online training** in the protection of human research subjects. To do this, follow the TRAINING tab on the IRB website to the CITI training. For most public health students, the CITI social science module is suggested. There is no charge for the training but it takes up to four hours to complete. You will need your UMN X.500 username and password.

Your research may be exempt from IRB review. However, only the IRB can determine this, so you must submit an **Exempt Research Application** to the IRB to have your exemption approved. There are four categories of research that are exempt from IRB review. Exempt public health research typically involves exemption #2 (e.g., low risk anonymous surveys or observation of public behavior when no personal identifiers are recorded) or #4 (e.g., use of existing anonymous data from a professor's study). For more information on these categories and copies of the appropriate Exempt Research Applications, click the IRB REVIEW PROCESS tab on the IRB website and then click on EXEMPT CATEGORIES.

If your research is subject to IRB review and is not exempt, you must fill out a regular IRB application form, which can be found on the IRB website under the FORMS tab. Most public health studies should fill out the **Social Science form**. The Medical form is typically for experimental drug studies or similar types of research. Call or write the IRB if you are unsure of which form to fill out. Also, there are several appendices on the IRB website that you may be required to include with your application. One appendix is surely needed: **Appendix J**, which is for student research. Your advisor will help you fill this out.

The IRB forms may be submitted by email to the IRB (see Contact Information, above). **Be sure to "cc" your advisor** if she/he did not actually sign the documents: the IRB accepts the "cc" as a digital signature.

What does the IRB look for?

When reviewing your application, the IRB will look for the following things:

1. You have completed (CITI) training
2. Your advisor has completed Appendix J and is "cc'd" on the submission email or has signed the documents
3. Risks to subjects are minimized
4. Risks to subjects are reasonable in relation to anticipated benefits
5. Selection of subjects is equitable and fair
6. Informed consent is sought from each prospective participant
7. Adequate preparation is taken to protect the privacy and confidentiality of subjects
8. Adequate provisions are made for the ongoing monitoring of the subjects' welfare

Some tips

- **Call or email the IRB if you have any questions. They are paid to help you and have seen thousands of studies, many just like yours!**

- Students should work closely with their faculty advisors when completing IRB forms.
- If you are collecting primary data, you will need a copy of the questions you intend to ask subjects, a protocol for collecting data, a consent form with all the elements (see website), and a plan to encrypt identifiable data. If you will be using participant recruitment materials (letters, advertisements, etc.), you must also include them along with your application.
- The IRB looks very closely at research involving children, prisoners, incapacitated persons, the elderly, deception, and higher risk interventions.
- If you're hoping to work with children, plan on getting informed consent from parents.
- All research entails some risk to subjects, even if merely boredom. It is best to overestimate the risks your study poses to subjects and to underestimate its benefits.
- Write short, pithy answers to each question on the IRB form.
- The length of time it takes for the IRB to review and approve your application is highly correlated with the completeness and quality of your application. Incomplete or vague answers often result in "deferrals" which can greatly lengthen the time to approval.
- This page on the IRB website offers specific guidance for student researchers:
<http://www.research.umn.edu/IRB/guidance/student-researchers.html>.

5.11 International Student Requirements

Note: International student requirements may change over time. For up-to-date information go to www.iss.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.iss.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.iss.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 the 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.iss.umn.edu/INSGen/address.html See Section. 6. Groups, Associations, and Societies.

6. GROUPS, ASSOCIATIONS AND SOCIETIES

6.1 Student Groups

School of Public Health Student Senate 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 2012-2013 academic year are:

Office	Name	Email Address
President	Susan Wyatt	wyatt090@umn.edu
Vice-President	Parker Smith	smit2215@umn.edu
VP for Committees and Divisions	Open	
Secretary	Open	
Treasurer	Megan Craig-Kuhn	craig226@umn.edu

Graduate and Professional Student Assembly (GAPSA)

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 and 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 (MISA)

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

www.mpha.net/

Founded in 1907, the Minnesota Public Health Association (MPHA) 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.

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
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

www.mhaalum.org/

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 Promotion MPH
- Epidemiology MPH
- Epidemiology PhD
- Maternal and Child Health MPH
- Public Health Nutrition MPH

The Division Head is Bernard Harlow, PhD.

The Program 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-Mailepichstu@umn.edu

Phone612-626-8802

Fax612-624-0315

Campus MailWBOB, #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 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 East Bank and leaves for the return trip to WBOB at quarter past, and quarter to, the hour. The schedule will be emailed to students, staff and faculty. The shuttle does not 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 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 Program Coordinators at epichstu@umn.edu to obtain the Word documents via e-mail.

Evening and Weekend Access

Division graduate students who do not have a paid appointment in the Division can have access to the student computer lab and student mailboxes after work hours and on weekends. Students obtain access by filling out a form to have their UCard programmed for access to the third and fourth floors of WBOB. Students are given the option to sign up for building access at Orientation. After orientation, contact a Program 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. Communication between the Program 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. Students will lose email access after one year if they have not officially registered. Students who have graduated must access their email accounts every few months in order to keep the account active. Forwarding the x.500 account to another email address will not keep the account active. 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 www.sph.umn.edu/epi/news/news.asp
- **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 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 Promotion (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 www.sph.umn.edu/pdf/current/ind_dir_study.pdf.
3. Student gives the completed/signed *Independent/Directed Study Contract* to a Program 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 Program 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 Program Coordinator, who will process the request. The request should include:
 - The dates, location and purpose of the meeting and describe the student's role.
 - A copy of the abstract and letter of acceptance must be attached to the request. In addition, a letter from a member of the Division's faculty indicating that he/she is familiar with the student's work, judges it to be of good quality, and supports the student's request.
 - The request must be made in advance of the scientific meeting. Since the DTC only meets once per month, it is suggested that complete requests be submitted at least six weeks prior to the scientific meeting.
 - A summary of the travel expenses (cost of air fare, hotel price, registration fees, etc).
3. Allocations under this policy will of course be subject to the availability of funds for this purpose.

Payment for TA English Program

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

SAS Access

Students can purchase the SAS program for a fee if it is necessary for them to complete research. Additional information on ordering the software is available at www.oit.umn.edu/utools/all-software/sas-125200.html. Please note that all 4 of the computers in the student computer lab (397F WBOB) have SAS.

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

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

J.B. Hawley Student Research Award

The Division has established the J.B. Hawley Student Research Award, a small grant mechanism to support research projects. This is a wonderful opportunity for students and post-doctoral fellows to obtain funds for their research, gain

experience in grant proposal writing, and receive faculty feedback on their ideas. During the academic year, we will have two separate award categories. The standard award is open to all students and post-doctoral fellows; 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 Promotion, 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 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 most years:

- 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 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 Program 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.

Requesting Letters of Support – 10 Tips for Students

The following tips may help you get a positive—and productive—response when you request a letter of support from a faculty member for a fellowship, an internship, a scholarship, graduate school admission, or a professional position.

1. FIRST CONTACT: E-MAIL IS OK. Make the e-mail brief. Mention the opportunity for which you are applying, the deadline, what you are requesting, and what you are willing to send for further information (e.g., CV, bullet points, a draft letter). If there is a chance the faculty member will not remember you, mention where you have met.

2. THINK AHEAD. Many faculty members in EpiCH have 10 or more advisees, so they may not be able to respond immediately to student requests. If they receive a request with short notice, they may not be able to respond positively, so contact them well ahead of deadlines so they can schedule your request.

Deadlines: Clearly convey the deadline for the materials you are requesting. It is also fine to re-contact the faculty member a week before the deadline as a gentle reminder. Such contact should include, in addition to the reminder about the deadline, your reiteration that you are happy to provide additional information about yourself, or the opportunity and details about where and how to submit the reference (in case the original contact information was misplaced).

3. REQUEST LETTERS FROM PEOPLE WHO KNOW YOU. A letter from someone who does not know you well may not be a strong letter, as the lack of familiarity is usually reflected in the text. Many requests for references also require individuals to specifically indicate how well they know an applicant. Reviewers may not give much weight to a referral from someone who does not know the applicant well—and they may wonder why the applicant did not select someone who knows her/him well. For example, they could think that either the applicant does not know anyone well OR everyone who knows the applicant well would write a lousy letter—both imagined scenarios are bad.

Try to gauge if the person can write a “good” letter for you. A strategy is to ask this question directly: don't ask “will you write a letter for me?” Instead, ask “will you write a supportive letter for me?” A hard life lesson is that some faculty members may be unable to strongly recommend you, and it is best to find that out—and respect it—before you agree that the person will write a letter. Most faculty members will reveal any hesitation they have and it is important to listen to it and accept it. A tentative, or a poor, letter can have a strong negative impact on an application.

4. IF YOU CONTACT SOMEONE WHO DOES NOT KNOW YOU WELL, BE PROFESSIONAL. An exception to item #3 is when you have to ask Chairs or Division Heads for letters of support because their support is required by the applicant organization. If you don't know such people well, and must request a favor, use his/her last, rather than first, name (i.e., Dr. Smith instead of Judy) when you make your first approach. In EpiCH, you will likely be told to use his/her first name, but your professionalism will be noted and appreciated.

5. DON'T ASSUME THAT FACULTY MEMBERS KNOW ANYTHING ABOUT THE APPLICANT ORGANIZATION.

There are hundreds of fellowships, scholarships, etc. for which faculty members are asked to write letters. Faculty members have little or no connection with many organizations beyond writing letters for students. They often receive what, to them, are garbled messages, with acronyms instead of full organization names, and find them incomprehensible. Don't rely on acronyms or assume any knowledge about the opportunity for which you are applying, even if it is at the SPH or UMN.

To inform faculty members, it is fine to e-mail them URLs and PDFs about the applicant organization, but also include a 1-page synthesis of relevant information. You are asking the faculty member to volunteer time: don't ask him/her to also go to a website and/or open multi-page PDFs. Those materials can be optional—your one-pager should be all your letter writer needs, along with your CV and some guidance about the text of the letter.

6. DON'T ASSUME FACULTY MEMBERS KNOW YOU WELL ENOUGH TO WRITE A GREAT LETTER OR THAT THEY HAVE TIME FOR A 1-HOUR INTERVIEW TO PREPARE FOR THE LETTER. A great strategy is to offer to provide bullet points about your qualities, eligibility, and interest in the opportunity that can be used by the faculty member to frame the letter. You may even offer to write a draft letter. You are in the best position to draft a successful letter and it is not uncommon to provide such help for letters of reference.

7. MAKE SURE FACULTY MEMBERS HAVE CONTACT INFORMATION. Clearly indicate where the letter or rating sheet should be sent! One of the most common—and frustrating—mistakes made by students is to omit this information, resulting in unnecessary contacts, delays, and poor impressions.

8. MAKE SURE YOU ARE ELIGIBLE FOR THE OPPORTUNITY AND THAT YOU INTEND TO APPLY BEFORE YOU ASK FOR A LETTER. Unfortunately, it is common for faculty members to write letters, only to be told by students that they found out they were ineligible or decided not to apply after all.

9. MAKE SURE THE MATERIALS YOU PROVIDE DO NOT HAVE TYPOS AND GRAMMATICAL ERRORS. The written word is influential: we often base our impressions about someone's intellectual qualities on the quality of his/her writing. While this may not be fair, it is what academics (and others) do. You are asking for a laudatory letter of reference, so make sure that your CV, 1-pager, bullet points/draft letter, are clearly and properly written.

10. THANK THE FACULTY MEMBER FOR WRITING THE LETTER AND FOLLOW-UP. It is surprisingly common for students to not thank a faculty member after an application is complete and even less common for students to let faculty members know if they received the scholarships, fellowships, internships, jobs, etc. for which they applied. Faculty members commit time to letters of reference because they want students to succeed—they are rewarded with thanks and updates.

Division of Epidemiology and Community Health Websites

EpiCH website.....	www.sph.umn.edu/epi/index.asp
EpiCH Student Guidebook and Forms (Under Student Resources)	www.sph.umn.edu/epi/index.asp
EpiCH course grid (Under Student Resources)	www.sph.umn.edu/epi/index.asp
Course syllabi.....	www.sph.umn.edu/programs/syllabi/index.asp
Job Tip Sheet	www.sph.umn.edu/pdf/programs/jobtipsheet.pdf
EpiCH faculty information.....	www.sph.umn.edu/epi/ourfaculty/
EpiCH seminar	www.sph.umn.edu/epi/news/seminars.asp
EpiCH telephone directory	http://www.sph.umn.edu/epi/people.asp

7.7 Division Advising Information

Team approach to Advising at the Master's level

At the master's level students are advised by a team which includes their academic advisor, their Program Coordinator, and the Program Director for their major. The role of the academic advisor is to advise students on things like their career goals and objectives, provide advice for securing a field experience, and help students with their initial master's project planning. The role of the Program Coordinator is to assist students with course planning, petitions, and to provide general procedural advice. The Program Director will meet with students as a group to

discuss issues related to the entire major and is also available to assist students with any issues they might be having with the program.

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:

- **A faculty member asking you to drive them 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.
- **A faculty member asking you 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 should not be expected to work these extra hours.
- **Your advisor asking you 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 Program Director, DGS, or Program 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 Program Director/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, Program Director, 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 Program Director (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 or program coordinator. The change will be finalized at the discretion of the program chair.

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 Program 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 Program Coordinator or Program Director/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 Program 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

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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 Program 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 Program Coordinator or Program Director/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 2012-2013

Number	Title	Credits	Offered	Instructor(s)
6010	Pub Hlth Approaches to HIV/AIDS	3.0	Fall	Rybicki
6020	Fundamentals of Social and Behavioral Science	3.0	Fall	Nelson
6020	Fundamentals of Social and Behavioral Science (web course)	3.0	Fall/Spring /Summer	Multiple Instructors
6025	E-Pub Hlth: On-line Interventions	3.0	Spring	Rosser/Konstan/West
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	TBD
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
6066	Building Communities, Increasing Health: Preparing for Community Health Work	2.0	Fall	Axtell
6074	Mass Communication and Public Health	3.0	Spring	Yzer
6078	Public Health Policy as a Prevention Strategy	2.0	Fall	Forster/Nelson/Toomey
6085	Global Pandemic: Tobacco and Alcohol	2.0	Spring	Jones-Webb/Lando
6301	Fundamentals of Clinical Research	3.0	Fall	Luepker/Lakshimnarayan
6303	Clinical Research Project Seminar	2.0	Spring	Luepker/Thomas
6305	CR: Introductory Seminar for Health Professionals	2.0	Spring	Lakshimnarayan
6320	Fundamentals of Epidemiology (web course)	3.0	Summer	Anderson
6320	Fundamentals of Epidemiology	3.0	Fall/Spring	Lazovich

6320	Fundamentals of Epidemiology (web course)	3.0	Fall/Spring	Punyko
6325	Data Processing with PC-SAS	1.0	Fall/Spring	Oakes
6333	Human Behavior I	2.0	Fall	Nelson
6334	Human Behavior II	2.0	Spring	Lando
6336	Adv Seminar in Infectious Disease Epidemiology	1.0	Fall	Ehresmann
6341	Epidemiologic Methods I	3.0	Fall	Kulasingam/Harlow/ Lutsey
6342	Epidemiologic Methods II	3.0	Spring	Pankow/Munoz-Zanzi
6343	Epidemiologic Methods III	4.0	Fall	Schreiner
6344	Research Methods: Appl. To the MPH Project	2.0	Spring	Steffen
6348	Writing Research Grants	2.0	Fall	Luepker/Pereira
6350	Epidemiologic Methods III Lab	1.0	Fall	Schreiner/Pankow
6355	Pathophysiology of Human Disease	4.0	Fall	Oberg/Tang
6365	Epidemiology of Global Health	2.0	Fall	Lifson
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
6600	Topics: Qualitative Methods	2.0	Fall	Bonilla
6605	Reproductive and Perinatal Health	2.0	Spring	Hellerstedt
6606	Children's Health: Issues, Programs & Policies (web course)	2.0	Spring	Oberg
6607	Adolescent Health: Issues, Programs & Policies	2.0	Spring	Hellerstedt
6613	Chronic Illness & Disability in Childhood	2.0	Fall	Bonilla
6617	Practical Methods – Secondary Data Analysis	3.0	Fall	Oakes
6627	Sexuality Education: Criteria, Curricula, & Controversy	1.0	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	Bonilla
6673	Grant Writing for Public Health	1.0	Spring	Henrikus
6686	Global Reproductive Health (web course)	2.0	Fall	Hellerstedt
6901	Foundations of Public Health Nutrition Leadership	2.0	Fall	Stang
6902	Maternal, Infant and Preschool Nutrition	2.0	Fall	Stang
6902	Maternal, Infant and Preschool Nutrition (web course)	2.0	Summer '13	Stang
6903	Child and Adolescent Nutrition	2.0	Fall	Stang
6904	Nutrition and Aging (web course)	2.0	Summer '13	Steffen
6905	Nutrition for Public Hlth Promotion & Disease Prev.	2.0	Fall	Miles
6906	Global Nutrition	2.0	Spring	Himes
6910	Critical Review of Research in Public Health Nutrition	1.0	Spring	Pereira
6914	Community Nutrition Intervention	3.0	Spring	TBD
6915	Nutrition Assessment	2.0	Fall	Himes/Harnack/Cusick
6933	Nutrition and Chronic Diseases	2.0	Spring	Harnack
6995	Community Nutrition Practicum	8.0	Summer	Miles
6996	Clinical Nutrition Practicum	9.0	Summer	Miles
8300	Topics: Ther. & Novel Meth. Epi. Research	1.0	Fall	MacLehose/Oakes
8341	Advanced Epi Methods Concepts	3.0	Fall	Alonso/Oakes
8342	Advanced Epi Methods Applications	3.0	Spring	Erickson/Alonso

8. MATERNAL AND CHILD HEALTH MPH DEGREE PROGRAM

8.1 Fall 2012 Standard Program Curriculum

Standard Program [48 credit minimum]



Guide to Curriculum Notes

Please pay close attention to the following notes to assist you with your course planning. Please note that students must take the following courses A/F and receive a grade of B- or higher: All scientific basis courses, PubH 6673, Grant Writing, PubH 6034 (or PubH 6852) Program Evaluation, PubH 6630 Foundations of MCH Leadership, and all SPH Core Courses.

- ① Offered in alternate academic years.
- ② Available in an on-line version at least once per academic year.
- ③ For those students entering with strong quantitative skills who are considering a research focus or future doctoral level training, the more advanced biostatistics (PubH 6450) and epidemiology (PubH 6341) courses are strongly recommended.
- ④ Available on-line only

Scientific Basis of Maternal and Child Health (8 credits)				
<i>Select four courses from the following list</i>				
Course	Notes	Title	Offered	Credits
PubH 6600	①, ④	Global Reproductive Health (online course)	Fall `12	2
PubH 6605	①	Reproductive and Perinatal Health	Spring `13	2
PubH 6606	④	Children's Health: Issues, Program and Policies (online course)	Spring	2
PubH 6607	①	Adolescent Health: Issues, Programs and Policies	Spring `13	2
PubH 6613	④	Chronic Illness and Disability in Childhood (online course)	Fall `12	2
PubH 6675	①	Women's Health	Fall `13	2
PubH 6902	②	Maternal, Infant and Pre-School Nutrition	Fall, Summer `13 (online in summer)	2
PubH 6903	②	Child and Adolescent Nutrition	Fall, Summer `12 (online in summer)	2
PubH 6906		Global Nutrition	Spring	2
Methodological and Analytical Skills (6- 14 credits)				
PubH 6034 or PubH 6852		Program Evaluation for Public Health Practice Program Evaluation (online)	Spring Spring	3 2
<i>Select three courses from the following list</i>				
PubH 6035		Applied Research Methods (prerequisite 6034)	Fall	3
PubH 6600		Qualitative Research Methods in Public Health Practice	Fall	2
PubH 6325		Data Processing with PC SAS	Spring	1
PubH 6342		Epidemiologic Methods II (prerequisite 6341)	Spring	3
PubH 6343		Epidemiologic Methods III (prerequisite 6342)	Fall	4
PubH 6420		Introduction to SAS Programming	Fall	1
PubH 6344		Epidemiologic Methods IV (prerequisite 6343 or take concurrently)	Fall	2
PubH 6415		Biostatistical Methods II (prerequisite 6414)	Spring	3

PubH 6451		Biostatistics II (prerequisite 6450)	Spring	4
PubH 6617		Practical Methods for Secondary Data Analysis	Fall	3
PubH 6705		Community Health Assessment	Spring	3
PubH 6806		Principles of Public Health Research	Fall	2
PubH 6810		Survey Research Methods	Spring	3
PubH 6845		Using Demographic Data for Policy Analysis	Spring	3
PubH 6864		Conducting Health Outcomes Research	Spring	3
PubH 6910		Critical Review of Research in Public Health Nutrition	Summer	1
PubH 6914		Community Nutrition Intervention	Spring	3

Management and Communication Skills (1 credit)				
Course	Notes	Title	Offered	Credits
PubH 6673		Grant Writing for Public Health	Spring	1
Policy and Advocacy Skills (3 credits)				
PubH 6630		Foundations of MCH Leadership	Fall	3
Additional Management, Policy, or Advocacy Skills (2-3 credits)				
<i>Select one course from the following list</i>				
PubH 6066		Building Communities, Increasing Health: Preparing for Community Health Work	Fall	2
PubH 6074		Mass Communication and Public Health	Spring	3
PubH 6078		Public Health Policy as a Prevention Strategy	Fall	2
PubH 6634		Advocacy and Children's Rights	Spring	2
PubH 6727		Health Leadership and Effecting Change	Spring/Summer	2
PubH 6760		Healthcare Finance	Spring	2
PubH 6835		Principles of Health Policy	Spring	2
Public Health Core (14-15 credits)				
 Note: Courses designated as part of the Public Health Core must be taken for a letter grade (A/F) 				
PubH 6020	②	Fundamentals of Social and Behavioral Science	Fall/Spring/Summer	3
PubH 6101 or PubH 6102	②	Environmental Health Issues in Environmental and Occupational Health	Fall/Spring Spring/Summer	2 2
PubH 6320 or PubH 6341	② ③	Fundamentals of Epidemiology Epidemiologic Methods I	Fall/Spring/Summer Fall	3 3
PubH 6414 or PubH 6450	② ③	Biostatistical Methods I Biostatistics I	Fall/Spring/Summer Fall/Spring	3 4
PubH 6741 or PubH 6742	② ②	Ethics in Public Health: Professional Practice and Policy Ethics in Public Health: Research and Policy	Fall/Spring/Summer Fall/Spring/Summer	1 1
PubH 6751	②	Principles of Management in Health Services Organizations	Fall/Spring/Summer	2
Field Experience and Culminating Experience (4 credits)				
PubH 7694		Culminating Experience (see section 2.7)	Fall/Spring/Summer	2

PubH 7696		Field Experience (see section 2.6)	Fall/Spring/Summer	2
Electives (to total 48 credits)				

Elective Credits/Concentrations

Elective courses are usually taken during the second year. Students completing one of the concentrations in the School will use their elective credits to complete the concentration. Interdisciplinary concentrations are available in Global Health, Complementary and Alternative Medicine, Health Disparities, and Public Health Policy. Information on the concentrations is available at www.sph.umn.edu/programs/ic/.

8.2 Fall 2012 MCH Epidemiology Emphasis Program Curriculum

48 Semester Credit Minimum

Please note that students must take the following courses A/F and receive a grade of B- or higher: All scientific basis courses, PubH 6673 (or PubH 6925) Grant Writing, PubH 6630 Foundation of MCH Leadership, and all SPH Core Courses.



Guide to Curriculum Notes

Please pay close attention to the following notes to assist you with your course planning.

- ① Offered in alternate academic years.
- ② Available in an on-line version at least once per academic year.
- ③ Available on-line only

Scientific Basis of Maternal and Child Health Epidemiology (6 credits)				
<i>Select one course from the following list:</i>				
Course	Notes	Title	Offered	Credits
PubH 6605	①	Reproductive and Perinatal Health	Spring `13	2
PubH 6675	①	Women's Health	Fall `13	2
PubH 6600	①, ③	Global Reproductive Health (online course)	Fall `12	2
<i>Select one course from the following list:</i>				
PubH 6381		Genetics in Public Health	Fall	2
PubH 6385		Epidemiology & Control of Infectious Disease	Spring	2
PubH 6386		Public Health Aspects of Cardiovascular Disease	Fall	2
PubH 6387		Cancer Epidemiology	Spring	2
PubH 6389		Nutritional Epidemiology	Fall	2
<i>Select one course from the following list:</i>				
PubH 6606	③	Children's Health: Issues, Program and Policies (online course)	Spring	2
PubH 6607	①	Adolescent Health: Issues, Programs & Policies	Spring `13	2
PubH 6613	①, ③	Chronic Illness and Disability in Childhood (online course)	Fall `12	2
PubH 6902	②	Maternal, Infant and Pre-School Nutrition	Fall, Summer `13 (online in summer)	2
PubH 6903	②	Child and Adolescent Nutrition	Fall, Summer `12 (online in summer)	2
PubH 6906		Global Nutrition	Spring	2
Methodological and Analytical Skills (12 credits)				
PubH 6342		Epidemiologic Methods II (prerequisite 6341)	Spring	3
PubH 6343		Epidemiologic Methods III (prerequisite 6342)	Fall	4
PubH 6390		Epidemiologic Methods III Lab	Fall	1

PubH 6451		Biostatistics II	Spring	4
Management and Communication Skills (1 credit)				
PubH 6673		Grant Writing for Public Health	Spring	1
Policy and Advocacy Skills (5- 6 credits)				
PubH 6630		Foundations of MCH Leadership	Fall	3
<i>Select one course from the following list:</i>				
PubH 6066		Building Communities, Increasing Health: Preparing for Community Health Work	Fall	2
PubH 6074		Mass Communication and Public Health	Spring	3
PubH 6078		Public Health Policy as a Prevention Strategy	Fall	2
PubH 6634		Advocacy and Children's Rights	Spring	2
PubH 6835		Principles of Health Policy	Spring	2

Public Health Core (15 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 6020	②	Fundamentals of Social and Behavioral Science	Fall/Spring/Summer	3
PubH 6101 or PubH 6102	②	Environmental Health Issues in Environmental and Occupational Health	Fall/Spring Spring/Summer	2 2
PubH 6341		Epidemiologic Methods I	Fall	3
PubH 6450		Biostatistics I	Fall/Spring	4
PubH 6741 or PubH 6742	② ②	Ethics in Public Health: Professional Practice and Policy Ethics in Public Health: Research and Policy	Fall/Spring/Summer Fall/Spring/Summer	1 1
PubH 6751	②	Principles of Management in Health Services Organizations	Fall/Spring	2
Culminating Experience and Field Experience (4 credits)				
PubH 7694		Masters Project (see section 2.7)	Fall/Spring/Summer	2
PubH 7696		Field Experience (see section 2.6)	Fall/Spring/Summer	2
Electives (to total 48 credits)				

Elective Credits/Concentrations

Elective courses are usually taken during the second year. Students completing one of the concentrations in the School will use their elective credits to complete the concentration. At this time, interdisciplinary concentrations are available in Global Health, Complementary and Alternative Medicine, Health Disparities, and Public Health Policy. Information on the concentrations is available at www.sph.umn.edu/programs/ic/. Because students in the epidemiology emphasis take several methods courses, it may be difficult for them to complete a concentration in two years.

8.3 Fall 2012 MCH Online/Distance Learning Curriculum

Please note that students must take the following courses A/F and receive a grade of B- or higher: All scientific basis courses, Nurs 5925 Grant Writing, PubH 6852 Program Evaluation, PubH 6655 Principles and Programs of MCH, and all SPH Core Courses.

42 Semester Credit Minimum

Scientific Basis of Maternal and Child Health (6 credits)			
Course	Title	Offered	Credits
PA 5451	Immigrant Health Issues	Fall	3-4
PubH 6600	Global Reproductive Health (online)	Fall `12	2
PubH 6606	Children's Health: Issues, Program and Policies (online)	Spring	2
PubH 6613	Chronic Illness and Disability in Childhood (online)	Fall `12	2
PubH 6902	Maternal and Infant Nutrition (online)	Summer `13	2
PubH 6903	Child and Adolescent Nutrition (online)	Summer `12	2
<i>Additional courses will be offered through the Public Health Institute held annually in May-June. The Program Director will advise students of these courses before the start of the Institute each year.</i>			
Methodological and Analytical Skills (5 credits)			
PubH 6852	Program Evaluation (online)	Spring	2
<i>Select a minimum of two additional credits in consultation with your academic advisor. Additional courses meeting this curriculum requirement will be offered through the Public Health Institute held annually in May- June. The Program Director will advise students of these courses before the start of the Institute each year.</i>			
PubH 6415	Biostatistical Methods II (online)	Spring/Summer	3
PubH 6420	Intro to SAS (online)	Summer	1
PubH 6765	Continuous Quality Improvement (online)	Spring	3
PubH7400	Clinical Trials (online)	Spring	3
Management and Communication Skills (6 credits)			
Nurs 5925	Grant Writing (online)	Spring	1
PubH 6655	Principals and Programs of MCH in the US (online)	Summer	2
PubH 6700	Foundations of Public Health	Spring	3
PubH 6724	The Health Care System and Public Health	Spring	3
<i>Select a minimum of three additional credits in consultation with your academic advisor. Additional courses meeting this curriculum requirement will be offered through the Public Health Institute held annually in May-June. The Program Director will advise students of these courses before the start of the Institute each year.</i>			
Public Health Core (14 credits)			
Note: Courses designated as part of the Public Health Core must be taken for a letter grade (A/F)			
PubH 6020	Fundamentals of Social and Behavioral Science (online)	Fall/Spring/Summer	3
PubH 6102	Issues in Environmental and Occupational Health (online)	Spring/Summer	2
PubH 6320	Fundamentals of Epidemiology (online)	Fall/Spring/Summer	3
PubH 6414	Biostatistical Methods I (online)	Fall/Summer	3
PubH 6741 or PubH 6742	Ethics in Public Health: Professional Practice and Policy (online) Ethics in Public Health: Research and Policy (online)	Fall /Summer Fall/ /Summer	1 1
PubH 6751	Principles of Management in Health Services Organizations (online)	Fall/Spring/Summer	2
Field Experience and Culminating Experience (4 credits)			
PubH 7696	Field Experience (see section 2.6)	Fall/Spring/Summer	2
PubH 7694	Masters Project (see section 2.7)	Fall/Spring/Summer	2

Electives (to total 42 credits)

Notes for MCH Online Students:

- Students in the online program who decide to complete a concentration will need to complete additional credits and should plan on most concentration coursework being taught in the traditional on-campus format.
- Online students are encouraged to examine online courses taught throughout the University to fulfill electives. Please view the class schedule at www.onestop.umn.edu to review course options. Students should check with their academic advisor about the appropriateness of a course as an elective as all electives do need advisor approval (though no formal petition is required).
- Students should consult with their academic advisor to select courses to meet the Methodological and Analytical Skills and Management and Communication Skills requirements. Few courses are listed in this section because we intend for students to select courses appropriate for their individual needs and interests through consultation with their academic advisor. Students are encouraged to review the course offerings in the class schedule and then discuss possible courses with their academic advisor for approval.
- Online students are required to visit the U of M for at least one of our Public Health Institutes.

8.4 Other MPH Degree Requirements

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

Maternal and Child Health Competencies (<http://www.atmch.org>), developed by the education committee of the Association of Teachers of Maternal and Child Health and approved by the membership and the Association of Schools of Public Health MCH Council in 1993 and revised in 2000, provide the basis for curriculum development programming for MCH graduate education programs. Achieving these competencies permit MCH professionals to perform the MCH essential services within a broader context of public health core functions.

I. Scientific Basis of MCH		
Competency Area Skills	How Acquired	How Measured
<p>Has knowledge and understanding of the following:</p> <ul style="list-style-type: none"> • Major domestic and international causes of mortality and morbidity associated with pregnancy, infancy, childhood, adolescence, and the child-bearing years • Normal patterns of individual and family growth and development from a lifespan perspective • Determinants of health & illness & includes biological, behavioral & socio-cultural perspectives • Characteristics of health care systems • Principles of population based health promotion • Principles of community organization, change and development • Comprehension of foundations of scientific inquiry & limitations of conceptual frameworks <p>Demonstration of the following skills:</p> <ul style="list-style-type: none"> • Describe MCH topics in terms of time, magnitude/severity, dispersion/location & comorbidity • Identify scientific underpinnings for MCH interventions • Apply knowledge of demographics, health, familial, community & environmental factors to the design of MCH programs • Critically analyze health disparities on race/ethnicity, SES, position & gender 	<ul style="list-style-type: none"> • PubH 6020, 6605, 6606, 6607, 6613, 6645, 6675, 6902, 6903, 6906 • Field experience • Culminating Experience 	<ul style="list-style-type: none"> • Normal patterns of individual and family growth and development course evaluations • Student grades • Student and preceptor evaluations of field experience • Culminating Experience from a lifespan perspective

II. Methodological and Analytical Skills		
Competency Area Skills	How Acquired	How Measured
<p>Has knowledge and understanding of the following:</p> <ul style="list-style-type: none"> • Research design, sampling, basic descriptive and inferential statistics, validity and reliability assessment of measures • Epidemiological concepts and descriptive epidemiology • Use of data to illuminate ethical, political, scientific, economic, and overall public health issues • Strengths and limitations of qualitative and quantitative methods • Data collections strategies, strengths and limitations • Key features of community assessment, program design, implementation & evaluation <p>Demonstrate the following skills:</p> <ul style="list-style-type: none"> • Prepare and interpret data from vital statistics, census, surveys & other relevant reports • Application of appropriate qualitative methods for understanding MCH health status • Use of data for asset identification, assessment, program planning, implementation & evaluation • Formulate research hypothesis and implant an analytic strategy • Evaluate the integrity & comparability of data & identify existing gaps • Extract data from primary & secondary sources with the use of appropriate statistical software 	<ul style="list-style-type: none"> • PubH 6034, 6035, 6320, 6325, 6331, 6345, 6414, 6415, 6450, 6451, 6617, 6705, 6806, 6910 • Field experience • Culminating Experience 	<ul style="list-style-type: none"> • Course evaluations • Student grades • Student and preceptor evaluations of field experience • Culminating Experience
III. Management and Communication Skills		
Competency Area Skills	How Acquired	How Measured
<p>Has knowledge and understanding of the following:</p> <ul style="list-style-type: none"> • Organizational and management theories and practices, and their administration in public and private agencies. • Application of Inter-organizational theories and principles of systems development, management and analysis • The purposes, rationale, activities, staffing, data strategy and analysis plan for a MCH program • Appropriate use of networking, team building, small group process, advocacy and negotiation skills, and community organization and coalition building techniques to address MCH issues and problems • Techniques of soliciting and maintaining consumer and other constituency input at all levels of organization • The processes, organization and administration of quality management techniques in MCH <p>Demonstration of the following skills:</p> <ul style="list-style-type: none"> • Apply knowledge of management to the implementation of integrated MCH service systems • Integrate health promotion strategies with primary care & other health systems • Develop mechanisms to monitor and evaluate programs including the use of performance measures. • Develop a budget with justification • Develop background & significance section of a grant application 	<ul style="list-style-type: none"> • PubH 6034, 6035, 6320, 6325, 6331, 6345, 6414, 6415, 6450, 6451, 6617, 6705, 6806, 6910 • Field experience • Culminating Experience 	<ul style="list-style-type: none"> • Course evaluations • Student grades • Student and preceptor evaluations of field experience • Culminating Experience

<ul style="list-style-type: none"> • Effective written & oral communication skills applicable to multiple settings i.e., health agency, legislative, media, etc. • Develop & disseminate continuing MCH education programs • Effectively resolve conflict through management techniques • Development of linkages to community boards & coalitions • Use information technology for efficient programming. 		
IV. Values and Ethics in MCH		
Competency Area Skills	How Acquired	How Measured
<p>Has knowledge and understanding of:</p> <ul style="list-style-type: none"> • The philosophy, values, and social justice concepts associated with MCH • The principles and issues involved in the ethical and sensitive conduct of practice and research within MCH populations • The philosophical concepts and rationale underlying the delivery of family centered, comprehensive, community-based, and culturally competent MCH and public health services and programs, including recognition of community assets <p>Demonstrate the following skills:</p> <ul style="list-style-type: none"> • Ethical conduct in practice, program management, research and data collection/storage • Promotion of cultural competence concepts within diverse MCH settings • Build partnerships within MCH communities & constituencies to foster community empowerment, reciprocal learning and involvement in research design 	<ul style="list-style-type: none"> • PubH 6020, 6605, 6606, 6607, 6613, • 6630, 6645, 6675, 6741, 6742 • Field experience • Culminating Experience 	<ul style="list-style-type: none"> • Course evaluations • Student grades • Student and preceptor evaluations of field experience • Culminating Experience

Changing Tracks:

Students may request to switch tracks by completing a form available by contacting Kathryn Schwartz at schwa139@umn.edu. Students are encouraged to discuss changing tracks with their academic advisor and Kathryn as early in the program as possible.

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 the following pre-approved course list); OR
- Pass an equivalency exam in the core area; OR
- Pass an advanced course in the core area as approved by the respective division head or the Educational Policy Committee; OR
- Complete a graduate level course, with a grade of B or better, at an accredited university or college that meets the competencies defined by the Council on Education for Public Health. 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.

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 Program Director – 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) to receive an MPH degree.

S-N Grade Option

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

Public Health Core Courses

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

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

MPH Study Plan

Students are required to submit a completed MPH Study Plan to their Program 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 Program coordinators to review the study plan and notify students if they are missing any requirements prior to their last term of study.

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 Program Director 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 Program coordinator for processing. The *Petition* form can be found at <http://policy.umn.edu/forms/otr/otr172.pdf>

The Program coordinator will forward the petition to the curriculum committee for approval 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://policy.umn.edu/forms/otr/otr172.pdf>.

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. Students should apply for approval before they take the course whenever possible as permission could be denied. Students should:

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:
 - Briefly state the exception or approval to be considered: describe the course requested for substitution including the course title, number of credits, term and year taken, and the name of the institution offering the course. Also list the course/requirement in your degree program for which you are asking for the substitution.
 - Provide an explanation or reason to grant your request below: 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 the advisor. S/he will complete the Department section of the *Petition* form and indicate whether or not s/he approves of the request.
4. After the advisor has made his/her recommendations, the student should submit these materials to the Program 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 6751/6752, 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 Program coordinator. Upon receipt of those materials, the Program coordinator will review the request with the Program Director and then if approved by the Program Director, all copies of the request will be forwarded to the Student Service Center to be presented to the appropriate SPH Educational Policy committee members. The student will be notified via e-mail of the committee's decision. If the Program Director does not approve of the request, the Program 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. Copies of this form can be obtained from the Program coordinator, the Student Services Center or downloaded from <http://policy.umn.edu/Forms/otr/otr177.pdf>. Students are encouraged to submit the form in their first semester of matriculation.

8.5 Sample Schedules

Students are strongly encouraged to meet with their academic advisors each term prior to registration to review their academic plan.

Note: Part-time schedules are available upon request from Kathryn Schwartz. Part-time students must plan carefully to make sure courses that are sequential in nature are taken in the appropriate order. Students may contact Kathryn Schwartz at schwa139@umn.edu for assistance with your schedule.

Full-Time Standard Program Option [48 credits]

Fall Semester I

Course	Title	Credits
PubH 6320	Fundamentals of Epidemiology	3
PubH 6414	Biostatistical Methods I	3
PubH 6630	Foundations of MCH Leadership	3
	1 Scientific Basis Course	2

Spring Semester I

PubH 6034	Program Evaluation for Public Health Practice	3
PubH 6673	Grant Writing for Public Health	1
	1 Scientific Basis Course	2
	1 Management, Policy, or Advocacy Course*	2
	1 Methodological and Analytical Course*	3

May/Summer Session I

PubH 6741	Ethics in Public Health: Professional Practice and Policy	1
PubH 6102	Issues in Environmental and Occupational Health (online)	2
PubH 7696	Field Experience	2

Fall Semester II

PubH 6020	Fundamentals of Social/Behavioral Science	3
PubH 6751	Principles of Management in Health Services Organizations	2
	1 Scientific Basis Course	2
	1 Methodological and Analytical Course*	3

Spring Semester II

PubH 7694	Culminating Experience	2
	2 Elective Courses	5
	1 Methodological and Analytical Course*	2
	1 Scientific Basis Course	2

*Several course options with varying credit totals are available to meet Methodological and Analytical Skills, and the Management/Policy/or Advocacy requirements

Full-Time MCH Epidemiology Emphasis [48 credits]

Fall Semester I

Course	Title	Credits
PubH 6341	Epidemiologic Methods I	3
PubH 6450	Biostatistics I	4
PubH 6630	Foundations of MCH Leadership	3
PubH 6751	Principles of Management & Hlth Services Organizations (2 nd half semester)	2

Spring Semester I

PubH 6342	Epidemiologic Methods II	3
PubH 6451	Biostatistics II	4
	1 Policy and Advocacy Course	2
	1 Scientific Basis Course	2

May/Summer Session I

PubH 6102	Issues in Environmental Health	2
PubH 7696	Field Experience	2

Fall Semester II

PubH 6343	Epidemiologic Methods III	4
PubH 6390	Epidemiology Methods III Lab	1
PubH 6741	Ethics in Public Health: Professional Practice and Policy	1
	1 Scientific Basis Course	2
	Elective Course	2

Spring Semester II

PubH 6020	Fundamentals of Social and Behavioral Science	3
PubH 7694	Culminating Experience	2
PubH 6673	Grant Writing	1
	1 Scientific Basis Course	2
	Elective Course(s)	1-3

*Several course options with varying credit totals are available to meet Methodological and Analytical Skills, and the Management/Policy/or Advocacy requirements

Full-Time MCH Online/Distance Learning Sample Schedule [42 credits]

Fall Semester I

Course	Title	Credits
PubH 6320	Fundamentals of Epidemiology	3
PubH 6414	Biostatistical Methods I	3
PubH 6020	Fundamentals of Social and Behavioral Sciences	3

Spring Semester I

PubH 6852	Program Evaluation	2
Nurs 5925	Grant Writing	1
	Scientific Basis Course	2
PubH 6741	Ethics in Public Health	1
	Elective Course	2

Summer Semester I

	Methodological and Analytical Skills course(s)	3
PubH 6751	Principles of Management in a Health Services Organization	2
	Management and Communications Course	3
PubH 6655	Principles and Programs of MCH in the U.S.	2

Fall Semester II

	Scientific Basis course	2
	2 Elective courses	4
PubH 7696	Field Experience	2

Spring Semester II

PubH 6102	Issues in Environmental and Occupational Health	2
PubH 7694	Culminating Experience	2
	Scientific Basis course	2
	Elective course	1

Other Curriculum Suggestions for all MCH Students

Scientific Basis of Maternal and Child Health

Students are expected to have taken PubH 6630 *Foundations of MCH Leadership* before or concurrently with the Scientific Basis of MCH courses.

Management and Communication Skills

Standard and Epi Emphasis students are required to take PubH 6673 – *Grant Writing for Public Health*. Students in the online program are required to take Nurs 5800 *Grantwriting*. Non-credit seminars or workshops on grant writing cannot be used as a substitute for PubH 6673.

Policy and Advocacy Skills

Students in the Standard and Epi Emphasis must take PubH 6630 *Foundations of MCH Leadership*. Students in the online program must take PubH 6655 *Principles and Programs of MCH in the U.S.*

Public Health Core

It is important that students consult with their advisor about whether to take PubH 6414 or 6450 to meet the biostatistics requirement and whether to take PubH 6320 or 6341 to meet the epidemiology requirement. MCH Epi Emphasis students do not have the option: they must take 6341 and 6450.

8.6 Field Experience

Goals

The goal of the field experience is to provide an opportunity for Maternal and Child Health students to strengthen their philosophy and understanding of public health and to begin developing an identity as a professional in MCH. More details on the field experience are available in the Advising and Culminating Experience and Field Experience Guidelines which can be found at www.sph.umn.edu/pdf/programs/mch/MCH_advising_guidelines.pdf. **This goal is achieved by working with MCH professionals in a field agency outside of the University of Minnesota to introduce the student to:**

- The broad practice and philosophy of public health as it relates to MCH;
- The administrative and organizational framework for MCH programs and services at state and local levels; and
- The application of theory and skill to practice through work experiences with professional and community colleagues.

The field experience should increase the students' confidence and ability to assess their strengths and weaknesses as members of a public health team. Field experiences provide opportunities for personal involvement in developing, planning, executing, and evaluating public health activities for MCH populations.

To achieve these goals, students, in consultation with their advisor, will identify objectives specific to their field placement. The following list provides examples of relevant objectives, but is by no means exhaustive:

- Explore and apply methods of working effectively with communities or special populations within the community;
- Participate in needs identification, planning, organizing, directing, coordinating, and/or evaluating the components of health services, programs, and projects related to MCH;
- Participate in assessing health problems of a selected population;
- Interpret current MCH research findings and their practical application to personal and community health through appropriate consultation experiences for physicians, nurses, social workers, therapists, teachers, nutritionists, or other health workers;
- Plan, direct, implement, and evaluate in-service education and orientation programs for professional and allied health workers in MCH programs;
- Participate in coordinating MCH services with related programs;
- Participate in planning, implementing, and evaluating needs assessments and health surveys that relate to MCH issues;
- Participate as a member of a multidisciplinary public health team;
- Select, plan, prepare, and evaluate teaching aids and materials to disseminate information to professional and nonprofessional audiences through various media; and
- Interpret legislation for professionals and consumers;

How to Meet the Field Experience Requirement

The field experience should be started after students have completed half of their required course work. Students are encouraged to begin seeking an appropriate site six months before they are prepared to begin. Students should consult with their academic advisor in selecting a site appropriate for achieving their educational and professional objectives.

Students must register for 2 semester credits in PubH 7696. Each credit requires 60 hours of work with the agency/site. A maximum of 3 credits can be negotiated with academic advisor approval.

Periodic communication with the advisor during the field experience is expected, although the faculty advisor will not observe students at their field site. The site preceptor must have a master's level degree or higher and may not be a MCH faculty member.

How to Register and Complete the Field Experience

1. Once a potential placement has been identified, the student should make contact with the organization to identify and define a specific project or area, time commitment, and a site preceptor.
2. The *Field Experience/Internship Contract* form must be completed, approved (with signatures) by all parties and submitted to Kathryn Schwartz, Program coordinator. Electronic completion of this form is available at <http://www.ahc.umn.edu/sphfieldexp/index.cfm>. The contract must be submitted before students begin the field experience. Once the signed *Field Experience/Internship Contract* form has been submitted to Kathryn Schwartz, Program coordinator, she will enter in electronic permission to register for PubH 7696. The student will receive an e-mail from Kathryn once this has been done.
3. 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, Culminating Experience, or dissertation is in such a facility, students may be asked by the institution to submit paperwork.
4. Some agencies may ask students to sign agreements concerning confidentiality of data or other data practices. This may be especially true in settings where students will have access to personal identifiers.
5. The field experience is graded on a pass/fail (S/N) basis. Upon completion of their field experience, students should provide the site preceptor with a *Preceptor Evaluation of Field Experience/Internship* form. Forms are available on-line at <http://www.ahc.umn.edu/sphfieldexp/index.cfm>. Students also need to complete a *Student Evaluation of Field Experience/ Internship* form. This form is also available at <http://www.ahc.umn.edu/sphfieldexp/index.cfm>. The completed forms should be submitted electronically to Kathryn Schwartz, Program coordinator. She will give the forms to the students' faculty field experience advisor who will then review them and request a grade change. The completed forms will remain in the student's file.
6. It is expected that students send a letter of appreciation to their site preceptor. The advisor will send a similar letter of appreciation; therefore a complete mailing address for the site preceptor should be on the evaluation forms.

Relationship to Culminating Experience

The Culminating Experience and field experience should represent separate activities, though they may be related. The Culminating Experience should involve more independent work than the field experience. A Culminating Experience 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 Culminating Experience.

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

8.7 Culminating Experience

Purpose

The purpose of the Culminating Experience is to enable students to demonstrate:

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

Project Options

Students should discuss their project with their academic advisors. It is possible that the academic advisor will also be the project advisor. Even if students choose a different project advisor, that choice should be made in consultation with the academic advisor—and the academic advisor should be kept apprised of progress on the MPH project. More details on the field experience are available in the Advising and Culminating Experience and Field Experience Guidelines which can be found at www.sph.umn.edu/pdf/programs/mch/MCH_advising_guidelines.pdf.

Students may choose among four options for their MPH project. The choice of options should be decided in consultation with their advisor. The options are:

1. Research project;
2. Technical report;
3. Critical literature review project; or
4. Research proposal

Students with an MCH Epidemiology emphasis are encouraged to select the research report or the research proposal.

The diversity and number of research questions related to Maternal and Child Health 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 before the beginning 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 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 MCH;
- A formal course that stimulates interest in a specific area;
- Field placement projects that include sufficient scope and scholarly activity to constitute a Culminating Experience;
- Announcements from community organizations or public health agencies that have contacted the MCH program or SPH Career Center; and
- 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 Culminating Experience or be referred to a public domain database.

Option 1: Research Project

This option is available for students who would like to apply research skills and analyze data (usually secondary data). The research project will focus on pertinent questions or issues in MCH. This project will demonstrate the student's ability:

- To plan and conduct research using appropriate scientific methods;
- To assess quantitative or qualitative analysis using primary or secondary data; and
- For assessing the relevance of the findings of a project and 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 Page: designate project option, advisor name, date, copyright permission (optional)
- 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 MCH
 - B. Conceptual model or theoretical framework (if appropriate)
 - C. Statement of purpose
- VI. Methodology
 - A. Study design
 - B. Description of database/population and sample selection procedures including nature of response and non-response, as appropriate
 - C. Description of data/information collection procedures, study site and instrumentation, as appropriate
 - D. Analytic method
- VII. Results
- VIII. Discussion
 - A. Description of how findings confirm/depart from those of others
 - B. Strengths and weaknesses of study
- IX. Conclusion and implications for public health/MCH
- X. References
- XI. Appendices (include copies of instruments, surveys, records used, IRB documentation, etc.)

Pending advisor's approval, students who plan to submit their Culminating Experience for publication may submit the final project in the article format specified by a professional 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 who are seeking guidance on the format for the research project paper should examine published public health research reports in journals like the American Journal of Public Health.

Option 2: Technical Report

This option gives students the opportunity to have in-depth involvement in a public health program. Students may work with an agency or combine the field placement experience with the Culminating Experience requirement, depending on the needs of the agency and the interests of the student. The project will meet the needs of the agency, as well as the MPH requirement to produce scholarly work as the culmination of the graduate program. It is not a research study but should reflect critical thinking, problem solving and creativity. The project should address topics of relevance to the field of MCH and may reflect the product of: program evaluation; a community needs assessment; an assessment of current practices or policies, data systems, or screening methods; or the development of a curriculum or program.

The technical report will demonstrate the student's ability:

- To develop or evaluate program plans, processes, service activities or outcomes;
- To plan and organize a body of technical information into a cohesive and acceptable report format; and
- To assess the relevance policy and programmatic implications of the findings.

The technical report should be written in a style and format usable and useful to the agency, program planners and/or policy makers. The format should be determined by the student in consultation with the faculty project advisor and site supervisor. The technical report should include the following components:

- I. Title Page: designate project option, advisor name, date, copyright permission (optional)
- II. Acknowledgments
- III. Executive Summary
- IV. Table of Contents
- V. Overview of problem, issue, or project including its significance to public health, MCH and/or the agency
- VI. Critical Literature Review: A modest literature review may be necessary to contextualize the purpose of the project or the findings of the project
- VII. Methodology
 - A. Design or plan of approach
 - B. Description of data base/population and sample selection procedures including nature of response and non-response, as appropriate (e.g., Children's Defense Fund, March of Dimes)
 - C. Description of data/information collection procedures, study site and instrumentation, as appropriate
 - D. Analytic method
- VIII. Results
- IX. Discussion
 - A. Description of how findings confirm/depart from those of others
 - B. Strengths and weaknesses of project
 - C. Conclusion and implications for public health/MCH and/or the agency involved
- X. References
- XI. Appendices (include copies of instruments, surveys, records used, IRB documentation, etc.)

Option 3: Critical Literature Review Project

This option gives the student the opportunity to do a scholarly comprehensive and integrative review of published literature to address a specific issue that is relevant to the science and practice of MCH. This literature review must be of publishable quality and will 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 MCH;
- To critically and systematically evaluate the scientific, programmatic, or practice and policy evidence in the selected MCH content area;
- To recognize gaps in existing knowledge; and
- To assess the relevance of the literature to the delivery of health services and/or the development of programs or interventions for MCH populations.

A review could examine:

- The evidence-based review of a causal link (e.g., Is there a relationship between maternal hypertension and fetal growth?);
- The best practices in programming, evaluation or policy (e.g., Are abstinence-based programs associated with reductions in teen pregnancy?);
- The methodological concerns in studies of MCH populations (e.g., How has SES been modeled in studies of teenagers?);
- The evidence-based review of a critical issue (e.g., Mortality and morbidity for large-for-age babies).

The Critical Review Project typically has the following components:

- I. Title Page: designate project option, advisor name, date, copyright permission (optional)
- 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 MCH

- 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 critical appraisal of the literature would involve a critique of the relevant studies that identifies strengths, weaknesses, and gaps (e.g., measurement of concepts, sampling, design, and analysis). An approach to this section would be to develop a table summarizing the studies reviewed, with the salient characteristics of the studies specified. It is generally recommended that the emphasis be on actual results of studies reviewed and not the authors' discussion of their results.
- VIII. Discussion

This section is a summary of trends or patterns in the studies reviewed. If the review involves examining the evidence for a causal link between one or more factors and health outcomes, this section may discuss the literature relative to the general criteria for causality (e.g., strength of association, consistency across studies, temporal relationship, dose-response, biologic plausibility).
- IX. Conclusion and Implications for Public Health/MCH
- X. References
- XI. Appendices

Pending advisor's approval, students who plan to submit their Culminating Experience 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 seeking guidance on the critical literature review project should examine published review articles on the Cochrane database or in public health or medical journals (e.g., *The Annual Review of Public Health*). Students are also advised to read *Health Sciences Literature Review Made Easy: The Matrix Method* by Associate Dean Judy Garrard.

Option 4: Research Proposal

This option gives the student an opportunity to demonstrate methodological and critical analyses skills. The product of this proposal is a formal research proposal that could be submitted to a funding agency. It is intended to be an NIH-type proposal (i.e., distinguished from a 5-page proposal that is common among community-based funders). In their grantwriting course, MCH students learn the elements of grantwriting that is typical for foundations. Many of the skills they learn in this course are relevant to this project EXCEPT THAT this project requires a longer narrative and more content and methodological depth.

This proposal will demonstrate the student's ability:

- To synthesize the literature that forms the background for the research project;
- To recognize gaps in existing knowledge;
- To frame researchable questions; and
- To develop a feasible study design.

The project could propose secondary analyses of an extant database, evaluation of a program, or conduct of an etiologic or intervention research project. Students may consider the length of the project to be anywhere between 1-5 years (whatever is most relevant for the project). Unlike real proposals, this project will not include a budget, a description of the investigators (or their previous work).

There are several websites that provide advice about how to write a proposal. A short article by Frank Pajares may be of help: <http://www.des.emory.edu/mfp/proposal.html>. Of most help may be for students to ask their advisors for examples of research proposals.

The Proposal typically has the following components:

- I. Title Page: designate project option, advisor name, date, copyright permission (optional)
- II. Abstract - not to exceed 250 words

- III. Acknowledgments
- IV. Table of Contents
- V. Statement of the Problem
- VI. Specific Aims. Long and short-term objectives of the proposed work
- VII. Background
 - a. Statement and development of problem, including its significance to public health and MCH (i.e., provide a framework for the importance of the proposed study)
 - b. Gaps in knowledge (i.e., to provide a framework for the significance of the proposed study)
- VIII. Methods (i.e., the heart of the proposal!)
 - a. Theoretical framework
 - b. Sample
 - c. Instruments (e.g., surveys, scales)
 - d. Data collection
 - e. Data analysis
 - f. Timetable
- IX. Strengths and Limitations of the Proposed Study
- X. Conclusion and Implications for Public Health/MCH
- XI. References
- XII. Appendices

Culminating Experience Advisor

All students must have an advisor to guide and approve the steps in the Culminating Experience process. The Culminating Experience advisor does not have to be the student's academic advisor, but the academic advisor should help choose the project advisor and should be kept apprised of the student's progress on the Culminating Experience. The project advisor must be a member of the MCH faculty. When a faculty member agrees to serve as their project advisor, students should inform their academic advisor and the Program coordinators of the name of the project advisor and the subject or working title of their Culminating Experience. The role of the Culminating Experience advisor varies with the project. Advisors should discuss with students the appropriate scope and amount of work/credits for the project. Students can expect their project advisor to:

- Be available for consulting with the student at all stages of the project;
- Review and approve all project protocols and methods; and
- Provide guidance about the format and content of the final report;

Culminating Experience Committee

The committee must include at least three members:

1. The Culminating Experience advisor, who must be an MCH faculty member, will chair the committee;
2. The second committee member must be an MCH faculty member. This person will be the academic advisor of the student if the academic advisor is not also the project advisor; and
3. One outside faculty person. This person must be a regular or adjunct/affiliated faculty member from the University, but outside of the MCH Major. The project advisor and the student select this person.

The student's academic advisor can also serve as the project advisor if both parties agree. If the student selects a project advisor who is not her/his academic advisor, the academic advisor must be the second committee member. A list of MCH faculty members and their research interests is available in *section 8.10*. All of the faculty members included in this list may serve as a Culminating Experience advisor for an MCH student. Students with questions about any faculty member's appointment should contact one of the Program coordinators for clarification. **Please remember the academic advisor must be either the first or second committee member.**

It is recommended that students inform all member of their committee about the scope of the project to give all committee members a chance to have input. Students should also keep committee members updated on their progress (e-mail is often fine) and be sure to schedule their exam at least one month in advance. Students should be aware that all faculty members have full research/training schedules and are often heavily scheduled.

Approval Process and Registration

After selecting a topic, it is suggested that the project proposal be submitted to the advisor no later than the beginning of the Fall semester in year two. This schedule will be different for part-time students.

Prior to registering for the Culminating Experience, students must submit the *Culminating Experience Approval Form* <http://www.sph.umn.edu/programs/mch/> under the tab Student Resources. Students must have this form approved and signed by their Culminating Experience advisor, and submitted to Kathryn Schwartz, Program coordinator, before they can start work on their Culminating Experience. The outline should include a detailed description of the Culminating Experience.

Students must register for PubH 7694 – Culminating Experience: Maternal and Child Health for 2 semester credits. The grade option for these credits is S-N only. Most students do not complete their Culminating Experience credits the same semester they register for credits and thus the credits remain a "K" for "work in progress" on the transcript until they complete their project and hold their oral exam.

The Culminating Experience is completed in an independent study format with regular advisor meetings. Students are encouraged to review the proposal with their advisor and schedule meetings as outlined in the implementation plan. Regular meetings with the members of the exam committee are not expected but may occur.

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. Students should go to www.research.umn.edu/irb/index.html to familiarize themselves with IRB rules.

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. Shorter papers (12-20 pages) prepared in a journal format to be submitted for publication may be appropriated for research projects, but longer papers (20-50 pages) are more typical of a Culminating Experience. Papers should be double-spaced, with 1-inch margins, using a font of 12, and prepared according to accepted style guidelines. 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. Abstracts are available on www.epi.umn.edu/mch.

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.
- APA, Purdue Online Writing Lab, <http://owl.english.purdue.edu/owl/resource/560/01/>
- Vancouver, Monash University Library, <http://www.lib.monash.edu.au/tutorials/citing>

Suggested Timetable

During Fall Semester II students should:

- Develop topic and select project option in consultation with their advisor;
- Submit project proposal to their advisor for approval;
- Once approved, submit the Culminating Experience Approval Form to Kathryn Schwartz, Program coordinator, and register for Culminating Experience credits;
- Complete IRB application (allow two months for approval); and
- After IRB approval, begin work on their project.

Three to four months before their expected program completion students should:

- Continue work on their project; and
- Identify and contact (in consultation with their advisor) possible Oral Examination Committee members to determine interest and availability.

One to three months before expected program completion students should:

- Submit the first draft of the project to their advisor and make an appointment for a follow-up discussion (allow 2 weeks for advisor to read draft);
- Discuss the draft with their advisor and make revisions and corrections (more than one round of revisions will probably be required);

- Schedule their Oral Examination, with advisor approval; and
- Submit final project to advisor and Committee members (allow at minimum two weeks for reading).

Costs Associated with the Culminating Experience

Students are responsible for costs associated with completing their Culminating Experiences. 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. A call for submissions for this award is usually sent out via email in October and April. 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. The following rules for such access are:

- 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 or the Program coordinators.

Dissemination and Authorship

It is expected that projects will result in methods and findings of interest to professionals in the field. Students are highly encouraged to disseminate their findings at professional meetings (poster or paper), in a professional journal at the annual summer MCH Institute or by preparing a technical report for MCH agencies.

It is assumed that the student will be the first author on their master's paper manuscript if it is submitted for publication and if the student meets the qualifications for first authorship. Students and advisors should have a conversation about authorship before work begins and authorship should be revisited if any author (including the student) is not contributing substantively to the manuscript.

Many advisors have rules about authorship and the student and the advisor should discuss these rules. Interested students may also refer to the authorship guidelines of the International Committee of Medical Journal Editors (ICMJE) (<http://www.icmje.org/>). According to ICMJE, authors should have made substantial contributions to all three of the following: Conception or design, or acquisition of data, or analysis and interpretation of data, and Drafting the article or revising it critically for important intellectual content, and Final approval of the version to be published.

Order of authorship should reflect the extent of each collaborator's contribution to the paper, with the first author typically being the individual who takes primary responsibility for proposing and writing the first draft of the paper. It is the first author's responsibility to ensure that all the co-authors have the opportunity to review and contribute to various drafts of a paper or presentation before it is submitted. It is also the first author's responsibility to determine order of authorship, based on contribution. The major burdens of authorship (and revisions) fall on the first author. If the first author is unable to take an active intellectual role in the creation of the paper, s/he has an ethical obligation to assume a lesser authorship. All authors are expected to be able to take public responsibility for a paper; the first author should be knowledgeable enough—and involved enough—to be able to step into the role as primary spokesperson.

Individuals who have made contributions to a manuscript, but who do not qualify for authorship should be listed, with their permission, in the Acknowledgments or in an Appendix. An example of such an individual would be a statistician who followed directions from the authors to do the study data analysis and offered no contributions of his/her own to the development of the paper.

8.8 Oral Presentation and Examination

The following are guidelines for the MPH examination for the Maternal and Child Health Major. Forms mentioned below can be found at <http://www.sph.umn.edu/programs/mch/> under the tab Student Resources.

Students give an oral presentation of the Culminating Experience to a public audience and their Examining Committee. The presentation should last approximately 15-20 minutes followed by 10 minutes for audience questions. After the presentation, the student and the Examining Committee convene for a closed-door examination, which lasts for approximately 30-60 minutes.

Student in the online/distance learning program may have the option to complete their exam via teleconference.

Material Covered

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

1. Culminating Experience;
2. Course materials and seminars;
3. Issues of practical application

Before the Examination

Students need to complete Part I of the *Study Plan* at least one semester before completion of their coursework. The form can be found at www.sph.umn.edu/pdf/programs/MPHStudyPlan.doc. Students should complete Pages 1 & 2 of the *Study Plan* and then turn in the *Study Plan* to Kathryn Schwartz (cube 398D WBOB), Program coordinator, who will then make sure the advisor and Program Director 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 files.

Students are responsible for scheduling the oral exam with the committee members, reserving a small conference room for a minimum of two hours to allow preparatory time and post-exam discussion time, if needed. Students are expected to determine the date and time of their defense and schedule the room.

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

It is a good idea to reserve the room 30 minutes prior to the presentation time. Allowing that additional 30 minutes will ensure that the audio-visual equipment reserved has been set up and is working. To reserve an LCD projector and/or laptop, please notify Kathryn at least two weeks in advance.

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 Kathryn (schwa139@umn.edu) of the date of the oral exam so that the proper paperwork can be forwarded to the project advisor. Students should send Kathryn a copy of the project abstract electronically. This abstract will be included in the announcement of the oral to students and faculty. The abstract will also be posted on the Center for Leadership Education in MCH website.

During the Exam

The student's formal presentation should cover the Culminating Experience and may also include:

- An introduction and rationale for the project;
- A description of the methods used;
- A description of major findings; and
- A concluding statement regarding public health implications and directions for the future research or program/policy development.

The exact components for the presentation will vary among individuals, but all presentations should be well prepared and suitable for a professional audience.

After the Exam

The "exam" involves the student's formal presentation, questions from the audience, and questions from the Examining Committee. After the Examining Committee has finished its questions, the student will be excused from the room and the Committee will make its decision by a vote. If the vote is split, the committee discusses their respective opinions and strives to reach a unanimous decision. The final decision will be one of the following:

- **Pass** – The requirements are complete. The Committee members sign the MPH Study Plan indicating that the student has passed.
- **Pass pending revisions** – The Committee may request revisions of the written Culminating Experience. In this case the advisor is responsible for summarizing the changes to be made, designating who will review the

changes, and setting a date when the changes are due. The student must make the changes and submit an updated version of the project to the member(s) by the date designated at the exam. Reviewers are given two weeks to evaluate the updated project. Upon approving the changes the advisor will sign and forward the MPH Study Plan and student's transcript to Kathryn Schwartz.

- **Re-take** – In the case of a re-take, the Committee will provide specific reasons for the re-take and provide guidance to the student about what must be demonstrated to pass. The advisor will give this as verbal feedback to the student in the committee's presence, as well as in writing after the exam, with copies to the other Committee members and the Program coordinators.

The MPH will not be conferred until the Exam Committee is satisfied with both the quality of the presentation and the Culminating Experience. The project advisor is responsible for returning the student's file with the signed study plan to the Kathryn as well as submitting a grade change for the Culminating Experience research credits, PubH 7694.

Once any necessary changes or corrections to the Culminating Experience have been completed, students must submit one unbound, unstapled copy of their Culminating Experience paper and abstract to Kathryn Schwartz, Program coordinator. You may send the final version of your paper to Kathryn via email to schwa139@umn.edu.

An abstract of every MCH student's project is placed on the website for the Center for Leadership Education in Maternal and Child Public Health, www.epi.umn.edu/mch. Students who do not wish to have their abstract on the website should contact Dr. Wendy Hellerstedt (helle023@umn.edu).

8.9 Graduate Follow-up Survey

Students must submit the Graduate Follow-Up Survey prior to receiving their degree or certificate. Students may complete the process online at the appropriate link on the current student Web page http://secure.ahc.umn.edu/PublicHealth/careersurvey/gs_login.cfm. Upon submitting the electronic survey, the student's relevant program 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.

8.10 Program Faculty List

Primary Faculty

Name	Phone	E-mail	Research Expertise
Zobeida Bonilla, PhD, MPH	624-1818	zbonilla@umn.edu	Health disparities, global MCH and qualitative research
Sonya Brady, PhD	626-4026	ssbrady@umn.edu	Health risk behavior during adolescence and young adulthood; Developmental influences on risk taking; Mechanisms linking stressful life circumstances to health risk behavior and factors promoting resiliency; Promotion of health protective behavior; Public policies affecting adolescent health.
Ellen Demerath, PhD	624-8231	ewd@umn.edu	Body composition and obesity assessment; Developmental determinants of cardiovascular disease risk; Lifecourse epidemiology; Genetic epidemiology of obesity, diabetes, and coronary heart disease; Biomarkers of biological senescence
John Finnegan, Jr., PhD	625-1179	finne001@umn.edu	Media communication and public health; Community campaigns; The "Knowledge Gap" and health outcomes; Digital information technology and its impact on public health
Jean Forster, PhD, MPH	626-8864	forst001@umn.edu	Public health policy as a prevention strategy; Community-based strategies for chronic disease prevention; Tobacco policy
Bernard Harlow, PhD, MPH	626-6527	harlow@umn.edu	Clinical and population-based reproductive epidemiology; the epidemiology of reproductive cancers; data collection methods; and influence of psychiatric disorders on reproductive function

Eileen Harwood, PhD	626-1824	harwo002@umn.edu	Social Epidemiology Health Program and Policy Evaluation Alcohol; Tobacco and Illicit Drugs
Wendy Hellerstedt, PhD	626-2077	helle023@umn.edu	Birth outcomes for underserved women; Adolescent pregnancy prevention; pregnancy intention; Relationship of parity to chronic disease and birth outcomes; Women's health; Perinatal and reproductive health; Socioeconomic status; Health disparities
Deborah Hennrikus, PhD	626-8646	hennr001@umn.edu	Smoking cessation; Reducing environmental tobacco smoke exposure; Health education in clinical settings
John Himes, PhD	624-8210	himes001@umn.edu	Child growth and nutrition; Anthropometric assessment of nutritional status; Dietary assessment; Obesity and body composition
David Jacobs, Jr., PhD	624-4196	jacob004@umn.edu	Cardiovascular disease epidemiology; Biometry; Diet; Physical activity; Low serum; Cholesterol and noncardiovascular disease; Nutritional epidemiology and whole grains
Rhonda Jones-Webb, DrPH	626-8866	jones010@umn.edu	Alcohol studies; Alcohol policy as a prevention strategy; Minority health issues; Behavioral epidemiology
Harry Lando, PhD	624-1877	lando001@umn.edu	Global issues in tobacco reduction; Smoking cessation; Treatment of medically compromised smokers
Russell Luepker, MD, MS	624-6362	luepk001@umn.edu	Cardiovascular disease epidemiology and prevention; Health behavior; Community trials; Clinical trials
Claudia Munoz-Zanzi, DVM, MPVM, PhD	626-2849	munozzan@umn.edu	Epidemiology of congenital infections (toxoplasmosis, CMV), zoonotic and emerging infectious diseases. Methods related to diagnostic epidemiology, screening, and transmission models
Dianne Neumark-Sztainer, PhD, MPH (on leave 2012-2013)	624-0880	neuma011@umn.edu	Adolescent health and nutrition; Obesity and eating disorder prevention; Health behavior change; Nutrition education program design and evaluation
Ruby Nguyen, PhD	626-7559	nguy0082@umn.edu	Women's Health; Reproductive and Perinatal Epidemiology.
J. Michael Oakes, PhD	624-6855	oakes007@umn.edu	Quantitative Methods; Social Epidemiology; Research Ethics
Charles Oberg, MD, MPH	625-6616	oberg001@umn.edu	Health Disparities; Childhood Poverty; Health Care Access & Finance
Pamela Schreiner, PhD	626-9097	schre012@umn.edu	Etiology of cardiovascular disease particularly as it relates to lipids, obesity, visceral fat accumulation and the perimenopausal transition; Osteoporosis
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
Mary Story, PhD	626-8801	story001@umn.edu	Child and adolescent nutrition; Obesity prevention; Eating behaviors

Adjunct Faculty

Name	Phone	E-mail	Research Expertise
Sara Axtell, PhD	625-0252	axtel002@umn.edu	Community organizing
Linda Bearinger, PhD	624-5157	beari001@umn.edu	Health promotion with vulnerable adolescents; Sexual behavior; Substance abuse; Violence involvement; Multiethnic issues in adolescent health
Mark Bergeron, MD, MPH		berge356@umn.edu	Maternal and child public health; infant apnea; hospital-based quality improvement initiatives; NICU follow-up clinic
Lynn Bretl, MPP	612-275-6690	muen0001@umn.edu	Health promotion with vulnerable adolescents; Sexual behavior; Substance abuse; Violence involvement; Multiethnic issues in adolescent health.

Cari Jo Clark, Sc.D.	612-625-8849	cjclark@umn.edu	Dr. Clark's research interests are both domestic and global, built upon global health training and nearly 10 years of providing consulting services and conducting research in the Middle East. Her program of research is focused on the linkages between psychosocial stress and chronic disease, with a special emphasis on the long term health effects of exposure to violence
Carolyn Garcia, PhD, MPH, RN	624-6179	garcia@umn.edu	Latino adolescent mental health, stress and coping, access to care, effect of uninsurance, longitudinal prevention interventions, mixed methods, community-based participatory methods.
Ann Garwick, PhD	624-1141	garwi001@umn.edu	Children with special health care needs; Care giving experiences of families from diverse cultural backgrounds; Family health and health promotion; Qualitative research methods
Neal Holtan, MD	651-266-1222	holt0231@umn.edu	History of medicine and public health; Public health policy
Michael Resnick, PhD	624-9111	resni001@umn.edu	Adolescent resiliency; Adolescent risk and protective factors; Teen pregnancy prevention; Youth violence prevention
Cheryl Robertson, PhD, MPH, RN	624-5412	rober007@umn.edu	Refugee family health; trauma, stress and coping; community-based interventions
Julie Ross, PhD, MPH	626-2902	ross@epi.umn.edu	Molecular epidemiology; Childhood cancer; Adult leukemia
Peter Scal, MD, MPH	624-7141	scal0005@umn.edu	Children with special healthcare needs; youth tobacco use
Logan Spector, PhD	624-3912	spect012@umn.edu	Etiology of childhood cancer
Lisa Turnham, MPH	612-821-6146	Lisa@TurnhamRivkin.com	Sexuality Education, Adolescent Pregnancy Prevention.

8.11 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 8.8*.
2. Student files the *Application for Degree* form (see *section 8.2*) 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 Culminating Experience paper and schedules the oral exam at least two weeks before the scheduled oral examination date; see *section 8.8*.
5. **Student notifies Kathryn Schwartz (schwa139@umn.edu) of the date of the oral exam at least two weeks prior to the exam so that their study plan can be forwarded to the project advisor; see *section 8.8*.**
6. After the oral exam, project advisor returns the student's study plan to the Program coordinator; see *section 8.8*.
7. Student submits one unbound, unstapled copy of the Culminating Experience paper and abstract to Kathryn Schwartz; see *section 8.8*.
8. Student submits the *Graduate Follow-up Survey*; see *section 8.9*

All Division of Epidemiology and Community Health students who fulfill, or anticipate fulfilling, the above requirements and deadlines for Fall 2012 through Summer Session 2013 are eligible to participate in the School of Public Health commencement ceremony on May 20, 2013. 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".