

Public Health Practice

MPH

Veterinary Public Health

2012-2013 Student Guidebook

The logo for the University of Minnesota School of Public Health. It features a vertical gold line on the left side. To the right of the line, the text "UNIVERSITY OF MINNESOTA" is written in a black, serif, all-caps font. Below that, the words "School of Public Health" are written in a bold, dark red, sans-serif font.

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.

In addition, you are responsible for knowing University of Minnesota and School of Public Health policies and procedures that pertain to all students. Links to these policies and procedures can be found by clicking on the "Current Students" link at www.sph.umn.edu/current/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 major coordinators to create a set of school-wide and major-specific services that we hope meets your needs for high-tech and high-touch delivery. You will be interacting with us directly or indirectly throughout your education here.

We coordinate many functions including:

- Applications
- Orientation
- 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 www.issu.umn.edu/services/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/lmcquire/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

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

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	Groups and Workshops
Consultation, Outreach, and Diversity Program	Learning and Academic Skills Center
Counseling Program	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

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 www.sph.umn.edu/facstaff/edpolicy 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/current/resources/grades.asp>.

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://www.sph.umn.edu/current/resources/>. 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: 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 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	wrigh084@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: 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: www.oscal.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 www.bhs.umn.edu/ 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.issss.umn.edu.

Document Check and Orientation

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

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

Student and Exchange Visitor Information System (SEVIS)

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

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

For more information on SEVIS requirements, including those listed below, go to www.issss.umn.edu.

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.issss.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. VETERINARY PUBLIC HEALTH PROGRAM

7.1 Welcome

Welcome to the Program in Veterinary Public Health (VPH) leading to a dual DVM/MPH degree. The University of Minnesota College of Veterinary Medicine and School of Public Health have joined to create the Public Health Practice Major for current veterinary students wishing to pursue an MPH in conjunction with their DVM.

The term “public health practice” is defined as the *application of knowledge, skills, and competencies necessary to perform essential public health services*. This dual degree program positions you to compete more effectively for positions that deal with the interface of human and animal health, spanning the biomedical and food industries, as well as the state and federal government agencies involved with agriculture, public health, and animal health. Widespread concern about food protection, bioterrorism, antibiotic resistance, and zoonotic diseases have dramatically increased opportunities for public health veterinarians – professionals who address key issues related to food safety, emerging infectious diseases and public health.

We hope this guidebook answers your questions about the program and starts you on the way to successful completion of the MPH degree. If you have any questions or concerns, please feel free to contact the Program Coordinator, Sarah Summerbell, peter415@umn.edu.

7.2 Introduction

The program in Veterinary Public Health is a dual degree opportunity for students enrolled in any college/school of veterinary medicine accredited by the American Veterinary Medical Association. MPH candidates may complete the requirements for the degree on a full-time or part-time basis. To meet the SPH enrollment policy, students must register as a School of Public Health student for at least two terms (a term is defined as a Fall, Spring or Summer Session). All VPH dual-degree students meet the two-term minimum requirement by enrolling in the University of Minnesota, School of Public Health (SPH) for two summer sessions. Please note that students are allowed to complete a maximum of 14 credits outside of the SPH and transfer the credits into the MPH degree program, subject to approval of the Veterinary Public Health Program Director and the Public Health Practice Major Chair. For University of Minnesota DVM students, a maximum of 11 credits of coursework can be “double-counted” between the College of Veterinary Medicine required coursework and the School of Public Health.

The MPH consists of **42 semester credits**, including a field experience in public health applications and a final MPH project. All MPH students are required to complete core requirements in the basic public health sciences: epidemiology, biostatistics, administration, behavioral science and environmental health. These basic public health science competencies coincide with the *Council on Education in Public Health (CEPH)* required core curriculum in public health. The University of Minnesota, School of Public Health is accredited by CEPH.

VPH students work with their advisor to arrange a public health field experience and a MPH project. A minimum of 135 hours (3 credits) in a public health setting is required for completion of the public health field experience. Students may count a clinical rotation in a college of veterinary medicine as a field experience as long as it meets content and credit standards for both experiences **AND** receives prior approval from your advisor. The MPH project, depending on the topic may be a: Research Paper, Systematic Literature Review, Consultative Report, Grant Proposal, or the CPH exam. Students also may complete their MPH Project as part of their college of veterinary medicine curriculum as long as it meets content and credit standards for both experiences **AND** receives prior approval from your advisor.

7.3 Master of Public Health

Public Health Core Requirements

MPH Students are required to 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:

- **Administration**
PubH 6751 Principles of Management in Health Services Organizations – 2 credits
- **Behavioral Science**
PubH 6020 Fundamentals of Social and Behavioral Science – 3 credits
- **Biostatistics**
PubH 6414 Biostatistical Methods I – 3 credits
PubH 6415 Biostatistical Methods II – 3 credits
PubH 6450 Biostatistics I – 4 credits
PubH 6451 Biostatistics II – 4 credits
- **Environmental Health**
PubH 6101 Environmental Health – 2 credits
PubH 6102 Issues in Environmental and Occupational Health – 2 credits
- **Epidemiology**
PubH 6320 Fundamentals of Epidemiology – 3 credits
PubH 6341 Epidemiology Methods I – 3 credits
- **Ethics**
PubH 6741 Ethics in Public Health: Professional Practice and Policy – 1 credit
PubH 6742 Ethics in Public Health: Research and Policy – 1 credit

OR

Pass an equivalency exam in each of the cores area(s). Examinations are given once each year prior to Fall Semester. Equivalency exams satisfy competency requirements for the following core courses only:

PubH 6751 Principles of Management in Health Services Organizations
PubH 6020 Fundamental of Social and Behavioral Science
PubH 6414 Biostatistical Methods I
PubH 6101 Environmental Health
PubH 6320 Fundamentals of Epidemiology
PubH 6741 Ethics in Public Health: Professional Practice and Policy

OR

Pass an advanced course in each of the core area(s) as approved by the respective division head and the Educational Policy Committee

OR

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

When students successfully pass an exam or submit a petition, they are not required to take an advance course of that core subject, but are required to complete those credits with another SPH course.

Advising

All students are assigned to an academic advisor when they are first admitted to the program. The purpose of the academic advisor is to discuss with the student possible ideas for field experiences, MPH projects and career planning. Once an idea for a MPH project has been developed, the academic advisor may refer the student to another faculty or community advisor to advise the MPH project, based on their area of expertise, interest or research. (The academic advisor would remain the same.) The Program Coordinator provides administrative advising, i.e., course selection, registration, policies and procedures, etc.

Students are strongly encouraged to complete PubH 6414 Biostatistical Methods and PubH 6320 Fundamentals of Epidemiology within the first year of their program. The contexts of these courses are beneficial for the MPH project and core curriculum. The majority of students complete those two courses during their first summer term. It is recommended to take the courses concurrently or take PubH 6414 Biostatistical Methods *prior* to PubH 6320 Fundamentals of Epidemiology.

Guide to Mission, Definitions and Expectations of Advising

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.

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

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

SPH student 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 major chair/DGS; students are responsible for knowing the requirements of the degree program
- Actively contribute to a welcoming and supportive SPH climate
- Initiate meetings with advisor(s) at least once per semester; regularly communicate with 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 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 major chair/DGS
- Actively contribute to a welcoming and supportive SPH climate
- Initiate meetings with advisee at least once per semester; regularly communicate with students on program progress
- Respond to student inquiries in a timely manner (ideally within 5 – 7 business days)
- Provide reasonable office hours and/or appointments and be generally available to student inquiries; communicate with students about extended absences or travel
- Serve as a model and example of respectful behavior
- Provide referrals to school and university resources when appropriate (e.g. Student Mental Health Services)

Registration Requirement

Students are required to register for at least 2 semesters **and** a minimum of 15 credits in the School of Public Health. If you do not register in the School of Public for one full year (12 months) then you will be discontinued in the registration system. You would need to contact the Program Coordinator so you can be re-activated.

Military Leave

If students are called on active-duty, they will be placed on a Leave of Absence from the SPH. Within one calendar year following the return from active duty, students must contact the Program Coordinator to make arrangements for reinstatement.

Course Numbers and Graduate Credit

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

SPH Grading Policies

Satisfactory Progress requirement for the MPH

Students are expected to advance steadily towards graduation. Student's records are reviewed at the end of each semester to determine whether satisfactory progress is being made towards their degree.

Each major within the School of Public Health must provide written notification by the middle of each term to students whose cumulative GPA is less than 3.0 at the end of the preceding semester term (excluding incompletes) that they are on probation and that they must maintain a minimum term GPA of 3.0 for each subsequent term. Students must achieve letter grades (incompletes are unacceptable while on probationary status). This written notice must inform the student that the GPA must be raised to a minimum of 3.0 to be removed from probationary status and to be awarded a degree.

Students on probationary status who do not receive at least a 3.0 GPA for each subsequent term will be dismissed from the program. A major may adopt a more extensive or stringent policy related to probation or dismissal for academic deficiencies. Where such policies are developed, majors must provide documentation to students upon admission and must include this policy statement in the initial written notification to students whose GPA drops below 3.0.

Students who have been dismissed and are interested in reapplication to the School are allowed to do so 12 months after the original admission term and year. The dismissal becomes part of the reapplication and is considered in any admission decision. Note that any courses taken for graduate credit during this 12-month period cannot be transferred in to a program should the student be readmitted.

Grade Point Average

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

S/N Grade Option

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

Grading of Public Health Core Courses

Students must take all public health core courses for a letter grade (A-F). Students will be required to achieve a B-grade or better 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. Students should contact the faculty who taught the course for guidance on retaking the course.

"I" – (Incomplete). A grade of incomplete, "I," can be assigned by 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 that a contract be written by the Instructor and signed by both the Instructor and the Student. This contract is due at the end of the registered term for all "I" grades. A template for an "I" contract is available from the SPH Student Services Office.

"K" – (In Progress)

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

Field Experience

MPH students must complete a formal, supervised fieldwork experience. MPH students are required to complete 135 hours in order to graduate. Neither prior professional degrees nor prior work experience are sufficient grounds for waiving the fieldwork requirement. MPH students must complete at least 1 credit of field experience in a human public health setting and relate their activities to the common goal of public human health. Each major has established requirements for completion of fieldwork.

MPH Project

MPH students must complete a MPH project that demonstrates the following: 1) familiarity with the tools of research or scholarship in the major, 2) the capacity to work independently, and 3) the ability to present the results of the investigation effectively. The MPH project should involve a combined total of at least 120 hours of work. The advisor specifies the nature and extent of the options available to satisfy this requirement and determines whether the requirement is to be satisfied in conjunction with or independent of the coursework in the student's major.

Comprehensive Examination

MPH students must complete an oral examination as specified by the major.

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 Coordinator time to review the study plan and notify students if they are missing any requirements prior to their last term of study. The study plan document is available via email from Sarah, peter415@umn.edu.

Time Frame

The maximum time allowed by the School of Public Health for completion of an MPH degree is seven (7) years. The seven-year period begins with the first term of enrollment after admission to the program.

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 is available from the Program Coordinator.

Students should note that the process for approving a course substitution or waiver could take up to 4 - 8 weeks, so plan accordingly.

Transfer Credits

Students may transfer up to 14 semester credits (or 1/3 of their MPH program) of graduate or professional credits taken at the University of Minnesota or at another college or university. Transfer credits may satisfy the public health basic curriculum or focus/elective curriculum.

- No 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, unless the institution uses only satisfactory and non-satisfactory, then a satisfactory grade is required.
- All courses must be taken at graduate level and taken at an accredited graduate institution to be transferable.

Students seeking to transfer credits must do the following:

It is recommended that you contact the Program Coordinator for guidance on the petition procedures.

1. Complete the Petition Form. The **Petition** Form can be obtained from the web at onestop.umn.edu/forms for students in undergraduate and professional programs. Complete the following:
 - a. In the request field - indicate if this is a substitution, course transfer or waiver request. List the course number, title, number of credits, term and year it was taken (or will be), grade received, and the course/requirement in the existing curriculum for which you are asking for the substitution.
 - b. In the reason/explanation field - indicate what skills and/or content overlaps between the required course and substitute/transfer course, or how the substitute/transfer course provides the same or similar skills as the required course. If the course is to be used as an elective, explain how the course relates to your degree program and your intended area of concentration. If it is a waiver request, be clear in your justification and include documentation to support your request.
2. Attach to petition, the course syllabus, unofficial transcript, and all other supporting course documentation.
3. Submit these materials to the Program Coordinator who will forward the petition to the Vet PubH Director, the Major Chair, and (if appropriate) the Associate Dean for final evaluation and/or approval.
4. Students will be notified of the decision via email.
5. If a substitute course is to replace a SPH Core course [biostatistics (6414/6450), epidemiology (6320/6330), environmental health (6101/6102), management (6751), ethics (6741/6742), behavioral science (6020)], there is an additional step to get approval. The SPH Educational Policy Committee must also review the petition. To initiate this step, provide one additional copy of the above materials to the Program Coordinator who will be responsible for turning in the request to the SPH Educational Policy Committee for review.

If the petition is approved, the credits need to be completed with another course. If the petition is denied, the course may be petitioned to be transferred as an elective course.
6. One **Petition** form must be completed for each transfer course.
7. If the petition is approved, submit an official transcript with courses listed and graded, to the Program Coordinator for final processing.

Double Counting courses between the MPH and the DVM

Up to eleven (11 of the 14) credits can be double-counted. Double counted credits are those that count towards both *required* curriculums of the DVM and MPH degrees. The maximum number of credits cannot be changed for any reason. Students may also transfer another three (3) credits of elective course(s) to transfer in a total of 14 credits.

For example of double counting, a University of Minnesota College of Veterinary Medicine student, is *required* to take CVM 6030 and that course can also be double counted as an *elective* in the MPH curriculum. Students should contact the DVM/MPH Program Coordinator for guidance on double-counting courses.

- Note that a grade of “B” or better is required for each course requested for transfer credit, unless the institution uses only satisfactory and non-satisfactory, then a satisfactory grade is required.

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. The **Application for Degree** form is available from the Program Coordinator. We strongly encourage students to submit the form in their first semester of matriculation. MPH degrees are granted monthly.

7.4 Program Curriculum

The VPH curriculum is divided into a Basic Curriculum and a Focus Curriculum. A minimum of 42 credits is required.

The Basic Curriculum

The basic curriculum incorporates the core areas of public health - biostatistics, epidemiology, environmental health, health services administration, ethics, and social/behavioral sciences. The basic curriculum focuses on the knowledge, skills, and attitudes necessary in each of these areas of fundamental competency needed to understand, evaluate, and manage population health in the community. The Basic Curriculum courses are offered online, except the field experience, MPH project and PubH 6299 (PubH 6299 is offered at the Public Health Institute.)

The Focus Curriculum

The majority of the Focus Curriculum courses are offered in-class at the Public Health Institute and give students the opportunity to investigate one specific public health applications focus area.

Focus Curriculum Domains

Within the focus curriculum, students must satisfy the MPH requirement of completing at least one course from each of the four domains established by the Council on Linkages (<http://www.TrainingFinder.org/competencies>) incorporating public health functions:

The four domains are:

1. Public policy development using a systems framework
2. Interventions based on the dimensions of community and culture
3. Assessment and application of basic public health sciences
4. Program management and communications principles

Veterinary Public Health Competencies

Within the focus curriculum, VPH students are also required to complete at least one course from each of the five veterinary public health competencies:

1. Biostatistics and its application to the populations of animals and humans
2. Surveillance and its application in animal and human populations
3. Infectious disease epidemiology, its principles, application and interpretation
4. Zoonoses and other animal diseases with significant public health implications
5. Environmental health and how it relates to the health of people and animals

Learning Objectives: Basic and Focus Curriculum

The VPH Program, both the Basic and the Focus curricula, is guided by the following key learning objectives:

1. Develop a population perspective on health and disease/injury
2. Understand the principles and practices of health promotion, disease/injury prevention and protection of human populations from environmental hazards
3. Integrate public health skills into the practice of veterinary medicine
4. Appreciate the social, cultural and environmental factors that affect the health of the community
5. Understand public health as a social system
6. Identify the ethical issues in disease/injury prevention and health systems policy
7. Develop a public health analysis of a current public health issue or program
8. Understand the application of public health tools to the evaluation & control of a specific health issue
9. Apply public health skills in a community practice setting
10. Apply biostatistics to public health practice in populations of animals and humans
11. Apply and interpret the surveillance of animal and human populations
12. Understand the principles, application and interpretation of infectious disease epidemiology
13. Understand key zoonoses in relation to food safety, direct animal to human spread, & bioterrorism potential
14. Understand the impact of animals and human upon the health of the environment

Basic Core Curriculum Required Coursework

The MPH program is 42 credits: 21.5 basic credit curriculum and 20.5-credit focus curriculum, including the SPH domains and the veterinary public health competencies.

A majority of the basic curriculum courses are offered online.

Course	Title	Credits
PubH 6299	Public Health Practice: Public Health is a Team Sport - The Power of Collaboration	1.5
PubH 6320	Fundamentals of Epidemiology ¹	3
PubH 6414	Biostatistical Methods I	3
PubH 6020	Fundamentals of Social and Behavioral Science	3
PubH 6741 OR	Ethics in Public Health: Professional Practice and Policy	1
PubH 6742	Ethics in Public Health: Research and Policy	1
PubH 6751	Management in Health Service Organizations	2
PubH 6102	Issues in Environmental and Occupational Health	2
PubH 7296	Field Experience: Public Health Practice ²	3
PubH 7294	MPH Project: Public Health Practice ³	3
Total credits		21.5

¹ It is recommended to take Biostats prior to or concurrently with Fund of Epi.

² Minimum of 135 hours in a public health setting is required for completion of the MPH Field Experience; the same site may be counted as a clinical rotation in a college of veterinary medicine as long as it meets content and credit standards for both experiences and receives prior approval of the advisor.

³ Students may complete their MPH Project as part of their college of veterinary medicine curriculum as long as it meets content and credit standards for both experiences and receives prior approval of the advisor.

7.5 Curriculum Objectives

The overall objectives of veterinary public health for the MPH degree are met through the required core courses and the focus elective courses as outlined below:

Objective Public Health	How Acquired	How measured
Develop a population perspective on health and disease/injury.	Elective course in Assessment/Basic Sciences; Elective course in Policy/Systems; PubH 6299	Course evaluations, examinations
Understand the principles and practices of health promotion and disease/injury prevention and protection of human populations from environmental hazards	PubH 6299; PubH 6320; PubH 6752; PubH 6201; Elective course in Intervention	Course evaluations, examinations
Integrate public health skills into the practice of veterinary medicine	PubH 6299; PubH 6320; PubH 6414; Elective course in Assessment/Basic Sciences; Elective course in Intervention; Elective course in Management and Communications	Course evaluations, examinations
Appreciate the social, cultural and environmental factors that affect community health	PubH 6020; PubH 6102; PubH 6103; PubH 6104; Elective course in Policy; Elective course in Management and Communications	Course evaluations, examinations
Understand public health as a social system	Elective course in Intervention; Elective course in Management and Communications; Elective course in Policy/Systems	Course evaluations, examinations
Identify the ethical issues in disease/injury prevention and health systems policy	PubH 6741; PubH 6742; Elective course in Policy/Systems	Course evaluations, examinations
Develop a public health analysis of a current public health issue or problem	Elective course in Assessment/Basic Sciences; Elective course in Policy; PubH 6294; PubH 6852	Course evaluations, examinations, project
Understand the application of public health tools to the evaluation and control of a specific health issue	Elective course in Policy/Systems; Elective course in Intervention; Elective course in Assessment/Basic Sciences; Elective course in Management and Communications; PubH 6294; PubH 6296; PubH 6852	Course evaluations, examinations, project
Apply public health skills in a community setting	PubH 6296	Course evaluation, oral examination
Veterinary Public Health Competencies	How Acquired	How measured
Apply biostatistics to veterinary public health practice in populations of animals & humans	PubH 7200 EpiInfo Software in Epi ; GIS; Intro to Biostats; Intro to SAS; Intro to Inform Mgmt	Course evaluations, examinations
Design and interpret surveillance in human & animal populations	PubH 7200 Surveillance and Monitoring of Animals and Plants; Surveillance of Foodborne Diseases in Humans; Vector Eco Field Survey	Course evaluations, examinations
Apply and interpret the principles, application and interpretation of infectious disease epidemiology	PubH 7200 Infec Dis Prin; AI; EPI & Eco of Mycobac Dis; Global Infec Dis; Zoonotic Dis; Emerg Infect Dis ;U of M, CVM 6222; MSU VM 533	Course evaluations, examinations
Identify zoonoses and other animal diseases with significant public health implications	PubH 7200 Antimicrobial Resistance ; AI; Emerg Infect Dis; Infec Dis Prin; Zoonotic Dis; U of M, CVM 6030, U of M, VMed 8090; MSU, VM 544)	Course evaluations, examinations
Integrate knowledge of environment health principles to the study of populations health issues	PubH 6103 Exposure to Environmental Hazards; PubH 6104 Environmental Health Effects: Introduction Toxicology; PubH 7200 Environmental Safety and Preparedness; Safety of Bldg Envir; Toxic Agents in the Workplace; Prnl Protect Equip; Prepare for Bldg; Sanitation & Disinfect; Water and Waste Mgmt; Clean & Sanitation Food Facilities	Course evaluations, examinations

7.6 Required Course Descriptions

PubH 6020 Fundamentals of Social and Behavioral Science

Four major approaches to public health problems: psychosocial, economic, community, policy. Lectures provide overview of theory/implementation. Small groups provide opportunity to practice skills.

PubH 6102 Issues in Environmental and Occupational Health

The field, current issues, and principles and methods of environmental and occupational health practice.

PubH 6299 PubH Practice: Public Health is a Team Sport – the Power of Collaboration

Science and art of public health. Emphasizes interdisciplinary linkages to practice communities.

PubH 6320 Fundamentals of Epidemiology

Basic concepts and knowledge of epidemiology, a methodology used to study the etiology, distribution, and control of diseases in human populations.

PubH 6414 Biostatistical Methods I

Descriptive statistics, graphical methods. Use of Excel. Proportions, relative risk, odds ratios. Random sampling. Estimates of mean, medians, measures of variability. Normal distribution, t-/chi-square tests. Confidence intervals. Correlation/regression. Inference/causality.

PubH 6741/42 Ethics in Public Health: Professional Practice and Policy/Policy and Research

Introduction to ethical issues in public health practice/policy. Ethical analysis. Recognizing/analyzing moral issues.

PubH 6751 Management in Health Service Organizations

Principles of Management in Health Services Organizations, is a required course in the MPH and Part-Time MHA curricula. The course draws primarily from the fields of organizational theory and behavior to equip students with management and leadership competencies that enable them to make a positive difference in their work organizations and in the health of populations. For those not in management positions, the course enables students to more effectively contribute to the positive direction of their organizations.

PubH 7294 Master's Project: Public Health Practice

Directed field research, original or secondary analysis of data sets related to public health practice.

PubH 7296 Field Experience: Public Health Practice

Directed field experience/clinical rotation/practicum in selected community or public health agencies and institutions with opportunity for integration of knowledge and skills in population science for public health practice.

7.7 Field Experience

Introduction

Part of the MPH curriculum includes the opportunity for students to learn first-hand about organization operations and special activities of selected agencies, institutions, and industries concerned with public health practice through field experience(s).

The VPH field experience provides students with a means of gaining additional insight into programs, personnel management, governmental relations, public relations, legislative support, and particularly, knowledge of special investigations conducted by these organizations. Participation in the activities of public health practice programs external to the University adds a dimension of experience to the curriculum that enriches the student's training and may be beneficial in seeking employment. The overall goal of the field experience should provide students with an opportunity to apply public health concepts to practice in a specific program, agency, or industry.

Criminal Background

Please be aware that certain field experience facilities are required by Minnesota law to submit paperwork for a criminal background check for all personnel with direct, unsupervised client contact. If you are placed in such a facility, you may be asked by the institution to submit paperwork, or the institution may require that you have this check facilitated by the School of Public Health. The School is prepared to assist you. 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. You must submit a criminal background check, if you have direct contact with clients and have unsupervised interaction with clients (outside the hearing or vision of a supervisor at the facility). In the event that this situation arises, please call The School of Public

Health Student Services Center at 612.626.3500 or come to D305 Mayo, University of Minnesota TC campus for assistance. If you are outside the metro area, please feel free to call 800.774.8636.

Field Experience Requirements

1. All VPH students are required to complete 3 cr (minimum of 135 hours, 1cr = 45 hours) of field experience as part of the degree program. Additional field experience credits are counted as elective credits, up to a maximum of 8 total credits.
2. Students in consultation with their advisor should select the particular organization(s) with which they wish to work. The selection of the organization, contact with it and designation of a preceptor in the organization may be arranged any time during the year.
3. Veterinary public health covers a broad area of expertise including some activities which have more animal experience and others that have more human experience. Yet for all public health activities, the goal remains the same: to reduce the amount of disease and injury, premature death, disease, and injury produced discomfort and disability in our human population. **Therefore**, VPH students must complete at least 1 credit of field experience in a human public health setting and relate their activities to the common goal of public human health. For example, a VPH student who chooses an animal-intensive field experience such as participation in an emergency disease task force for Exotic Newcastle Disease or Foot and Mouth Disease with the objective of learning about Incident Management Systems must also complete at least 1 credit of field experience in a public health agency setting.
4. A field experience can also be arranged to meet the criteria of a college of veterinary medicine clinical elective in your college of veterinary medicine curriculum. Individual field experiences opportunities can be combined to meet this requirement, for instance, a student may do one week in a public health agency for 1 credit and then 2 weeks at another setting for the remaining 2 credits.
5. Some students may find certain aspects of the field experience sufficiently interesting to do a "MPH project" while completing the field experience. This may requires a more extensive study, an appropriate literature review, and an expansion of the subject beyond the field experience. Students interested in this possibility should consult with their advisor.

Required field experience paperwork

All field experiences require a contract completed prior to the actual experience, with written learning objectives approved by your preceptor and advisor. (Except for students who complete the DNR surveillance field experience, no field experience paperwork is required because the DVM/MPH Director is familiar with the goals and objectives of the DNR surveillance.)

When your advisor is from the University of Minnesota, **or** if the field experience is solely designed to fulfill the field experience requirements of the SPH, regardless of your CVM, complete both the field experience contract (prior to the experience) and evaluation form (after the experience). The purpose of these forms is to avoid any misunderstandings between you, the preceptor and your advisor and to document your experience.

The Program Coordinator will automatically receive a copy of the forms.

The field experience forms are available on-line at <http://www.ahc.umn.edu/sphfieldexp/>

Please contact Program Coordinator with any questions or concerns about the field experience paperwork

Field Objectives

Students are required to develop, and may consult with their advisors, specific learning objectives for the field experience. For example of field experience objectives, refer to appendix A. These objectives should include consideration of the following:

1. The availability of a high quality learning experience in public health practice;
2. The student's professional goals and interests;
3. Selected theories and concepts applicable to a role in the practice of public health;
4. The potential for practice in a leadership role(s); and
5. The student's potential contribution(s) to the setting in which the field experience is based.

Credits and Grading

The student and advisor arrange the number of credits for the field experience. The grading for the field experience is S/N. Usually 45 hours of field experience equals 1 credit.

Register for Field experience

Students must complete a minimum of 3 semester credits of field experience.

DVM students are required to register for at least 1 credit of the field experience through the SPH. The remaining field experience credits can be taken through the student's CVM or through the SPH. If needed, the Program Coordinator can provide further registration instructions and a course number.

Examples of Field Experiences

Bronson Methodist Hospital, Infection Control

- gain exposure to the human health field through learning about the infection control policies and biosecurity protocols of a large human hospital

Chronic Waste Disease Sampling Program

- learn tissue-sampling techniques for field extraction, proper record keeping, public relations with hunters

County Public Health Department

- focus on emergency preparedness regarding pets in natural disasters

Food And Agriculture Organization of The United Nations (FAO)

International Service Learning

- learn and practice community education skills in a developing country. Worked with both companion animals, food animals and people in the community to educate, prevent, and treat diseases.

PROSAR (Drug Safety Call Center)

- to serve as an Information Specialist to provide product safety information, toxicology, and first aid information to callers (consumers, workers, and health care professionals) so that they can make informed decisions regarding the healthcare of humans and animals with potential exposures, adverse incidents, and health related questions.

State Board of Animal Health

- observe the role of the Board of Animal Health Vet in emergent animal diseases

State Department of Health

- organize & develop a better communication technique between Veterinarians in the State and the state health agencies
- observe the roles of veterinarians in a state public health organization
- student epidemiology extern at CDC

The World Organization For Animal Health (OIE)

- gain a greater understanding of international veterinary public health

USDA/APHIS

- eradication of 2002/2003 Exotic Newcastle Disease Outbreak in California or another disease outbreak response to see how emergency response to an outbreak would be organized

USDA APHIS VS CEAH

- explore a career opportunity as a veterinarian in government, animal disease surveillance programs and how programs are designed, implemented, and evaluated.

USDA FSIS

- learn what in-plant USDA FSIS public health veterinarians do to ensure that meat, poultry, and egg products leaving officially inspected establishments are safe, wholesome, and correctly labeled
- learn Risk Assessment in the field of Food Safety and Veterinary Public Health
- understand the USDA's role in surveillance, monitoring and control of bovine TB in Central California.

7.8 MPH Project

Requirements

The MPH Project signifies a planned undertaking involving studious inquiry or examination. The product of that undertaking is a formal, written, scholarly report that demonstrates writing proficiency as well as the ability to critically approach a topic, synthesize, interpret and successfully convey information to the appropriate audience.

Students should demonstrate familiarity with the tools of applied research or scholarship in public health practice, ability to work independently, and ability to apply skills learned in coursework by completing one of the four available options: research paper, systematic literature review, consultative report or grant proposal. MPH projects must have a demonstrable relevance to public health. The MPH Project should involve a combined total of at least 120 hours (the equivalent of three full-time weeks of work). The length of the project paper, including appendixes and references, will vary based on the project's topic.

Please refer to appendixes G and H for examples of research paradigms relevant to practice-based research and the expectations of a MPH project.

MPH Advising

DVM/MPH students may have a different advisor for the MPH project other than their academic advisor. The MPH project advisor may be another faculty person or community advisor who has the expertise or interest in the topic of the project. The student, his/her advisor, and MPH project advisor for whom the work is to be done with (if different from the advisor) decides how the MPH project requirements are to be met. Note: the MPH project advisor does not need to be faculty member at the University of Minnesota.

Students must keep in touch with their academic advisor during the course of the MPH Project, if different people. Each MPH project advisor should specify how he/she prefers to work with the student. The student is responsible for consulting with and acquiring approval from the academic advisor to confirm that the project meets the requirements of their program of study.

Students should know that faculty may decline working with a student's project that is out of their area of expertise or if the student's timeline does not work out for the faculty member. Therefore, students are encouraged to seek information and ideas from other faculty members as well.

MPH Project

The topic and form of the MPH Project depend upon the student's experience and the interests of both the student and the project advisor. For example, if the student lacks experience in writing scholarly papers the student may profit from writing a systematic literature review, which involves a critical synthesis and interpretation of the literature on a public health topic using validated methodologies. However, those students with demonstrated writing skills and an interest in research might profit from working on a research paper involving collaboration with School of Public Health or College of Veterinary Medicine faculty.

Ideally, the student's work will culminate in the preparation of an article for potential publication. With approval of the project and academic advisors, students may submit the MPH project in publication format, along with appendixes of data, surveys, tables, etc. Please check with advisors for guidance.

MPH Project Proposal Form

Students are required to complete a MPH proposal form once the topic of the MPH project has been identified. The academic and project advisors sign off this form. The **MPH Project Proposal Form** – is located at <http://www.sph.umn.edu/current/assets/mphstudyplan.pdf> or in Appendix B of this guidebook. The proposal sets up a guiding framework and contract for the project and establishes a timeline for completion that is mutually satisfactory to the student and his/her advisor. The project proposal should include the following:

1. Project type
2. Briefly describe your proposed project and its purpose.
3. State the key project objectives.
4. What is the public health relevance of the project?
5. Briefly describe the project's methodology.
6. Anticipated date of completion
7. Budget and Oral Committee members

The Project Proposal must be approved by the academic advisor, MPH project advisor, and Vet PubH Director, and if appropriate the preceptor before beginning the project itself. For projects involving collection of information from people, the student must obtain approval from the Institutional Review Board (IRB). For projects involving the use of animals, the student must obtain approval from the Institutional Animal Care and Use Committee (IACUC).

Register for MPH project

Students must complete a minimum of 3 semester credits of MPH project.

DVM students are required to register for at least 1 credit of the MPH project through the SPH. The remaining MPH project credits can be taken through the student's CVM or through the SPH. If needed, the Program Coordinator will provide further registration instructions and a course number.

Examples of MPH projects

- Identifying and analyzing communication methods used to inform Minnesota veterinarians regarding emergency animal health information
- Characterization of environmental factors that influence the evolution of antimicrobial resistance of E. coli and salmonella in water ways of rural Chile
- Vibrio vulnificus primary septicemia associated with clam consumption, 1988-2003
- Critical control points for prevention of antibiotic residues in milk from the University of Minnesota CVM's Transition Management Faculty (TMF)
- Understanding noscomial infections in veterinary teaching hospitals
- Prevalence of Salmonella in Pet Turtles in Michigan
- Interrupting the manure pathogen cycle on dairy farms
- Tuberculosis Skin Testing Habits of Physicians in Northern Michigan
- Rabies in MN: An evaluation of human and animal exposures, 1994 – 2004
- Reptiles and salmonella – difference in severity of the illness
- Modeling WNV-Positive Birds for Forecasting Human WNV Cases, New York State
- The Prevalence of Avian Influenza in Backyard Poultry in Minnesota and Seroconversion in Flock Handlers
- The Role of Gender as it Relates to Avian Influenza Disease Control and Eradication Efforts within the Joint United Nations Program
- Observational study of facility practices at petting zoos in Minnesota
- Risk Communication for Global Animal Health Issues

7.9 Human Subjects Protections

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.

If you will be conducting any kind of research involving human subjects for your MPH project, you will need to seek approval from IRB at the University of Minnesota. Examples include mailed or in-person surveys, analysis of a data set containing private information, or observing behavior, just to name a few.

Students either completing their work at another institution, agency, or company *or* receiving credit for their work at another institution will also need to be in compliance with the human subjects regulations at that respective location. In these situations, to meet University of Minnesota requirements, there are two options:

- 1) submit an IRB application to the University of Minnesota IRB or
- 2) submit section 1 of the UMN application form along with a copy of your IRB application and approval from another institution with a cover letter to Minnesota explaining that the work will be for academic credit at the University of Minnesota

In all cases, you must receive approval from the University of Minnesota before starting your project research.

You will need to complete the following two training courses prior to application to IRB, so you may want to complete these early in your program. Training information can be found at the following websites:

- CITI: <http://www.citiprogram.org/>
- HIPAA: <http://www.ahc.umn.edu/privacy/training/privtraining/home.html> (only if you are using PHI in your research)

Important websites for IRB information and application:

- University of Minnesota IRB: <http://www.research.umn.edu/irb/>
- Information for Students: <http://www.research.umn.edu/irb/studentResearchers/>
- Applying to IRB: <http://www.research.umn.edu/irb/applying/whichform.cfm>

For most MPH projects, an expedited or exempt review will be appropriate. Please consult with your academic advisor or with an IRB representative for guidance.

*To obtain final approval for an MPH project proposal, students will need to document IRB approval when appropriate.

The approval process can take up to two months. This time must be accounted for when developing the proposal timeline. *No contacts with potential or actual study participants or animals, including recruitment, or other research may occur until final IRB approval.* After the outline has been approved, each student should allow a minimum of six months to complete all the tasks involved in preparing the application and getting approval, conducting the project and preparing the final draft.

Research Subjects Protection Program (IRB)

Mayo Mail Code 820

D528 Mayo Memorial Bldg

420 Delaware Street SE

Minneapolis, MN 55455

Phone: (612) 626-5654 Fax: (612) 626-6061

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

7.10 Animal Subjects Protection

Ensuring that animals are used appropriately and cared for humanely is a responsibility borne by both the scientific community and society at large. There are good reasons to use animals in research and in other projects, but our respect for life and our duty not to cause unnecessary harm places constraints on those activities.

Upholding the University's responsibility toward its animals is the charge of the Institutional Animal Care and Use Committee (IACUC) (<http://www.research.umn.edu/iacuc>), as specified by the Regents' Policy on Animal Care and Use (http://www1.umn.edu/regents/policies/academic/Animal_Care.pdf). The IACUC oversees all the University's programs and facilities that either house or use animals. Its primary task is to review proposals for projects that use animals to ensure that those projects fulfill two general criteria: they must be justified by their societal benefits; and they must treat animals humanely. The scope of the IACUC's responsibility for review covers all research or educational use of animals by faculty, staff and students at all University of Minnesota campuses.

The IACUC also regularly inspects each project and facility that uses animals, reevaluates the University's overall animal care and use program, and helps University departments develop and deliver training and educational programs to the research community and the public on animal care and use. It carries out these tasks in concert with the University's Research Animal Resources (<http://www.ahc.umn.edu/rar>), which is responsible for the acquisition, daily care, and veterinary care of all laboratory animals on the Twin Cities campus.

The IACUC has a broad responsibility. Generally, the committee reviews any use of live animals in research, teaching, service or display by faculty, staff or students affiliated with the University of Minnesota, regardless of where the activity occurs and of the activity's funding source.

In short, all animals used by University personnel for University purposes or owned by the University of Minnesota come within the scope of the IACUC's review. These animals are involved in a variety of uses and in a range of disciplines.

The Protecting Animals Subjects guide, available at <http://www.research.umn.edu/iacuc/guides>, is available to assist researchers in preparing their Animal Care and Use Protocol applications for submission to the IACUC.

All students, faculty, and staff working with animals must complete animal training certification. The certification seminar is available on-line at <http://www.iacuc.umn.edu/training/index.cfm>.) If you are not a University of Minnesota employee, click the link titled Non-University Employees and inform IACUC Manager Matt Byers at (612) 626-2126 upon completion.

Students must review the IACUC policies and determine if they need to submit an application for review of a project. If students need to complete a form, please note that a University faculty is required to sign off as the PI. Questions concerning exemptions or other aspects of IACUC should be addressed to iacuc@umn.edu or 612-626-2126.

IACUC Office of Animal Welfare

Mayo Mail Code 79
D520 Mayo Memorial Bldg
420 Delaware Street SE
Minneapolis, MN 55455
Phone: (612) 626-2126 Fax: (612) 626-6061
<http://cflegacy.research.umn.edu/iacuc>

7.11 MPH Project Options

Option One: Research Paper

The research paper will focus on pertinent questions or issues in public health practice. This MPH project option provides students with an opportunity to apply research skills to pertinent issues and questions under faculty supervision.

A MPH Project resulting in a research paper may, but need not necessarily involve the collection of primary data by the student. A MPH Project can be completed through secondary analysis of existing data as well. Projects may be undertaken in conjunction with ongoing faculty research, a student's class, or be carried out in conjunction with a fieldwork experience. Doing research at the experience site can create the opportunity for the student to systematically investigate issues or problems that are of direct relevance to his/her fieldwork organization. Such research in an "applied" mode will then provide an opportunity for the student to wrestle with the issues of knowledge and research utilization in practice or program development. However, before beginning the MPH Project itself, this option must be discussed and approved by the advisor research advisor and preceptor early in the practicum experience. Note: all MPH projects must have a demonstrable relevance to public health.

The component parts of a MPH research paper are as follows:

- I. Abstract
- II. Introduction
 - A. Statement of the problem and its significance (historical background)
 - B. Review and synthesis of relevant literature (extent of written review dependent on nature of project)
 - C. Statement of conceptual framework, hypotheses and/or focused research questions, and the underlying rationale for each
 - D. Purpose of the study
- III. Methodology
 - A. Study design
 - B. Sample selection and description of sample characteristics - including nature of response and non-response, as appropriate
 - C. Description of data/information collection procedures, study site and instrumentation, as appropriate
 - D. Analytic technique used - quantitative, qualitative, as appropriate
- IV. Results (only the facts) - Presentation and analysis of data/information
- V. Discussion
 - A. Study limitations
 - B. Biases
 - C. Consistency with prior research
- VI. Implications for public health
- VII. References (APA reference style or appropriate alternative)
- VIII. Tables
- IX. Figures
- X. Appendices
 - A. Data collection instruments and letters
 - B. Institutional Review Board permission (as appropriate)

Option Two: Systematic Literature Review

The systematic literature review will focus on pertinent questions or issues in public health practice. This MPH Project option provides students with an opportunity to apply analytical skills in the synthesis and interpretation of the literature under faculty supervision.

A MPH Project resulting in a systematic literature review can be undertaken in conjunction with a faculty research project, student's class, or be carried out in conjunction with a fieldwork experience. Doing synthesis and analysis of the literature at the placement site can create the opportunity for the student to investigate issues or problems that are of direct relevance to his/her fieldwork organization. Such review in an "applied" mode will then provide an opportunity for the student to wrestle with the issues of knowledge and information utilization in practice or program development. However, this option must be discussed and approved by the advisor, research advisor, and Preceptor early in the practicum experience and before beginning the MPH Project itself.

The component parts of a systematic literature review are as follows:

- I. Abstract
- II. Introduction
 - A. Statement of the problem and its significance (historical background)
 - B. Statement of focused research questions and the underlying rationale for each
- III. Conceptual framework
- IV. Methodology (how is the search of the literature being conducted)
 - A. Locating and selecting studies
 - 1) Search methodology
 - 2) Selection criteria
 - B. Quality assessment of studies
 - 1) Evaluation of study designs
 - 2) Evaluation of study data
 - 3) Evaluation of study results
 - C. Data extraction from the studies
 - 1) Outcomes evaluated
 - 2) Data extraction protocol
 - 3) Data extraction method
 - D. Data synthesis from studies - analytic techniques (quantitative, qualitative)
- V. Results
 - A. Studies selected
 - B. Quality of studies
 - C. Findings of studies
 - D. Synthesis of findings
 - E. Assessment of biases
 - F. Limitations
- VI. Conclusions and recommendations – Implications for public health
- VII. References (APA reference style or appropriate alternative)

Option Three: Consultative Report

The Consultative Report gives the student the opportunity to address an actual public health problem that is currently faced by a public health agency (public or private). The student performs a consultation for the agency and then writes the Consultative Report. This option may emanate from a field experience or it may be separate from the field experience.

By necessity, students who choose this option will need to work closely with a community preceptor as well as their advisors. Production of a Consultative Report will most often involve components of options one and two also, so in some ways, this option is the most comprehensive of the three.

The component parts of a Consultative Report are as follows:

- I. Executive Summary
- II. Introduction
 - A. Description of the agency (purpose, structure, etc.) and its issue and the significance of the issue
 - B. Limited literature review for information relevant to this specific issue
 - C. Identification of the stakeholders
- III. Methodology
- IV. Findings
 - A. Process of consultation
 - B. Sources of information and data – e.g. literature, primary data collection, surveys, interviews
 - C. Analysis of information and data
- V. Discussion
- VI. Conclusions and recommended actions and changes and dissemination of information
- VII. References (APA reference style or appropriate alternative)

Option Four: Grant Proposal

Students may have the opportunity to work with a faculty member or outside collaborator in applying for a research grant to explore a public health topic. Learning how to write a successful grant application is a very important skill to possess in the practice of public health. Ideally, such proposals, if funded, may provide additional project opportunities for subsequent MPH students.

The grant proposal should be substantial enough in content that the student has the opportunity to explore the topic to a similar depth of that required for a research paper or literature review. A grant proposal, such as those submitted to the NIH, would be appropriate. Ultimate approval of this project option is subject to the program director.

The components of a grant proposal include the following:

- I. Introduction
- II. Research Plan
 - A. Specific aims (endpoints)
 - B. Background and significance
 - 1. significance to increasing scientific knowledge
 - 2. significance to improving public health
 - 3. review of relevant literature
 - C. Preliminary studies
 - 1. provide preliminary data if available
 - 2. critically interpret preliminary results and relate to current proposal
 - D. Research design and methods
 - 1. description of research and study design
 - 2. detailed description of methods for work and analysis
 - 3. include charts and tables when appropriate
 - 4. discuss alternatives and handling of negative data

III Special Considerations

- 1. Human subjects research
- 2. Animal care and use
- 3. Contractual agreements
- 4. Consultancies

IV. Budget

V. Bibliography and References

VI. Biographical sketches

VII. Supplemental discussion of public health implications

VIII. References (APA reference style or appropriate alternative)

*Some variation is to be expected depending on the funding agency.

OPTION FIVE: CERTIFICATION IN PUBLIC HEALTH EXAM (CPH)

Students are eligible to take the Certificate Public Health Exam after completing 21 credits by the end of Fall term. The 21 credits must include the core concept courses. You may repeat the test if a passing score was not obtained or undertake a MPH project to meet the degree completion requirements.

Becoming a Certified Public Health Professional provides you with a standard of knowledge and skills in public health; encourages life-long learning; adds credibility to public health profession; increases public health awareness, fosters an environment of professional community and puts you ahead of the curve as a public health professional. To maintain the Certified in Public Health (CPH) status, CPH professionals are required to obtain and document 50 hours of continuing education every two years.

The Certificate Public Health Exam is offered in February and the registration is open between August – November. Please plan ahead. For complete information go to <http://www.publichealthexam.org>. The web site includes registration information and study aids.

The Certificate Public Health Exam replaces the MPH project requirement, but not the credits.

Completion of the MPH Project

The MPH project committee must involve more than one faculty member or community advisor, one as primary project advisor and at least one faculty member as a reader for the project to give feedback prior to scheduling the final oral exam. The student must submit a draft or drafts of the project to the MPH project advisor for review and comments. The student should incorporate the advisor's revisions into the final draft of the project, which the student then resubmits to the MPH project advisor and reader. A student desiring publication of the MPH Project should discuss this with the MPH project advisor. MPH projects written in publication format may meet the program requirements with prior MPH project advisor approval. Once the MPH project advisor has approved a final version of the project, the final draft should be typed and submitted for acceptance. In addition, students must submit a final bonded copy to the Program Coordinator. Please refer to Strategies for Success – Appendix C

7.12 Final Oral Examination

All MPH degree candidates are required to pass a final comprehensive oral examination, after submission of the MPH project.

A committee composed of a minimum of three faculty members will examine the student on the content of the MPH project as well as questions on the core concepts of public health.

The examining committee will consist of a minimum of three members:

- 1) student's academic advisor (who must have an appointment within the SPH)
- 2) another SPH faculty member
- 3) faculty member outside of the MPH major (this faculty person may have an appointment anywhere within the University of Minnesota)
- 4) specialist or community advisor (optional)

The academic advisor is the designated chair of the examining committee.

Students are expected to present a professional presentation on their project (25–45 minutes) as part of the final comprehensive oral examination followed by questions. This presentation is open to the public. Immediately following the presentation, there is a closed meeting between the candidate and the examining committee. This closed meeting will include further questions on the project, as well as questions on the core concepts of public health in relations to the project. Upon completion of the examination, the candidate is excused from the room and a formal vote of the committee is taken on whether the candidate passed the examination. In order to pass the examination, the candidate must receive at least two positive votes. After successful completion of the exam, committee members will sign the student's study plan. The signed MPH study plan is forwarded to the Program Coordinator for final processing.

7.13 Graduation Checklist

1. MPH students are required to complete an **Application for Degree for professional programs** form. There are strict monthly deadline dates before a student can be cleared for graduation. The **Application for Degree** form is available from the Program Coordinator. We strongly encourage students to submit the form in their first semester of enrollment.
2. Submit completed MPH study plan at least one semester (or earlier) prior to anticipation of presenting the MPH project. Submit it to Sarah Summerbell, Program Coordinator, for review. MPH study plan is located at: <http://www.sph.umn.edu/current/assets/mphstudyplan.pdf>. You may also obtain a copy from your coordinator.
3. Schedule oral exam. The student is responsible for scheduling the oral exam with the committee members and arranging for any audio-visual equipment needed for the presentation. Non-U of M, DVM/MPH students may complete their oral exam long distance/remotely via UM Connect and conference phone. Contact Sarah Summerbell for assistance in reserving a room or conference phone.
4. Provide each committee member with a copy of your MPH project **AT LEAST TWO WEEKS BEFORE THE SCHEDULED DATE OF YOUR ORAL EXAM**. A file will be prepared for your academic advisor including:
 - a. Copy of the MPH Study Plan, plus copies of any amendments/petitions
 - b. DVM and SPH transcripts
 - c. MPH Project proposal
5. At the oral exam, the committee will sign the study plan. The advisor is responsible for returning the student file with the signed study plan to the Program Coordinator as well as submitting a grade change for the MPH project credits.
6. Complete all coursework and requirements for your MPH by the semester deadlines to be cleared for graduation. MPH degrees are granted each month.
7. Complete the SPH graduate survey available at http://sphsdb.ahc.umn.edu/gradsurvey/gs_login.cfm. Update your address on One Stop to ensure that your diploma will be mailed to your correct address.

8. Sign up to participate in the SPH Commencement (held every May) and have your name in the Commencement program. Details available from the Student Services Center.
9. **FYI: lifetime University e-mail. You may keep your U of MN email address. After you graduate, you can use your U of M e-mail address for personal or profession. Imagine never having to subscribe to an e-mail service or memorize another address! In addition, imagine being able to stay in touch with your student colleagues wherever you and they may journey.**

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

Service includes full access to three features:

- * University Portal <https://www.myu.umn.edu/metadot/index.pl>
- * AHC Portal <https://my.ahc.umn.edu/metadot/userchannel.pland>
- * Portfolio <https://portfolio.umn.edu/portfolio/index.jsp>

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Beth Virnig, PhD, MPH

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Administrative data analysis; cancer surveillance and treatment; end of life care; general Health Services Research (studies of health care use) and chronic disease epi

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7.15 Appendices

Appendix A

- Field Experience Contract
- Field Experience Evaluations: students and preceptors
- Field Experience learning objectives sample

Appendix B

- MPH Project Proposal Form

Appendix C

MPH Defense - Strategies for Success

Appendix D

- MPH Study Plan

Appendix E

- Colorado State University transferable coursework
- Cornell University transferable coursework
- Iowa State University transferable coursework
- Michigan State University transferable coursework
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Appendix F

- Sample schedule

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- Examples of research paradigms relevant to practice-based research

Appendix H

- Knowledge and experience expectations for veterinary public health MPH projects

Appendix A

**School of Public Health
Field Experience Contract**

Online module, found at:

<http://www.ahc.umn.edu/sphfieldexp/index.cfm>

Appendix A

Field experience Learning Objectives Sample

FIELD EXPERIENCE WORKSHEET (EXAMPLE)

Learning Objectives	Learning Resources and Strategies	Criteria for Evaluation and Evidence of Satisfactory Achievement
Understand the application of the incident command system	Review Board of Animal Health Emergency Response Plan; Visit with BAH director of emergency response; participate in test exercises	Ability to explain the BAH approach to emergency response and participation in a test exercise; notes from test exercise
Review basic risk communications principles for major exotic zoonotic diseases of public health importance	Critique brochures and educational materials developed by USDA, APHIS and BAH; visits with BAH Director of Communications	Inventory of BAH materials related to major exotic zoonoses threats; notes from meetings with Director of Communications; talking points on one disease of current interest
Identify the working relationships between BAH and public health agencies such as: MDA, MDH, FDA, FSIS, CDC	Interview with BAH Executive Director and key contacts from other state and Federal agencies	Annotated organizational chart demonstrating relationships between various government agencies and describing shared responsibilities and areas of collaboration
Analyze the current public health implications of a current veterinary issue of concern to the Board of Animal Health	Interview BAH personnel; MDA and MDH personnel; consult references	Written analysis of current issue listing public health implications

Appendix B – MPH proposal

MPH Project Proposal Form Public Health Practice Major

Student's Name _____	Date _____
Student's email _____	Student's CVM _____
Project Title _____	
Project advisor: _____	Approve <input type="checkbox"/> Date _____
Academic Advisor _____	Approve <input type="checkbox"/> Date _____
Vet PubH Director _____	Approve <input type="checkbox"/> Date _____

1. Project type: MPH Research Paper MPH Systematic Literature Review
 MPH Consultative Report MPH Grant Proposal CPH Exam

2. Briefly describe your proposed project and its purpose.

3. State the key project objectives.

4. What is the public health relevance of the project?

5. Briefly describe the project's methodology. IRB submitted/completed IACUC submitted/completed

6. Anticipated date of completion: _____

7. Budget

Oral Committee: 1st committee member (project advisor) _____

2nd committee member (academic advisor, if not Project advisor) _____

3rd committee member (a U of M faculty) _____

Appendix C – MPH Defense – strategies for success

WHAT?	TIMELINE and LOGISTICS	TIPS
Committee Selection	As soon as possible once project proposal is submitted	<ul style="list-style-type: none"> • three University of Minnesota faculty members required – check program requirements • external project advisors or community partners welcome (non-voting) • usual suspects are academic advisor, research advisor, program director or designate (2 of 3 need to be SPH faculty) • if all of the above are not UMN faculty, need to recruit additional members • consult with academic advisor, student guidebook, or SPH faculty guide
Draft of Written Project Paper	Distribute to committee 2-3 weeks prior to defense	<ul style="list-style-type: none"> • follow outline guides presented in your student handbook • work with your project advisor to have a polished draft before distributing to your committee • leave time for revisions and comments
Oral Presentation	<p>Student presents MPH project to public audience</p> <p>Talk should last 25-40 minutes with time for questions</p>	<ul style="list-style-type: none"> • design a clear Power Point presentation • have a committee member review your presentation • practice your talk • remember that you know your topic best •
Defense (closed session)	<p>Student is questioned about project and public health topics by committee</p> <p>Approximately 1 hour</p>	<ul style="list-style-type: none"> • be able to explain you project rationale, methodology, findings, and public health significance • public health topics related to core courses are fair game (epidemiology, environmental health, biostatistics, management, social and behavioral sciences) • provide refreshments
Finalize the Process	Student may pass, pass with stipulations, or need to meet further requirements	<ul style="list-style-type: none"> • ensure study plan is signed and forwarded to program coordinator • if necessary, submit revisions promptly • submit final copy of MPH project paper to DVM/MPH Program Coordinator

Appendix D - MPH Study PLAN

UNIVERSITY OF MINNESOTA SCHOOL OF PUBLIC HEALTH MASTER OF PUBLIC HEALTH (MPH) STUDY PLAN

ID #	Name	
Major	Dual Degree with (Major/Degree)	
Date Application for Degree Filed	Term/Year of Intended Graduation	Date Study Plan Filed

Your advisor must approve this form. It will be kept in the major office for revision and final review. Upon completion of degree requirements, the form will be reviewed, signed by the major chairperson, and forwarded to the Student Services Center for degree clearance.

Please complete sections I. and II. In the designated sections below, list all course work that has been or will be completed to fulfill degree requirements.

I. Course work for fulfillment of degree requirements

- A. Core Requirements:** Please denote how requirement was met by: listing course number, term, and year taken; or equivalency exam date taken; or petitioned course number, term, and year taken. Please ATTACH copies of documentation for equivalency exam(s) and/or petitioned courses.

Core Area Requirement	Public Health Course (number/term/year)	Equivalency Exam (date)	Petitioned Course (number/term/year)
1. Administration			
2. Behavioral Science		Not available	
3. Biostatistics			
4. Environmental Health			
5. Epidemiology			
6. Ethics		Not available	

- B. Field Experience:** Please state how requirement was met. (Effective for students entering 9/97 or after).

Designator and Course Number	Term/Year	Number of Hours
Advisor	Preceptor	
Name of Organization		
Street Address		
City/State/Zip		
Telephone and/or e-mail		

II. List MPH project (s) completed, advisor, and date accepted.

Project Title	Project Advisor	Date Accepted

III. Enrollment Status and Course Requirements

Major will complete this portion prior to submitting to the Student Services Center for clearance.

Term/Year Admitted	Adult Special Credits
	Degree Candidate Credits
	Credits Transferred
	Total Credits
	Cumulative GPA

Oral Examination Committee Members (Please Print or type names)	Signature	Date

Written Examination Date	N/A
--------------------------	-----

Academic Advisor Signature	Date
----------------------------	------

Major Chair Signature	Date
-----------------------	------

Date Degree Awarded	
---------------------	--

Appendix E Colorado State University					VPH Basic Competencies						Elective Domains		
Course #	Title	credits that transfer to the U of MN,SPH	Required course	SPH Basic Curriculum	Biostatistics	Surveillance	Infectious Disease Epidemiology	Zoonoses	Environmental Health	Policy and System	Community Intervention	Assessment & Basic Sciences	Program Mgmt & Communication
VM 648	Food Animal Production and Food Safety	2	Yes					X		X			
VM 714	Veterinary Preventive Medicine	4	Yes				X	X				X	
VM 707	Emerging Infectious Diseases	1	no				X					X	
VM 786A	Junior Practicum, includes Foreign Animal Disease 1 of the 6 cr may count toward MPH degree	1											
<i>06/20/12 (other courses considered on a case by case basis)</i>													

Appendix E Cornell University			VPH Basic Competencies					Elective Domains			
Course #	Title	credits that transfer to the U of MN,SPH	Required course	SPH Basic Curriculum	Biostatistics	Surveillance	Infectious Disease Epidemiology	Zoonoses	Environmental Health	Policy and System	Community Intervention
VTMED 5704	Veterinary Practice: Public Health and Preventive Medicine	2				X				X	
VTMED 5706	Veterinary Practice: Professional Development	1.5					X			X	
VTMED 6420	Foreign and Emerging Diseases of Animals	1				X				X	
VTMED 6421	Epidemiology of Infectious Diseases	1			X					X	
VTMED 6422	Clinical Biostatistics for Journal Readers	1	X								
VTMED 6430	Veterinary Perspectives on Pathogen Control in Animal Manure	2					X			X	
VTMED 6556	Dairy Herd Health Epidemiology	1	X							X	X
VTMED 6604	Quality Milk	2					X				X
VTMED 6610	Herd Health and Biosecurity Risk Evaluation Using the NYS Cattle Health Assurance Program (NYSCHAP) Model	2					X				X
VTMED 6698	Special Projects in Veterinary Medicine	1-4									
VTMED 6723	Veterinary Medicine in Developing Nations	2						X			
VTMED 6726	Introduction to Professional Literature	1								X	
VTMED 6735	Conservation Medicine	1.5					X			X	
VTMED 6798	Special Projects in Veterinary Medicine (VetICE)	1				X				X	
<i>06/20/12 (other courses considered on a case by case basis)</i>											

Appendix E Iowa State University					VPH Basic Competencies						Elective Domains		
Course #	Title	credits that transfer to the U of MN, SPH	Required course	SPH Basic Curriculum	Biostatistics	Surveillance	Infectious Disease Epidemiology	Zoonoses	Environmental Health	Policy and System	Community Intervention	Assessment & Basic Sciences	Program Mgmt & Communication
VMPM 388	Public Health	3						X				X	
VMPM 486	Public Health Laboratories	1						X	X		X		
VMPM 536	Zoonoses	3											
VCS305X	Shelter Medicine Course	1											
<i>06/20/12 (other courses considered on a case by case basis)</i>													

Appendix E Michigan State University							VPH Basic Competencies						Elective Domains			
Course #	Title	Credits	credits that transfer to the U of MN,SPH	Required for all DVM students	Recommended for dual students	SPH Basic Curriculum	Biostatistics	Surveillance	Infectious Disease Epidemiology	Zoonoses	Environmental Health	Offered	Policy and System	Community Intervention	Assessment & Basic Sciences	Program Mgmt & Communication
VM 533	Veterinary Epidemiology	3	3	yes					X			2yr, Fall term			X	
VM 544	Veterinary Public Health	2	2	yes						X		2yr, Sp term			X	
LCS 678	Corporate and Gov. Veterinary Practice Clerkship	3	3	no	yes									X		
PDI562	Emerging and Exotic Diseases of Animals Course	1	1													
LCS 690	Veterinary Public Health Field Experience * 1	3	3	no	yes	x										
LCS 691	Veterinary Public Health Research Experience *	3	3	no	yes	x										
LCS 590	Independent course for Field or MPH project	2	2		yes											
LCS 647	Concepts of Agricultural Practice 3 cr - 1/3 cr can transfer	3	1													
	14 CVM credits can transfer into the MPH															
	* LCS 690, 691: only 2 of the 3 credits will count for the field and MPH project requirements and the 3rd cr will transfer as extra cr. Register for 1 credit of field exper and MPH proj through UofM, SPH															
	1 LCS 690 may be taken multiple times															
06/20/12 (other courses considered on a case by case basis)																

Appendix E University of Minnesota		VPH Basic Competencies										Elective Domains			
Course #	Title	Credits	Required for all DVM students	Recommended for dual students	Basic Curriculum	Biostatistics	Surveillance	Infectious Disease Epidemiology	Zoonoses	Environmental Health	Offered	Policy and System	Community Intervention	Assessment & Basic Sciences	Program Mgmt & Communication
CVM 6030	Public Health Veterinary Community Medicine	2	yes	n/a					X		3yr, Sp term			X	
CVM 6031	International Animal Diseases	1	yes	n/a							3yr, Sp term			X	
CVM 6220	Clinical Epidemiology	1.5	yes	yes				X			2yr, F term			X	
CVM 6222	Advanced Clinical Epidemiology	1	no	yes											
CVM 6500	Veterinary Public Health Rotation	1	yes	n/a							3 & 4 yr		X		
CVM 6501	Advanced Vet Public Hlth Rotation: Food Systems	1	no	yes							3 & 4 yr		X		
CVM 6510	MPH Project: Public Health Practice	2	no	yes	X						3 & 4 yr				
CVM 6516	Externship in Public Health Practice	2	no	yes	X						3 & 4 yr				
CVM 6560	Public Health Issue and Vet Med Opportunities	1	no	yes							Sp term				X
VMed 8090	Epi of Zoonoses & Disease Common to Animals and Humans	3	no	elective					X		Fall term		X		
	14 CVM credits potentially can transfer into the MPH														
	4cr - basic curriculum - field exper, MPH project *														
	6 cr - DVM required curriculum: 6030, 6031, 6220, 6500														
	6 cr - CVM electives - your choice (6560, 6222, 6501 recommended)														
06/20/12 (other courses considered on a case by case basis)															

**Appendix E
Western University of Health Sciences**

Course #	Title	credits that transfer to the U of MN,SPH	VPH Basic Competencies					Elective Domains				elective
			Biostatistics	Surveillance	Infectious Disease Epidemiology	Zoonoses	Environmental Health	Policy and System	Community Intervention	Assessment & Basic Sciences	Program Mgmt & Communication	
CVM 7025	Population Health and Production	2			X					X		
CVM 7055	Veterinary Public Health	2				X				X		
CVM 7060	Food and Feed Safety	2					X	X				
CVM 7065	USDA Accreditation, Foreign Animal Diseases & Int'l Vet Med	2				X			X	X		
CVM 7559	Public Health Selective	4										X
<i>06/20/12 (other courses considered on a case by case basis)</i>												

Appendix F

DVM/MPH Sample Schedule

First summer

Three week May Session:

6 cr Public Health Institute courses (focus courses)

1.5 cr PubH 6299 Public Health Practice: Public Health is a Team Sport - The Power of Collaboration

Summer term:

3 cr PubH 6414 Biostatistical Methods I

(It is recommended to take Biostats prior to or concurrently with Fund of Epi.)

3 cr PubH 6320 Fundamentals of Epidemiology

Second summer

Three week May Session:

4.5 cr Public Health Institute courses (focus courses)

Summer term:

2 cr PubH 6102 Issues in Environmental and Occupational Health

2 cr PubH 6751 Management in Health Service Organizations

1 cr PubH 6741 Ethics in Public Health

Third Summer

3 cr PubH 6020 Fundamentals of Social and Behavioral Science

Third and fourth year (during DVM curriculum)

3 cr Field experience * (1 cr must be registered with the U of M, SPH)

3 cr MPH project * (1 cr must be registered with the U of M, SPH)

10 credits of transfer electives *

42 Total credits

* the sample schedule is based on 14 credits transferring in from your DVM curriculum: 10 credits of electives, 2 credits of field experience and 2 credits of MPH project

Appendix G

Adapted from "Demonstrating Excellence in Practice-Based Research for Public Health", an Association of Schools of Public Health Special Publication, January-February 2006

Examples of research paradigms relevant to practice-based research

<i>Research Paradigm</i>	<i>Description</i>	<i>Links to practice</i>	<i>Example</i>
Basic Research	Basic research seeks to investigate new knowledge about phenomena, hoping to establish general principles to explain the phenomena. Its goal is to produce new knowledge and explain normal and abnormal processes.	Uses information derived from traditional scientific methods (e.g. epidemiology) to guide public health programs and agencies so as to protect the public and promote well-being.	Research on West Nile virus link from mosquitoes to American Crow (<i>corvus brachyrhynchos</i>) to persons
Clinical research	Clinical research is conducted using human clients or animals in an aggregated fashion to draw conclusions about phenomena.	Links clinical information to social behavior and social problems in the planning, development, and implementation of public health programs and policies	Studies on new canine tick repellent on the prevention of human tick-borne diseases
Applied research	Applied scientific research seeks to apply the information learned from basic research to develop practical use for that new knowledge	Uses scientific methodology to develop information aimed at clarifying or confronting an immediate societal problem	Local health department epidemiological investigation on ground beef contamination that supports a public advisory for food recall
Evaluative research	Evaluative research seeks to assess processes and outcomes of the treatment applied to a problem or the outcome of prevailing practices	Focuses on investigating the effects of an intervening public health program or policy in the short and long-term evaluation of the public health program's utility, value, and effectiveness; engages program personnel.	Evaluation of the effectiveness of ServeSafe™ programs on food service worker compliance with food handling best practices
Descriptive research	Descriptive research attempts to discover facts or describes reality.	Allows for a more in-depth exploration of information and phenomena by public health practitioners for the purpose of gaining a fuller understanding of issues and problems that affect clients and the general public.	Use of a case study to analyze the roll-out process of a state that develops farmed cervid legislation and the impact of that legislation
Community research	Community research is a collaborative research approach that maximizes the equitable involvement of community members, organizational representatives, and researchers in all aspects of the research. The research may originate in a resource agency (community-oriented) or with a relevant community (community-based)	Starts at the point where the client is, which allows the research to more accurately target the development, implementation, and analyses of problems that directly affect clients and the general public.	Use of poultry veterinarians in the development and implementation of avian influenza awareness and prevention programs for backyard bird owners
Systems research	Systems research is a field of inquiry examining the organization, financing, staffing, governance, and delivery of health services at the local, state, and national levels, assesses the impact of these factors on population health; includes research on health care, public health, health policy, and law.	Suggests ways to improve the quality, performance, efficiency, and effectiveness of public health systems that affect community health outcomes.	Application of the ten risk communication best practices at the state level related to emerging zoonoses preparedness and response

Appendix H

Knowledge and Experience Expectations for Veterinary Public Health Degrees

Degree	Degree Type	Institution awarding degree (Accreditation)	Research Expectation	Experience Expectation	Career Goals
Doctor of Veterinary Medicine (DVM) (professional degree)	Professional non-dissertation doctorate (min 191 cr)	College of Veterinary Medicine (AVMA)	No	Yes, entire year of senior clinical rotations	Professional position in veterinary practice, government or industry
Master of Public Health (MPH) (professional degree)	Professional non-thesis Masters (min 42 cr)	School of Public Health (CEPH)	Yes, at least 120 hrs work (3 credits) *	Yes, at least 3 weeks at a site related to public health	Professional position in public health agency, non-profit or industry
Master of Science (MS), Plan A or B (academic degree)	Academic Masters with research thesis (min 30 cr)	Graduate School	Yes, Master's thesis (10 credits)	No, not beyond research experience	Professional position or research in government or industry
Doctor of Philosophy (PhD) (academic degree)	Academic Doctorate with research dissertation (min 36 cr)	Graduate School	Yes, Doctoral dissertation (24 credits)	No, not beyond research experience	Research or leadership position in government, industry or academia

* MPH Project expectations:

- manuscript/publication
- report to external stakeholder