

# **Executive and Dual Degrees Programs in Public Health Practice**

MPH Degree Program

Public Health Practice Major

## 2014-2015 Student Guidebook

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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.

Many Graduate School processes are in transition. Please stay in touch with your Program Coordinator as some paper processes will convert to electronic processes.

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

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

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

## ***Table of Contents***

|   |           |
|---|-----------|
| <b>University of Minnesota Calendar 2014-2015 .....</b>   | <b>5</b>  |
| <b>Section 1      The School of Public Health</b>   | <b>6</b>  |
| 1.1    About the School .....   | 6         |
| 1.2    School of Public Health Office of Admissions and Student Resources.....                      | 6         |
| 1.3    Mentor Program .....   | 8         |
| 1.4    SPH Student SPHere .....   | 8         |
| 1.5    Complaints and Grievances .....  | 9         |
| 1.6    Field Experience Agreement.....  | 9         |
| 1.7    Minors and Interdisciplinary Concentration Areas.....  | 10        |
| 1.8    Community Engagement .....   | 10        |
| 1.9    Online Courses.....  | 10        |
| 1.10   Course Evaluations and Yearly Student Survey .....   | 11        |
| 1.11   Your Advising Team.....  | 11        |
| 1.12   Commencement Eligibility.....  | 12        |
| <b>Section 2      The University of Minnesota</b>   | <b>12</b> |
| 2.1    Mission.....   | 12        |
| 2.2    Twin Cities Campus.....  | 12        |
| 2.3    U of M Services .....  | 13        |
| <b>Section 3      Registration</b>  | <b>21</b> |
| 3.1    Full-Time Status.....  | 21        |
| 3.2    Registration Process .....   | 22        |
| 3.3    Grade Option Changes, Course Additions, Withdrawals, Evaluations, and Equivalency Exams .... | 22        |
| <b>Section 4      Tuition, Fees, Billing, and Finances</b>  | <b>26</b> |
| 4.1    Tuition and Fees .....   | 26        |
| 4.2    Billing.....   | 26        |
| 4.3    Financial Aid and Scholarships .....   | 27        |
| 4.4    Graduate Assistantships.....   | 28        |
| <b>Section 5      University Guidelines and Policies</b>  | <b>28</b> |
| 5.1    Student Responsibility and Conduct .....   | 28        |
| 5.2    University of Minnesota Board of Regents' Policies.....                                      | 29        |

|                  |   |           |
|------------------|---|-----------|
| 5.3              | Scholastic Dishonesty and Plagiarism .....                    | 34        |
| 5.4              | University Senate Uniform Grading and Transcript Policy ..... | 35        |
| 5.5              | Health Insurance .....  | 40        |
| 5.6              | Leave of Absence.....   | 41        |
| 5.7              | Privacy .....   | 41        |
| 5.8              | Immunizations.....  | 42        |
| 5.9              | Criminal Background Checks.....                               | 42        |
| 5.10             | Use of Human Subjects in Research.....                        | 53        |
| 5.11             | International Student Requirements.....                       | 44        |
| <b>Section 6</b> | <b>Groups, Associations, and Societies</b>                    | <b>45</b> |
| 6.1              | Student Groups.....   | 45        |
| 6.2              | Public Health Related Associations and Agencies.....          | 46        |
| 6.3              | Alumni Societies.....   | 47        |
| <b>Section 7</b> | <b>Executive Program in PubH Practice and Dual Degrees</b>    | <b>60</b> |
| 7.1              | Welcome   | 60        |
| 7.2              | Program Curriculum.....                                       | 61        |
| 7.3              | Program Requirements  | 66        |
| 7.4              | Online Resources  | 70        |
| 7.5              | Descriptions of Required Courses.....                         | 71        |
| 7.6              | Academic Advising.....  | 72        |
| 7.7              | Curriculum Competencies .....                                 | 73        |
| 7.8              | Field Experience  | 75        |
| 7.9              | MPH Culminating Experience.....                               | 77        |
| 7.10             | MPH Culminating Experience Options .....                      | 78        |
| 7.11             | Human Subjects Protections .....                              | 83        |
| 7.12             | Curriculum Competencies .....                                 | 73        |
| 7.13             | Written and oral demonstration of the MPH Culminating         | 84        |
| 7.14             | Graduation Checklist .....                                    | 84        |
| 7.15             | PHP Faculty and Staff .....                                   | 86        |
| 7.16             | Appendices.....   | 89        |

## University of Minnesota Calendar 2014-2015

The official University Calendar can be found at [onestop.umn.edu](http://onestop.umn.edu).

### FALL SEMESTER 2014

|           |              |  |
|-----------|--------------|--|
| August    | 20-22        | Equivalency Exams                            |
|           | 28           | SPH New Student Orientation                  |
|           | 29           | New PhD Student Reception                    |
| September | 1            | Labor Day holiday – University closed        |
|           | 2            | Classes begin                                |
| November  | 11           | Registration for Spring Semester 2015 begins |
|           | 27-28        | Thanksgiving holiday – University closed     |
| December  | 10           | Last day of instruction                      |
|           | 12-13, 15-18 | Final examinations                           |
|           | 18           | End of Fall semester                         |
|           | 25-26        | University Closed                            |
|           | 21           | Grades due                                   |

### SPRING SEMESTER 2015

|         |       |  |
|---------|-------|--|
| January | 14-16 | Equivalency Exams                              |
|         | 19    | Martin Luther King holiday – University closed |
|         | 20    | Classes begin                                  |
| March   | 16-20 | Spring break – no classes                      |
| May     | 8     | Last day of instruction                        |
|         | 11-16 | Final examinations                             |
|         | 16    | End of Spring Semester                         |
|         | 19    | Grades due                                     |
|         | 26    | May Intersession begins                        |

# 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, the School of Dentistry, the College of Pharmacy, the Medical School, 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 Office of Admissions and Student Resources

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### Office Hours (Fall and Spring Terms)

Monday – Friday, 7:45 AM - 4:30 PM

### Office Hours (Summer)

Monday – Friday, 7:45 AM – 4:30 PM  
Closed every day from 12:00 PM – 1:00 PM

### Location

Mayo Memorial Building, Room A395

### Telephone

612.626.3500 or 800.774.8636

### Fax

612.624.4498

## Email

sph-oasr@umn.edu

## Mailing Address

Office of Admissions and Student Resources

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

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## OFFICE OF ADMISSIONS AND STUDENT RESOURCES (OASR)

THE OFFICE OF ADMISSIONS AND STUDENT RESOURCES IS A SCHOOL-WIDE OFFICE THAT ASSISTS STUDENTS WITH ALL PHASES OF THEIR ACADEMIC JOURNEY. THE OASR STAFF WORKS CLOSELY WITH THE PROGRAM COORDINATORS TO CREATE A SET OF SCHOOL-WIDE AND PROGRAM-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/careers](http://www.sph.umn.edu/careers) 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 ([www.ahc.umn.edu/sphjobs/](http://www.ahc.umn.edu/sphjobs/)).
- **Field Experiences:** This module, which is password-protected, is where students can start a new field experience learning agreement, complete a field experience scholarship application, search the database of past field experience sites, and access additional resources ([sph.umn.edu/students/current/fe/](http://sph.umn.edu/students/current/fe/)).
- **Alumni Networking Database:** A searchable *Alumni Networking Directory*, to help you connect with SPH alumnae all over the world ([sphalumni.umn.edu](http://sphalumni.umn.edu)).
- **Career Tips:** General career-related links and tip sheets on a variety of job-search related topics ([www.sph.umn.edu/careers/tipsheets/](http://www.sph.umn.edu/careers/tipsheets/)).
- **Blog:** Our Career Services Blog hosts several career-related posts for students and alumni ([sph.umn.edu/category/careers/](http://sph.umn.edu/category/careers/)).

## Individual Appointments

You may schedule individual appointments with Vic Massaglia and Darren Kaltved to discuss any career-related issues, from creating a top-notch resume to ideas for field experiences, interviewing, and negotiating job offers. To schedule an appointment, please email [sphjobs@umn.edu](mailto:sphjobs@umn.edu).

### Other Resources

Throughout the year, you will have the opportunity to take advantage of 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

Recruitment Services 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, Director of Admissions and Student Leadership Development and Sherlonda Clarke, Coordinator for Diversity Initiatives and 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.

## OASR STAFF

| Career Services      |   |              |  |  |
|----------------------|---|--------------|--|--|
| Darren Kaltved       | Assistant Director, Career Services                               | 612-626-4448 | <a href="mailto:dkaltved@umn.edu">dkaltved@umn.edu</a> |  |
| Vic Massaglia        | Director of Career Services                                       | 612-626-5443 | <a href="mailto:victorm@umn.edu">victorm@umn.edu</a>   |  |
| Recruitment Services |   |              |  |  |
| Maggie Aftahi        | Director of Admissions and Student Leadership Dev.                | 612-624-0601 | <a href="mailto:med@umn.edu">med@umn.edu</a>           |  |
| Sherlonda Clarke     | Coordinator for Diversity Initiatives and Programs                | 612-624-9970 | <a href="mailto:sdclarke@umn.edu">sdclarke@umn.edu</a> |  |
| Guy Piotrowski       | Coordinator for Applications and Admissions                       | 612-624-1991 | <a href="mailto:piotr005@umn.edu">piotr005@umn.edu</a> |  |
| Student Services     |   |              |  |  |
| Richard Archer       | Student Data Coordinator  | 612-624-6915 | <a href="mailto:arche071@umn.edu">arche071@umn.edu</a> |  |
| Carol Francis        | Registrar and Associate Director of Academic and Student Services | 612-624-6952 | <a href="mailto:franc004@umn.edu">franc004@umn.edu</a> |  |
| Katie Keyser         | Executive Operations/Student Support Specialist                   | 612-624-7660 | <a href="mailto:loas0001@umn.edu">loas0001@umn.edu</a> |  |
| Mary Ellen           | Assistant Dean of Educational Operations                          | 612-626-     | <a href="mailto:nerne002@umn.edu">nerne002@umn.edu</a> |  |

### 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.

The School of Public Health boasts the largest mentor program of any public health school. Each fall we match about 200 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 [sphalumni.umn.edu/mentorprogram](http://sphalumni.umn.edu/mentorprogram).

### 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 Office of Admissions and Student Resources (Mayo A395). 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 OASR (A395 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 lab, 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](http://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 Office of Admissions and Student Resources at (612) 626-3500.

## **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 yearly student survey (in March).
- 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 Dr. Kristin Anderson, Associate Dean for Learning Systems and Student Affairs, at [ander116@umn.edu](mailto:ander116@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](http://www.eoaffact.umn.edu). For student issues that are not resolved through SPH channels or for which you seek external support, the Student Conflict Resolution Center will assist in resolving campus-based problems or concerns [www.sos.umn.edu](http://www.sos.umn.edu).

## **1.6 Field Experience Learning Agreement**

All students pursuing a required field experience or summer residency must complete an online learning agreement prior to beginning the experience. The online 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](http://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 [www.catalogs.umn.edu/gradmajorsalpha.html](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 [www.sph.umn.edu/programs/ic/](http://www.sph.umn.edu/programs/ic/).

## **1.8 Community Engagement Agreement**

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 Agreement available at [www.ahc.umn.edu/sphcommunity](http://www.ahc.umn.edu/sphcommunity). The agreement is complete once it has been approved by the student's advisor and the Student Data Coordinator.

To complete the Student Engagement Agreement 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 agreement 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 online classes, you will be sent a welcome email. Generally, you will not have access to course sites until the first day of class. A general Moodle tutorial is available

[uttc.umn.edu/training/tutorials/moodle/orientation/moodle-introduction/index.htm](http://uttc.umn.edu/training/tutorials/moodle/orientation/moodle-introduction/index.htm). This tutorial is not mandatory but may prove helpful to those with little or no experience with online courses.

## **1.10 Course Evaluations and Yearly 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 YEARLY 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.

### **1.12 Commencement Eligibility**

Students enrolled in MPH, MHA or MS programs are eligible to participate in the May Commencement ceremony if they are on-track to complete course credit requirements and the culminating experience by the end of the spring or summer semester, or have completed the necessary course credit requirements and culminating experience the previous summer or fall semester.

Exceptions may be granted on an individual basis per review by the program coordinator and program director. To seek an exception, contact your program coordinator.

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

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

#### Email Accounts

[www.umn.edu/initiate](http://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](http://www.umn.edu/initiate) or by calling the Technology Help Line at 612.301.4357 (1-HELP).

**All SPH students are required to use their University of Minnesota 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/](http://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.)

The account must be accessed at least once every three months through the [Web Interface](#) to keep the email account active. If the account remains suspended for 90 days, it is then deleted. All data associated with the account will be deleted and cannot be recovered. If the user contacts the Service Desk [[help@umn.edu](mailto:help@umn.edu)] after the account is deleted, the account can be recreated without any content.

#### U Card

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

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

#### U Card Main Office

G22 Coffman Memorial Union  
300 Washington Avenue SE

Phone 612.626.9900  
Weekdays: 8:30 to 4:00pm

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

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
- 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 \$25.00 replacement fee for lost, stolen, or damaged U Cards. The fee can be paid by cash or check at all U Card Office locations. Debit, check or credit cards are not accepted.

### **LinkedIn**

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

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

#### **Campus Shuttle 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/index.html](http://www1.umn.edu/pts/index.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, [www1.umn.edu/pts/](http://www1.umn.edu/pts/), 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](http://www.bookstore.umn.edu)

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

### **Housing**

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

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

### **Maps**

[campusmaps.umn.edu/tc/](http://campusmaps.umn.edu/tc/)

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 3<sup>rd</sup> floor of the Mayo building – right near the Dean's office Mayo A302, the student SPHere Mayo A150, and the 3<sup>rd</sup> floor (Lobby level) of the WBOB building.

## **2.3.2 Health and Well Being**

### **Boynton Health Services**

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

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

#### **Clinics**

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

Massage Therapy Services

Nutrition Services

- Pediatric Services
- Immunizations
- Nursing Mothers Room

#### **Services**

Contraceptive Services  
Immunization Services

#### **Testing Services**

- HIV Testing and Counseling
- Pregnancy Testing
- STI Testing

**General Care**

- Pharmacy
- Physical Exams
- Primary Care/Urgent Care

**Boynton also offers a variety of programs and classes including:**

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

### **Mental Health Resources**

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

Boynton Health Service Mental Health Clinic, [www.bhs.umn.edu/services/mentalhealth.htm](http://www.bhs.umn.edu/services/mentalhealth.htm).

International Student and Scholar Services counseling. [www.iss.umn.edu/office/advising/personal.html](http://www.iss.umn.edu/office/advising/personal.html)

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

### **Smoke-free University**

The University of Minnesota, Crookston, Duluth, Rochester, and Twin Cities are smoke- and tobacco-free campuses. All students, staff, faculty, and visitors are prohibited from smoking and using, selling, free distributing, and advertising tobacco products and electronic cigarettes in all facilities and on all University property.

The success of this policy will depend upon the thoughtfulness, consideration, and cooperation of everyone on campus, including tobacco-users and non-users. All members of the University community are responsible for enforcing this policy. Students, faculty, staff, and visitors who violate this policy should be reminded of the policy and asked to comply. Repeated violation of this policy may be cause for disciplinary action in accordance with applicable student or employee codes of conduct. Visitors who refuse to comply with this policy may be asked to vacate campus property.

### **The Aurora Center**

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

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

### **Nursing Mothers' Room**

[www.bhs.umn.edu/east-bank-clinic/nursing-mothers-room.htm](http://www.bhs.umn.edu/east-bank-clinic/nursing-mothers-room.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. For addition information or questions please email Barry Standorf at [bstandorf@bhs.umn.edu](mailto:bstandorf@bhs.umn.edu)

### **Recreation & Wellness Center**

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

The University Recreation and Wellness Center opened its doors in 1993, and is commonly referred to by students as the Rec Center. An expansion to the original building opened in 2013. Located on the University of Minnesota's East Bank Campus, the facility serves between 3,000 and 5,000 patrons on an average weekday during the academic year. The Department of Recreational Sports also offers opportunities for the following:

- Aquatics
- Fitness
- Golf
- Intramurals
- Outdoor Recreation
- Sport Clubs
- Wellness
- Youth Programs

### Dining

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

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

### Diversity and Inclusiveness

The University of Minnesota (University) is committed to the principles to achieve excellence through equity and diversity. It is believed that a diverse student body enhances the academic and social environment for all students and prepares students to thrive in an increasingly diverse workforce and society. Equal education access is critical to preparing students for the responsibilities of citizenship and civic leadership in a heterogeneous society. The University will provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. The University will also establish and nurture an environment for faculty, staff, students, and visitors that actively acknowledges and values equity and diversity and is free from racism, sexism, ageism, homophobia, and other forms of prejudice, intolerance, or harassment.

The global, population-based nature of public health demands that the School of Public Health (SPH) seek and train students of all racial, ethnic, economic and educational backgrounds. We believe such diversity enriches the learning experience and helps build excellence in public health leadership. The 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 ([sph.umn.edu/taste-diversity-2014-menu-april-7/](http://sph.umn.edu/taste-diversity-2014-menu-april-7/)) programs are designed to highlight diverse issues that impact public health professionals.

We also strive to create a community that is actively engaging in the areas of diversity and inclusiveness of its students, faculty, staff and programs to create an excellent educational environment. The SPH defines inclusiveness as all-embracing of the fullness of humanity. Our goal is to celebrate the differences and to help foster unity within the SPH community. This sense of inclusiveness recognizes that diversity is not limited to a select number of categorical elements of a person but encompasses all attributes.

The U of MN SPH Coordinator for Diversity Initiatives and Programs, Sherlonda Clarke, works with students, staff, faculty, and community members to enhance diversity within the SPH. Her office is located in A395-3 Mayo Memorial Building or you can contact her at [sdclarke@umn.edu](mailto:sdclarke@umn.edu) or at 612-624-9970.

For more information please visit:

- University policy library - [regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf)
- Office for Equity and Diversity - [diversity.umn.edu/eoaa/home](http://diversity.umn.edu/eoaa/home)
- SPH website on Diversity in Minnesota - [www.sph.umn.edu/prospective/diversity/](http://www.sph.umn.edu/prospective/diversity/)

In addition, the University 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.

**Disability Resource Center**[diversity.umn.edu/disability/](https://diversity.umn.edu/disability/)

Location: 108 McNamara Alumni Center, 200 Oak Street SE (East Bank)

Phone: (612) 626-1333 (Voice/TTY)

The Disability Resource Center promotes access and equity for students with disabilities (e.g., physical, learning, psychiatric, sensory or systemic) They exist to ensure that students, faculty and staff have access to all the University has to offer and equal opportunities to participate in the many interesting activities on campus. Their goal is to ensure that you have access to all the learning opportunities you choose, whether in class or at work, or participating in the wide range of social and cultural experiences the University offers. Students are responsible for contacting the Disability Resource Center for more information or to arrange accommodations.

**Diversity in Graduate Education**[diversity.umn.edu/gradeducation/](https://diversity.umn.edu/gradeducation/)

Location: 333 Johnston Hall, 101 Pleasant Street SE (East Bank)

Phone: (612) 625-6858

The Office for Diversity in Graduate Education (ODGE) coordinates and leads the University's initiatives in the recruitment, funding, retention and graduation of a diverse graduate and professional student body. Additionally, ODGE works closely with The Graduate School and other units connected to diversity and multiculturalism.

**GLBTA Programs Office**[diversity.umn.edu/glbta/](https://diversity.umn.edu/glbta/)

Location: 46 Appleby Hall, 128 Pleasant Street SE (East Bank)

Phone: (612) 625-0537

Through its various services, the Gay, Lesbian, Bisexual, Transgender, Ally (GLBTA) Programs Office is dedicated to improving campus climate for all University constituents by developing and supporting more inclusive understandings of gender and sexuality. GLBTA Programs Office seeks to build and bridge communities that welcome and affirm people to be their whole selves, honoring their multiple identities and life experiences.

**International Student and Scholar Services**[www.issss.umn.edu/](https://www.issss.umn.edu/)Location: 109 Hubert H. Humphrey School, 301 19<sup>th</sup> Avenue S (West Bank)

Phone: (612) 626-7100

International Student and Scholar Services (ISSS) is the office dedicated to serving the University 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

**Multicultural Center for Academic Excellence**[diversity.umn.edu/multicultural/](https://diversity.umn.edu/multicultural/)

Location: 140 Appleby Hall, 128 Pleasant Street SE (East Bank)

Phone: (612) 624-6386

The Multicultural Center for Academic Excellence (MCAE) is a campus-wide resource that promotes an inclusive atmosphere to foster and enrich multicultural understanding among all members of the University community. MCAE's commitment to creating such a climate is driven by a student-first culture in which students are the highest priority.

**Office of Equity and Diversity**[diversity.umn.edu/](https://diversity.umn.edu/)

Location: 432 Morrill Hall, 100 Church Street SE (East Bank)

Phone: (612) 624-0594

The mission of the Office of Equity and Diversity (OED) is to leverage the transformative power of equity and diversity to advance excellence in teaching, research and community engagement at the University of Minnesota. OED envisions a University where equity and diversity are:

1. Integrated into the work and lives of every student, faculty and staff member.
2. Recognized as core institutional values, and will inform thinking, policies and practices throughout the University.
3. Inherently intertwined with academic excellence and the development of leaders for a globally inclusive society.

**Office of Equal Opportunity and Affirmative Action**[diversity.umn.edu/eoaa/](https://diversity.umn.edu/eoaa/)

Location: 274 McNamara Alumni Center, 200 Oak Street SE (East Bank)

Phone: (612) 624-9547

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 EOAA Office envisions a University community that is equitable—one that values the diversity of its workforce and student body and is free from discrimination and harassment.

**Student Conflict Resolution Center**[www.sos.umn.edu/](https://www.sos.umn.edu/)

Location: 254 Appleby Hall, 128 Pleasant St. SE (East Bank)

Phone: (612) 624-7272

The Student Conflict Resolution Center (SCRC) offers informal and formal conflict resolution services to resolve students' University-based problems and concerns. An ombudsman provides confidential, neutral and informal options. An advocate is available to assist students in formal grievance or disciplinary proceedings.

**Women's Center**[diversity.umn.edu/women/](https://diversity.umn.edu/women/)

Location: 64 Appleby Hall, 128 Pleasant Street SE (East Bank)

Phone: (612) 625-9837

The Women's Center advances equity for women students, staff, faculty and alumnae across identities. The Women's Center increases connections for women's success, cultivates socially responsible leaders and advocates for organizational culture change toward excellence for all.

## 2.3.4 Academic

### University Libraries

[hsl.lib.umn.edu/biomed](https://hsl.lib.umn.edu/biomed)

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 (<https://www.lib.umn.edu/math>), located in Vincent Hall, contains materials in the area of mathematics and statistics.

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

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](mailto:besch015@umn.edu) or 612-625-9603.

### Center for Teaching and Learning Services

[www1.umn.edu/ohr/teachlearn/](http://www1.umn.edu/ohr/teachlearn/)

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

### Center for Writing

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

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

[it.umn.edu/services/](http://it.umn.edu/services/)

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

The myU web portal permits you to:

- Sign-in once to access all major applications.
- Receive personalized information.
- Create a custom news page from over 200 news channels.

Set-up secure areas to discuss, share, and collaborate.

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

**University Counseling and Consulting Services**

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

Provides the following services to the University community:

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

## 2.3.5 Campus Safety

### **Police**

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

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

### **TXT-U Emergency Notification**

[www1.umn.edu/prepared/txtu/](http://www1.umn.edu/prepared/txtu/)

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

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

### **Campus Wide Emergency Alert System**

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

## 2.3.6 Social

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

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

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

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

### **Campus Events**

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

Website for events hosted by the University of Minnesota.

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

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

Website for events specific to the School of Public Health.

[hub.ahc.umn.edu/news-capsules](http://hub.ahc.umn.edu/news-capsules)

### **Academic Health Center Events**

News and events specific to the Academic Health Center.

## 2.3.6 Additional Resources

### **Post Office**

[sua.umn.edu/services/postal-stations/](http://sua.umn.edu/services/postal-stations/)

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

### **Copies/Fax Machines**

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

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

### **Student Conflict Resolution Center**

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

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

### **Student Legal Service**

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

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

## 3. REGISTRATION

### 3.1 *Full-Time Status*

All SPH students need to register for at least six (6) credits in fall and spring semester to be considered 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 three or six credits to be considered full-time; check with these agencies to verify their requirements.

### 3.2 *Registration Process*

#### STEP ONE

View the Class Schedule for each term on the web at [onestop.umn.edu](http://onestop.umn.edu). Select courses for the term with your advisor before registering (make an appointment at the earliest convenient time). 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](http://onestop.umn.edu).
- You can find your registration queue date and time on the web at [onestop.umn.edu](http://onestop.umn.edu).
- You will need your x.500 login and password to register. If you have forgotten your password, call 612.301.4357 to have your password reset. You can also call this number if you have problems logging in to register.

### STEP THREE

Register via the web at [onestop.umn.edu](http://onestop.umn.edu) or go to the University's One Stop Student Services Center in 200 Fraser Hall on the East Bank Campus to register in person. Students having difficulty with self-registration should contact the registration help-line at 612.624.1111 (M-F 8:00-4:00) or email [helpingu@umn.edu](mailto:helpingu@umn.edu). You may also contact your Program Coordinator or the School of Public Health Office of Admissions and Student Resources 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. There is a strict and early deadline for when grading options can be changed.
- 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. After that, grading options cannot be changed. Grade option change deadlines for other terms (i.e. summer and half-semester) can be found at [onestop.umn.edu](http://onestop.umn.edu). For more information about grading policies, see section 5.4 University Senate Uniform Grading and Transcript Policy.

### 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. Deadlines for adding a course for other terms (i.e. summer and half-semester) can be found at [onestop.umn.edu](http://onestop.umn.edu).

### Registration Exception Form

Students must consult with their program coordinator prior to submitting any paper or electronic forms. After this consultation, students must complete a formal request to change their registration (e.g., add, drop, change your grade basis) after a deadline or to register for more than 18 credits. Please ask your program coordinator for the appropriate form. Approval is not automatic.

## Course Cancellation and Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://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 Office of Admissions and Student Resources at [sph-oasr@umn.edu](mailto:sph-oasr@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**.

MHA, MPH, and Certificate 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 program portion of student guidebooks.

*Students can consult with their advising team 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://secure.ahc.umn.edu/publichealth/sphgrades/>

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 Office of Admissions and Student Resources.

### **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 Office of Admissions and Student Resources for the Associate Dean for Learning Systems and Student 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.

### Equivalency Exams

Equivalency examinations are given at least twice each year (January and August). Students have the option of taking the equivalency exams in any of the following core areas; however, **students can only take the exam one time in each core area**. Students who pass the exam(s) are waived from taking the required course and must make up the credits per their area of study and degree requirements. A notation on the student's transcript will be documented if the student passes an equivalency exam. Students who do not pass the exam(s) are required to take the appropriate core course area to satisfy the competency requirements. Equivalency exams satisfy competency requirements for the following core courses only:

### **PubH 6020 Fundamentals of Social and Behavioral Science**

Contact: Toben Nelson [tfnelson@umn.edu](mailto:tfnelson@umn.edu)

|                             |       |
|-----------------------------|-------|
| Number of questions on exam | 4     |
| Type of questions           | Essay |
| Open or closed book         | ----  |

### **PubH 6751 Principles of Management in Health Services Organizations**

Contact: Jim Begun [begun001@umn.edu](mailto:begun001@umn.edu)

|                             |   |
|-----------------------------|---|
| Number of questions on exam | 32  |
| Type of questions           | 25 multiple choice, 3 essay, 1 case analysis with 4 questions |
| Open or closed book         | Closed  |

### **PubH 6102 Issues in Environmental and Occupational Health**

Contact: Bill Toscano [tosca001@umn.edu](mailto:tosca001@umn.edu)

|                             |                 |
|-----------------------------|-----------------|
| Number of questions on exam | 200             |
| Type of questions           | Multiple choice |
| Open or closed book         | Closed          |

### **PubH 6320 Fundamentals of Epidemiology**

Contact: Rachel Widome [widom001@umn.edu](mailto:widom001@umn.edu)

|                             |  |
|-----------------------------|--|
| Number of questions on exam | 31                                       |
| Type of questions           | Multiple choice, show-your-work problems |
| Open or closed book         | Open                                     |

## PubH 6414 Biostatistical Literacy

Contact: Sally Olander [brown198@umn.edu](mailto:brown198@umn.edu)

|                             |  |
|-----------------------------|--|
| Number of questions on exam | 60-75  |
| Type of questions           | Multiple choice, short answer, and show-your-work problems |
| Open or closed book         | Open   |

## PubH 6741 Ethics in Public Health: Professional Practice and Policy

Contact: Sarah Gollust [sgollust@umn.edu](mailto:sgollust@umn.edu)

|                             |                           |
|-----------------------------|---------------------------|
| Number of questions on exam | 10                        |
| Type of questions           | Short answer              |
| Open or closed book         | Open (no internet access) |

## 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](http://onestop.umn.edu) 24 hours after they are posted by the course instructor.

## Course Evaluations

Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered. The SPH collects student course evaluations electronically using a software system called CoursEval: <http://sph.umn.edu/students/current/course-eval-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](http://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 Fees**

### ***Tuition and***

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

### **4.2 Billing**

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

Students will receive electronic bills and have the option of paying their bill online with an electronic check from their checking or savings account. Students can also allow access to authorized users, such as parents, to view and pay tuition bills on their behalf. For more information on electronic billing and payment, visit [onestop.umn.edu](http://onestop.umn.edu). Questions on billing and fee statements can be referred to [helpingu@umn.edu](mailto:helpingu@umn.edu).

#### **Third Party Billing**

[onestop.umn.edu/finances/pay/third\\_party\\_billing/index.html](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](mailto: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 [sph.umn.edu/students/prospective/finances/](http://sph.umn.edu/students/prospective/finances/). Information specific to SPH Divisions and/or Programs may be found in the Division and/or degree program sections of this guidebook.

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

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

| Aid Type   | Contact                  | 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-oasr@umn.edu |
| Federal Loans, Financial Aid Package   | Liz Holm                 | holmx029@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 [policy.umn.edu/forms/fa/fa830.pdf](http://policy.umn.edu/forms/fa/fa830.pdf).

Students requesting a loan deferment can get their form signed by One Stop Student Services [onestop.umn.edu/contact\\_us/index.html](http://onestop.umn.edu/contact_us/index.html).

### Financial Aid Exit Counseling

Exit counseling sessions are required of all borrowers of federal and University-administered student loan programs. Exit counseling provides you information regarding the rights and responsibilities of a borrower and a lender/servicer. You learn about repayment, deferment, and cancellation of your loan. These sessions prepare you to be responsible and effective in repayment of your educational loans.

**You are required to complete exit counseling when you:**

- are about to graduate.
- leave the University (even if it is just temporary).
- drop your registration below half-time enrollment.
- transfer to another school.
- leave for a National Student Exchange (NSE) experience.

Once you have been selected for the exit process, you will receive an email with instructions to complete your exit counseling online. Make sure you respond by completing your exit counseling in a timely manner! A hold will remain on your student record until your exit counseling is complete, delaying your diploma, preventing registration, and preventing access to your transcripts.

For more information about student loan exit counseling, contact Student Account Assistance : [onestop.umn.edu/contact\\_us/student\\_account\\_assistance.html](http://onestop.umn.edu/contact_us/student_account_assistance.html)

## 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](http://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 Program rules and procedures for completion of degree requirements.
- Read email messages frequently for announcements from the Program Coordinators, Program Directors and Director of Graduate Studies, Office of Admissions and Student Resources, 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 or Director of Graduate Studies if they are not getting reasonable assistance from their academic and/or master's project/thesis advisor.
- Initiate and maintain contact each semester with their academic advisor to review progress toward the completion of their degree.
- Complete the degree in a timely fashion.

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

1. **Respect others**  
Students are expected to behave in a respectful and professional manner with other students, faculty, and staff in the classroom and on campus.
2. **Honor privacy**  
Every student's course grades are private and are not to be shown to anyone else. This also applies to the grades of students in courses for which you are a Teaching Assistant.
3. **Present your work honestly**  
Plagiarism is defined as the presentation of another's writing or ideas as your own. For a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding

academic integrity: <http://writing.umn.edu/tww/preventing/definitions.html>. Students should be careful to properly attribute and cite others' work in their writing. For guidelines for correctly citing sources, go to [tutorial.lib.umn.edu](http://tutorial.lib.umn.edu).

**The Associate Dean for Learning Systems 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](http://www.umn.edu/regents/policies.html).

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



### **UNIVERSITY OF MINNESOTA BOARD OF REGENTS POLICY STUDENT CONDUCT CODE**

**Adopted:** July 10, 1970

**Amended:** December 13, 1974; March 11, 1994; June 13, 2003; December 8, 2006; October 11, 2012

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

#### **SECTION I. 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 II. SCOPE.**

This policy applies to all students and student organizations at the University of Minnesota (University), whether or not the University is in session.

#### **SECTION III. DEFINITIONS.**

**Subd. 1. Academic Environment.** Academic environment shall mean any setting where a student is engaged in work toward academic credit, satisfaction of program-based requirements, or related activities including but not limited to on line courses, learning abroad, and field trips.

**Subd. 2. Campus.** Campus shall mean all University premises, including all land, buildings, facilities, and other property owned, possessed, leased, used, or controlled by the University, and adjacent streets and sidewalks.

**Subd. 3. Plagiarism.** Plagiarism shall mean representing the words, creative work, or ideas of another person as one's own without providing proper documentation of source. Examples include, but are not limited to:

- Copying information word for word from a source without using quotation marks and giving proper acknowledgement by way of footnote, endnote, or in-text citation;
- Representing the words, ideas, or data of another person as one's own without providing proper attribution to the author through quotation, reference, in-text citation, or footnote;
- Producing, without proper attribution, any form of work originated by another person such as a musical phrase, a proof, a speech, an image, experimental data, laboratory report, graphic design, or computer code;
- Paraphrasing, without sufficient acknowledgment, ideas taken from another person that the reader might reasonably mistake as the author's; and
- Borrowing various words, ideas, phrases, or data from original sources and blending them with one's own without acknowledging the sources.

It is the responsibility of all students to understand the standards and methods of proper attribution and to clarify with each instructor the standards, expectations, and reference techniques appropriate to the subject area and class requirements, including group work and internet use. Students are encouraged to seek out information about these methods from instructors and other resources and to apply this information in all submissions of academic work.<sup>1</sup>

**Subd. 4. Student.** Student shall mean any person taking courses at the University or enrolled in a University program; any person participating as a student in University activities prior to the start of classes; any student who is not enrolled or registered for a particular term but has a continuing relationship with the University; any student who withdraws, transfers, or graduates after an alleged violation of the Student Conduct Code; and any already graduated student when the conduct at issue implicates the student's University degree.

**Subd. 5. Student Organization.** Student organization shall mean any organization of students that is or has been registered as a University student organization under applicable University policies or procedures.

**Subd. 6. University-Sponsored Activities.** University-sponsored activities shall mean any program or event sponsored by the University, including but not limited to those sponsored by student organizations, or athletics.

#### **SECTION IV. JURISDICTION.**

**Subd. 1.** The Student Conduct Code shall apply to student conduct that occurs on campus or at University-sponsored activities.

**Subd. 2.** The Student Conduct Code shall apply to student conduct that directly relates to the University's education, services, programs, or rules, including but not limited to scholastic dishonesty, hazing, violation of University rules, and falsification, whether the conduct occurs on campus or off campus.

**Subd. 3.** At the discretion of the president or delegate, the Student Conduct 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 local, state, or federal law or ordinance, 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 V. THE RESPONSIBILITIES OF DUAL MEMBERSHIP.**

Students are both members of the University community and of the state. Students are responsible to the community of which they are a part, and 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 VI. DISCIPLINARY OFFENSES.**

Any student or student organization found to have committed, attempted to commit, assisted or abetted another person or group to commit the following misconduct is subject to appropriate disciplinary action under this policy:

**Subd. 1. Scholastic Dishonesty.** Scholastic dishonesty means plagiarism; 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, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

**Subd. 2. Disruption of the Academic Environment.** Disruption of the academic environment means engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student's ability to learn.

**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, by law enforcement personnel, or by emergency medical staff responding to an emergency.

**Subd. 5. Attempt to Injure or Defraud.** Attempt 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. Harm to Person.** Harm to person means engaging in conduct that endangers or threatens to endanger the physical and/or mental health, safety, or welfare of another person, including, but not limited to, threatening, stalking, harassing, intimidating, or assaulting behavior.

**Subd. 7. Bullying.** Bullying means aggressive behavior directed at another person, either in person or through electronic means, that causes stress or harm and that is repeated over time, including but not limited to assaulting, defaming, terrorizing, making obscene gestures, or invading privacy.

**Subd. 8. Sexual Assault.** Sexual assault means actual, attempted or threatened sexual contact with another person without that person's consent. Sexual assault is a criminal act that can be prosecuted under Minnesota state law, as well as under the Student Conduct Code and employee discipline procedures.

**Subd. 9. 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. 10. 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. 11. 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. 12. Providing Alcohol to Minors.** Providing alcohol to minors means directly or indirectly providing alcohol to anyone under the legal drinking age.

**Subd. 13. Unauthorized Use of University Facilities or Services.** Unauthorized use of University facilities or 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 on their behalf.

**Subd. 14. Theft, Property Damage, or Vandalism.** Theft, property damage, or vandalism means theft or embezzlement of, damage to, destruction of, unauthorized possession of, or wrongful sale or gift of property.

**Subd. 15. 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. 16. 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. 17. Hazing.** Hazing means any act taken on University property or in connection with any University-related group or activity that endangers the physical and/or mental 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. 18. 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. 19. 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. 20. Violation of Local, State, or Federal Laws or Ordinances.** Violation of local, state, or federal laws or ordinances means engaging in conduct that violates a local, state, or federal law, or ordinance, including, but not limited to, laws governing alcoholic beverages, drugs, gambling, sex offenses, indecent conduct, or arson.

**Subd. 21. Persistent Violations.** Persistent violations means engaging in repeated conduct or action in violation of this Code.

## **SECTION VII. SANCTIONS.**

Student and student organizations found responsible for disciplinary offenses under the Student Conduct Code are subject to sanctions. Factors to consider in determining appropriate sanctions include: the nature of the offense, the severity of the offense, the culpability of the student or student organization, the impact on other students or members of the University community, and the opportunity for student development. Separation from the University through suspension or expulsion is a serious sanction that may be appropriate for: repeated violations of the Code, for serious scholastic dishonesty, and for misconduct that constitutes a threat to community safety or well-being (including, but not limited to harm to person and sexual assault), or significantly disrupts the rights of others or the operations of the University. The following sanctions may be imposed upon students or student organizations found to have violated the Code:

**Subd. 1. Academic Sanction.** An academic sanction means a sanction affecting the course or academic work of the student for violation of Section VI, Disciplinary Offenses, Subdivision 1, Scholastic Dishonesty.

**Subd. 2. Warning.** A warning means the issuance of an oral or written warning or reprimand.

**Subd. 3. 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. 4. Required Compliance.** Required compliance means satisfying University requirements, work assignments, community service, or other discretionary assignments.

**Subd. 5. Confiscation.** Confiscation means confiscation of goods used or possessed in violation of University regulations or confiscation of falsified identification or identification wrongly used.

**Subd. 6. Restitution.** Restitution means making compensation for loss, injury, or damage.

**Subd. 7. 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. 8. University Housing Suspension.** University housing suspension means separation of the student from University Housing for a defined period of time.

**Subd. 9. University Housing Expulsion.** University housing expulsion means permanent separation of the student from University Housing.

**Subd. 10. 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. 11. Expulsion.** Expulsion means the permanent separation of the student from the University.

**Subd. 12. 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. 13. 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 VIII. 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 IX. 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 X. 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.



## UNIVERSITY OF MINNESOTA BOARD OF REGENTS POLICY

### SEXUAL HARASSMENT

Adopted: May 11, 2012

Supersedes: (see end of policy)

#### SECTION I. SCOPE.

This policy governs the commitment to the prevention and awareness of and response to sexual harassment at the University of Minnesota (University).

#### SECTION II. DEFINITIONS.

**(a) Sexual Harassment.** *Sexual harassment* shall mean 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 work or academic environment in any University activity or program.

**(b) Retaliation.** Retaliation shall mean any form of intimidation, reprisal or harassment against an individual because the individual has made a report of sexual harassment or has participated in an investigation of sexual harassment by or of a University community member including:

- (1) Firing, refusing to hire, or refusing to promote the individual;
- (2) Departing from any customary employment or academic practice regarding the individual;
- 3) Transferring or assigning the individual to a lesser position in terms of wages, hours, job classification, job security, employment or academic status; (4) Informing another student, staff or faculty member who does not have a need to know that the individual has made a complaint or participated in an investigation of a complaint of sexual harassment;
- (5) Impeding the individual's academic advancement in any University activity or program.

**(c) Member of the University Community.** *Member of the University community* shall mean any University faculty member, student, staff member, visitor or other individual engaged in any University activity or program.

#### SECTION III. GUIDING PRINCIPLES.

The following principles shall guide the commitment of the University for the prevention and awareness of and response to sexual harassment:

(a) Consistent with its academic mission and standards, the University is committed to achieving excellence by working to create an educational, employment and residential living environment that are free from sexual harassment.

(b) The University is committed to preventing and eliminating sexual harassment of faculty, staff and students through education and by encouraging all members of the University community to report any concerns or complaints about sexual harassment.

(c) As a community of faculty, staff and students engaged in research, scholarship, artistic activity, teaching and learning or activities that support them the University seeks to foster an environment that is equitable, humane and responsible and where all members are treated with dignity and respect.

#### **SECTION IV. IMPLEMENTATION.**

The University shall:

(a) Prohibit sexual harassment or retaliation.

(b) Ensure that department heads, deans, provosts, chancellors, vice presidents, and other supervisors and managers 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.

(c) Adopt procedures on each campus for investigating and resolving complaints of sexual harassment in coordination with the director of equal opportunity and affirmative action.

(d) Address violations of this policy through disciplinary or other corrective action up to and including termination of employment or academic dismissal.

#### **SECTION V. MONITORING.**

The president or delegate shall address complaints of sexual harassment consistent with this policy and law and remedy any discriminatory or harassing practice that deviate from this policy.

SUPERSEDES: SEXUAL HARASSMENT DATED SEPTEMBER 11, 1998

### ***5.3 Scholastic Dishonesty and Plagiarism***

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

The University's Student Conduct Code defines scholastic dishonesty as "Plagiarism shall mean representing the words, creative work, or ideas of another person as one's own without providing proper documentation of source. Examples include, but are not limited to:

- Copying information word for word from a source without using quotation marks and giving proper acknowledgement by way of footnote, endnote, or in-text citation;
- Representing the words, ideas, or data of another person as one's own without providing proper attribution to the author through quotation, reference, in-text citation, or footnote;
- Producing, without proper attribution, any form of work originated by another person such as a musical phrase, a proof, a speech, an image, experimental data, laboratory report, graphic design, or computer code;

- Paraphrasing, without sufficient acknowledgment, ideas taken from another person that the reader might reasonably mistake as the author's; and
- Borrowing various words, ideas, phrases, or data from original sources and blending them with one's own without acknowledging the sources.

It is the responsibility of all students to understand the standards and methods of proper attribution and to clarify with each instructor the standards, expectations, and reference techniques appropriate to the subject area and class requirements, including group work and internet use. Students are encouraged to seek out information about these methods from instructors and other resources and to apply this information in all submissions of academic work."

Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://www.oscai.umn.edu/>

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to [www.lib.umn.edu/instruction/tutorials](http://www.lib.umn.edu/instruction/tutorials) and click on "Organizing and Citing Research."

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 Associate Dean for Learning Systems and Student Affairs.

## **5.4 University Senate Uniform Grading & Transcript Policy**

### **A. ESTABLISHMENT AND USE OF UNIVERSITY GRADING SYSTEMS**

1. There are two distinct grading systems on each campus of the University, A-B-C-D-F (with pluses and minuses as permitted by this policy) 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. This policy does not require any instructor to use pluses and minuses.
2. There are, in addition, registration symbols identified and described in this policy that carry neither grade nor credit.
3. No campus, college, or program is required to offer a course on the S-N grading system.
4. Any unit may choose to limit grades in a particular course to the A-F or the S-N system.
5. 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).
6. Except as provided in this policy in Sections A (7) and F (12), no college may use any grading systems other than the ones established by this policy.
7. The Law School and the Medical School are exempt from the provisions of this policy, but will report their grading systems, and any changes therein, to the Faculty Senate. Any other units that believe that the national norms of their profession require a different grading system may make application

to the Senate Committee on Educational Policy for an exemption from this policy. The Faculty Senate must approve all such exemptions.

8. The No Grade (NG) grading basis is used for certain graduate-level registrations as determined by the Graduate School.

## B. PERMANENT GRADES FOR ACADEMIC WORK FOR CREDIT

1. The list below identifies the possible permanent grades that can be given for any course for which credit is to be awarded. These grades will be entered on a student's official transcript and, for an A, B, C, or D with permitted pluses and minuses, carry the indicated grade points. (Except for the Law School, the University does not award A+ grades, nor are D- grades permitted). The S grade will not carry grade points but the credits will count toward the student's degree program if allowed by the college, campus, or program.

|    |  |
|----|--|
| A  | 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements     |
| A- | 3.667  |
| B+ | 3.333  |
| B  | 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements         |
| B- | 2.667  |
| C+ | 2.333  |
| C  | 2.000 - Represents achievement that meets the course requirements in every respect                                 |
| C- | 1.667  |
| D+ | 1.333  |
| D  | 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements |
| S  | Represents achievement that is satisfactory, which is equivalent to a C- or better.                                |

2. These definitions apply to grades awarded to students who are not enrolled in graduate, post-baccalaureate, and professional programs, but the grade points are the same no matter the level or course of enrollment.
3. Instructors are permitted to hold graduate and undergraduate students who are in the same class to different standards of academic performance and accomplishment. The syllabus must make clear what the different standards will be for the different groups of students who may be enrolled in the class.
4. These are the general University standards. In connection with all symbols of achievement instructors will define for a class, at one of its earliest meetings and as explicitly as possible, the performance that will be necessary to earn each.

### C. PERMANENT GRADES FOR ACADEMIC WORK FOR WHICH NO CREDIT IS GIVEN

1. There are two permanent grades given for a course for which no credit is to be awarded. These grades will be entered on a student's official transcript.

|   |  |
|---|--|
| F | "0" 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 (see Section D). The F carries 0 grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course will 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 (see Section C). 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. |

2.
  - a. **Scholastic dishonesty.** Scholastic dishonesty in any portion of the academic work for a course will be grounds for awarding a grade of F or N for the entire course, at the discretion of the instructor. This provision allows instructors to award an F or an N to a student when scholastic dishonesty is discovered; it does not require an instructor to do so. Students who enroll for a course on the A-F grading system will receive an F if such grade is warranted; students who enroll for a course on the S-N system will receive an N if such grade is warranted. (See Board of Regents Policy: *Student Conduct Code* for a definition of scholastic dishonesty.)
  - b. If the instructor determines that a grade of F or N for the course should be awarded to a student because of scholastic dishonesty, the student cannot withdraw to avoid the F or N. If the student withdrew from the course before the scholastic dishonesty was discovered or before the instructor concluded that there was scholastic dishonesty, and the instructor (or the appropriate hearing body if the student requests a hearing) determines that the student should receive the F or the N, the student will be re-registered for the course and the F and N grade will be entered on the transcripts.

### D. INCOMPLETES

1. There will be a symbol I (incomplete) awarded to indicate that the work of the course has not been completed. The I will be assigned at the discretion of the instructor when, due to extraordinary circumstances (as determined by the instructor), the student who has successfully completed a substantial portion of the course's work with a passing grade was prevented from completing the work of the course on time.
2. The assignment of an I requires a written agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements. In no event may

any such written agreement allow a period of longer than one year to complete the course requirements (except as provided in section D (8)).

3. Work to make up an I must be submitted within one year of the last day of final examinations of the term in which the I was given for all students except graduate and professional students. If not submitted by that time, the I will automatically change to an F (if the student was registered on the A-F system) or an N (if the student was registered on the S-N system) for the course. If an I changes automatically to an F or an N, the instructor has the discretion to reinstate the I for one additional year only.
4. For graduate and professional students, an I remains on the transcript until changed by the instructor or department.
5. When an I is changed to another symbol, the I is removed from the record. Once an I has become an F or an N, under the provisions of the preceding paragraph, it may subsequently be converted to any other grade, upon petition by the instructor (or the department if the instructor is unavailable) to the college.
6. 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. (Depending on the timing of when the work is turned in and the ability of the instructor to award a grade, an F or an N may appear temporarily on the transcript.) Students who have received an I in a course are not allowed to sit in on the class again (that is, without registering for it) to complete the grade.
7. If a student graduates with an I on the transcript, the I will remain permanently an I. A student may petition his or her college, within a year of graduation, to complete the work in the course and receive a grade. The degree GPA is frozen upon graduation but the cumulative GPA will reflect the change in GPA if a student chooses to complete the work and change the I to a grade within a year of graduation.
8. 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).
9. Receipt of an I in a course does not create an entitlement for a student to take the course a second time.

## **E. OTHER TRANSCRIPT SYMBOLS**

1. **Auditing a course.**
  - a. There will be a symbol V, visitor, indicating registration as an auditor or visitor, which will carry no credit and no grade.
  - b. Students auditing a course are required to pay full tuition but do not take exams and are not required to do homework. An auditor is entered on the class roster (grade report), is counted as filling a seat in a controlled entry course, and is counted in an instructor's student contact hours.
  - c. Students may not sit in on a course without registering for it.
  - d. A student will be allowed to take a previously audited class for a grade.
2. **Withdrawing from a course.**

- a. There will 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 (Twin Cities) or the third through ninth week of class (Morris) or during the second or third weeks of summer sessions.
  - b. If a student officially withdraws from a course during the first two weeks of classes, there will be no record of that course registration entered on the student's transcript.
  - c. One-time late withdrawal: Each student may, once during his or her undergraduate enrollment, withdraw from a course without college approval, and receive the transcript symbol W, after the deadline for withdrawal and at any time up to and including the last day of instruction for that course. A student may not withdraw after completing the final examination or equivalent for a course.
  - d. Except as provided in the preceding section, withdrawal after the deadlines will 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.
3. **Continuation course.** There will 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 will submit a grade for each X when the student has completed the sequence.
  4. **Course in progress.** There will 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.

## F. OTHER PROVISIONS

1. **Zero-credit courses.** Courses that carry zero credits do not count in either term or cumulative grade point averages. Such courses carry normal tuition and fee charges.
2. All grades for academic work are based on the quality of the work submitted, not on hours of effort. Instructors have the responsibility and authority to determine how final grades are assigned, including, in classes where they use numeric scores, the method that will be used to translate numeric scores into letter grades. (Examples: the instructor may decide that 90% equals an A, 80% a B, and so on, or the instructor may decide that the top 10% of the scores will receive an A, the next 20% a B, and so on.)
3. **Counting credits toward a University degree.**
  - a. A course that carries University credit toward a degree in one department or college must carry University credit in all other departments and colleges (except insofar as those credits exceed the limit on skills credits established in the policy Credit Requirements for an Undergraduate (baccalaureate) Degree.
  - b. A department or college has discretion to decide whether a course completed in another unit will count towards the specific college or department/program/major requirements.
4. When a student graduates, no further changes to his or her transcript will be made (to that portion of the transcript related to the program from which the student graduated) except as expressly allowed under the provisions of this policy.
5. **Releasing transcripts.** 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.

6. **Repeating courses.**
  - a. An undergraduate student may repeat a course only once (except as noted in section 6(c)). The college offering the course may grant an exception to this provision. [Morris only] Students who receive a grade of S or C or higher may repeat a course only if space permits.
  - b. When a student repeats a course before receiving his/her degree, (a) both grades for the course will appear on the official transcript, (b) the course credits may not be counted more than once toward degree and program requirements, and (c) only the last enrollment for the course will count in the student's grade point average.
  - c. Provisions 6 (a) and (b) of this policy will not apply to courses (1) using the same number but where students study different content each term of enrollment and (2) to courses designated as "repetition allowed."
  - d. If an undergraduate student repeats a course after his/her degree has been awarded, the original course grade will not be excluded from the degree GPA nor will the new grade be included in the degree GPA.
  - e. Bracketing is the practice of not including a course in the calculation of a student's GPA and not counting the course as satisfying any degree requirements, including electives, because a student has repeated a course. When a student repeats a course, all prior attempts are bracketed and only the most recent attempt counts (except as provided in 6 (c)). No department or college may bracket the courses of another department or college for any reason other than course repetition. An F may not be bracketed with an N. A University course may not be bracketed with a course taken at another institution. The Graduate School does not bracket courses.
  - f. When a student enrolled in the Graduate School repeats a course, provisions 6(a) and (b) apply, but all grades for the course will be counted in the student's grade point average.
7. **Grade point average.** Every student will have calculated, both at the end of each grading period (quarter or semester) and cumulatively, a grade point average, which will 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 term and cumulative grade point average will appear on each student's record.
8. **Final grade due date.** Final grades will be submitted to the Registrar no later than three business days after the last day of the final examination period.
9. This policy may be modified from time to time but existing transcripts will not be modified when there are changes in policy. Changes to the grading and transcript policy will be reflected on the legend on the back of the official transcript.
10. **Compiling and reporting grading data.**
  - a. Data on the mean grade point average by designator and course level, on the percentage of A's awarded by course level, and on overall collegiate grade point averages will be prepared for grades awarded each Fall Semester. Data should be reported for all undergraduate students. Cells in the tables with fewer than 10 grades should be suppressed, in order to protect the privacy of students, but the numbers should be included in the totals.
  - b. The Office of Institutional Research will produce the required tables and provide them to the chair of the Senate Committee on Educational Policy and to the Office of the Senior Vice President for Academic Affairs and Provost.
  - c. The data tables and graphs required in 10 (a) and (b) will be reported annually to the Faculty Senate. These data should also be provided to all deans and department heads and made available to faculty and students.

11. All undergraduate colleges and campuses will publish each term a dean's list, consisting of students who achieved a 3.666 GPA or higher and who completed a minimum of 12 credits on the A-F grading system. There will be a transcript notation for each term that a student achieves the dean's list. Students who have chosen to suppress all their public information (which includes academic awards and honors) will not be included on the published dean's list.
12. **Alternative grading systems.**
  - a. Only the Senate Committee on Educational Policy will have the authority to grant to individual colleges or campuses permission to use alternative grading methods outside the provisions of this official University system, for a specified period (but no longer than five years), and only for the purpose of experimenting with a new grading system for possible system-wide adoption. Such permission may be granted if the proposal does not interfere significantly with the registration options of students from other colleges, campuses, and programs. Such alternative systems will be reported for information to the University Senate as soon as permitted and, after the specified period, will be re-evaluated, either to be discontinued, or with University Senate approval on recommendation from the Senate Committee on Educational policy, made part of the system-wide policy. Except for the provisions of this section 6, no college or program may use any grading system except for the one contained in this policy.
  - b. Because alternative grading systems, once used, must be maintained by the University forever afterward (to preserve the integrity of the transcripts), the Senate Committee on Educational Policy will rarely grant permission for alternative grading systems. It will consider doing so only when (1) those who propose it can make a persuasive case that the alternative is a more accurate and effective way to measure and record student academic performance, and (2) there is strong reason to believe that the proposal will be useful to all colleges and campuses of the University (except the Law School and Medical School).

## **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 Office of Student Health Benefits (OSHB), a unit of the Office for Student Affairs, administers health, dental and other benefits and enrollment for all eligible University students, residents, fellows, and interns. Please understand that this requirement is University-wide and not specific to the School of Public Health.

All students who are 1) admitted to a degree program\*, and 2) registered for six or more credits per semester (or three or more credits during summer term) that count towards the automatic assessment of the Student Services Fee, are required by the University of Minnesota to have health plan coverage. Students who meet both of these criteria are automatically enrolled in the University-sponsored Student Health Benefit Plan. Students may choose to waive the University-sponsored Student Health Benefit Plan by providing proof of enrollment in an alternative Eligible Health Plan.

*\*Non-degree seeking, certificate-seeking, and distance learning students are not eligible to enroll in the University-sponsored Student Health Benefit Plan. Please contact the Office of Student Health Benefits to determine exact eligibility status.*

The University also requires all international students and their dependents to purchase the University-sponsored Student Health Benefit Plan unless they are eligible for a waiver. International scholars visiting the University for more than 31 days are also required to enroll in the University-sponsored Student Health Benefit Plan. Scholars who will be at the University for 31 days or less may choose not to enroll in the University-sponsored Student Health Benefit Plan, but are required to carry their own health plan coverage for the duration of their visit to the University (must meet J-1 U.S. Federal regulation requirements).

## **BENEFITS**

The Student Health Benefit Plan (SHBP) is a cost-effective, comprehensive health plan designed to meet the unique needs of students.

Key features of the SHBP include:

- No deductible;
- 100% coverage for routine preventive care like annual checkups and eye exams;
- Minimal out-of-pocket costs;
- Unlimited lifetime benefits; and
- Emergency travel assistance through FrontierMEDEX.

Many students find the University-sponsored plan to be a better value than alternative plans under parents, spouses, and employers, or individual health plan options.

The Office of Student Health Benefits negotiated with Blue Cross and Blue Shield of Minnesota to create the most robust student health plan possible. And because the Office of Student Health Benefits receives these features at cost—meaning with no inflated prices—the SHBP is an extremely cost-effective health plan for students. Plan details can be found online at [www.shb.umn.edu/index.htm](http://www.shb.umn.edu/index.htm)

## **Long Term Care Disability Insurance Fee**

[www.shb.umn.edu/twincities/ahc-students/disability-insurance-plan.htm](http://www.shb.umn.edu/twincities/ahc-students/disability-insurance-plan.htm)

ACADEMIC HEALTH CENTER STUDENTS (WHICH INCLUDES THE SCHOOL OF PUBLIC HEALTH), ENROLLED IN A QUALIFYING AHC PROGRAM, WILL BE AUTOMATICALLY COVERED UNDER A GROUP LONG TERM DISABILITY PLAN WHILE A STUDENT. **THIS COVERAGE IS NOT OPTIONAL.** THEY WILL SEE A CHARGE OF \$41.50—AN AVERAGE COST OF \$6.92 PER MONTH—FOR THIS COVERAGE ON THEIR STUDENT ACCOUNT ONCE AT THE BEGINNING OF EACH FALL AND SPRING SEMESTER. PAYMENT OF THIS FEE FOR TWO CONSECUTIVE SEMESTERS PROVIDES YEAR AROUND COVERAGE UNTIL GRADUATION FROM THEIR PROGRAM.

## WAIVER

Eligible students are automatically enrolled in the University-sponsored Student Health Benefit Plan (SHBP) unless they waive the coverage. A charge for coverage on the SHBP will appear on your student account. The coverage and charge may be waived for Fall 2014 if you complete the waiver process per established guidelines by **September 15, 2014**. Approved waivers are valid for two years.

You are eligible to waive enrollment on this plan if you have health plan coverage for the entirety of each semester. If you do not appropriately waive the SHBP by **September 15, 2014**, you will be enrolled and billed for the entire semester. Additional information and deadlines for other terms can be found on the website for the Office of Student Health Benefits

**To waive enrollment in the SHBP** please submit details of your active health plan coverage when you register for classes, by providing the following:

1. the name of your insurance company,
2. your member ID number, and
3. your group number.

This information can be entered during registration or provided online through the deadline at [www.onestop.umn.edu/](http://www.onestop.umn.edu/). Look under Quick Links, then under Registration Tools, then select Health Plan Coverage.

## Questions and More Information

Office of Student Health Benefits  
University of Minnesota  
410 Church Street S.E., N323  
Minneapolis, MN 55455  
Phone: 612-624-0627 or 1-800-232-9017  
Fax: 612-626-5183 or 1-800-624-9881  
E-mail: [umshbo@umn.edu](mailto:umshbo@umn.edu)

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

## 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 Office of Admissions and Student Resources, A395 Mayo Memorial Building, MMC 819, 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](http://privacy.ahc.umn.edu).

### **FERPA (FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT): STUDENT RECORDS**

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

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

In addition:

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

### **HIPAA (HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT)**

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

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

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

## 5.8 Immunizations

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

More details and the downloadable *Student Immunization Record* form are available from Boynton Health Service at <http://www.bhs.umn.edu/index.htm> and click on immunizations.

## 5.9 Criminal Background Checks

Students should be aware that certain facilities are required by Minnesota law to submit paperwork for a criminal background check for all personnel with direct, unsupervised client contact. Students placed in such facilities may be asked by the institution to submit paperwork, or the institution may require that they have this check facilitated by the School of Public Health or Division. The School is prepared to assist students with this process. Facilities that are covered by this law are hospitals, boarding care homes, outpatient surgical centers, nursing homes, home care agencies, residential care homes, and board/lodging establishments providing health supervision services. Client contact must be direct and unsupervised (outside the hearing or vision of a supervisor at the facility). In the unlikely event that this situation arises, students should call the School of Public Health Office of Admissions and Student Resources at 612.626.3500 or go to A395 Mayo for assistance.

## 5.10 Use of Human Subjects in Research

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

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

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

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

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

What research must be reviewed by the IRB?

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

#### **IRB Contact Information**

(612) 626-5654

irb@umn.edu

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

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

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

Additional guidelines for students involved in international fieldwork

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

How do I apply for IRB approval?

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

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

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

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

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

What does the IRB look for?

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

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

Some tips

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

## 5.11 International Student Requirements

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

### DOCUMENT CHECK AND ORIENTATION

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

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

### STUDENT AND EXCHANGE VISITOR INFORMATION SYSTEM (SEVIS)

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

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

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

### Academic Status

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

### ADDRESS CHANGE

International students **MUST** notify **BOTH** the DHS Bureau of Citizenship & Immigration Services (BCIS) and the University of Minnesota **within 10 days** of a change of address. For more information go to [www.iss.umn.edu/INSGen/address.html](http://www.iss.umn.edu/INSGen/address.html) See Section. 6. Groups, Associations, and Societies.

## 6. Groups, Associations and Societies

## 6.1 Student Groups

### School of Public Health Student Senate

<https://sites.google.com/a/umn.edu/sphss/>

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

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

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

The student senate officers for the 2014-2015 academic year are:

| Office                    | Name                                |
|---------------------------|-------------------------------------|
| President                 | Christopher Kim                     |
| VP of Communications      | Elizabeth (Bette) Dougherty         |
| VP of Operations          | Brian Ambuel                        |
| VP of Student Advancement | Elizabeth (Liz) Fristad             |
| VP of Finance             | Elizabeth (Ellie) MadisonCraig-Kuhn |

### Graduate and Professional Student Assembly (GAPSA)

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

The Graduate and Professional Student Assembly serves many functions on this campus, chief among them ensuring that the University, in all of its offices, programs, schools and departments, works in the interests of excellence in the graduate and professional experience. 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](http://www.cogs.umn.edu)

The Council of Graduate Students (COGS) is the official student governing board of the Graduate School, representing all Graduate Students at the U of M. The U administration looks to COGS for consultation 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](http://www.chip.umn.edu)

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

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

### **Minnesota International Student Association (MISA)**

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

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

### **Other Groups**

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

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

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

### **Minnesota Public Health Association**

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

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

### **Association of Schools and Programs of Public Health**

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

The Association of Schools and Programs of Public Health (ASPPH) 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](http://www.cdc.gov)

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

### **National Institutes of Health**

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

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

## **American College of Healthcare Executives**

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

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

## **6.3 Alumni Societies**

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

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

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

Founded in 1944, University of Minnesota School of Public Health alumni exist around the world. Our 9500+ alumni are important members of the school and public health community as they continue to shape public health policy, conduct groundbreaking research, lead innovative public health solutions and contribute to the future of public health.

Since its inception in 1982, the School of Public Health Alumni Society has worked to serve alumni and students, promote excellence in programs and advance public health efforts in our community and the world. As an extension of the University of Minnesota Alumni Association, the SPH Alumni Society currently has more than 1,400 members. Membership is open to all graduates, former students who have completed a minimum of 12-18 credits, faculty and administrators of the school.

The SPH Alumni Society is committed to building relationships with students through Mentoring@SPH, a new program aimed at providing professional development opportunities for students by connecting with alumni. For more information, visit [sphalumni.umn.edu/mentoring](http://sphalumni.umn.edu/mentoring).

### **MHA Alumni Association**

[www.mhaalum.org/](http://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.

# EXECUTIVE AND DUAL DEGREES PROGRAMS IN PUBLIC HEALTH PRACTICE

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## 7.1 Welcome

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We trust that the guidebook will answer your questions and provide *practical* information through which you can successfully complete the Master of Public Health (MPH) degree. Please feel free to contact the Director of the Program, Katherine Waters at 612.625.1743 [water144@umn.edu](mailto:water144@umn.edu) or the Major Coordinator, Kate Hanson at 612.626.7353, [hanso041@umn.edu](mailto:hanso041@umn.edu) with any questions or concerns.

The Executive and Dual Degrees Programs in Public Health Practice are located in the Public Health Practice Major in the School of Public Health. All the programs are a hybrid of online and in-class courses. The Executive Program in Public Health Practice offers the following programs:

- Executive Master's in Public Health Practice
- dual DDS/MPH for University of Minnesota dental students
- dual MPP/MPH for the University of Minnesota Master of Public Policy students
- dual MURP/MPH for the University of Minnesota Master of Urban and Regional Planning students

The Public Health Practice major also administrates the MD/MPH and DVM/MPH dual degrees.

**For Executive Public Health Practice students there is an an online orientation at <http://www.sph.umn.edu/programs/phpexec/phpexecresources/> (Click the link under the city's photo, titled, "Student Resources," and go to "Online Orientation to the Executive Program in PHP") This short orientation contains very helpful information about the EPPHP program and curriculum.**

## Overview and Goals

The purpose of the Executive and Dual Degree Programs in Public Health Practice is to provide you with an innovative and flexible curriculum that will enable you to achieve your career goals in Public Health. In addition to obtaining a basic knowledge in Public Health through course work in areas such as Biostatistics, Epidemiology, Environmental Health and Health Administration you will design a focus area with electives based on your own specific academic and career goals.

## EPPHP & Dual Degree Students

There are approximately eighty students enrolled in the Executive and Dual Degree Programs in Public Health Practice, all of whom have advanced graduate/professional degrees, or have successfully completed the Public Health Core Concept Certificate or are enrolled as a DDS, MPP, MURP student at the University of Minnesota. The educational backgrounds of our students include the disciplines of education, law, medicine, nutrition, pharmacy, public health, psychology, dentistry, chiropractic and veterinary medicine. The goal of some students is to become more effective in their current practice. Others students are looking to make major career shifts, e.g., moving from clinical practices to leadership roles in the Public Health community. The career goals of our students are truly diverse. Some students envision working in national and local

health agencies/organizations and others envision working internationally. Others are enhancing their skills to work in regulatory agencies while some wish to redirect their clinical skills to the health needs of disadvantaged people. Some students are looking to add a public health component to their current work. Whatever the career goal, students share a common value and that is to make a *significant impact on the health of the public*.

### **Faculty perspective on Public Health**

Faculty members see Public Health as a broad social movement that seeks to impact the health of large populations in innovative ways. This calls for leadership skills through which the health of the public can be improved through education, engineering, and enforcement strategies. Public Health is unique in its interdisciplinary approach and its emphasis on preventive strategies, and its linkages with government, private and voluntary organizations. One of the things you will discover in the curriculum is a belief that if major public health problems are to be solved, it will take a coordinated, team approach in which the skills of every discipline are valued and employed.

### **Curriculum requirements**

If you have the flexibility to take a full-time course load, it is possible to complete the curriculum in approximately sixteen months. Most students however, pursue their studies on a part-time basis complete the program in three to four years. You have up to five years to complete the program.

At least 14 credits of the program can be taken online. The School of Public Health offers a wide listing of elective courses during a concentrated three-week Public Health Institute offered every spring, during the May session (usually the last week in May and first 2 weeks in June). Attendance at Public Health Institutes and participation in online classes allows you to continue with your work and student responsibilities.

Students must complete credit requirements as specified by the individual major with a minimum of 42 credits. Students may seek transfer of up to 40% (EPPHP and dual degree programs allows transfer credits up to 14 cr) of the total number of credits required to complete the MPH degree. Due a Memorandum of Understanding between the School of Public Health and Chiang Mai University, Thailand students from Chiang Mai University may transfer up to 21 credits. Courses approved for transfer into the program must be graduate or professional degree level courses taken at an accredited institution within the last five years. Courses older than 5 years may be allowed for individuals with prior earned advanced degrees who have been actively working in their field of study as demonstrated by their current resume. Course credits may be used to satisfy public health core or other program requirements as jointly approved by the appropriate program Director and/or Educational Policy Committee and Sr. Associate Dean for Academic Affairs.

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## **7.2 Program Curriculum**

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Students are required to complete a minimum of 42 credits. The course curriculum in EPHP is divided into two components: Basic Curriculum and Focus Area (elective) Curriculum.

### **Basic Curriculum**

The Basic Curriculum (18.5-23.5 credits) incorporates the core areas of public health instruction: biostatistics, epidemiology, environmental health, health services administration, ethics, social/behavioral sciences and field and MPH culminating experiences. It focuses on the knowledge, skills, and attitudes necessary in each of these areas of fundamental competency needed to understand, assess, evaluate, and manage population health in the community.

## Required Coursework

| Course                 | Title  | Term(s) Offered                                | Credits |
|------------------------|--|--|---------|
| PubH 6299              | Public Health is a Team Sport: Lessons in Collaboration  | ① May  | 1       |
| PubH 6020              | Fundamentals of Social and Behavioral Science  | F In & On, Sp On, SS On                        | 3       |
| PubH 6102<br>PubH 6101 | Issues in Environmental and Occupational Health<br>or Environmental Health                                 | F On, Sp On, SS On,<br>F in, Sp On, SS n/a     | 2       |
| PubH 6320              | Fundamentals of Epidemiology   | F In & On, Sp In & On, SS On                   | 3       |
| * PubH<br>6414         | Biostatistical Literacy  | F In & On, Sp In & On, SS On                   | 3       |
| PubH 6741<br>PubH 6742 | Ethics in Public Health: Professional Practice and Policy<br>or Ethics in Public Health: Research & Policy | F In, Sp On, SS On<br>F In & On, Sp On, SS n/a | 1<br>1  |
| PubH 6751              | Principles of Management in Health Services Orgs   | F In & On, Sp In & On, SS On                   | 2       |
| PubH 7296              | Field Experience: Public Health Practice   | ② All Terms                                    | 2 - 4   |
| PubH 7294              | Master's Culminating Experience: Public Health Practice  | * All Terms                                    | 1 - 4   |

① This course is offered over a weekend during the Public Health Institute. Students are strongly encouraged to take it during their first attendance at a Public Health Institute.

② Minimum of 90 hours in a public health setting.

\* Master's Project – there are many options available, including completing the CPH Exam

**Term(s) Offered:** Fall (F) term: In = in class, On = online, n/a = not available

Spring (Sp) term: In – in class, On – online

Summer (SS) term: In – in class, On - online

### What is it like taking an online course?

To get acquainted with the online course software Moodle platform – go to <http://www.oit.umn.edu/moodle/looks/index.htm> and visit a live demo course sites on the right side in the grey box, titled “Cooking with Chocolate site.”

## Public Health Core Curriculum Requirements

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

- Earn at least a B- in one of the pre-approved courses in the core area (see pre-approved course list below); OR
- Pass an equivalency exam in the core area. Equivalency examinations for the upcoming academic year will be scheduled; OR
- Complete an advanced course in the core area with at least a B- as approved by the respective division head or the Educational Policy Committee, OR
- Complete a graduate level course, with a grade of B or better, at an accredited university or college that meets the competencies defined by CEPH. The Educational Policy Committee, upon petition of the student, will determine acceptance of a course for transfer.

\* **NOTE: *PubH 6414 has been revised.*** PubH 6414 Biostatistical Literacy, has the primary goal of developing student ability to read and interpret statistical results in the primary literature of their specific scientific field of interest. This course will involve minimal calculation and offer no formal

training in any statistical programming software. Biostatistical Literacy will cover the fundamental concepts of study design, descriptive statistics, hypothesis testing, confidence intervals, odds ratios, relative risks, adjusted models in multiple linear, logistic and Poisson regression, and survival analysis. The focus will be when to use a given method and how to interpret the results, not the actual computation or computer programming to obtain results from raw data.

If you prefer more in depth knowledge register for PubH 6450 Biostatistics I and/or PubH 6451 Biostatistics II.

## **Pre-approved Courses Meeting Public Health Core Area Requirements**

### **Administration**

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

### **Behavioral Science**

- PubH 6020 Fundamentals of Social and Behavioral Science – 3 cr.

### **Biostatistics**

- PubH 6414 Biostatistics Literacy – 3 cr.
- PubH 6450 Biostatistics I – 4 cr.
- PubH 6452 Biostatistics II – 4 cr.

### **Environmental Health**

- PubH 6101 Environmental Health – 2 cr.
- PubH 6102 Issues in Environmental and Occupational Health – 2 cr.
- PubH 6103 Exposure to Environmental Hazards 2 cr **and**  
PubH 6104 Environmental Health Effects, 2 credits

### **Epidemiology**

- PubH 6320 Fundamentals of Epidemiology – 3 cr.
- PubH 6341 Epidemiologic Methods I – 3 cr.
- PubH 6342 Epidemiologic Methods II – 3 cr.

### **Ethics**

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

## **Focus Area Curriculum (electives)**

The Focus Area Curriculum is a minimum of 18.5 elective credits that gives you the opportunity to investigate specific public health applications. You are required to take one course under each of the four goals incorporating public health practice domains as established by the Council on Linkages (<http://trainingfinder.org/competencies/>):

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; and
4. Program management and communications principles.

Students, in collaboration with their Academic Advisor, may arrange their curriculum around a theme of interest or focus representing current public health issues. Activities chosen in completion of the Program's Field and Master's Culminating Experiences maybe coordinated with the theme chosen by the student for the

Focus Area Curriculum. Key learning objectives of the curriculum and how they are acquired are listed in *section 7.7*.

### **Focus Area Planning Guide (electives)**

When you applied to the MPH program, you were asked to define your career goals. Some students have precise plans as to the elective topics in which they wish to concentrate; others are more generalized. However, for your MPH program to have the most meaning, it is imperative that you have a focus area that relates directly to your educational and career goals.

How do you sharpen your focus area so that it has relevance to your educational program?

1. Re-read the letter of intent you wrote when you applied to this program.
2. Review the SPH course offerings on Onestop and highlight courses of interest and see if a theme naturally emerges.
3. Read this guidebook carefully and consult with other resources. For instance, you may wish to conduct informational interviews with public health leaders to discuss your professional goals.
4. The SPH has established concentration areas with curriculum at <http://www.sph.umn.edu/programs/ic/>  
To complete a concentration, you need to fill out a form and receive approval. The concentration will be listed on your transcript.
  1. Global Health (GHIC)
  2. Public Health Policy (PHPIC)
  3. Health Disparities (HDIC)

You may also create a theme around your self-designed electives. Examples include:

- Cultural Competency theme
- Food Protection theme
- Preparedness, Response and Recovery theme
- Public Health Leadership theme
- Global Health theme
- Self-designed, meeting your individual career goals

*If at any point in your studies your educational expectations are not being achieved, please discuss your concerns with your academic advisor. If you are not satisfied with the outcome, please consult the Director of the Executive Program, Katherine Waters.*

To give you an idea of the depth and breadth of the elective courses offered at the Public Health Institute, below is a list of courses offered at the 2012 PHI

#### **COURSES IN PUBLIC HEALTH POLICY & SYSTEMS DEVELOPMENT (POLICY DEVELOPMENT/PROGRAM PLANNING SKILLS – LEADERSHIP AND SYSTEMS THINKING SKILLS, PROGRAM PLANNING AND SYSTEM THINKING)**

- PubH 7200 Farm to Table Study Program: Minnesota
- PubH 7210 Global Food System – Produce
- PubH 7200 Global Public Health Systems in Developing Countries
- PubH 7200 Globalization and Health
- PubH 7200 Health Systems in Transition: Analyzing Paradigmatic Changes in public health policies in Scandinavia
- PubH 7200 Legal Considerations for Public Health Emergencies
- PubH 7200 Making the Case for One Health: Putting Planning, Skills & Experience into Action
- PubH 6711 Public Health Law

COURSES IN COMMUNITY INTERVENTION (COMMUNITY DIMENSIONS OF PRACTICE SKILLS – CULTURAL COMPETENCY SKILLS, *DIVERSITY AND CULTURAL*)

- PubH 7200 Community Engagement Concepts
- PubH 7223 Concepts of Disaster Behavioral Health
- PubH 7200 Food System Defense: Vulnerabilities in the Food System and How to Close Them
- PubH 6845 From Kids to Community: Targeting Youth Obesity
- PubH 7200 Planning for Urgent Threats
- PubH 7200 Public Health and Companion Animals
- PubH 7200 World Food Problems

COURSES IN ASSESSMENT AND BASIC SCIENCES (ANALYTIC/ASSESSMENT SKILLS – BASIC PUBLIC HEALTH SCIENCE SKILLS, *PUBLIC HEALTH BIOLOGY*)

- PubH 7200 Biodiversity and Health
- PubH 7200 Emerging and Re-emerging Disease: Topics in Infectious Disease
- PubH 7200 Global Noncommunicable Disease Epidemic
- PubH 7200 Global Tuberculosis Control: A Public Health Approach
- PubH 7200 Hot Topics in Food Traceability
- PubH 7200 Introduction to GIS
- PubH 7200 Introduction to Occupational & Environmental Health & Safety: Does the Shoe Fit?
- PubH 7200 Lifecourse Model: Social, Economic & Envir Factors that affect Hlth & Disease in Populations Over Time
- PubH 7200 Qualitative Research Analysis
- PubH 7200 Social Epidemiology
- PubH 7231 Surveillance of Foodborne Pathogens in Humans
- PubH 6400 Topics in Hierarchical Bayesian Analysis
- PubH 7200 Topics in Translational & Clinical Research

Courses in Program Management and Communication (Financial Planning and Management Skills – Communication Skills, communication, informatics, leadership, professionalism)

- PubH 7225 Comm. & Information Technology Tools for Public Health Emergency Response
- PubH 7200 From Facebook to Focus Groups: Developing and Implementing
- PubH 7200 Global One Health Leadership Workshop and Practicum
- PubH 7226 Media Relations Practicum
- PubH 6060 Motivational Interviewing: Strategies to Effect Behavior Change
- PubH 7200 Performance Improvement for Public Health Dept using Quality Improvement Methods
- PubH 7214 Principles of Risk Communication

The following courses do not fall under a Domain:

- Current Topics and Career Pathways in Veterinary Public Health
- Navigating an MPH project

Final course selection should be made in consultation with your Coordinator or Academic Advisor.

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## 7.3 Program Requirements

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### Registration Requirement

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

## Course Numbers and Graduate Credit

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

## SPH Grading Policies

See section in front of the guidebook for additional grading information.

## 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.

## Probation

At the end of each semester, the Student Services Center will identify all SPH students with a cumulative GPA of less than 3.0 who are enrolled in an SPH program. A letter of scholastic probation will be prepared by the Assistant Director of Academic and Student Services, to be approved and signed by the Sr. Associate Dean for Academic Affairs. The terms of this letter are the following: students will be placed on probation and informed that they must maintain a term GPA of 3.0 for each subsequent term. Students must achieve letter grades for all courses (incompletes are unacceptable while on probationary status) they are enrolled in during that semester. This written notice will 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 by the Sr. Associate Dean of Academic Affairs.

A major may adopt a more extensive or stringent policy related to probation or dismissal for academic deficiencies, but must have such policies reviewed by the Educational Policy Committee and approved by the School of Public Health Dean. 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 from the SPH and are interested in reapplication to the School are allowed to do so 12 months after the date of dismissal. The dismissal becomes part of the reapplication and is considered in any admission decision.

## S-N Grade Option

MPH students may take no more than 20% of their coursework on an S-N grading basis, exclusive of those topics, seminars, and field experience courses offered only on an S-N basis. **Courses designated as part of the public health core and taken to fulfill public health core curriculum can NOT be taken on an S-N basis.**

## Public Health Core Courses

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

Each public health major may require higher levels of achievement for its own students in public health core courses that are also core to the major. This may include restrictions on retaking public health core courses that are also core to the major, or requiring more than a B- performance level. Students should consult their Major Coordinator for documentation of these requirements. The EEPHP requires students to achieve no less than a B- grade in each core course.

## Repeat and Bracket Course Policy

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

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

- Only courses with the same catalog number may be bracketed.
- A University of Minnesota course may not be bracketed with a course taken at another institution.

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

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

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

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

Approved EPC 2/2012

## Which course(s) should I start with?

We strongly encourage you to complete PubH 6414 Biostatistical Methods 3 cr and PubH 6320 Fundamentals of Epidemiology 3 cr within the first year of your program. The contexts of these courses are beneficial for the core curriculum and MPH Culminating Experience options. 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.

## Incomplete Grade/Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades).

## **Field Experience**

All MPH students must complete a formal, supervised fieldwork experience consisting of 2 to 4 credits (45 hrs in field = 1 cr) in order to graduate. If you decide to complete less than 4 cr of field experience, you will need to take additional elective credits.

Prior professional degrees and prior work experience in a field closely related to the MPH degree program are not sufficient grounds for waiving the fieldwork requirement. The field experience is designed for students to gain exposure to new roles and responsibilities in field of public health. If you are currently employed in public health, the field experience should fall outside of your normal work responsibilities. If you have questions or concerns, please consult with your advisor prior to setting up the field experience.

Each major has established requirements for completion of fieldwork; see *section 7.8*.

For dual degree students a field experience can be arranged to meet the criteria of both of your degree programs. Consult with your advisors when setting up your field experience.

Some students may find certain aspects of the field experience sufficiently interesting to do a MPH Culminating Experience while completing the field experience. This may require 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

## **MPH Culminating Experience**

Each student must complete a culminating experience where they are required to synthesize and integrate knowledge acquired in coursework and other learning experiences and apply theory and principles in a context that reflects an aspect of professional practice. The culminating experience must be used as a means by which faculty judge whether the student has mastered the body of knowledge and can demonstrate proficiency in the required competencies through written and oral presentation.

For dual degree students the MPH Culminating Experience may be arranged to meet the criteria of both of your degree programs. Consult with your advisors when deciding upon your MPH Culminating Experience.

## **Time Frame**

The maximum time allowed by the School of Public Health for completion of an MPH degree is seven years. The seven-year period begins with the first term of enrollment after admission to a degree program within the School of Public Health. If you have the flexibility to take a full-time course load, it is possible to complete the curriculum in approximately sixteen months. Most students however, pursue their studies on a part-time basis and on an average complete the program in three years.

## **Course Substitutions and Waivers**

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

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

## **Core Course Substitution and Transfer of Graduate Elective Procedures:**

Effective 2012, the Executive Program in Public Health Practice allows up to 14 credits to be transferred. Course credits may be used to satisfy public health core or other program requirements as jointly approved by the Director and the Associate Dean for Academic Affairs. Courses approved for transfer into the program must be graduate or professional degree level courses taken at an accredited institution within the last 5 years, (effective summer 2012). A grade of “B” or better is required for each course requested for transfer credit.

For the dual degree programs the transfer courses may have already been approved. Please refer to the sample schedules located in the appendix.

The following process should be followed when requesting that a course substitute for a required core course or transfer of graduate elective credits in your degree program.

1. Gather the course description and syllabus of the proposed substitute or transfer course. The course must have been taken at graduate level and listed as graduate credit on your transcript.
2. Complete the *Petition* form with the following information in each section:
  - **REQUEST SECTION:** describe the course requested for substitution or transfer including the course title, number of credits, term and year taken, and the name of the institution where the course was taken. Also list the course/requirement in your degree program for which you are asking for the substitution.
  - **REASON/EXPLANATION SECTION:** for substitute course(s), indicate what skills and/or content overlaps between the required course(s) and the proposed substitute course(s).
3. Compile the above materials and send to the major coordinator. The Director will review the material and indicate approval/non-approval of the request.
4. After the Director has made his/her recommendations, the Coordinator will forward it to the appropriate SPH Committee or faculty, if needed for review. The student will be notified via e-mail of the committee's decision.
5. If the substitute course is to replace a School of Public Health Core course (administration-PubH 6751/6752, behavioral/social science-PubH 6020, biostatistics-PubH 6414/6450, environmental health-PubH 6100/6102, epidemiology-PubH 6320/6330, ethics-PubH 6741/6742), upon receipt of those materials listed above, the Major Coordinator will review the request with the Major Chair and then if approved by the Major Chair, all copies of the request will be forwarded to SPH Educational Policy committee members. The student will be notified via e-mail of the committee's decision. If the Major Chair does not approve of the request, the Major Coordinator will inform the student that the request will not be forwarded to the SPH Educational Policy Committee for review.

## MPH Study Plan

Students are required to submit a completed *Master of Public Health (MPH) Study Plan* to Kate Hanson, major coordinator at least one semester prior to their anticipated completion of coursework. Earlier submission (e.g. in the second to last semester) is suggested to allow Kate Hanson to review the study plan and notify students if they are missing any requirements prior to their last term of study. The *Master of Public Health (MPH) Study Plan* can be downloaded at <http://www.sph.umn.edu/current/resources/>

## Application for Degree

MPH students are required to complete an *Application for Degree* form. The University of Minnesota will NOT post the degree until they have received this form. The School of Public Health graduates students monthly, not at the end of each term. There are strict deadline dates before a student can be cleared for graduation. Copies of this form can be obtained from the Major Coordinator, the Student Services Center or downloaded from <http://www.sph.umn.edu/current/resources/>. We strongly encourage students to submit the format least one semester before graduation.

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## 7.4 Online Resources

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### To help you get started there is an online EPPHP orientation at

<http://www.sph.umn.edu/programs/phpexec/index.asp>. (Click the link under the city's photo, titled, "Student Resources," and go to "Online Orientation to the Executive Program in PHP") This short orientation contains very helpful information about the EPPHP program and curriculum.

### Onestop ([www.onestop.umn.edu](http://www.onestop.umn.edu))

This website gives you access to all of the registration and student account information you could ever want, Please get acquainted with this valuable student website.

- 1) Queue times for fall and spring terms; just click on the "When do I Register?" quick link on the right to determine your place in the queue. There is no queue for summer term.
- 2) Course offerings by term, click on the "Class Schedule" quick link and select Public Health as your subject.
- 3) Public Health course syllabi can be found <http://www.sph.umn.edu/programs/syllabi/>
- 4) To register, click the "Register Online" quick link.
- 5) Student financial account - To view your student financial account use the "your account" quick link. Billing and due dates information go to [http://www.onestop.umn.edu/finances/pay/where\\_when\\_how/index.html](http://www.onestop.umn.edu/finances/pay/where_when_how/index.html)
- 6) The Refund and drop/add deadline calendar can be found under quick links. It is \*extremely important\* to check this if you are considering dropping a course once the term has begun. This tells you the financial and academic consequences you will encounter depending on when you drop a course along with what, if anything, you'll need to do.
- 7) Financial aid status, if you have applied for financial aid, go to the "Financial Aid Status" quick link.
- 8) MyU Portal, the link is on the top of the screen to the right to access online course, check your immunization and holds, etc.

### **MyU Portal ([www.myu.umn.edu](http://www.myu.umn.edu)) - Access online courses**

The myU Portal is customized to fit your specific needs. It is a way for you to access to your online courses or online components of courses via WebCT or moodle, immunization status, holds, UMN email, information specific to your school and/or program and even the weather. Please note that course information may not appear until the first day of class.

### **Moodle ([www1.umn.edu/moodle](http://www1.umn.edu/moodle)) – online courses**

Moodle is the course management software 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.

There is a tutorial for Moodle, available at <https://moodle2.umn.edu/> under "Demos and Support". Once you register for a School of Public Health you will be given access to an orientation to School of Public Health online courses. Neither of these orientations are mandatory but may prove helpful to students with little or no experience with online courses.

If you need technical support for one of your online School of Public Health courses, please contact Jim, the distance education coordinator, at [decsph@umn.edu](mailto:decsph@umn.edu).

The SPH is slowly converting all online courses from a WebCT platform to a Moodle platform.

### **Ordering Course Materials ([www.bookstore.umn.edu](http://www.bookstore.umn.edu))**

Required reading materials are often made available via the University of Minnesota Bookstore website. By clicking on the above link, the student may sign in and find out what materials are required. If no materials are listed, the instructor may not have made them available yet, or the materials required may be accessible online. **Please note:** Students are not required to buy their books from the UMN Bookstore.

### **U of M Library System (<http://www.lib.umn.edu/>)**

Anne Beschnett, Outreach Librarian, at the Bio-Medical Library, has been designated to assist SPH students! She is there to help you to conduct a meaningful public health search.

Anne is also an Alumni of the School of Public Health, she completed the Certificate in Core Concept.

You can call or email her to set up a consultation on your research project/topic/or just when you need one-on-one help. She will meet you in-person, via email, or online using UMConnect software.

Anne Beschnett, MLIS  
Outreach Librarian  
314 Diehl Hall  
(612) 625-9603  
besch015@umn.edu )  
<http://hsl.lib.umn.edu/about/staff/anne-beschnett>

Library help is available 24/7 by going to [z.umn.edu/askalibrarian](http://z.umn.edu/askalibrarian)

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## 7.5 Descriptions of Required Courses

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### **PubH 6299 Public Health is a Team Sport: Lesson in Collaboration**

Designed to demonstrate how innovative public health strategies can impact the health of populations utilizing interdisciplinary approaches to change

### **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 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 Literacy**

Cover the fundamental concepts of study design, descriptive statistics, hypothesis testing, confidence intervals, odds ratios, relative risks, adjusted models in multiple linear, logistic and Poisson regression, and survival analysis. The focus will be when to use a given method and how to interpret the results, not the actual computation or computer programming to obtain results from raw data.

### **PubH 6741 Ethics in Public Health: Professional Practice and Policy**

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

### **PubH 6751 Principles of Management in Health Services Organizations**

Focuses on the skills and knowledge necessary to determine the mission of the organization and plan for the future, structure the organization to support individuals in their work, and motivate and manage activities to achieve their goals.

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## 7.6 Academic Advising

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### **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 Culminating

Experience and career planning. If you decide to complete a MPH Culminating Experience and the idea for it has been developed, the academic advisor may refer you to another faculty or community advisor (non-faculty, but an expert on the topic) to advise the MPH Culminating Experience, 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.

### **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:

1. **Administrative Advising:** advising on course planning and scheduling, policies, procedures and benchmarks of the degree program/major, SPH, and the University.
2. **Academic Advising:** general guidance on topics related to program/major including, but not limited to program focus (may include identifying appropriate course work options), project selection and career planning.
3. **Field Experience/Internship/Practicum Advising:** specific and targeted advising for field experience/internship/practicum development, placement and completion.
4. **Masters Project/Thesis/Plan A&B/Dissertation Advising:** specific and targeted direction on a master's project or a PhD dissertation including, but not limited to development, completion and in some cases publication.

SPH students are expected to...

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

Faculty advisors are expected to...

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

## 7.7 Curriculum Competencies

| Specific Competencies  | Learning Opportunities   | Evaluation Opportunities   |
|--|--|--|
| Apply a population perspective for health promotion and disease/injury prevention.   | <ul style="list-style-type: none"> <li>• PubH 6299</li> <li>• Elective Course in Assessment/Basic Sciences</li> <li>• Elective Course in Policy/Systems</li> </ul>   | <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Papers</li> <li>• Course discussion</li> <li>• Examinations</li> </ul> |
| Describe the principles and practices of health promotion and disease/injury prevention and protection of human populations from environmental hazards | <ul style="list-style-type: none"> <li>• PubH 6299</li> <li>• PubH 6320</li> <li>• PubH 6752</li> <li>• PubH 6102</li> <li>• Elective course in Intervention</li> </ul>  | <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Papers</li> <li>• Course discussion</li> <li>• Examinations</li> </ul> |
| Integrate public health principles into the practice of health and human services  | <ul style="list-style-type: none"> <li>• PubH 6299</li> <li>• PubH 6320</li> <li>• PubH 6414</li> <li>• Elective Course in Intervention</li> <li>• Elective course in Assessment/Basic Sciences</li> </ul>   | <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Papers</li> <li>• Course discussion</li> <li>• Examinations</li> </ul> |
| Address the social, cultural and environmental factors that affect community health  | <ul style="list-style-type: none"> <li>• PubH 6020</li> <li>• PubH 6102</li> <li>• Elective course in Policy/System</li> <li>• Elective course in Management/Communications</li> </ul>   | <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Papers</li> <li>• Course discussion</li> <li>• Examinations</li> </ul> |
| Describe public health as a social system  | <ul style="list-style-type: none"> <li>• Elective course in Policy/System</li> <li>• Elective course in Intervention</li> <li>• Elective course in Management/Communications</li> </ul>  | <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Papers</li> <li>• Course discussion</li> <li>• Examinations</li> </ul> |
| Identify the ethical issues in disease/injury prevention and health systems policy   | <ul style="list-style-type: none"> <li>• PubH 6741</li> <li>• Elective course in Policy/Systems</li> </ul>   | <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Papers</li> <li>• Course discussion</li> <li>• Examinations</li> </ul> |
| Analyze a current public health issue or program   | <ul style="list-style-type: none"> <li>• Elective Course in Assessment/Basic Sciences</li> <li>• Elective course in Policy</li> <li>• PubH 7294</li> </ul>   | <ul style="list-style-type: none"> <li>• Course evaluations</li> <li>• Examinations</li> <li>• Project</li> </ul>                      |
| Apply public health tools to the evaluation and control of a specific health issue   | <ul style="list-style-type: none"> <li>• Elective course in Policy/Systems</li> <li>• Elective course in Intervention</li> <li>• Elective course in Assessment/Basic Sciences</li> <li>• Elective course in Management/Communications</li> <li>• PubH 7294</li> <li>• PubH 7296</li> </ul> | <ul style="list-style-type: none"> <li>• Course evaluations</li> <li>• Examinations</li> <li>• Project</li> </ul>                      |
| Apply collaborative leadership skills in a community practice setting  | <ul style="list-style-type: none"> <li>• PubH 7296</li> </ul>  | <ul style="list-style-type: none"> <li>• Course evaluations</li> <li>• Oral examinations</li> </ul>                                    |
| Advocate community action for health improvement   | <ul style="list-style-type: none"> <li>• PubH 7296</li> </ul>  | <ul style="list-style-type: none"> <li>• Course evaluations</li> </ul>   |

|  |  |   |
|--|--|---|
|  |  | <ul style="list-style-type: none"><li>• Oral examinations</li></ul> |
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## 7.8 Field Experience

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### Introduction

Part of the curriculum for the master's degree includes an opportunity for students to learn first-hand about the organization, operations, and special activities of selected agencies, institutions, and industries concerned with public health practice.

The PHP 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.

As part of fulfilling the MPH degree requirements, you must participate in a field placement experience. Please 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. Client contact must be direct and unsupervised (outside the hearing or vision of a supervisor at the facility). 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. In the event this situation arises, please call The School of Public Health Student Services Center at 612.626.3500 or contact Kate Hanson, program coordinator.

### Overall Goals

Provide students with an opportunity to apply public health concepts to practice in a specific program, agency, or industry.

### Student Objectives

Development of your specific objectives should include consideration of:

1. The availability of a high quality learning experience in public health practice;
2. Your 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. Your potential contribution(s) to the setting in which your field experience is based.

### Requirements

1. All PHP major students are required to complete a 2-4 cr field experience as part of their degree program.
2. Students, in consultation with their academic advisor, should select the particular organization with which they wish to work. Selection of the organization, contact with it and designation of a preceptor in the organization may be arranged any time during the academic year.
3. The field experience is designed for students to gain exposure to new roles and responsibilities in field of public health. If you are currently employed in public health, the field experience should fall outside of your normal work responsibilities. If you have questions or concerns, please consult with your advisor prior to setting up the field experience.
4. Students register for a minimum of 2 semester credits for PUBH 7296. These credits may be taken during one semester, or divided among several semesters. As a guideline, a total minimum effort of 90 hours is expected (1 cr = 45 hrs.) Students may register during any term for the field experience

credits, not necessary over the time when the field experience will be conducted. However, the online learning agreement (see next item) **MUST** be completed before beginning any field experience. If you decide to complete 2 cr of field experience you will need to make up the credits by completing another elective credit.

5. Before beginning a field experience, the online *learning agreement* form must be completed. The learning agreement is located on <http://www.sph.umn.edu/current/fe>. The preceptor, (the person the student will work with at the agency), the academic advisor, and the coordinator must electronically approve this learning agreement. A final copy will be placed in the student's academic file. Complete the learning agreement as soon as arrangements are made for the agency assignment. The learning agreement is intended to avoid misunderstandings concerning expectations on the part of people involved.
6. International field experiences require a release and waiver form and international health insurance. The forms are available on the web site and **must be completed** before leaving the U.S.
7. Students must submit an online Field Experience Evaluation at the conclusion of the Field Experience. The preceptor may also submit an online Field Experience Evaluation at the conclusion of the Field Experience.
8. Some students may find certain aspects of the agency activity of sufficient interest to do a "Master's Project" project while assigned to the agency. The ultimate feasibility of such arrangements should be decided jointly by the student, the academic advisor, and the preceptor.
9. If you choose the CPH exam option, you are also required to prepare a presentation on your field experience, including synthesis and application of public health. The presentation could be given to the advisor, preceptor and 3<sup>rd</sup> faculty member or to a small or large group or a poster presentation.
10. A field experience can also be arranged to meet both criteria of your two colleges (SPH and SOD or HHH). As a dual degree student you are required to complete the SPH field experience learning agreement if you complete the field experience through your home college (SON or HHH). 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 1 week at another setting for the remaining credit.

## Credits and Grading

The number of credits is arranged between students and their advisor. The grading for the field experience is S/N. Grades for **PubH 7296** are submitted when the academic advisor has accepted the evaluation on the field experience.

*Contact Kate Hanson before registering for PubH 7296 Field Experience: Public Health Practice as student specific permission is required.*

Below is a list of some of organizations that EPPHP students have completed their field experiences:

- Minnesota Department of Health
- Wisconsin Department of Health Services
- Grande Cheese, Wisconsin
- VHA Upper Midwest
- HomeStar Home Health
- USDA APHIS
- Wilder Research
- Thai Physician Association of America
- World Health Organization
- Minnesota Board of Animal Health
- Centers for Disease Control
- Mayo Clinic, Rochester, MN
- Infectious Disease Institute
- Kaiser Permanente Colorado

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## 7.9 MPH Culminating Experience

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### Requirements

Each student must complete a culminating experience where they are required to synthesize and integrate knowledge acquired in coursework and other learning experiences and apply theory and principles in a context that reflects an aspect of professional practice. The culminating experience must be used as a means by which faculty judge whether the student has mastered the body of knowledge and can demonstrate proficiency in the required competencies through written and oral presentation

Students are expected to demonstrate familiarity with the tools of applied research or scholarship in public health practice, the ability to work independently, and the ability to apply skills learned in coursework by completing a Research Paper, Systematic Literature Review, Consultative Report, Grant Proposal, or students also have the option of taking the Certificate Public Health exam (CPH) instead of completing a project.

The MPH culminating experience will involve three faculty members: the primary academic advisor (who in some cases will also be the culminating experience advisor), the culminating experience advisor (if this is not the primary academic advisor), and one or two readers who will be present at the oral exam and may give feedback on the culminating experience before the exam. The MPH culminating experience is worth four credits and should involve a combined total of 160 hours of work (the equivalent of four full-time weeks of work). Note: compared to a traditional Master's Thesis which requires 240 hours of work. The MPH culminating experience paper will typically be about 40 pages in length and will cite 15 – 20 references.

The culminating experience advisor maybe a faculty from the University of Minnesota or a community expert, not associated with the UofMN.

If you entered the EPPHP with a Public Health Core Concept Certificate or completing the program long distance you are strongly encouraged, but not required to take the Certificate Public Health exam (CPH) instead of completing a MPH culminating experience.

For dual degree students the MPH Culminating Experience may be arranged to the meet the curriculum requirements of both of your degree programs.

The student, his/her academic advisor, and the MPH culminating experience advisor (if different from the academic advisor) decide how the MPH culminating experience is to be met. The student is responsible for consulting with and acquiring approval from the academic advisor to confirm that the MPH culminating experience meets the requirements of their program of study (use the *MPH culminating experience form* found in *Appendix A*). The topic and form of the MPH culminating experience depend upon the student's experience and the interests of both the student and the faculty. For example, if the student lacks experience in writing scholarly papers the student may profit from writing a Systematic Literature Review that 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 faculty on a data based project (which may use primary or secondary data).

The student's work could culminate in the preparation of an article for potential publication. Guidelines for a Research Paper, Systematic Literature Review, a Consultative Report or a Grant Proposal can be found in *section 7.10*.

Contact Kate Hanson before registering for PubH 7294 Master's Project: Public Health Practice as student specific permission is required.

### Approval Process

In order to maximize the benefit from the academic advisor's input, students must have their topic approved by their academic advisor. Approval must be received in writing before work can begin on the MPH culminating experience using the MPH Culminating Experience Proposal form. After receiving the academic

advisor's approval on the topic, the student should begin to develop the MPH culminating experience proposal. (Use the *MPH culminating experience Proposal Form* – a sample can be found in *Appendix A* of this guidebook.) The proposal sets up a guiding framework for the MPH culminating experience and establishes a timeline for completion that is mutually satisfactory to the student and his/her advisor.

For Dual degree students, the MPH proposal form should be approved by the project advisor (at your School) and the Director of the Dual and Executive Programs in Public Health Practice.

The MPH culminating experience proposal should include the following:

- Indication of culminating product: Research Paper, Systematic Literature Review, Consultative Report or Grant Proposal
- State the key research question(s) and hypotheses (if applicable) to be addressed.
- Briefly list your objectives for the MPH culminating experience
- What is the public health relevance of the MPH culminating experience
- Briefly describe the project's methodology.
- Anticipated date of completion
- Budget

The MPH culminating experience proposal must be approved by the Academic Advisor and the MPH Culminating Experience Advisor before beginning the project itself. For MPH culminating experiences involving collection of information from people, approval must be obtained from the Committee on the Use of Human Subjects in Research; see *sections 6.9 and 7.11* for more information.

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## 7.10 MPH Culminating Experience Options

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### **Option One: Certification in Public Health Exam**

If you entered the EPPHP with a Public Health Core Concept Certificate or completing the program long distance you are strongly encouraged to take the Certificate Public Health exam (CPH) instead of completing a MPH culminating experience. Effective August 2014, Students are eligible to sit for the CPH exam so long as they have completed or are concurrently enrolled in the core courses (biostatistics, epidemiology, health services/policy management, environmental health, social behavioral sciences, ethics.) Candidates who pass the exam under this eligibility criteria will be provisionally certified until graduation. Following confirmation of their graduation, they will be Certified in Public Health.

You may repeat the test if a passing score was not obtained or complete a MPH culminating experience.

Certification as a Public Health Professional demonstrates your command of 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, June and October. Registration opens at least 2 months prior to the test date. Please plan ahead. For complete information go to <http://www.nbphe.org/examinfo.cfm>. The web site includes registration information, study aids and a practice exam.

If you choose the CPH exam, you are required to give an oral/poster presentation to an organization, student group, conference attendees, UMN class or a faculty committee. The topic should be your field experience(s)

and you should address the goals of your field experience and how it required synthesis of knowledge acquired in MPH coursework and application of public health competencies in the field.

Documentation of the presentation may include: meeting announcement/flyer, student evaluations, a copy of the abstract and/or schedule showing participation, class presentation requires letter from faculty, committee presentation requires signatures from 1-3 faculty or committee members, letter from organization given the presentation.

After you have passed the CPH Exam, the CPH Exam will be officially listed on your transcript in the following manner: *Public Health Certificate Exam, Milestone Status: Completed*. You have the choice to register for 1 cr of MPH project for taking the CPH Exam and complete 3 more elective credits or complete 4 more elective credits to reach the total of 42 credits for the MPH.

*This CPH option is not available for the EPPHP/VPH Residents at the Center for Animal Health and Food Safety and is not recommended for dual degree students.*

### **Option two: Research Paper**

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

The component parts of a Research Paper are as follows:

- I. Abstract
- II. Introduction
  - A. Purpose of the study
  - B. Statement of the problem and its significance (historical background)
  - C. Review and synthesis of relevant literature (extent of written review dependent on nature of project)
    - 1) Statement of conceptual framework, hypotheses and/or focused research questions, and the underlying rationale for each
- 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, analytical techniques to be used
- IV. Results (only the facts) - presentation and analysis of data/information
- V. Discussion
  - A. Study limitations – e.g. methods, data, conceptualization, bias (what types?)
  - B. Consistency with prior research
- VI. Conclusions and recommended actions
- 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)

A Master's Project resulting in a Research Paper may, but need not necessarily involve the collection of primary data by the student. A Master's Project can be completed through secondary analysis of 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, this option must be discussed and approved by the Academic Advisor and Preceptor early in the practicum experience and before beginning the Master's Project itself.

### **Option Three: Systematic Literature Review**

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

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 - significance to the field of public health

## VII. References (APA reference style or appropriate alternative)

A Master's 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 Academic Advisor and Preceptor early in the practicum experience and before beginning the Master's Project itself.

### **Option Four: Consultative Report**

The Consultative Report offers students the opportunity to address a real problem faced by a public health agency (public or private) and produce a product for a real client. By necessity, students who choose this option will need to work closely with a community advisor as well as their SPH advisors. 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. 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.)
  - B. Description of the problem being addressed and its public health implications
- III. **Process of Consultation**
  - A. Engage with the client and carefully define the problem including the questioning of assumptions
  - B. Identification of the key stakeholders
  - C. Describe your sources of information and data – e.g. literature, primary data collection, secondary data analysis, surveys, interviews
  - D. Collection, summary, and analysis of data
  - E. Feedback of results
  - F. Discussion – including a limited literature review for information relevant to the problem
  - G. Recommended actions and dissemination of these recommendations
  - H. Plans for implementation and measurement
- IV. **References (APA reference style or appropriate alternative)**

### **Sources of Guidance for a Consultative Report**

The link to [\*Process consultation: outline and essential concepts\*](#) can provide you more information about the consultative report process. The EPPHP Guide provides a helpful framework for this type of MPH project, however the Schein paper may help both you and your consultative report project advisor in setting goals, objectives and procedures for a successful consultative report.

Block, Peter. Flawless Consulting: A Guide to Getting Your Expertise Used, 2000.

Block points out that there are three skills needed for consulting – technical, interpersonal, and consulting. He then goes on to describe the consulting skills in detail.

Putman, Anthony, Ally Relationships: The Key to Sustained Success for Your Service Business, 2006.

Putman describes three levels of “business” relationship – service source, solution provider, ally relationship.

Schein, Edgar, Process Consultation Revisited: Building the Helping Relationship, 1998.

This book is most helpful when the consultation is focused on a specific process.

### **Option Five: 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

- A. Human subjects research
- B. Animal care and use
- C. Contractual agreements
- D. 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.

If you realize you need help with statistics, you may contact the U of M Department of Statistics. Tutors are available to hire. <http://www.stat.umn.edu/>, click *consulting services*.

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## 7.11 Human Subjects Protections

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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. U of M 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:

- 1) CITI: <http://www.citiprogram.org/>
- 2) HIPAA: <http://www.ahc.umn.edu/privacy/privtraining/home.html> (only if you are using private health information (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/guidance/student-researchers.html>

Applying to IRB: [\*\*http://www.research.umn.edu/IRB/forms.html\*\*](http://www.research.umn.edu/IRB/forms.html)

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

## **Completion of the MPH culminating experience**

Students must keep in touch with their academic advisor while working on the MPH Culminating Experience. Each Advisor should specify how he/she prefers to work with the student. 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.

Once the first draft of the project is completed, it should be submitted to the academic advisor and/or MPH Culminating Experience advisor for review and feedback. The feedback should be incorporated into the final draft of the project, and resubmitted to the advisor and readers. A crucial aspect of the project is to describe the public health implications of the project in terms that are understandable even to lay person. A student desiring publication of the MPH Culminating Experience should discuss this with the advisor. MPH Culminating Experience written in publication format meets the program requirements with prior academic advisor approval. Once the student has presented their project to their committee and the academic advisor has approved a final version of the project, the final version should be submitted electronically to the PHP Program Office. No grade will be assigned for PubH 7294 until the student has complied with this request.

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## **7.12 Written and oral demonstration of the MPH Culminating Experience**

The written and oral demonstration of the culminating experience can be conducted for an individual student or a group of students in person or by distance. The academic advisor person renders the final grade.

A committee composed of at least three examiners of which two are faculty members from within the SPH for the written and oral demonstration of the culminating experience. The committees do not need to be the same for both the written and oral portions of the culminating experience. Individuals holding the title of instructor, assistant professor, associate professor, or full professor are considered faculty members. The program will determine the qualifications of the third examiner which could be another faculty person from inside or outside the program or a qualified health professional in practice. Minimum qualifications of the third examiner include a master's or higher degree. In rare instances, the program may elect to waive this requirement if the most appropriate committee member has extensive relevant experience but no formal degree at the master's level or higher.

EPPHP and Dual degree students are expected to present a professional presentation on their master's project (20-30 minutes) as part of the final comprehensive oral examination followed by questions. This presentation can be open to guests. A closed meeting between the candidate and the examining committee immediately follows the presentation. This closed meeting may include further questions on the master's project, as well as questions on core public health areas. Upon completion of the examination, the student is then excused and a formal vote of the committee is taken on whether the student passed the examination. In order to pass the examination, the student must receive at least three positive votes. After successful completion of the exam, committee members will sign the student study plan. The signed MPH study plan is forwarded to the PHP Major Coordinator.

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## **7.13 Career Survey**

Students must submit the Career Survey prior to receiving their degree or certificate. Students may complete the process online at the Graduate Survey link on the SPH home page ([www.sph.umn.edu](http://www.sph.umn.edu)). Upon submitting the electronic survey, the student's relevant major coordinator will be notified by e-mail. Students can expect to receive regular reminders to update for three years post-grad.

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## 7.14 Graduation Checklist

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- Turn in your *Study Plan* if you have not already done so. This form is due the semester before you plan to graduate but if you missed this deadline you must turn in this form immediately. This form is available from your Coordinator.

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- Turn in the *Application for Degree Form* by the first University business day of the month you plan to graduate. The U of M needs this form to be able to state your degree on your transcript. This form is available at <http://policy.umn.edu/Forms/otr/otr177.pdf>

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- Check your transcript to make sure your field experience grade has been submitted. A grade of “K” is not a final grade so if you see this grade you should contact your Major Coordinator to find out why your final grade has not been submitted

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- Schedule your MPH presentation. You are responsible for scheduling your presentation with the committee members. Contact the PHP Major Coordinator to confirm the availability of the PHP conference room and to arrange any audio-visual equipment needed for the presentation. Students and committee members outside of the Twin Cities area may present long-distance via UMConnect and conference phone.

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- Provide each committee member with a copy of your master’s project paper at least two weeks before the scheduled date of your oral presentation.

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- After your oral defense, you should check your transcript again to make sure your project advisor has submitted your final grade. A grade of “K” is not a final grade so if you see this grade you should contact your Major Coordinator.

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- Complete the *Career Survey* at <http://www.sph.umn.edu/current/grad/>

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- Provide your Major Coordinator with an unbound copy of your final project either by e-mail or by submitting a printed copy.  
  
To help us gather data on the effectiveness of the coursework, please complete the online simulation “Disaster in Franklin County” found at:  
<http://www.sph.umn.edu/ce/trainings/coursepage.asp?activityId=7594>

### Reminders

- Attend Grad Fair where you can order your Cap and Gown and meet with Financial Aid in March, Coffman Union
- Register for the yearly SPH May Commencement (see SPH website – Current Students)  
If you cannot attend, still register to get your name in the program.
- Consider taking the Public Health Certification Exam  
<http://www.asph.org/document.cfm?page=1127>
- Update your contact info. so we can keep in touch  
<http://www.onestop.umn.edu>, click on personal information in right hand column

- Make an appointment with Career Services for a final review of your resume, interview practice or other job search guidance, Call 612-626-3500.
- Join the SPH Alumni Society  
<http://www.sph.umn.edu/alumni/involved/index.asp>
- Lifetime University e-mail. Keep and use your U of MN email address. You can use your U of M e-mail address for personal or professional purposes even after you graduate. Imagine never having to subscribe to another e-mail  
Service includes full access to three features:
  - 1) University Portal <https://www.myu.umn.edu/metadot/index.pl>
  - 2) AHC Portal <https://my.ahc.umn.edu/metadot/userchannel.pland>
  - 3) Portfolio <https://portfolio.umn.edu/portfolio/index.jsp>

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## 7.15 PHP Faculty and Staff

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### Public Health Practice Major Staff

#### Public Health Practice Program Director

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## **7.16 Appendices**

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### **Appendix A**

- MPH Culminating Experience Proposal Form

### **Appendix B**

- Student Guide to Mission, Definitions and Expectations of Advising
- Faculty Guide to Mission, Definitions and Expectations of Advising

### **▪ Appendix C**

MPH study plan form

### **▪ Appendix D**

DDS/MPH sample course schedule

### **▪ Appendix E**

MPP/MPH sample course schedule

### **▪ Appendix F**

MURP/MPH sample course schedule

## Appendix A – Sample Form

### PubH 7294 Public Health Practice: Master's Project

### MPH Culminating Experience Proposal Form

|                        |  |
|------------------------|--|
| Student Name _____     | Date _____                                   |
| Project Title _____    |  |
| Project Advisor _____  | Approved <input type="checkbox"/> Date _____ |
| Academic Advisor _____ | Approved <input type="checkbox"/> Date _____ |
| Program Director _____ | Approved <input type="checkbox"/> Date _____ |

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

2. For Research Paper: State the key research question(s) and hypotheses  
For Grant Proposal: List specific aims and what entity grant will be submitted to  
For Consultative Report: Description of the agency and need being addressed  
For Literature Review: What is the public health question or issue reviewed?

3. Briefly list your objectives for the project.
4. What is the public health relevance of the project?
5. Briefly describe the project's methodology
6. Anticipated date of completion
7. Budget

## Appendix B

### SPH GRADUATE STUDENT ADVISING

#### Student Guide to Mission, Definitions and Expectations of Advising

##### MISSION STATEMENT

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

##### DEFINING ADVISING

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

1. **Administrative Advising:** advising on course planning and scheduling, policies, procedures and benchmarks of the degree program/major, SPH, and the University.
2. **Academic Advising:** general guidance on topics related to program/major including, but not limited to program focus (may include identifying appropriate course work options), project selection and career planning.
3. **Field Experience/Internship/Practicum Advising:** specific and targeted advising for field experience/internship/practicum development, placement and completion.
4. **Masters Project/Thesis/Plan A&B/Dissertation Advising:** specific and targeted direction on a master's project or a PhD dissertation including, but not limited to development, completion and in some cases publication.

##### ADVISING EXPECTATIONS FOR STUDENTS

SPH students are expected to...

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

# SPH GRADUATE STUDENT ADVISING

## Faculty Guide to Mission, Definitions and Expectations of Advising

### MISSION STATEMENT

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

### DEFINING ADVISING

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

5. **Administrative Advising:** advising on course planning and scheduling, policies, procedures and benchmarks of the degree program/major, SPH, and the University.
6. **Academic Advising:** general guidance on topics related to program/major including, but not limited to program focus (may include identifying appropriate course work options), project selection and career planning.
7. **Field Experience/Internship/Practicum Advising:** specific and targeted advising for field experience /internship/practicum development, placement and completion.
8. **Masters Project/Thesis/Plan A&B/Dissertation Advising:** specific and targeted direction on a master's project or a PhD dissertation including, but not limited to development, completion and in some cases publication.

### ADVISING EXPECTATIONS FOR FACULTY

Faculty advisors are expected to...

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

## Appendix C

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

|                             |                                 |                       |
|-----------------------------|---------------------------------|-----------------------|
| ID                          | <i>Name</i>                     |                       |
| Major PHP                   | Dual Degree with (Major/Degree) |                       |
| Date Application for Degree | Term/Year of Intended           | 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               |           |                 |



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

| Project Title | Project Advisor | Date Accepted |
|---------------|-----------------|---------------|
|               |                 |               |

**III. Interdisciplinary Concentration**

Indicate if you are completing one of the following interdisciplinary concentrations:

- Global Health (GHIC)
  Health Disparities (HDIC)
   
 Public Health Policy (PHPIC)

**Indicate the date your IC proposal was approved \_\_\_\_\_**

**III. Enrollment Status and Course Requirements**

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

|                          |
|--------------------------|
| Term/Year Admitted       |
| Degree Candidate Credits |
| Credits Transferred      |
| Total Credits            |
| Cumulative GPA           |

| Oral Examination Committee Members<br>(Please Print or type names) | Signature | Date |
|--|-----------|------|
|  |           |      |
|  |           |      |
|  |           |      |

|                   |      |
|-------------------|------|
| Advisor Signature | Date |
|-------------------|------|

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

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

## ▪ Appendix D

### DDS/MPH SCHEDULE WITH THE U OF MN SCHOOL OF DENTISTRY FIVE YEAR SAMPLE

#### **Summer – before beginning dentistry school**

Register in the School of Public Health, Public Health Institute, 4 cr  
(one week period during the May Session)

PubH 6299 Public Health is a Team Sport: The Power of Collaboration, 1 cr (R)  
(a weekend seminar during the Public Health Institute)

Biodiversity and Health 1 cr (suggested elective)

Globalization and Health 1 cr (suggested elective)

Global Food Systems .5cr (suggested elective)

#### **Fall Semester – Register in the School of Public Health 11 cr**

PubH 6320 Fundamentals of Epidemiology, 3 cr (R)

PubH 6450 Biostatistical Methods I, 3 cr (R)

PubH 6741 Ethics in Public Health: Professional Practice & Policy, 1 cr (R)

PubH 6751 Prin of Mgmt in Health Services Org, 2cr (R)

PubH 6101 Environmental Health, 2 cr (R)

#### **Spring Semester – Register in the School of Public Health, 9 cr**

PubH 6020 Fundamentals of Social & Behavioral Science, 3 cr (R)

PubH 6451 Biostatistical Methods II, 3 cr (suggested elective)

PubH 6342 Epidemiologic Methods II, 3 cr (suggested elective)

#### **Year 1 Summer – Open**

#### **Year 1 Fall and Spring terms – Register in the School of Dentistry**

DDS 6331 Intro to Community Oral Hlth 1.9 cr (transfer to SPH and fulfills SPH elective)

DDS 6511 Fdt of Interprof Communications & Collaboration 1.0 cr (transfer to SPH and fulfills SPH elective)

DDS 6332 Prevention and Oral Hlth Promotion 2.3 cr (transfer to SPH and fulfills SPH elective)

#### **Year 2 Summer, Fall and Spring terms – Register in the School of Dentistry**

#### **Year 3 Fall and Spring terms – Register in the School of Dentistry**

DDS 6339 Emergency Preparedness .8 cr (transfer to the SPH and fulfills SPH elective)

#### **Year 4 – Register in the School of Dentistry**

DDS Outreach Experiences I & II 8.4 cr (transfer to the SPH and fulfills PubH 7296 Field Experience)

#### **Total credits: 42.4**

Please note: this is a sample schedule based on 14 credits transferring from University of Minnesota School of Dentistry curriculum to the School of Public Health DDS/MPH.

## ▪ Appendix E

### MPH/MPP SAMPLE SCHEDULE

**Year one – Fall Semester** — Register in HHH

**Required Core Courses 13 credits**

PA 5011 — Public Management & Leadership (3)

PA 5021 — Economics for Policy Analysis and Planning I (3)

PA 5031 — Empirical Analysis I (4)

PA 5002 — Introduction to Policy Analysis (1.5)

PA 5003 — Introduction to Financial Analysis and Management (1.5)

**Year one – Spring Semester** — Register in HHH 9.5 – 10 cr

PA 5012 — Politics of Public Affairs (3)

PA 5022 — Economics for Policy Analysis and Planning II (3)

**Two of the following:**

PA 5032 — Intermediate Regression Analysis (2)

PA 5033 — Multivariate Techniques (2)

PA 5035 — Survey Research and Data Collection (1.5)

PA 5036 — Regional Economic Analysis (2)

PA 5037 — Regional Demographic Analysis (2)

**Year one -Summer Session** — Register in School of Public Health 16.5

PubH 6299 Public Health is a Team Sport, 1 cr (R)

Online – PubH 6414 Biostatistical Methods, 3 cr (R)

Online – PubH 6320 Fundamentals of Epidemiology, 3 cr (R)

PHI Focus Area, 5.5 cr (E)

PubH 7296 Field Experience: PH Practice, 4 cr (R) (fulfilled by HHH internship)

**Year two – Fall Semester** — Register in SPH 13 cr

Online – PubH 6741 Ethics in PH: Prof Practice & Policy, 1 cr (R)

Online – PubH 6751 Prin of Mgmt in Health Services Org, 2 cr (R)

Online – PubH 6020 Fundamentals of Social & Behavioral Sci, 3 cr (R)

Online – PubH 6102 Issues in Envir & Occu Health, 2 cr (R)

SPH Electives, 5 cr (E)

**Year two – Spring Semester** — Register in HHH 9 – 10 cr

PA 8081 Capstone Workshop (3 cr.) (transfer for MPH Culminating Exper PubH 7294)

PA 5080 Capstone Preparation Workshop (1 cr) required for most sections

**OR**

PA 8082 Working Group (3 cr.) Paper Topic Approval Form required!

**OR**

PA 8921 Masters: Professional Paper (1-3 cr.)

MPP concentration or electives 6 cr

**MPH courses that could transfer to MPP (12 cr)**

Online – PubH 6320 Fundamentals of Epidemiology, 3 cr (R)

Online – PubH 6741 Ethics in PH: Prof Practice & Policy, 1 cr (R)

Online – PubH 6751 Prin of Mgmt in Health Services Org, 2 cr (R)

Online – PubH 6020 Fundamentals of Social & Behavioral Sci, 3 cr (R)

PHI Focus Area, 3.cr with MPP approval (E)

**MPP courses that could transfer to MPH (12 cr)**

PA 5011 — Public Management & Leadership (3 cr) **OR**

PA 5012 — Politics of Public Affairs (3 cr) **OR**

PA 8081 — Capstone Workshop (3 cr)

PA 5080 — Capstone Preparation Workshop (1 cr)

2 cr of MPP electives with approval

MPH = total 42 credits

MPP = total 45 credits

## • Appendix F

### MPH/MURP SAMPLE SCHEDULE

#### **Year one – Fall Semester** — Register in HHH

- 3 cr PA 5004 Introduction to Planning
- 1.5 cr PA 5013 Law and Urban Land Use
- 3 cr PA 5253 Designing Planning & Participating Processes
- 4 cr PA 5031 Empirical Analysis I

#### **Year one – Spring Semester** — Register in HHH

- 1.5 cr PA 5036 Regional Economic Analysis
- 1.5 cr PA 5037 Regional Demographic Analysis
- 3 cr PA 5204 Urban Spatial & Social Dynamics **OR**
- 4 cr PA 5521 Development Planning & Policy Analysis

#### **Year one -Summer Session** — Register in School of Public Health

- PubH 6299 Public Health is a Team Sport, 1 cr (R)
- Online – PubH 6414 Biostatistical Methods, 3 cr (R)
- Online – PubH 6320 Fundamentals of Epidemiology, 3 cr (R)
- PHI Focus Area, 5.5 cr (E)
- PubH 7296 Field Experience: PH Practice, 4 cr (R) (fulfilled by HHH internship)

#### **Year Two – Fall Semester** — Register in HHH

Choose **two** of the following:

- 4 cr PA 8201 Environment & Infrastructure Planning **OR**
- 4 cr PA 8202 Networks & Places: Transportation, Land Use and Design **OR**
- 4 cr PA 8203 Neighborhood Revitalization Strategies and Theories **OR**
- 4 cr PA 8204 Creating Good Work: Economic & Workforce Development

#### **Year Two – Spring Semester** — Register in HHH

- 3 cr PA 8081 Capstone Workshop (PubH 7296)
- 1 cr PA 5080 Capstone Preparation Workshop (PubH 7296)
- 6.5 cr PA electives

#### **Year Two – Summer Session** — Register in School of Public Health

May/June

- Online – PubH 6741 Ethics in PH: Prof Practice & Policy, 1 cr (R)
- Online – PubH 6751 Prin of Mgmt in Health Services Org, 2 cr (R)
- Online – PubH 6020 Fundamentals of Social & Behavioral Sci, 3 cr (R)
- Online – PubH 6102 Issues in Envir & Occu Health, 2 cr (R)
- PHI Focus Area, 5 cr (E)

#### **MPH courses that could transfer to MURP (12 cr)**

- Online – PubH 6320 Fundamentals of Epidemiology, 3 cr (R)
- Online – PubH 6741 Ethics in PH: Prof Practice & Policy, 1 cr (R)
- Online – PubH 6751 Prin of Mgmt in Health Services Org, 2 cr (R)

Online – PubH 6020 Fundamentals of Social & Behavioral Sci, 3 cr (R)  
PHI Focus Area, 3.cr (E)

**MURP Courses that could transfer to MPH (12 cr)**

- 3 cr PA 5004 Introduction to Planning **or**
- 3 cr PA 5253 Designing Planning & Participating Processes **or**
- 3 cr PA 5204 Urban Spatial & Social Dynamics **or**
- 4 cr PA 8203 Neighborhood Revitalization Strategies and Theories
- 3 cr PA 8081 Capstone Workshop (PubH 7296)
- 1 cr PA 5080 Capstone Preparation Workshop (PubH 7296)

MPH = total 42 credits

MUPR = total 48 credits