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.
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# University of Minnesota Calendar 2016-2017

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

## Fall Semester 2016

<table>
<thead>
<tr>
<th>August</th>
<th>24, 25, 26</th>
<th>Equivalency Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>31</td>
<td>SPH New Student Orientation</td>
</tr>
<tr>
<td>September</td>
<td>1</td>
<td>New PhD Student Reception</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Labor Day holiday – University closed</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Classes begin</td>
</tr>
<tr>
<td>November</td>
<td>8</td>
<td>Registration for Spring Semester 2016 begins</td>
</tr>
<tr>
<td></td>
<td>24-25</td>
<td>Thanksgiving holiday – University closed</td>
</tr>
<tr>
<td>December</td>
<td>14</td>
<td>Last day of instruction</td>
</tr>
<tr>
<td></td>
<td>16-17,19-22</td>
<td>Final examinations</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>End of Fall semester</td>
</tr>
<tr>
<td></td>
<td>23-26</td>
<td>University Closed</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Grades due</td>
</tr>
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</table>

## Spring Semester 2017

<table>
<thead>
<tr>
<th>January</th>
<th>TBA</th>
<th>Equivalency Exams</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>16</td>
<td>Martin Luther King holiday – University closed</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Classes begin</td>
</tr>
<tr>
<td>March</td>
<td>13-17</td>
<td>Spring break – no classes</td>
</tr>
<tr>
<td>May</td>
<td>5</td>
<td>Last day of instruction</td>
</tr>
<tr>
<td></td>
<td>8-13</td>
<td>Final examinations</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>End of Spring Semester</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Grades due</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>May Intersession begins</td>
</tr>
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</table>
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 Humphrey School of Public Affairs, the Carlson School of Management, College of Biological Sciences, School of Social Work, School of Statistics, School of Nursing, and Law School. By combining our expertise, we can explore innovative, far-reaching ways of maintaining and improving the health of the people in Minnesota and throughout the country and world.

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

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

1.2 **School of Public Health Student Services Center**

<table>
<thead>
<tr>
<th><strong>Office Hours (Fall and Spring Terms)</strong></th>
<th><strong>Fax</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday – Friday, 8:00 AM - 4:30 PM</td>
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<table>
<thead>
<tr>
<th><strong>Office Hours (Summer)</strong></th>
<th><strong>Email</strong></th>
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<tr>
<td>Monday – Friday, 8:00 AM – 4:30 PM</td>
<td><a href="mailto:sph-oasr@umn.edu">sph-oasr@umn.edu</a></td>
</tr>
<tr>
<td>Closed every day from 12:00 PM – 1:00 PM</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Location</strong></th>
<th><strong>Mailing Address</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mayo Memorial Building, Room A395</td>
<td>Student Services Center</td>
</tr>
<tr>
<td>Telephone</td>
<td>School of Public Health</td>
</tr>
<tr>
<td>612.626.3500</td>
<td>MMC 819, Rm A395 Mayo Bldg</td>
</tr>
<tr>
<td>or 800.774.8636</td>
<td>420 Delaware Street SE</td>
</tr>
<tr>
<td></td>
<td>Minneapolis, MN 55455-0381</td>
</tr>
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</table>
School of Public Health Student Services Center (SSC)

The Student Services Center is a school-wide office that assists students with all phases of their academic journey. The SSC staff works closely with the program coordinators to create a set of school-wide and program-specific services. You will be interacting with us directly or indirectly throughout your education here.

The Student Services Center is dedicated to serving a diverse community of future and current SPH students by enhancing the student experience, supporting the achievement of educational and career goals, and empowering future public health leaders.

We coordinate many functions including:

- Career Counseling
- Applications
- Orientation
- Class Scheduling
- Student Tracking
- SPH Scholarships
- Registration
- Graduation Clearance
- Commencement
# School of Public Health Student Services Center Staff

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate Dean for Learning Systems and Student Affairs</strong></td>
<td>Dr. Kristin Anderson</td>
<td><a href="mailto:ander116@umn.edu">ander116@umn.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>STUDENT SERVICES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Director for the Student Services Center</td>
<td>Tim Kamenar</td>
<td><a href="mailto:kamen001@umn.edu">kamen001@umn.edu</a></td>
<td>(612) 626-5005</td>
</tr>
<tr>
<td>Registrar and Director of Academic and Student Affairs</td>
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<td><a href="mailto:franc004@umn.edu">franc004@umn.edu</a></td>
<td>(612) 624-6952</td>
</tr>
<tr>
<td>Receptionist/Student Services Specialist</td>
<td>Lee Vue</td>
<td><a href="mailto:vuexx097@umn.edu">vuexx097@umn.edu</a></td>
<td>(612) 624-7660</td>
</tr>
<tr>
<td><strong>CAREER SERVICES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director of Career and Professional Development Center</td>
<td>Vic Massaglia</td>
<td><a href="mailto:victorm@umn.edu">victorm@umn.edu</a></td>
<td>(612) 626-5443</td>
</tr>
<tr>
<td>Associate Director of Career and Professional Development Center</td>
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<td><a href="mailto:dkaltved@umn.edu">dkaltved@umn.edu</a></td>
<td>(612) 626-4448</td>
</tr>
<tr>
<td>Employer Relations and Field Experience Coordinator</td>
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<td><a href="mailto:meganlaf@umn.edu">meganlaf@umn.edu</a></td>
<td>(612) 301-9502</td>
</tr>
<tr>
<td><strong>RECRUITMENT, ENGAGEMENT, DIVERSITY AND INCLUSION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruitment and Enrollment Manager</td>
<td>Jenna Egan</td>
<td><a href="mailto:egan0056@umn.edu">egan0056@umn.edu</a></td>
<td>(612) 624-0601</td>
</tr>
<tr>
<td>Director of Diversity and Inclusion</td>
<td>Sherlonda Clarke</td>
<td><a href="mailto:sdclarke@umn.edu">sdclarke@umn.edu</a></td>
<td>(612) 624-9970</td>
</tr>
<tr>
<td>Coordinator for Student Recruitment and Engagement</td>
<td>Crystal Esparza</td>
<td><a href="mailto:espa0018@umn.edu">espa0018@umn.edu</a></td>
<td>(612) 624-6915</td>
</tr>
<tr>
<td>Coordinator for Applications and Admissions</td>
<td>Jennifer Arntzen</td>
<td><a href="mailto:amtz007@umn.edu">amtz007@umn.edu</a></td>
<td>(612) 624-1991</td>
</tr>
<tr>
<td>Graduate Assistant for Recruitment and Student Leadership</td>
<td>Gabriela Lazalde</td>
<td><a href="mailto:lazal002@umn.edu">lazal002@umn.edu</a></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistant for Recruitment and Student Leadership</td>
<td>Andrea Stoesz</td>
<td><a href="mailto:stoes025@umn.edu">stoes025@umn.edu</a></td>
<td>(612) 616-7511</td>
</tr>
</tbody>
</table>
Career Services

The Career and Professional Development Center offers a variety of services and resources to assist you in your efforts to locate and apply for professional positions – from field experiences (internships) and residencies to fellowships and full-time positions. Our Center believes that every individual has unique potential and should have the opportunity to pursue a meaningful and fulfilling career. Our goal is to facilitate the career and professional development process with you to ensure you have the confidence in conducting a competitive job search and help you maximize you career potential. We do so, by offering one-on-one career coaching, programming, field experience advising and directly working with employers. 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 and Professional Development Website

The Career and Professional Development website at http://www.sph.umn.edu/careers/ has many links to help you start your new career, including:

- **One-on-one Career Coaching:** Schedule an appointment with one of our award-winning, evidence-based career coaches (http://sphcareers.appointments.umn.edu).  
- **Jobs / Internships:** Our online job posting system includes listings for internships/field experiences, graduate assistantships and fellowships, volunteer, part-time and full-time career opportunities (http://www.ahc.umn.edu/sphjobs/).  
- **Field Experiences:** Apply your public health coursework, knowledge and skills in a real-world setting through your field experience. All Master’s in Public Health (MPH) students must complete a field experience as part of degree program requirements. Field experiences can be paid or unpaid. For more information on resources, past opportunities and requirements please visit: http://www.sph.umn.edu/careers/fe/. In addition, individual appointments for field experience questions can be scheduled with the Field Experience Coordinator at: http://sphfield.appointments.umn.edu.  
- **Career Resources:** General career-related links, guides and tip sheets on a variety of job-search related topics (http://www.sph.umn.edu/careers/students/).  
- **Blog:** Our Career Services Blog hosts several career-related posts for students and alumni (http://www.sph.umn.edu/careers/careers-blog/).  
- **Alumni Networking Database:** A searchable Alumni Networking Directory, to help you connect with SPH alumnae all over the world (http://sphalumni.umn.edu).

Programming

Through collaboration with student organizations and numerous programs we provide professional and career development programming tailored to your needs. Examples may include: Job Search Strategies, Personal Branding; Interview Preparation; Leadership & Team Development; Communication Skills, and much more. In addition, we connect you to employers through programming and events. We look forward to seeing you at future events!

Appointments

You may schedule individual appointments with one of our award-winning, evidence-based career coaches (Vic Massaglia and Darren Kaltved) to discuss any career or professional development topics, from creating a top-notch resume to ideas for field experiences, interviewing, and presentation skills. To schedule an appointment, please email sphcareers@umn.edu or schedule an appointment electronically at http://sphcareers.appointments.umn.edu.

1.3 Mentor Program

Our mentor program connects public health students to public health professionals to help with career and professional development. Mentoring relationships can benefit both mentors and mentees. For mentees, the program can have a key impact on future career choices. For mentors, helping the next generation of public health leaders can be rewarding and impactful.

The School of Public Health boasts the largest mentor program of any school of public health, serving approximately 400 students and mentors with special events and helpful resources for mentor pairs. We work to provide students with diverse professional experiences and recognize the role that mentors have in training future public health leaders. These relationships have proven to be enriching and longstanding.
1.4 SPH Student SPHere

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

- Locker room – Free lockers are assigned in the Student Services Center (Mayo 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 SSC (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. If you experience any printing issues or need to request a refund, please contact the lab attendant or call the SPH Student Services Center at (612) 626-3500.

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.

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

More detailed information about the field experience can be found in the program portion of the guidebook.

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 https://onestop2.umn.edu/pcas/viewCatalogSearchForm.do.

Interdisciplinary Concentration Areas

SPH Master of Public Health students have the option to add an interdisciplinary concentration area, Public Health Policy (PHPIC), to their program of study. For more information and link to the required forms go to www.sph.umn.edu/academics/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. The agreement is complete once it has been approved by the student's advisor and the Field Experience/Employer Relations 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 Learning and E-Learning Resources

Students can access their online courses, as well as support sites for hybrid and face-to-face courses at moodle.umn.edu. All students taking SPH courses are welcome to enroll in the SPH E-Learning Resources course site at z.umn.edu/sphelearningresources. When prompted, enter the enrollment key "sphstudent" and you will have access to a variety of resources to support you in navigating University resources, such as the Libraries and Writing
Center, and refreshing the skills you need to succeed in SPH courses. You must have a university ID in order to
access Moodle.

Students in online courses will receive a welcome email approximately a week before the semester begins, which will
detail when you can access the course sites. If you have questions, please contact decsph@umn.edu.

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.

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. UMN Twin Cities Campus consistently ranks among the top 20 public universities in the United States. The classic Big Ten 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.

UMN Twin Cities Campus 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.

UMN Twin Cities Campus also provides a life beyond the campus like few other Big Ten 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

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

Email Accounts

Each student attending the University of Minnesota must set-up a student internet/email account by going to www.umn.edu/initiate or by calling the Technology Help Line at 612.301.4357 (1-HELP).

All SPH students are required to use their University of Minnesota email account. Course lists, immunizations, billing statements, financial aid updates, and other important information will be sent via the U of M student email address. It is strongly recommended that students use their U of M email account and do not transfer it to a personal email account.

The School of Public Health relies heavily on email notices to students, staff, and faculty. To keep current on upcoming events, job announcements, new course announcements, scholarships, internships, the SPH newsletter, or good opportunities, etc., students should check their email regularly.

Students can retrieve email messages in many locations including the SPH student commons, SPH Career Resource Center, and SPH division computer facilities. Other computer facilities are located in numerous locations on campus; see http://it.umn.edu/computer-labs-learning-spaces-testing 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] after the account is deleted, the account can be recreated without any content.

**U Card**

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

**U Card Main Office**

G22 Coffman Memorial Union  
300 Washington Avenue SE  
Phone 612.626.9900  
Weekdays: 8:30 to 4:00pm

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

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.

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/, or call 612.626.PARK (7275) for more information.

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

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

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

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

Maps
campusmaps.umn.edu/tc/
Find the way to any University building.

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

2.3.2 Health and Well Being

Boynton Health Services
www.bhs.umn.edu
Boynton Health Services offers comprehensive medical services for students, faculty, and staff.

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

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

Testing Services
  HIV Testing and Counseling
  Pregnancy Testing
- STI Testing

**General Care**
- Pharmacy
- Physical Exams
- Primary Care/Urgent Care

**Boynton also offers a variety of programs and classes including:**
- Alcohol & Other Drugs Presentations
- Birth Control Classes
- CPR/First Aid Classes
- Eating-Disorders Program
- HIV Testing and Counseling
- Smoking Cessation
- Stress Management

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

- Boynton Health Service Mental Health Clinic, [www.bhs.umn.edu/services/mentalhealth.htm](http://www.bhs.umn.edu/services/mentalhealth.htm).
- International Student and Scholar Services counseling. [www.isss.umn.edu/office/advising/personal.html](http://www.isss.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**

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 Dennis Lui at dlu@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]
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 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 Director of Diversity and Inclusion, 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 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
- Office for Equity and Diversity - diversity.umn.edu/oeaa/home
- SPH website on Diversity in Minnesota - 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/]
Location: 108 McNamara Alumni Center, 200 Oak Street SE (East Bank)
Phone: (612) 626-1333 (Voice/TTY)

Disability Resource Center promotes access and equity for students with disabilities (e.g., physical, learning, psychiatric, sensory or systemic) and assists the University in achieving its mission to provide optimal educational opportunities for all students as well as obligations under federal and state statutes. Students are responsible for contacting Disability Services for more information or to arrange accommodations.
Diversity in Graduate Education  
Location: 333 Johnston Hall, 101 Pleasant Street SE (East Bank)  
Phone: (612) 625-6858

diversity.umn.edu/gradeducation/

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.

The Gender and Sexuality Center for Queer and Trans Life  
Location: 46 Appleby Hall, 128 Pleasant Street SE (East Bank)  
Phone: (612) 625-0537

diversity.umn.edu/glbta/

The Gender and Sexuality Center for Queer and Trans Life is dedicated to transforming campus climate for University of Minnesota students, staff, faculty, alum and community members by developing and supporting more inclusive understandings of gender and sexuality through education, advocacy, outreach and support.

International Student and Scholar Services  
Location: 109 Hubert H. Humphrey School, 301 19th Avenue S (West Bank)  
Phone: (612) 626-7100

www.isss.umn.edu/

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  
Location: 140 Appleby Hall, 128 Pleasant Street SE (East Bank)  
Phone: (612) 624-6386

diversity.umn.edu/multicultural/

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  
Location: 432 Morrill Hall, 100 Church Street SE (East Bank)  
Phone: (612) 624-0594

diversity.umn.edu/

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  
Location: 274 McNamara Alumni Center, 200 Oak Street SE (East Bank)  
Phone: (612) 624-9547

diversity.umn.edu/eoaa/
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
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
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
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.

The Subject Librarian for the School of Public Health is Shanda Hunt. Please email her or call to set up an appointment: hunt0081@umn.edu or (612) 301-1318.

Center for Educational Innovation
The Center for Educational Innovation (CEI) was created in 2014 by Provost Karen Hanson to strengthen instructional and academic technology collaboration and support across the University. By combining the Center for Teaching and Learning and the Office of eLearning, the CEI provides expertise that supports curricular and pedagogical innovation in campus classrooms and in online courses and programs.

Center for Writing
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

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

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

myU Portal

The myU web portal permits you to:

- Sign-in once to access all major applications.
- Receive personalized information.
- Register for classes
- See Student Account information including finances and grades

University Counseling and Consulting Services

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

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

Security Monitor Program

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

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

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 Website for events hosted by the University of Minnesota.
School of Public Health Events  
Website for events specific to the School of Public Health.  
www.sph.umn.edu/news/

Academic Health Center Events  
News and events specific to the Academic Health Center.  
hub.ahc.umn.edu/news-capsules

2.3.6 Additional Resources

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

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

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

3.  REGISTRATION

3.1 Full-Time Status

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  
Select courses for the term with your advisor before registering (make an appointment at the earliest convenient time). To view available courses:

1. Log into MyU.
2. Select the My Academics tab, then the My Classes sub-tab.
3. Click on Class Search (in Enrollment Tools section).
4. Determine search criteria; you must select your campus (Institution), term, and at least two additional criteria. Students in the School of Public Health will find the majority of their courses listed under the subject “PUBH”.

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.

5. View your search results. To see only classes that are open, select Show Open Classes Only.
6. To continue searching, click New Search or Modify Search. If you hit the back button, you will lose your search results. Click the class number to see more details. You can search for a subject by entering subject code or clicking Select Subject. For more search options, expand Additional Search Criteria. When you are satisfied with your criteria, click Search.

**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 [myu.umn.edu](http://myu.umn.edu).
- You can find your registration queue date and time on the web at [myu.umn.edu](http://myu.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 [myu.umn.edu](http://myu.umn.edu) or go to the University’s One Stop Student Services Center in 333 Robert H. Brininks 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 Student Services Center at 612.626.3500. Please note the following when registering:

- Most courses give the option of either an A/F or S/N (pass/fail) grading option. Be sure to select the grade option desired for the course. Note that there may be a limit to the number of credits a student can take S/N (pass/fail); see the major section of this guidebook for more information. Stricter policies may be enforced by individual majors/programs. 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 Student Services Center at sph-SSC@umn.edu for further information.

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

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 Student Services Center.

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

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

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

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

Other Provisions

Course Credit Transfer Policy
A student may seek transfer of no more than 40% of their total graduate or professional program credits taken at the University of Minnesota or at another college or university prior to the SPH program matriculation. Course credits may be used to satisfy public health core or other program requirements as jointly approved by the Program Director and the Senior Associate Dean for Academic Affairs. No course credits older than 5 years from the date of the student's matriculation will be accepted for transfer. A grade of “B-” or better is required for each course requested for transfer credit.

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

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

Students must:

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

2. Submit the Academic Policy Petition form to the Program Coordinator for processing. The Academic Policy Petition form can be found at http://www.sph.umn.edu/current/resources/. The Program Coordinator will forward the petition to the Program Director for approval and signature and then to the Student Services Center for the 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

<table>
<thead>
<tr>
<th>Number of questions on exam</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of questions</td>
<td>Essay</td>
</tr>
<tr>
<td>Open or closed book</td>
<td>----</td>
</tr>
</tbody>
</table>

PubH 6751 Principles of Management in Health Services Organizations  
Contact: Jim Begun begun001@umn.edu

<table>
<thead>
<tr>
<th>Number of questions on exam</th>
<th>32</th>
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</thead>
<tbody>
<tr>
<td>Type of questions</td>
<td>25 multiple choice, 3 essay, 1 case analysis with 4 questions</td>
</tr>
<tr>
<td>Open or closed book</td>
<td>Closed</td>
</tr>
</tbody>
</table>

PubH 6102 Issues in Environmental and Occupational Health  
Contact: Bill Toscano tosca001@umn.edu

<table>
<thead>
<tr>
<th>Number of questions on exam</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of questions</td>
<td>Multiple choice</td>
</tr>
<tr>
<td>Open or closed book</td>
<td>Closed</td>
</tr>
</tbody>
</table>

PubH 6320 Fundamentals of Epidemiology  
Contact: Rachel Widome widom001@umn.edu

<table>
<thead>
<tr>
<th>Number of questions on exam</th>
<th>31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of questions</td>
<td>Multiple choice, show-your-work problems</td>
</tr>
<tr>
<td>Open or closed book</td>
<td>Open</td>
</tr>
</tbody>
</table>

PubH 6450 Biostatistics I  
Contact: Sally Olander brown198@umn.edu

<table>
<thead>
<tr>
<th>Number of questions on exam</th>
<th>60-75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of questions</td>
<td>Multiple choice, short answer, and show-your-work problems</td>
</tr>
<tr>
<td>Open or closed book</td>
<td>Open</td>
</tr>
</tbody>
</table>

PubH 6741 Ethics in Public Health: Professional Practice and Policy  
Contact: Sarah Gollust sgollust@umn.edu

<table>
<thead>
<tr>
<th>Number of questions on exam</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of questions</td>
<td>Short answer</td>
</tr>
<tr>
<td>Open or closed book</td>
<td>Open (no internet access)</td>
</tr>
</tbody>
</table>

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 myu.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 CourseEval: 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. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not.

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

4. Tuition, Fees, Billing, and Finances

4.1 Tuition and Fees

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

4.2 Billing

Students will receive a billing statement approximately 4 weeks after a semester begins (May/Summer Session billing statements are sent mid-June. Students may view their fee statement online at myu.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 myu.umn.edu. Questions on billing and fee statements can be referred to helpingu@umn.edu.

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

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

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

4.3 Financial Aid and Scholarships

A variety of resources to assist students in financing their education can be found at sph.umn.edu/admissions/paying/. 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 or by -mailing helpingu@umn.edu.

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

<table>
<thead>
<tr>
<th>Aid Type</th>
<th>Contact</th>
<th>Email address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division/Major Specific Awards and Traineeships, the Dean’s Scholarship</td>
<td>Your Program Coordinator</td>
<td></td>
</tr>
<tr>
<td>Medica Scholarships, and scholarships that support specific US minority groups</td>
<td>SPH Student Services</td>
<td><a href="mailto:sph-oasr@umn.edu">sph-oasr@umn.edu</a></td>
</tr>
<tr>
<td>Federal Loans, Financial Aid Package</td>
<td>Liz Holm</td>
<td><a href="mailto:holmx029@umn.edu">holmx029@umn.edu</a></td>
</tr>
</tbody>
</table>

**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.

Students requesting a loan deferment can get their form signed by One Stop Student Services onestop.umn.edu.

**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

**4.4 Graduate Assistantships**

Many SPH students use graduate assistantships to help finance their education. These are campus working/learning positions that take the form of research, teaching, or administrative appointments. Degree-seeking students in the SPH registered for six or more credits, including international students, are eligible to apply for any assistantship on campus. Because many assistantships are funded by grants, the vigorous research activity of SPH faculty makes available numerous opportunities in the school.

Graduate assistantships include an hourly wage, tuition benefits, subsidized insurance coverage, and may include resident tuition rates for student and dependents.

For graduate assistant policies and benefits, go to www1.umn.edu/ohr/gae.

The tuition benefits are particularly attractive to students. Graduate assistants who work at least 25% time from the beginning to the end of the official semester appointment dates are eligible to receive tuition benefits (tuition remission and resident rates) during that semester.
5. UNIVERSITY GUIDELINES AND POLICIES

5.1 Student Responsibility and Conduct

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

- Attend fall orientation and understand the information distributed.
- Understand and follow University, School of Public Health, Division, and 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, Student Services Center, and Career Center. These announcements may involve changes in the University, School or Division rules and procedures for completion of degree requirements; students are responsible for reading and understanding these announcements.
- Check their student mailbox often for printed informational materials.
- Contact a Program Coordinator, Program Directors 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.

   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.

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

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University of Minnesota Board of Regents Policy

Student Conduct Code

Adopted: July 10, 1970
Amended: December 13, 1974; March 11, 1994; June 13, 2003; December 8, 2006; October 11, 2012
\textbf{Supersedes:} (see end of policy)

\textbf{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.

\textbf{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.

\textbf{SECTION III. DEFINITIONS.}
\textbf{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.

\textbf{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.

\textbf{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.

\textbf{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.

\textbf{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.

\textbf{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.

1 Portions used with permission from New York Institute of Technology and University of Texas, San Antonio.

Supersedes: Existing disciplinary appeals policies in contradiction and specifically repeals the appeals policies dated February 9, 1979.

University of Minnesota Board of Regents Policy
Sexual Harassment
Adopted: 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/).

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 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
<td>Represents achievement that is outstanding relative to the level necessary to meet course requirements</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
<td></td>
</tr>
<tr>
<td>A+</td>
<td>3.333</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td>Represents achievement that is significantly above the level necessary to meet course requirements</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td>Represents achievement that meets the course requirements in every respect</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>&quot;0&quot; 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.</td>
</tr>
<tr>
<td>N</td>
<td>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.</td>
</tr>
</tbody>
</table>

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 https://shb.umn.edu/health-plans/shbp-home

Long Term Care Disability Insurance Fee

https://shb.umn.edu/students-and-scholars/ahc-disability

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 $43.50—an average cost of $7.25 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 2016 if you complete the waiver process per established guidelines by September 20, 2016. Approved waivers are valid for one year.

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 20, 2016, 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:

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

This information can be entered provided online through the deadline in the MyU Student Center.

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

5.6 Leave of Absence

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

Forms must be submitted to the School of Public Health Student Services Center, 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.

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). Assigned courses are available for completion through ULearn. See the Training Instructions page for step-by-step instructions.

### 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](http://www.bhs.umn.edu/index.htm) and click on immunizations.

### 5.9 Criminal Background Checks

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

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.

### 5.11 International Student Requirements

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

**Global Gopher Online Orientation**

The Global Gopher Online Orientation is a tool to help new international students prepare for their arrival at the University by learning about certain expectations and requirements. Students are required to complete the Global Gopher Online Orientation at least one week before their Immigration Check-in (information below).

**Immigration Check-in**

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

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

**Student and Exchange Visitor Information System (SEVIS)**

SEVIS is an electronic reporting system that provides the Department of Homeland Security with information on international students and scholars in the United States who hold F, J, and M visas. This internet-based record-keeping system maintains electronic data on all international students. The system tracks entries into and departures from the U.S.
In addition to the information routinely reported on I-20 and DS-2019 forms, other information is reported, including but not limited to: academic status, employment, and residential address.

For more information on SEVIS requirements, including those listed below, go to [www.isss.umn.edu](http://www.isss.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 update their address within 10 days of a change of address to maintain their legal immigration status. For more information go to [www.isss.umn.edu/INSGen/address.html](http://www.isss.umn.edu/INSGen/address.html)

### 6. GROUPS, ASSOCIATIONS AND SOCIETIES

#### 6.1 Student Groups

**School of Public Health Student Senate**  
[www.sph.umn.edu/current/senate/](http://www.sph.umn.edu/current/senate/)

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

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

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

The student senate officers for the 2016-2017 academic year are:

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<tr>
<th>Office</th>
<th>Name</th>
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<tbody>
<tr>
<td>President</td>
<td>Keerthanaa Jeeva</td>
</tr>
<tr>
<td>VP of Communications</td>
<td>Kusha Mohammadi</td>
</tr>
<tr>
<td>VP of Operations</td>
<td>Meghan (Meggie) Howell</td>
</tr>
<tr>
<td>VP of Student Advancement</td>
<td>Valentina Lin</td>
</tr>
<tr>
<td>VP of Finance</td>
<td>Subin Jang</td>
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</tbody>
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Student Senate 2016-2017 Leadership Team:

<table>
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<tr>
<th>Committee</th>
<th>Name</th>
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<tr>
<td>Social Events Committee Lead(s)</td>
<td>Mackenzie Riley</td>
</tr>
<tr>
<td></td>
<td>Nathan Rogers</td>
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<tr>
<td>Professional Development Committee Lead(s)</td>
<td>Natalie Hauser</td>
</tr>
<tr>
<td>Community Outreach Committee Lead</td>
<td>Aldona Martinka</td>
</tr>
<tr>
<td>Student Engagement Lead</td>
<td>Makshita (Maks) Luthra</td>
</tr>
<tr>
<td>Academic Improvement Committee Lead</td>
<td>Maggie Horvath</td>
</tr>
</tbody>
</table>
Graduate and Professional Student Assembly (GAPSA)  www.gapsa.umn.edu
The Graduate and Professional Student Assembly serves many functions on this campus, chief among them ensuring that the University, in all of its offices, programs, schools and departments, works in the interests of excellence in the graduate and professional experience. GAPSA and its coordinate councils advocate on your behalf to make the University of Minnesota the premier institution for graduate and professional education in the nation, and try to make sure students have a smooth, supported, even fun time getting their degree.

Council of Graduate Students (COGS)  www.cogs.umn.edu
The Council of Graduate Students (COGS) is the official student governing board of the Graduate School, representing all Graduate Students at the U of M. The U administration looks to COGS for consultation and direction on all matters pertaining to the Graduate School experience, including Graduate Assistant issues.

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

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

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

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

6.2 Public Health Related Associations and Agencies

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

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

Association of Schools and Programs of Public Health  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
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
Began as a one-room Laboratory of Hygiene in 1887, the National Institutes of Health today is one of the world's foremost medical research centers, and the Federal focal point for medical research in the U.S.
American College of Healthcare Executives
www.ache.org
The American College of Healthcare Executives is an international professional society of more than 30,000 healthcare executives who lead hospitals, healthcare systems and other healthcare organizations.

6.3 Alumni Societies

School of Public Health Alumni Society
www.minnesotaalumni.org
www.sphalumni.umn.edu

The University of Minnesota School of Public Health Alumni Community is represented around the world. Consisting of 10,000+ alumni, the SPH Alumni Community plays a key role in the School and public health community as they continue to shape public health policy, conduct ground-breaking 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 serve the needs of the School. 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 various activities, including the SPH Mentor Program, partnering with SPH Student Senate, and bringing alumni to students to bridge professional opportunities.

MHA Alumni Association
www.mhaalumni.umn.edu

The Minnesota MHA Alumni Association was established in 1948 to facilitate ongoing support of the Healthcare Administration program and to continue fellowship among alumni. With 2200+ active alumni, the Association supports MHA students through scholarships and by providing learning opportunities, and strives to provides its alumni with education, engagement and philanthropy.
7. Division of Health Policy and Management

7.1 Introduction

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

Degree Programs

The M.P.H. degree in Public Health Administration and Policy (PHAP) provides management training in public health administration, focusing on the public health functions of management, analysis, and policy. The program emphasizes a population-based health improvement approach to public health. There are three paths to earn this M.P.H. The traditional PHAP Program, the PHAP Program, hosted by Arizona State University which is a mostly-online program, with some in-person elements at ASU in Phoenix, Arizona. Both the traditional and E-PHAP programs are for students who are just beginning their careers in public health; the Executive PHAP (E-PHAP) program is for students who have been in the public health field for at least three years and are looking to move into leadership roles or enhance their leadership skills. The E-PHAP program is a distance program with 17 days of on-campus instruction and may be completed in 25 months.

The M.P.H Degree in Public Health Informatics prepares professionals for leadership positions that bridge information technology and public health. Public health informatics concerns the organization and integration of information from multiple sources to make it available for monitoring and evaluating the health of populations and programs. A certificate is also available.

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

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

The M.H.A Master of Healthcare Administration degree is the traditional preparation for those who want to build their careers in the management, financing, and marketing of healthcare delivery. Students pursue coursework in the classic management disciplines and apply those concepts to the healthcare industries. M.H.A. graduates are employed in a variety of settings such as, clinics and hospitals, consulting firms, managed care and insurance companies, and medical device and pharmaceutical companies. There are two routes to the M.H.A: The Full Time M.H.A. is for students just beginning their careers and requires two years in residence on the Minneapolis campus, as well as a summer clerkship; the Executive M.H.A. is for students with at least three years’ managerial or clinical leadership experience in healthcare. It requires 25 months to complete and includes both online course work and five on-campus sessions.

Certificate Program in Public Health Informatics

This unique certificate prepares students to implement and manage public health information systems such as vital statistics systems, online analytic processing tools that support public health decision-making, immunization registries, population health surveillance, community health information networks and electronic public health data interchange. Students can pursue a certificate in PHI concurrently with their degree program. The PHI certificate can be a valuable “add on” to a master’s or doctoral degree. The PHI certificate requires the completion of an admissions application.

Policies and requirements vary by degree and program.
Students in the M.H.A and M.P.H degree programs are School of Public Health students. Degree program requirements, along with tuition rates are under the authority of the SPH.

Students in the M.S. and Ph.D. degree programs currently have dual association with the SPH and the Graduate School. M.S. and Ph.D. students are required to adhere to certain Graduate School regulations and degree milestones and pay tuition based on the Graduate School rates.

See the section in this guidebook for your specific degree program that outlines policies and procedures.

Student Mail

HSRP&A and M.H.A. day program students have a mailbox or folder for mail and should check it frequently for printed mail.

- MHA day program student mailboxes are located in the HPM Educational Programs Office in Mayo D262.
- HSRP&A MS and PhD students have an individual folder for their mail. A file cabinet with the mail folders is located in the HPM student lounge, Mayo D367. This room is locked at all times. Use your U Card to gain access to the room.
- PHAP, E-PHAP, and E-MHA students will receive all communications via email.

HPM Student Lounge and Study Areas

The HPM student lounge is in room D367 Mayo. A study area with computers is located in the Stauffer Room, D387 Mayo. These rooms are locked and require students to swipe their U Card to obtain access.

Seminar Series

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

- **Health Services Research Seminars (HSR)** - Nationally and internationally known leaders in health services research speak on current topics. These seminars, offered two to four times each academic year, are free and open to the public. HPM will announce the speaker, topics and location prior to each seminar.
- **Work in Progress Seminars (WIP)** - Work in Progress Seminars feature Division faculty, visiting colleagues, and other University faculty, students and research staff. Doctoral students also present on their dissertation research in progress, and use this forum to present job talks. These seminars provide an opportunity to discuss current work and share ideas. Seminars take place on Wednesdays, between 12:00-1:15 PM. The location, exact time, and topic will be announced prior to each seminar.

7.2 Joint/Dual Degree and Collaborative Programs

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

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

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

- MPH in Public Health Administration and Policy (PHAP)
- MHA in Healthcare Administration (MHA)
- MS in Health Services Research, Policy, and Administration (HSRP&A)
- PhD in Health Services Research, Policy, and Administration (HSRP&A)

**Required Entrance Exams:**

- The joint degree requires separate applications to the Law School (which includes completion of the LSAT entrance exam) and the School of Public Health.
- MS and PhD programs in HSRP&A (requires the GRE entrance exam)
- MPH in PHAP: Requires either the GRE, GMAT, LSAT, DAT, or MCAT
- MHA Requires either: GRE or GMAT
This joint degree trains experts in the legal, ethical, and policy problems that affect the delivery of health services in the 21st century. Students are educated to become leaders in managed care and health policy, intellectual property issues in biotechnology, and law. The program presents an on-going speaker’s series, colloquia, and other meetings to draw scholars to campus. For more information, see www.jointdegree.umn.edu or contact the following major coordinators.

- PHAP (on-campus program) major coordinator, Andy Le at lex0122@umn.edu.
- E-PHAP (online program) and AZ State U PHAP, major coordinator, Katy Murphy, at kathr005@umn.edu.
- MHA major coordinator, Diane McClellan at mccle005@umn.edu.
- EMHA students may contact Administrative Director, Tom Gilliam at: gilli032@umn.edu.
- HSRP&A, MS and PhD, and Public Health Informatics (PHI) major coordinator, Maureen Andrew at: andre031@umn.edu.

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

To be considered for the MHA/MBA Dual Degree applicants must apply to both the Full-Time MHA and the Full-Time MBA Programs. Applications are available at:
- The Full-Time MHA Office, 612-624-9588, D262 Mayo
- The Full-Time MBA Office, 612-625-5555, 2-210 Carlson School of Management

For more information, students may also contact Tom Gilliam, Administrative Director, at: gilli032@umn.edu.

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

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

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

7.3  HPM Student Group

Mission:
The HPM Student Research Group is a student-led professional development forum designed to improve the quality of student scholarship and build connections between projects in order to support student learning and future research. The purpose of this group is to foster community and collaboration among HPM students, while providing opportunities for faculty involvement and feedback. The group provides opportunities for participants to practice giving conference presentations and job-talks in an accessible social environment geared toward students. The HPM Student Group will sponsor skill-building workshops and provide opportunities for students to practice presenting their
research and receiving peer critiques. The group also provides a forum for peer review and for sharing publication and research funding opportunities. Additionally, the group helps coordinate student welcome activities, acts as a sounding board for the student graduate-faculty representative and the Director of Graduate Studies, and plans regular social and service activities.

7.4 Division Travel Funds and Policy for HPM Division Students

Funding for Travel
HPM has some limited funding available for student travel that varies by program. Contact the major coordinator for your program if you have questions or want to apply for funding.

PHAP: Travel funds are available to attend a conference at which they will give an oral presentation or present a poster, or compete for a national fellowship. The amount of individual funding will depend on the number of students who request funds. Contact Andy Le for details at: 7lexx0122@umn.edu.

E-PHAP: Two $1,000 travel awards are available for students to present work done as part of their degree at a professional conference. For more information, contact Katy Murphy at: kathr005@umn.edu.

MS in HSRP&A: No travel funds are available for 2016-17.

MHA: Funding for a one trip while in the program. Contact Tom Gilliam for details at gilli032@umn.edu.

MPH in Public Health Informatics: No travel funds for 2016-17.

PhD in HSRP&A: Students with an NRSA/AHRQ traineeship have $2,000 to attend one conference during the academic year of the traineeship funding, and travel must be completed by June 30. NRSA/AHRQ expects students to use the travel funding to attend the annual NRSA/AHRQ Trainee Conference in June. Attendance at the NRSA/AHRQ trainee conference can be combined with the AcademyHealth Annual Research Meeting without additional permission. A written justification to attend any other conferences is required. Regardless of the conference, current trainees are not required to present a paper or poster.

For students without a current NRSA/AHRQ traineeship, the Division has funds for travel to conferences for PhD students who are not currently eligible for travel funds through an RA, traineeship, or dissertation grant. Funds are available once per academic year, on a first come, first serve basis, but priority will be for first-time requests. Students are required to give either an oral presentation or poster presentation at the conference to be eligible for funding.

Students doing field work or pursuing other relevant training directly related to their dissertation may also be eligible for travel funds. Examples of field work could include the need to visit a particular organization to access a data set or conduct research on-site that cannot be accomplished at a distance. “Relevant training” can include attending an Institute or colloquium.

Students can also request funds for dissertation-related needs such as datasets, supplies, software in cases where funds are not available through other funding.

Students requesting travel or research-related funds must provide documentation to confirm the relevance of the conference, field work, training, or other activity and how it is beneficial to the student’s dissertation research. Advisor signatures are required and requests cannot exceed $2000. Contact Maureen Andrew for more information: andre031@umn.edu.

Policy for Travel Funding, Pre-approval and Reimbursement
All students must obtain pre-approval from their academic program prior to making any travel arrangements. Students must obtain an Employee Expense Worksheet and complete it with estimated expenses for the travel. The Employee Expense Worksheet can be obtained from your program coordinator. (For MHA, contact Tom Gilliam, for PHAP contact Andy Le, for HSRP&A contact Maureen Andrew). Proposed expenses for travel are required to be
reviewed approved by multiple people. It is best to get travel expenses pre-approved BEFORE booking any flights or hotel.

Steps for pre-approval for travel:

• Obtain an Employee Expense Worksheet from your program coordinator and fill it in with estimated expenses.
• Return completed form to your program coordinator for review.
• Once reviewed, bring form to the accounting staff person, (either Patty Homyak or Sarah Trachet), as instructed by your coordinator.

This pre-approval must include the signature of the Program Chair (or designee). Final approval of proposed travel expenditures must be signed by Assistant to the Division Head; Patty Homyak or assigned designee.

Upon return from travel, students are required to submit all original receipts and appropriate documentation for reimbursement to Patty Homyak or Sarah Trachet as instructed.

7.5 PLAGIARISM

The Division of Health Policy and Management Prohibition against Plagiarism

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

This sort of unacceptable behavior can take several forms:

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

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

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

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

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

If you have questions about what constitutes plagiarism or academic dishonesty, you should talk with your faculty advisor or you might want to look at the following web site How to Recognize Plagiarism: https://www.indiana.edu/~istd/
For Additional Information:

University of Minnesota Center for Writing is an excellent resource for all types of writing support, including definitions and examples of plagiarism. See: http://writing.umn.edu/

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

A copy of the University Student Conduct Code can be found in the SPH section of this Guidebook.

7.6 Division Policies on Graduate Assistantships

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

In order to hold a graduate assistantship during fall or spring semester, students are required to be registered full time, for credit, (audit registration is not acceptable). A minimum of six credits of registration is required for all students except for Advanced Master’s and Ph.D. candidate students who may be eligible for a special full time Status with one credit registration, course number PubH 8333 for MS students, and PubH 8444 for PhD students. To register for either PubH 8333 or PubH 8444, a permission form is required that can be found on the Graduate School website: www.grad.umn.edu. Registration during May Intersession and summer term are not required to hold an assistantship.

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

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

Compensation: Students hired as a TA grader will be paid an hourly salary, but are not eligible for tuition or health insurance benefits. The hourly commitment for serving as a grader is usually less than 10 hours per week.

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

The floor and top of the salary range for graduate assistant compensation in the Division will be established by the University of Minnesota. The mid-level salary will be established by HPM at the beginning of each fiscal year and will be within the University’s range. The following salary levels will be used for all graduate students employed as Research Assistants, Teaching Assistants and Administrative Fellows in HPM during the 2015-2016 academic year

<table>
<thead>
<tr>
<th>Degree Status of Student</th>
<th>Salary Levels for 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate degree</td>
<td>Floor level of University range ($19.15/hr)</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>Mid-level of HPM range ($23.87/hr)</td>
</tr>
</tbody>
</table>
PhD student without a Master's degree who has completed all preliminary written exams | Mid-level of HPM range ($23.87/hr)

Doctoral/Professional degree (relevant field) | Up to top of University range - at Principal Investigator’s discretion

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

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

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

7.7 HPM Division Faculty and Coordinator Staff

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Title</th>
<th>Office Location</th>
<th>Phone</th>
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</tr>
</thead>
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</tbody>
</table>
### 7.8 HPM Division Course Descriptions

The following courses are taught by Division faculty and are part of at least one of the four teaching program's required curriculum. Students should always refer to their program curriculum for required courses, but may want to consider any of the following for course planning.
PubH 3801  Health Economics and Policy (3 cr)
Economics of health care markets. Problems faced by consumers/health care services. Builds on principles of supply/demand for health, health care/insurance, and role of government. Theoretical/empirical models/applications. *This is an undergraduate course that cannot be applied toward a graduate degree.*

PubH 6535  Health Services Accounting (3 cr)
How markets work, how positive economic rents (profits) are made and how strategic behavior affects profits. Four major topical areas include market micro-structure, industrial structure, uncertainty, and incentives and firm governance.

PubH 6541  Statistics for Health Management Decision Making (3 cr)
Variation; frequency distribution; probability; significance tests; estimation; trends; data handling; simple operations research applications. Statistical approach to rational administrative decision making. Lectures and lab exercises.

PubH 6542  Management of Healthcare Organizations (3 cr)
Role of the hospital in health services delivery and relationships with other elements of the healthcare system. Problems of achieving results with emphasis on governance, medical staff, and role of administrator.

PubH 6544  Principles of Problem Solving in Health Services Organizations (3 cr)
Lectures, seminars, and demonstrations on problem-solving theory and technique. Management problem solving of cases. Solving a management problem within a health services organization and presenting a report.

PubH 6577  Advanced Problem Solving in Health Services Organizations (2 cr)
Defining, analyzing, and solving significant senior management-level operational or health public policy problems by student groups in Twin Cities health services organizations.

PubH 6547  Healthcare Human Resources Management (2 cr)
Concepts in human resources management as applied to health services organizations. Relationship between human resources management and general management, nature of work and human resources, compensation and benefits, personnel planning, recruitment and selection, training and development, employee appraisal and discipline, union-management relations.

PubH 6543  Human Resources Management (3 cr)
Ethical issues faced by health care managers as leaders of an organization, members of a profession, and coordinators of clinical processes. Perspectives of managerial, organizational, professional, and clinical ethics.

PubH 6544  Healthcare Marketing and Strategy (2 cr)
Managing the marketing function; marketing planning, strategy, and management concepts. Identifying marketing problems and opportunities; constructing evaluating and managing a marketing plan.

PubH 6555  Topics in Health Economics (2 cr)
This course will introduce the student to the methods of health economics and demonstrate how these methods can be applied to managerial decision-making processes.

PubH 6556  Health and Health Systems (3 cr)
Sociopolitical, economic, and moral/ethical issues confronting the U.S. public health and medical care system. Trends in service provision, human resources, financing and health services organization, and implications for the public’s health.

PubH 6557  Health Finance I (3 cr)
Basic principles of finance and selected insurance concepts integrated and applied to healthcare with public sector emphasis. NPV; public financing; capital and operating budgets; Medicare PPS and RBRVS; risk-adjusted capitation; healthcare reform.

PubH 6558  Health Finance II (3 cr)
Principles of financial management and insurance are integrated and applied to the health field. Topics include: health care capital and operating budgets; health care payment methods, including Medicare's payment systems for hospitals and physicians, and risk-adjusted capitation payment systems; population-based health care finance and managed care; and financing aspects of public health policy. Experience with computerized spreadsheets such as EXCEL is necessary.

PubH 6560  Operations Research & Quality in Health Care (2 cr)
Decision-making framework for both operating and control systems in the hospital environment. Basic modeling techniques and examples of actual hospital applications.

PubH 6562  Information Technology in Healthcare (2 cr)
How to analyze organization information needs, incorporate these needs into information technology (IT) policy and planning, and implement IT policies.
PubH 6564  Private Purchasers of Health Care: Roles of Employers and Health Plan in U.S. Health Care System (2 cr)
Development and organization of HMOs: risk-sharing, provider contracts, utilization management, quality improvement. HMO and PPO marketing and new product development; employer relations; Medicare and Medicaid contracting; budget processing; financial performance; pricing; government regulation.

PubH 6565  Health Care Delivery Design and Innovation (2 cr)
Designing/creating health care delivery services/experiences. Innovation process, methodologies/tools of innovation design, strategies/processes to ensure execution.

PubH 6568  Interprofessional Teamwork in Health Care (2 cr)
Leading/participating in interdisciplinary teams. Team communication, problem solving, conflict management, organizational support.

PubH 6570  Service Line Management (2 cr)
Introduction to history and drivers that led to the development of clinical service lines, their structural models, benefits, and challenges.

PubH 6571  Leading Performance Improvement (2 cr)
Leading Performance Improvement in Health Care, is an elective course for students who intend to lead, design, or staff performance improvement programs in healthcare institutions.

PubH 6573  The Nature of Clinical Care (2 cr)
Provides an understanding of clinical care for future health care professionals who are not health care professionals. The primary aim for this course is to enable administrators in health care delivery or public health to feel comfortable in discussing clinical matters with their clinical colleagues and to participate as peers in managing health care performance in hospitals, medical groups, and other settings. The course is also suitable for future health services researchers who do not have clinical backgrounds. Medical terminology, basic human anatomy, common diseases, the scope of practice for medical and surgical specialties, common medical and surgical procedures, and the culture of health care clinical professionals are covered.

PubH 6578  (section 2) Negotiation Strategies (2 cr)
Negotiation is the art and science of securing agreements between two or more parties who are interdependent and who are seeking to maximize their own outcomes. The central issues of this course deal with understanding the behavior of individuals, groups and organizations on the context of competitive situations.

PubH 6589  Medical Technology Evaluation and Market Research (2 cr)
Provides knowledge of the skills, data and methodology required to critically evaluate new medical technologies in order to meet financial investment as well as regulatory compliance objectives, such as FDA approval. This course is designed to provide the analytic tool kit for a manager of a new medical technology to formulate the evaluation necessary for this enterprise as well as effectively disseminate results in order to get a new product to market.

PubH 6596  Legal Considerations in Health Services Organizations (3 cr)
Laws affecting administration of hospitals and other healthcare organizations; administrative law, corporate and business law, labor law, civil liability, tax-related issues. Legal issues relevant to administration, decision-making, and planning process.

PubH 6700  Foundations of Public Health (3 cr)
Organization of public health, predominately in the United States. Role of public health administration. Problem-solving skills necessary for effective administration.

PubH 6702  Integrative Leadership Seminar (3 cr)
Offers training in leadership theory and civic engagement, stimulating students to apply their knowledge by developing ideas to resolve real-world case studies. Meets with OLPD 6402 section 001, PA 5150, and MGMT 6402 section 060

PubH 6711  Public Health Law (2 cr)
Basic concepts of law, legislative process, and legal bases for existence/administration of public health programs. Legal aspects of current public health issues/controversies, regulatory role of government in health services system.

PubH 6717  Decision Analysis for Health Care (2 cr)
Introduction to methods/range of applications of decision analysis and cost-effectiveness analysis in health care technology assessment, medical decision making, and health resource allocation.
The Healthcare System and Public Health (3 cr)

Health Leadership and Effecting Change (2 cr)
Applications of a broad theoretical base in planned change to solve managerial/organizational problems in health professions.

Health Services Policy (2 cr)
Social, political, and economic context within which U.S. health-care system developed. Influence of these contextual elements on public policies guiding/regulating organization/delivery of health services.

Ethics in Public Health: Professional Practice and Policy (1 cr)
Introduction to ethical issues in public health practice/policy. Ethical analysis, recognizing/analyzing moral issues.

Ethics in Public Health: Research and Policy (1 cr)
Introduction to ethical issues in public health research/policy. Ethical analysis. Recognizing/analyzing moral issues.

State Health Policy and Politics (2 cr)
Federal health reform debate and debate over reinstating the MN General Assistance Medical Care program. Intergovernmental relationship between the federal and state governments in health policy and finance; role of state and local policy makers and policy advocates. Political context for state health policy development.

Principles of Management in Health Services Organizations (2 cr)
Role of health-care services administrators, principles of management, administrative process. Lectures, case studies.

Planning and Budgeting for Public Health (2 cr)
The basic principles of budgeting, planning, forecasting and analyzing with a focus on nonprofit and government organizations are applied to health care administration and public health in a single course.

Managing Public Health Systems (2 cr)
Three essential skills are developed within the context of managing and organizing public health core functions and essential services: Problem Solving, Process Management and Quality Improvement, and Collaboration and Partnership Management.

Health Finance Applications (2 cr)

Continuous Quality Improvement: Methods and Techniques (3 cr)
Understanding and applying statistical process control techniques to health care management and clinical problems. Provides a comprehensive overview of the history, methods, and issues in quality within the health care system.

Health Disparities Capstone Seminar (1 cr)
This is the capstone course for second year MPH students completing the SPH Health Disparities Interdisciplinary Concentration (HDIC).

Topics: Public Health Administration and Policy (1-4 cr)
New courses or topics of interest in public health administration/policy.

Topics: Health Services Research, Policy and Administration (1-4 cr)
New courses or topics of interest in Health Services Research, Policy and Administration.

Using Medicare Data in Research (2 cr)
Students will learn about the Medicare Program and the routinely collected administrative data, as well as ancillary data and surveys, that can be used to understand and improve the Program, conduct health services and public health research, and improve the health of Medicare beneficiaries.

Health and Human Rights (2 cr)
Explores the relationship of health and human rights in the context of public health. It examines philosophical frameworks and groundings of human rights, development of the nexus between health and human rights, and a variety of historical and contemporary topics at the crossroads of health and human rights.

Managing Electronic Health Information (3 cr)
PubH 6803 Conducting a Systematic Literature Review (2 cr)
How to conduct systematic literature review. Draws on skills/experience of staff at Minnesota Evidence-based Practice Center, an AHRQ-funded program.

PubH 6804 Community Mental Health (3 cr)
Provides an overview of social and social-psychological processes that shape the experience of mental health and illness and the consequences of disorders for individuals, families, and communities, and examines these issues in the context of public health rather than attributes of individuals.

PubH 6805 Introduction to Project Management for Health Professionals (2 cr)
Many public health interventions and information systems are implemented using projects and project teams. This course introduces you to the core concepts and skills for managing these projects effectively – making sure they are completed on time, within budget, and meeting performance objectives.

PubH 6806 Principles of Public Health Research (2 cr)
Evaluation of public health research literature and planning for independent research projects. Formulation of research question, research design, sampling techniques, use of research concepts, and data analysis. Data collection techniques, including questionnaires, interviews, and data analysis.

PubH 6807 Professional Practice in Health Intelligence & Analysis (2 cr)
Effective Professional Practice in Health Intelligence & Analytics requires both the understanding of academic material, such as research methods, statistics, epidemiology, relational data theory and health systems, and practice material including institutional rules related to funder requirement compliance (CMS, NSF, etc.) and regulatory compliance (HIPAA, FISMA), risk management related to data management, integrating and normalizing data from disparate data sources, managing very large scale projects, organizing data warehouses, and supporting collaboration with stakeholders. Course covers these professional practice issues and relates them to conducting projects in Health Intelligence & Analytics and Public Health Informatics.

PubH 6808 Advanced Methods in Health Decision Science (3 cr)
Methods applicable to issues of medical decision making. Analyses of environmental/safety decisions. How to apply methods at cutting-edge of clinical decision science.

PubH 6809 Survey Research Methods (3 cr)
Theory/application of survey research in data collection. Sampling, item development, instrument design/administration to conduct survey or be aware of issues related to design/implementation. Identification of sources of error in survey research.

PubH 6810 Health Disparities Research: Measures, Methods and Data (2 cr)
Explore research methods using publicly available data sources. Course covers conceptualization of disparities, measurement and analytic choices, and debates strengths and weaknesses within topic areas to produce sound decisions in disparities research.

PubH 6811 Applied Projects in Health Intelligence & Analysis (1 cr)
Course teaches how to translate academic skills such as those learned in biostatistics, research methods, data management, and substantive areas to real world Health Intelligence & Analytics tasks. Students will complete two five-week long analytic projects provided by a sponsor, such as community organization or researcher. In each of the two projects student teams complete, the team members will gain experience conducting literature reviews, organizing and describing data, estimating models, writing an executive report on their findings, and presenting the findings to their sponsor.

PubH 6812 Managing Electronic Health Information (2 cr)
This course describes relational data theory, normalization, and Structured Query Language (SQL) will be used to create and query databases. Students will be introduced to the basic programming skills necessary to manage data in research projects. Programming aspects of the course will use SQL procedure in the SAS language.

PubH 6813 Data and Information for Population Health Management (2 cr)
This course describes the organizational context of health information and how to use health data to manage population health. Sources and types of health information, organizational processes affecting information quality, consistency, completeness, and accuracy, methods for organizing information, and use of information will be discussed.

PubH 6814 Community-based Participatory Research (CBPR) (2cr)
This is an introductory course about Community-based Participatory Research (CBPR) intended for junior faculty, post-docs, graduate students and community practitioners interested in adding CBPR to their repertoire of effective approaches to understanding and addressing social and health disparities. We will explore topics such as the purpose and applications
of CBPR; partnership formation and maintenance; issues of power, trust, race, class, and social justice; conflict resolution; ethical issues; CBPR’s relationship to cultural knowledge systems, and funding CBPR projects. Students will complete a final individual or group project of their choosing.

PubH 6832  Economics of the Health Care System (3 cr)
Development of traditional issues in health economics. Production of health, demand for health capital and health care, insurance theory and markets, managed care, pricing, physician's services, production and costs in health care institutions, role of government, cost effectiveness analysis, reform.

PubH 6845  Using Demographic Data for Policy Analysis (3 cr)
How to pose researchable policy questions, locate existing data, turn data into a usable format, understand data documentation, analyze data, communicate findings according to standards of the professional policy community. Quantitative issues.

PubH 6852  Program Evaluation in Health and Mental Health Settings (3 cr)
Provides an overview of evaluation, models of evaluation, objectives of an evaluative study, sampling of subjects, methods of data collection, methodological designs, interpretation of data, preparation of final report, ethical/political considerations.

PubH 6855  Medical Sociology (3 cr)
Introduction to common theoretical/empirical approaches used by sociologists to study health/illness. How content reflects social inequalities in health/illness. Social processes that shape experience of health/illness.

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

PubH 6863  Understanding Health Care Quality (2 cr)
Introduction to assessing/assuring quality of care. Emphasizes both process and outcomes approaches, paralleling interest in appropriateness/effectiveness of care. Issues around creating needed behavioral changes.

PubH 6864  Conducting Health Outcomes Research (3 cr)
Major concepts/principles in conducting health outcomes research that evaluates medical care. Developing study designs matched to research questions. Frequently used study designs. Evaluating health outcomes. Analytical approaches.

PubH 6876  Public Health Systems Analysis and Development (2 cr)
This course is designed to give you the opportunity to learn the basic knowledge and skills to design, develop, and implement public health information systems. The course will cover the systems development lifecycle, including problem definition, feasibility analysis, logical model, system architecture and implementation.

PubH 6877  Public Health Systems Analysis and Development: Practicum
Course provides a hands-on group project to practice the skills of design, development, and public health information systems. Project teams will employ site visits, interviews, surveys and other collection methods to gather system requirement specifications.

PubH 6880  Introduction to Public Health Informatics (2cr)
Information is key to effective public health administration. Surveillance systems provide information on infectious disease tracking, disease clusters, food-borne outbreaks, and injuries. Environmental monitoring systems provide information on health risks such as toxic chemicals or airborne pollutants. Registries contain information on vital statistics such as birth, death, and immunization. e-Public Health integrates information from electronic health records to use in improving population health. Introduction to Public Health Informatics describes these public health information systems and key issues in managing this information effectively, such as data standards, common functions, decision support, meaningful use, health information exchange, privacy and security.

PubH 7535  Health Services Accounting (3 cr)
How markets work, how positive economic rents (profits) are made, and how strategic behavior affects profits. Four major topical areas include market micro-structure, industrial structure, uncertainty, and incentives and firm governance.

PubH 7536  Health Finance I (3 cr)
Basic principles of finance and selected insurance concepts integrated and applied to healthcare with public sector emphasis. NPV; public financing; capital and operating budgets; Medicare PPS and RBRVS; risk-adjusted capitation; healthcare reform.

PubH 7537  Health Finance II (3 cr)
Principles of financial management and insurance are integrated and applied to the health field. Topics include: health care capital and operating budgets; health care payment methods, including Medicare's payment systems for hospitals and physicians, and risk-adjusted capitation payment systems; population-based health care finance and managed care; and financing aspects of public health policy. Experience with computerized spreadsheets such as EXCEL is necessary.
PubH 7541 Statistics for Health Management Decision Making (3 cr)
Variation; frequency distribution; probability; significance tests; estimation; trends; data handling; simple operations research applications. Statistical approach to rational administrative decision making. Lectures and lab exercises.

PubH 7547 Healthcare Human Resources Management (2 cr)
Concepts in human resources management as applied to health services organizations. Relationship between human resources management and general management, nature of work and human resources, compensation and benefits, personnel planning, recruitment and selection, training and development, employee appraisal and discipline, union-management relations.

PubH 7551 Principles of Management in Health Services Organizations (2 cr)
Role of the hospital in health services delivery and relationships with other elements of the healthcare system. Problems of achieving results with emphasis on governance, medical staff, and role of administrator.

PubH 7553 Health Care Management Ethics (1 cr)
Ethical issues faced by health care managers as leaders of an organization, members of a profession, and coordinators of clinical processes. Perspectives of managerial, organizational, professional, and clinical ethics.

PubH 7555 Topics in Health Economics (2 cr)
This course will introduce the student to the methods of health economics and demonstrate how these methods can be applied to managerial decision-making processes.

PubH 7556 Health and Health Systems (2 cr)
Sociopolitical, economic, and moral/ethical issues confronting the U.S. public health and medical care system. Trends in service provision, human resources, financing and health services organization, and implications for the public’s health.

PubH 7557 Competitive Marketing and Strategy in Healthcare (3 cr)
Managing the marketing function; marketing planning, strategy, and management concepts. Identifying marketing problems and opportunities; constructing evaluating and managing a marketing plan.

PubH 7560 Operations Research & Quality in Health Care (3 cr)
Decision-making framework for both operating and control systems in the hospital environment. Basic modeling techniques and examples of actual hospital applications.

PubH 7562 Information Technology in Healthcare (2 cr)
How to analyze organization information needs, incorporate these needs into information technology (IT) policy and planning, and implement IT policies.

PubH 7564 Private Purchasers of Health Care: Roles of Employers and Health Plan in U.S. Health Care System (2 cr)
Development and organization of HMOs: risk-sharing, provider contracts, utilization management, quality improvement. HMO and PPO marketing and new product development; employer relations; Medicare and Medicaid contracting; budget processing; financial performance; pricing; government regulation.

PubH 7565 Health Care Delivery Design and Innovation (2 cr)
Designing/creating health care delivery services/experiences. Innovation process, methodologies/tools of innovation design, strategies/processes to ensure execution.

PubH 7566 Henry Capstone Project (2 cr)
Seminar course supporting students as they complete their capstone project.

PubH 7568 Interprofessional Teamwork in Health Care (2 cr)
Leading/participating in interdisciplinary teams. Team communication, problem solving, conflict management, organizational support.

PubH 7569 Healthcare Policy (1 cr)
PubH 7576  Legal Considerations in Health Services Organizations (2 cr)
Laws affecting administration of hospitals and other healthcare organizations; administrative law, corporate and business law, labor law, civil liability, tax-related issues. Legal issues relevant to administration, decision-making, and planning process.

PubH 7596  MHA Clerkship (2 cr)
Survey and solution of management problems within a local health services organization, preparation of a formal report.

PubH 7784  Master’s Project Seminar: PHAP and HSRP&A (1 cr)
Students participate in exercises to improve written/verbal communication, enhance skills related to giving constructive feedback. Ways that public health administration/policy is practiced. How to integrate knowledge into individually designed master's project.

PubH 7794  Plan B Master’s Project: Public Health Administration and Policy (2 cr)
Students work with their adviser to complete one of three types of master's projects: research project, critical literature review, or applied field project.

PubH 7796  Field Experience: Public Health Administration and Policy (2 cr)
Supervised public health administration and policy field study in health or public health setting under academic/professional supervision. Emphasizes application of acquired knowledge/skills to relevant issues/problems.

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

PubH 8802  Health Services Policy Analysis: Applications (2 cr)
Emphasizes relationships between health services research and policy, and uses case studies to examine how research influences policy and vice versa.

PubH 8803  Long-Term Care: Principles, Programs, and Policies (2 cr)
Long-term care policy for functionally impaired persons, particularly the elderly. Team taught from healthcare and social services perspective; grounded in research literature on evidence of program effects. Innovative programs addressing current fragmentation of services.

PubH 8804  Advanced Quantitative Methods Seminar (3 cr)
This course teaches students to understand and competently use advanced quantitative methods in applied social science, policy, and demographic research.

PubH 8805  Sociology of Health and Illness (3 cr)
Affect of social structure on health outcomes/behaviors. Current/historical events/issues from perspective of sociological/social psychological theories. Students apply theories to a topic they identify.

PubH 8810  Research Studies in Health Care (3 cr)
Introduction to philosophy of science, conceptual modeling, experimental design, survey/sample design, issues relevant to health services research.

PubH 8811  Research Methods in Health Care (3 cr)
Research methods commonly used in analysis of health services research and health policy problems.

PubH 8813  Measurement of Health-Related Social Factors (3 cr)
How social factors such as innovativeness, compliance, religiosity, and stress are measured and tested for reliability and validity. Relationships between theory, concepts, variables, data.

PubH 8820  Health Economics I (3 cr)
Application of microeconomic theory to healthcare decisions of consumers and producers under different assumptions about market structure and behavior.

PubH 8821  Health Economics II (3 cr)
Examines application of microeconomic theory to health services research through selected reading from published and unpublished health economics literature.

PubH 8830  Writing for Research (2 cr)
This is the first course in a two-course sequence for doctoral students to develop the requisite skills for writing research grants and articles.
PubH 8831 Writing for Research (2 cr)
This is the second course in a two-course sequence for doctoral students to develop the requisite skills for writing research grants and articles.
8.1 Mission, Vision and Strategies

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

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

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

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

8.2 Program Requirements, Full-time MHA

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

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

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

Students select electives to round out their education in particular areas, or to build a specialty in areas such as managed care, financial management, long term care, operations, and information systems. Information on sub-specialties can be found in section 8.4.

Students must complete a minimum of 60 credits by the end of the second year to graduate from the MHA Program.
Capstone Experience
MHA students must complete one of the following Capstone options to graduate:

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

• **Carlson Consulting Enterprise** (MHA/MBA dual degree students)

Competencies
Competencies form the basis for individual coursework and the overall structure and delivery of the MHA curriculum.

<table>
<thead>
<tr>
<th>Execution</th>
<th>Transformation</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Accountability</td>
<td>• Achievement Orientation</td>
<td>• Human Resource Management</td>
</tr>
<tr>
<td>• Change Leadership</td>
<td>• Analytical Thinking</td>
<td>• Interpersonal Understanding</td>
</tr>
<tr>
<td>• Collaboration</td>
<td>• Community Orientation</td>
<td>• Professionalism</td>
</tr>
<tr>
<td>• Communication Skills</td>
<td>• Financial Skills</td>
<td>• Relationship Building</td>
</tr>
<tr>
<td>• Impact and Influence</td>
<td>• Information Seeking</td>
<td>• Self Confidence</td>
</tr>
<tr>
<td>• Information Technology Management</td>
<td>• Innovative Thinking</td>
<td>• Self-Development</td>
</tr>
<tr>
<td>• Initiative</td>
<td>• Strategic Orientation</td>
<td>• Team Leadership</td>
</tr>
<tr>
<td>• Organizational Awareness</td>
<td></td>
<td></td>
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<tr>
<td>• Performance Measurement</td>
<td></td>
<td></td>
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<tr>
<td>• Process Management / Organizational Design</td>
<td></td>
<td></td>
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<tr>
<td>• Project Management</td>
<td></td>
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</tr>
</tbody>
</table>

Final Comprehensive Examination for the MPH and the MHA Degrees
Before clearing for graduation MPH and MHA students will be evaluated by one or both of the following options. Students should consult with their academic advisor or major coordinator on their particular degree program.

Option 1: An oral comprehensive examination may be conducted for an individual student or a group of students. The course-accountable faculty person renders the final grade.

**MPH or MHA Oral Committee Composition**
A committee composed of at least three examiners of which two are faculty members from within the major will conduct the oral comprehensive examination. Individuals holding the title of instructor, assistant professor, associate professor, full professor or member of the graduate faculty are considered faculty members. The major program will determine the qualifications of the third examiner.

Option 2: A written comprehensive final examination may be conducted for a group of students or an individual student by the major faculty.
Fellowship/Employment
In fall of the second year, students are individually guided in the search for a fellowship or employment. Minnesota's large national and international alumni network is instrumental in generating opportunities in the sector, organization, and location best suited to a student's strengths.
## 8.3  Full-time Program Study Plan - 60 Credit Minimum

Study plan is subject to change due to scheduling limitations

### YEAR I: AN INTRODUCTION TO HEALTHCARE ADMINISTRATION

<table>
<thead>
<tr>
<th>FALL SEMESTER 2016</th>
<th>SPRING SEMESTER 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>PubH 6542 (3 cr) Management of Healthcare Organizations</td>
<td>PubH 6547 (2 cr.) Human Resource Management</td>
</tr>
<tr>
<td>PubH 6556 (3 cr) Health and Health Systems</td>
<td>PubH 6557 (3 cr.) Health Finance I</td>
</tr>
<tr>
<td>PubH 6541 (3 cr) Statistics for Health Management Decision Making</td>
<td>PubH 6560 (3 cr.) Operations Research &amp; Quality in Health Care</td>
</tr>
<tr>
<td>PubH 6562 (2 cr) IT in Healthcare</td>
<td>PubH 6544 (3 cr) Principles of Problem Solving in Health Services Organizations</td>
</tr>
<tr>
<td>PubH 6535 (3 cr) Healthcare Services Accounting</td>
<td>Electives (4 cr.)</td>
</tr>
<tr>
<td>PubH 6568 (2 cr.) Interprofessional Teamwork in Healthcare</td>
<td>Total Credits = 15</td>
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<td>Total Credits = 16</td>
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### SUMMER SESSION I & II: PubH 7596 (2 credits): Residency and Clerkship Report

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

<table>
<thead>
<tr>
<th>FALL SEMESTER 2017</th>
<th>SPRING SEMESTER 2018</th>
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</thead>
<tbody>
<tr>
<td>PubH 6555 (2 cr) Health Economics, or PubH 6832 (3 cr) Health Economics</td>
<td>PubH 6553 (1 cr.) Healthcare Management Ethics</td>
</tr>
<tr>
<td>PubH 6564 (2 cr) Private Purchasers of Health Care</td>
<td>PubH 6554 (2 cr) Healthcare Marketing and Strategy</td>
</tr>
<tr>
<td>PubH 6558 (3 cr) Health Finance II</td>
<td>PubH 6527 (2 cr) Healthcare Leadership and Effecting Change</td>
</tr>
<tr>
<td>PubH 6565 (2 cr) Healthcare Delivery Design and Innovation</td>
<td>PubH 6596 (2 cr) Legal Considerations in Health Services Organizations</td>
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<tr>
<td>Electives (4-5 cr.)</td>
<td>Electives (4 cr.)</td>
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<td></td>
<td>PubH 6577 (2 cr.) Advanced Problem Solving</td>
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<td>Total Credits = varies</td>
<td>Total Credits = 13</td>
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### 8.4 Full-time MHA Sub-Specialties

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

#### Financial Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 6100</td>
<td>Financial Statement Analysis</td>
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<tr>
<td>FINA 6121</td>
<td>Debt Markets, Interest Rates, and Hedging</td>
<td>2</td>
</tr>
<tr>
<td>FINA 6241</td>
<td>Corporate Finance Analysis Decisions</td>
<td>4</td>
</tr>
<tr>
<td>FINA 6321</td>
<td>Portfolio Analysis and Management</td>
<td>2</td>
</tr>
<tr>
<td>FINA 6322</td>
<td>Financial Modeling</td>
<td>2</td>
</tr>
<tr>
<td>MGMT 6031</td>
<td>Industry Analysis &amp; Competitive Strategy</td>
<td>4</td>
</tr>
<tr>
<td>PubH 6557</td>
<td>Health Finance I</td>
<td>3</td>
</tr>
<tr>
<td>PubH 6558</td>
<td>Health Finance II</td>
<td>3</td>
</tr>
<tr>
<td>PubH 6862</td>
<td>Cost-Effectiveness Analysis in Health Care</td>
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#### Long Term Care Administration

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>PubH 7581</td>
<td>Supports and Services for Long Term Care</td>
<td>1.5</td>
</tr>
<tr>
<td>PubH 7582</td>
<td>Practicum in Long Term Care Administration</td>
<td>4</td>
</tr>
<tr>
<td>PubH 7584</td>
<td>Health Care and Medical Needs</td>
<td>1</td>
</tr>
<tr>
<td>PubH 7590</td>
<td>Gerontology for Healthcare Managers</td>
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#### Health Policy

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>PA 5012</td>
<td>The Politics of Public Affairs</td>
<td>3</td>
</tr>
<tr>
<td>PA 5021</td>
<td>Economics for Policy Analysis and Planning</td>
<td>3</td>
</tr>
<tr>
<td>PubH 6049</td>
<td>Legislative Advocacy Skills for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PubH 6078</td>
<td>Public Health Policy as a Prevention Strategy</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6555</td>
<td>Topics in Health Economics</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6741</td>
<td>Ethics in Public Health: Professional Practice &amp; Policy</td>
<td>1</td>
</tr>
<tr>
<td>PubH 6553</td>
<td>Healthcare Management Ethics</td>
<td>1</td>
</tr>
<tr>
<td>PubH 6835</td>
<td>Principles of Health Policy</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6845</td>
<td>Using Demographic Data for Policy Analysis</td>
<td>3</td>
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#### Information and Decision Science

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>IDSC 6423</td>
<td>Enterprise Systems</td>
<td>2</td>
</tr>
<tr>
<td>IDSC 6471</td>
<td>Knowledge Management</td>
<td>2</td>
</tr>
<tr>
<td>IDSC 6481</td>
<td>Managerial Decision Making</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6562</td>
<td>Information Technology in Healthcare</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6802</td>
<td>Managing Electronic Health Information</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6845</td>
<td>Using Demographic Data for Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PubH 6717</td>
<td>Decision Analysis for Healthcare</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6809</td>
<td>Advanced Methods in Health Decision Sciences</td>
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### Marketing Management

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MBA 6210</td>
<td>Marketing Management</td>
<td>3</td>
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<tr>
<td>MKTG 6051</td>
<td>Marketing Research</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 6055</td>
<td>Buyer Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 6082</td>
<td>Brand Management</td>
<td>4</td>
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<tr>
<td>MKTG 6088</td>
<td>Strategic Marketing</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6554</td>
<td>Healthcare Marketing and Strategy</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6845</td>
<td>Using Demographic Data for Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PubH 6802</td>
<td>Managing Electronic Healthcare Information</td>
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### Operations Management

<table>
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<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>MGMT 6050</td>
<td>Management of Innovation and Change</td>
<td>2</td>
</tr>
<tr>
<td>MBA 6220</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>SCO 6041</td>
<td>Project Management</td>
<td>2</td>
</tr>
<tr>
<td>SCO 6051</td>
<td>Service Management</td>
<td>2</td>
</tr>
<tr>
<td>SCO 6059</td>
<td>Quality Management &amp; Six Sigma</td>
<td>4</td>
</tr>
<tr>
<td>SCO 6081</td>
<td>Operations Strategy</td>
<td>2</td>
</tr>
<tr>
<td>ENTR 6041</td>
<td>New Product Design &amp; Business Development</td>
<td>6</td>
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<tr>
<td>PubH 6560</td>
<td>Operations Research &amp; Quality in Healthcare</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6765</td>
<td>Continuous Quality Improvement</td>
<td>3</td>
</tr>
<tr>
<td>PubH 6802</td>
<td>Managing Electronic Healthcare Information</td>
<td>3</td>
</tr>
<tr>
<td>PubH 6565</td>
<td>Healthcare Delivery Design and Innovation</td>
<td>2</td>
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### Strategic Management

<table>
<thead>
<tr>
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<tr>
<td>MGMT 6004</td>
<td>Negotiations Management</td>
<td>2</td>
</tr>
<tr>
<td>MGMT 6031</td>
<td>Industry and Competitive Strategy</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 6033</td>
<td>Managing the Strategy Process</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 6050</td>
<td>Management Innovation &amp; Change</td>
<td>2</td>
</tr>
<tr>
<td>MGMT 6084</td>
<td>Management of Groups</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6527</td>
<td>Healthcare Leadership and Effecting Change</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6578</td>
<td>Negotiations</td>
<td>2</td>
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</tbody>
</table>

### Health Products

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Mgmt 6050</td>
<td>Management of Innovation and Change</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6589</td>
<td>Medical Technology Evaluation &amp; Market Research</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6565</td>
<td>Healthcare Delivery Design and Innovation</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6780</td>
<td>Topics: Public Health Administration and Policy</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6802</td>
<td>Managing Electronic Healthcare Information</td>
<td>3</td>
</tr>
<tr>
<td>MILI 6726</td>
<td>Medical Device Industry: Business and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>MILI 6995</td>
<td>Medical Industry Enterprise</td>
<td>2</td>
</tr>
</tbody>
</table>

### 8.5 MHA/MBA Dual Degree

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

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

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

The MHA Website
www.sph.umn.edu/programs/mha/full-time
612-624-8818

The Full-Time MBA Program
www.carlsonschool.umn.edu/mba/full-time-mba
612-625-5555

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

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

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

Planning and Implementing your MHA/MBA Dual Degree Program

In planning your program of study, please note that:

- You must complete a minimum of 47 credits PubH designator.
- You must complete a minimum of 53 credits MBA or CSOM designator.
- You may use 12 credits of transfer work toward each program.
  - Transfer MBA→ MHA: MBA 6210, 6220, 6230, 6300 (12 cr)
  - Transfer MHA→ MBA: PubH 6556, 6557, 6564, 6568, 6527 (12 cr)

<table>
<thead>
<tr>
<th>MHA Degree</th>
<th>MBA Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>48 credits of MHA courses</td>
<td>52 credits of MBA courses</td>
</tr>
<tr>
<td>12 credits of MBA courses</td>
<td>12 credits of MHA courses</td>
</tr>
<tr>
<td>60 credits total toward MHA degree</td>
<td>64 credits total toward MBA degree</td>
</tr>
</tbody>
</table>

You must submit two separate Application for Degree forms, one for each degree to be awarded.
<table>
<thead>
<tr>
<th>FALL YEAR ONE – REGISTER AS MHA</th>
<th>SPRING YEAR ONE – REGISTER AS MHA</th>
<th>SUMMER YEAR ONE - REGISTER AS MHA</th>
</tr>
</thead>
<tbody>
<tr>
<td>PubH 6535 Health Services Accounting (3)</td>
<td>PubH 6544 Principles of Prob Solving (3)</td>
<td>PubH 7596 – Summer Residency (2)</td>
</tr>
<tr>
<td>PubH 6541 Stats for HC Decision Making (3)</td>
<td>PubH 6547 Human Resources Mmgt (2)</td>
<td></td>
</tr>
<tr>
<td>PubH 6542 Mgmt of HC Orgs (3)</td>
<td>PubH 6557 Health Finance I (3)*</td>
<td></td>
</tr>
<tr>
<td>PubH 6556 Health and Health Systems (3)*</td>
<td>PubH 6560 Operations Research (3)</td>
<td></td>
</tr>
<tr>
<td>PubH 6562 IT in Healthcare (2)</td>
<td>MHA electives (4)</td>
<td>At this point, you should have completed a minimum of 32 credits</td>
</tr>
<tr>
<td>PubH 6568 Interprofessional Teamwork (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>16 credits</strong></td>
<td><strong>15 credits</strong></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>FALL YEAR TWO – REGISTER AS MBA</th>
<th>SPRING YEAR TWO – REGISTER AS MBA</th>
<th>SUMMER YEAR TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 6108 Leading Self (.5 cr)</td>
<td>MBA 6110 Leading Others (2 cr.) A-term</td>
<td>MBA Internship</td>
</tr>
<tr>
<td>MBA 6030 Financial Accounting (3 cr)</td>
<td>MBA 6112 Leading Organizations (.5 cr) B-term</td>
<td></td>
</tr>
<tr>
<td>MBA 6120 Data Analysis and Statistics (3 cr)</td>
<td>MBA 6240 Competing in Data-Driven World (2 cr) A-term</td>
<td></td>
</tr>
<tr>
<td>MBA 6210 Marketing (3 cr)*</td>
<td>MBA 6140 Managerial Economics (1.5 cr) previous summer</td>
<td></td>
</tr>
<tr>
<td>MBA 6220 Operations Management (3 cr)*</td>
<td>Enterprise (2 cr) B-term</td>
<td></td>
</tr>
<tr>
<td>MBA 6230 Finance (3 cr)*</td>
<td>Electives/Other requirements (timing at student’s choosing):</td>
<td></td>
</tr>
<tr>
<td>MBA 6300 Strategic Management (3 cr)*</td>
<td>MBA 6315 Business Ethics (2 cr)**</td>
<td></td>
</tr>
<tr>
<td>MBA 6140 Managerial Economics (.5 cr)</td>
<td>Global requirement (int’l travel May/June or global course (4 cr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA electives (6-12 cr, depending on global program and Ethics)</td>
<td></td>
</tr>
<tr>
<td><strong>19 credits</strong></td>
<td><strong>18 credits</strong></td>
<td>At this point, you should have completed a minimum of 67 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL YEAR THREE – REGISTER AS MHA</th>
<th>SPRING YEAR THREE (REGISTER AS MBA)</th>
<th>CREDIT DISTRIBUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>PubH 6555 Health Econ (2)</td>
<td>MBA Enterprise (3.5 cr)</td>
<td>Must have completed a minimum of 47 credits PubH designator.</td>
</tr>
<tr>
<td>PubH 6558 Health Finance II (3)*</td>
<td>MBA 6112 Leading Organization (.5)</td>
<td>Must have completed a minimum of 53 credits MBA or CSOM designator.</td>
</tr>
<tr>
<td>PubH 6564 Private Purchasers (2)&quot;</td>
<td>Electives/other requirements (timing at students choice):</td>
<td></td>
</tr>
<tr>
<td>PubH 6565 HC Delivery Design &amp; Innovation (2)</td>
<td>MBA 6315 Business Ethics (2)</td>
<td></td>
</tr>
<tr>
<td>MBA Enterprise (3.5)</td>
<td>Global Requirement/int’l travel (4)</td>
<td></td>
</tr>
<tr>
<td>MBA 6112 Leading Organizations (.5)</td>
<td>MBA electives depending on global program and Ethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PubH 6596 Legal Considerations (2) eve</td>
<td></td>
</tr>
<tr>
<td><strong>15-19 credits (per credit, not tuition band)</strong></td>
<td>PubH 6527 Healthcare Leadership and Affecting Change (2)*</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>16 credits (12-18 band)</strong></td>
<td></td>
</tr>
</tbody>
</table>

**CREDIT DISTRIBUTION**

- Must have completed a minimum of 47 credits PubH designator.
- Must have completed a minimum of 53 credits MBA or CSOM designator.
8.6  JD/MHA Joint Degree

Overview
A student interested in pursuing the JD/MHA joint degree must be admitted separately to the Law School and to the full-time MHA Program within the School of Public Health (SPH). A student may apply to both units simultaneously or in staggered fashion.

Students are strongly encouraged to begin with enrollment in the Law School, completing the Law School's required first-year curriculum so that they may then concentrate on their MHA studies while taking upper-level Law courses as they fit into the student's program.

The Law School and SPH will defer the deadlines for registration for JD/MHA joint degree students for one year and any guarantee of financial aid for the same period. Deferral at either the Law School or SPH is conditional on the student enrolling in the other unit without deferral. Students accepted into the JD/MHA degree combination will be considered for no more than a one year deferral of matriculation and registration. A student may decide while in the first year in either SPH or the Law School or their second year of Law School to apply to the other degree program with the assurance that the cross-crediting/double-counting of courses described further below will be available.

The Law School must be informed of student responses to offers of admission and any desire to defer admission by April 15; SPH must be informed by April 15. Those dates are subject to change. Joint Degree Program students will ideally accept both offers of admission by April 15.

Application Deadlines
The Law School application deadline is April 1. Rolling application review begins October 1. Early application is advantageous.

The MHA Program application deadline is March 15.

Applications can be found at each Program’s website.

Full-Time MHA Program
D262 Mayo, School of Public Health
Phone: 612-624-9588
Fax: 612-626-8328
www.sph.umn.edu/programs/mha

Law School Joint Degree Program
N140 Mondale Hall
Phone: 612-625-3356
Fax: 612-624-9143
www.jointdegree.umn.edu/
### Sample JD/MHA Study Plan

Note: * Indicates credits that are expected to be cross-counted by the units, e.g., Law School credits expected to cross-count for Public Health credit.

<table>
<thead>
<tr>
<th><strong>Fall Year One – Register as Law Student</strong></th>
<th><strong>Spring Year One – Register as Law Student</strong></th>
<th><strong>Summer Year One - Register as Law Student (May be completed in Years Three and Four.)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 6001 Contracts (4)</td>
<td>LAW 6003 Legal Writing (2)</td>
<td>Recommended: LAW SCHOOL COURSES (9 CREDITS MAX) USUALLY Offered Include:</td>
</tr>
<tr>
<td>LAW 6003 Legal Writing (1)</td>
<td>LAW 6004 Property (4)</td>
<td>LAW 6000 Professional Responsibility (3)</td>
</tr>
<tr>
<td>LAW 6005 Torts (4)</td>
<td>LAW 6006 Civil Procedure II (3)</td>
<td>LAW 6219 Evidence (4)</td>
</tr>
<tr>
<td>LAW 6007 Constitutional Law I (3)</td>
<td>LAW 6009 Criminal Law (3)</td>
<td>LAW 6051 Business Associations/Corporations (4)*</td>
</tr>
<tr>
<td>LAW 6875 Joint Degree Prgm Proseminar (1)*</td>
<td>Elective Course (3)</td>
<td></td>
</tr>
<tr>
<td>16 credits</td>
<td>12-15 credits</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Fall Year Two – Register as MHA</strong></th>
<th><strong>Spring Year Two – Register as MHA</strong></th>
<th><strong>Summer Year Two</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>MHA core courses (30 credits) may be</td>
<td>PubH 6547 Healthcare Human Resources</td>
<td>PubH 7596 Clerkship in Health Care</td>
</tr>
<tr>
<td>completed in years three and four.</td>
<td>Management (2)</td>
<td>Administration (2) (included in Spring Year Two tuition payment)</td>
</tr>
<tr>
<td>PubH 6541 Statistics for Health Management</td>
<td>PubH 6557 Health Finance I (3)*</td>
<td></td>
</tr>
<tr>
<td>Decision-Making (3)*</td>
<td>PubH 6544 Principles of Problem Solving in</td>
<td></td>
</tr>
<tr>
<td>PubH 6542 Mgmt of Healthcare Organizations</td>
<td>Health Services Organizations (3)*</td>
<td></td>
</tr>
<tr>
<td>(3)*</td>
<td>PubH 6560 Operations Research (2) (</td>
<td></td>
</tr>
<tr>
<td>PubH 6535 Healthcare Services Accounting (3)</td>
<td>Register for PubH 7596 in spring)</td>
<td></td>
</tr>
<tr>
<td>PubH 6556 Health and Health Systems (3)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PubH 6562 Info. Tech. in Healthcare (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PubH 6568 Interprofessional Teamwork (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAW 6875 Joint Degree Prgm Proseminar 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 credits</td>
<td>10 CREDITS</td>
<td>2 credits</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Fall Year Three – Register as MHA</strong></th>
<th><strong>Spring Year Three – Register as Law Student</strong></th>
<th><strong>Summer Year Three</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PubH 6558 Health Finance II (3)</td>
<td>PubH 6533 Health Care Management Ethics (1)*</td>
<td></td>
</tr>
<tr>
<td>PubH 6555 Topics in Health Economics (2) OR</td>
<td>PubH 6554 Health Care Marketing and Strategy (2)</td>
<td></td>
</tr>
<tr>
<td>PubH 6832 Economics of the Health Care System (3)</td>
<td>PubH 6527 Healthcare Leadership and Effecting Change (2)</td>
<td></td>
</tr>
<tr>
<td>PubH 6564 Private Purchasers (2)</td>
<td>PubH 6596 Legal Considerations in Health Services Organizations (3)*</td>
<td></td>
</tr>
<tr>
<td>PubH 6565 Healthcare Delivery Design and Innovation (2)</td>
<td>LAW 6600 Professional Responsibility (3 credits – if not taken previously)</td>
<td></td>
</tr>
<tr>
<td>LAW 6007 Constitutional Law II (3)</td>
<td>Second-year Law School elective courses (3-6 credits – some eligible for cross-counting)</td>
<td>Second-year Law School elective courses (3-5 credits – some eligible for cross-counting)</td>
</tr>
<tr>
<td>LAW 6875 Joint Degree Prgm Proseminar (1)</td>
<td>Second-year Law writing requirement ( moot court – 2 Law credits OR law review – 3-6 Law credits)</td>
<td>Second-year Law writing requirement ( moot court – 2 Law credits OR law review – 3-6 Law credits)</td>
</tr>
<tr>
<td>Second-year Law School elective courses (3-6 credits – some eligible for cross-counting)</td>
<td>18-19 credits</td>
<td>14-16 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fall Year Four – Register as Law Student</strong></th>
<th><strong>Spring Year Four – Register as Law Student</strong></th>
<th><strong>Summer Year Four – Register as Law Student</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Third-year Law School elective courses (10-14 credits – some eligible for cross-counting)</td>
<td>Complete Law School courses (need 57 Law credits after year 1 minus those cross-counting in years 2 &amp; 3 – some eligible for cross-counting)</td>
<td></td>
</tr>
<tr>
<td>MHA capstone project (topic dependent) may be completed in Spring semester, satisfying the third-year writing requirement in the Law School*</td>
<td>MHA capstone project (topic dependent) may be completed in Spring semester, satisfying the third-year writing requirement in the Law School* (PubH 6570 – Advanced Problem Solving)</td>
<td></td>
</tr>
<tr>
<td>ENTR 6041 New Product Development (3) (this one will also be continued into spring semester for a total of 6 credits)</td>
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<td></td>
</tr>
<tr>
<td>16 credits</td>
<td>12-15 credits</td>
<td></td>
</tr>
</tbody>
</table>
8.7 Academic Policies and Procedures

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

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

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

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

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

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

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

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

Procedures
- When a student's GPA falls below the standards set for probation, the Associate Program Director will notify the student.
- Upon receipt to the Associate Program Director's notification, the student must immediately meet with his/her advisor to discuss plans for remediation and consequences of continued problem.
- Following the student-advisor meeting, the advisor will bring these jointly determined recommendations and plans to the faculty for discussion.
- The faculty will dismiss the student based on the criteria set for dismissal after weighing any special considerations related to acceptable performance for good standing.
Course Requirements
The Program Director will determine the required courses, course sequence, and the number of electives required for graduation. All students must complete the required courses in the established sequence unless the student is granted permission to waive, substitute, or withdraw from a course by the faculty.

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

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

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

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

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

See section 1.10 for policies on graduate student advising.
Confidentiality Policy

Grades

• Student grades are not posted, unless the posting method enables anonymity of students. Grades will not be given out over the phone or in person by staff.

• All faculty have access to student grades in the program. This enables faculty to evaluate students' performance and intervene when necessary. However, most discussion and review of students is done by cumulative GPA. Grades for students on academic probation are reviewed by individual course.

• It is useful to know the distribution of grades and the cut-off points for each grade. Students may request this information from instructors, when appropriate.

8.8 Summer Residency

The summer residency provides full-time MHA students with a consolidated period of time to relate and apply what they have learned in the classroom to a healthcare-related setting. The 12-week residency includes a formal academic assignment called PUBH 7596, Residency and Clerkship, 2 credits. Generally, the residency begins mid-May and ends mid-August.

The MHA program initiates the search for sites and preceptor selection of students in the residency. An MHA faculty member oversees the coordination, assessment, and evaluation of the Clerkship Project, PUBH 7596. Each student is also assigned a clerkship advisor who is typically an MHA alumnus.

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

The Process

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

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

Twin Cities organizations have asked that students refrain from contacting them about a residency. Over the years, the Program has established a good rapport with local healthcare organizations and their preference is that the Program makes the initial organizational contacts. Otherwise, they are overwhelmed with student inquiries.

In a few instances, organizations will ask for a recommendation of finalist candidates from those students who have applied to their organization for a residency. This happens more frequently with Twin Cities sites that determine they do not have the time/resources to interview each of the interested students. In these situations, a review panel consisting of selected faculty and Program staff will be asked by the MHA Program Director to make suggestions about the best-suited finalist candidates from the applicants who applied to an organization.

Your Part in the Process

Resume

To secure a summer residency, you must have a well-organized, visually pleasing resume. Please submit an electronic copy of your resume, by November 1 to Career Services in the School of Public Health Career Center.

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

• The staff in the School of Public Health Career Center is your best resource.

• Your mentor can be a good resource to review your resume.

• In room D-262, the MHA Program Office, you will find examples of previous years’ resume books. Feel free to check out one of these resources.
Interview Skills
It is important to develop your interviewing skills. The following resources are available:

- Ask your mentor to coach you on the interviewing process. They may be able to arrange a mock interview with a human resources person within their organization.
- Students who attend the Interviewing Skills Workshop may sign up for a mock interview with a career development professional.

Summer Residency Goals
Submit a written statement of your summer residency goals to Career Services in the School of Public Health Career Center by November 1. The purpose of this assignment is two-fold. First, it will help you to begin to formalize your goals by committing them to writing. Second, it will be a worthwhile document to share with your preceptor at your residency site during your interview process and once you have been selected by an organization.

Appointments with Career Services in the School of Public Health
During October and November, students should plan to meet with Career Services in the School of Public Health Career Center to discuss their residency goals and to review resumes and cover letters. Additionally, if students have questions about a residency site, they can schedule a meeting with MHA program staff to discuss specifics about the organization or the preceptor. Additional information will be available on the organization’s web site or in the material that will be shared with students via e-mail for each residency setting.

The Interview Process
The program will send periodic e-mails to students in the class listing all of the organizations wishing to host a student for a summer residency. Students will be responsible for applying directly to the organizations that are of interest to them. Deadline dates for the application along with contact information for submitting a cover letter and resume will be clearly indicated for each residency opportunity.

Securing a Residency
Although the MHA program plays an active role in the residency search and interview process, you play a key role as preceptors make their final decisions. Treat all interactions with a high level of professionalism. Be sure to follow up with thank you notes.

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

8.9 Summer Residency Guidelines

I. The Full-time MHA Program

An objective of the Program in Healthcare Administration is to prepare graduates capable of becoming health care leaders in all types of healthcare organizations.

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

A. Two semesters of full-time academic work on the University Campus;
B. A summer residency in a health care setting;
C. An additional two semesters of full-time academic work, including campus-based work and field work.

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

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

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

The objectives of the residency are:

1. To observe and study the role, function and style of top management individuals, including the CEO;
2. To understand the goals and planning process of the organization and how they are determined, and to understand the priorities of the organization and how and why they were selected;
3. To analyze the decision-making process at different levels of the organization;
4. To understand the dynamics of relationships between various stakeholders;
5. To obtain an understanding of the operational effectiveness of the organization;
6. To enhance the student's understanding of the health care industry, the organization's strategy and distinctive competencies;
7. To provide an environment to enhance their understanding of, and the controlled application and testing of skills, theories, and concepts presented during the academic year;
8. To strengthen the student's judgment, decisiveness and related administrative skills in a healthcare environment;
9. To provide a basis for developing a code of ethics, philosophy, and a dedication to high ideals and standards of healthcare management; and
10. To provide an opportunity to evaluate the student in relation to his/her needs for professional development and potential for a career in healthcare management.

III. Student Preparation for the Residency

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

A. Experience in organizations in the community
   All students have worked at least one day per week throughout the nine month academic year on assigned management projects in healthcare organizations in the Twin Cities. These assignments have included:
   1. Site visits and seminars at healthcare organizations in the community;
   2. Analysis of middle management functions and problems;
   3. Problem solving and decision making, under the guidance of a preceptor

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

B. Formal courses
   All students have completed academic work in the following areas:
   1. Management and organizational behavior
   2. Accounting and financing health services
   3. Quantitative management techniques
4. Problem solving and decision making, and
5. Public health and medical organization

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

C. Requirements for International Students
All international students engaged in summer residency/internships must complete required documentation through the International Student & Scholar Services (ISSS). Students must attend the authorized curricula practical training in order to ensure that they are completing the application form correctly to receive an I-20, which is an immigration document that the employer must receive in order to hire the student. More information about CPT training can be found here: http://www.isss.umn.edu/fstudent/cpt.html

In addition, students must provide ISSS with the following items listed below:

1. Name of employer
2. Address of employer
3. Statement of work relating to the field of study
4. Authorization from the advisor also is required

If you have specific questions, please contact ISSS for assistance. Students do not have to schedule an appointment to complete the training, office hours are from 1:30 – 4:00 PM. The address for ISSS is 190 Hubert H. Humphrey Center, 301 19th Avenue, South, Minneapolis, MN 55455. Students can direct all of their questions regarding eligibility to work directly to ISSS. The telephone number is (612) 626-7100 or their website address is http://www.isss.umn.edu/.

All international students will be responsible for completing their visa requirements and other necessary documents to enable them to be employed for the summer at a residency site well in advance of the start date of the residency.

IV. Representative Structure of the Residency

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

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

A formal requirement of the Program during the residency is the completion of a written Management Report to meet the requirements of PubH 7596 (2 credits). The responsible faculty for the report are members of the MHA faculty. Written guidelines for PubH 7596 will be distributed to you in April. It is not expected that the student will use free time in the completion of this formal course requirement.
C. Access to meetings
The resident can benefit by attendance at a variety of internal and external meetings. Arrangements should be made to facilitate attendance at meetings of the management staff, medical staff, governing board, or clients. The students have been instructed that the subjects of these meetings may be very sensitive and are confidential. The student and the preceptor should discuss how sensitive information concerning the organization is to be handled internally and externally. Since there are many meetings within firms, it is suggested that the resident prepare a plan for meeting attendance early in this summer. So that the objectives of the organization are protected, it is imperative that student's minutes receive preceptor critique and evaluation.

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

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

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

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

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

The Program will make information about the student available during residency placement. It is the responsibility of the student to schedule an interview and to provide a current resume to the residency organization.

VII. Financial Arrangements for the Resident
The residency is expected to continue for approximately 12 weeks. Arrangements for the entire summer schedule should be developed between the preceptor and the resident.

The resident will be paid a stipend. The MHA leaves it to the discretion of the individual institution to provide a stipend commensurate with the amount provided to other students working in a similar capacity. For those organizations which do not have any other administrative residents or would like guidelines, the MHA program recommends a stipend of $3,200 per month.

It would be helpful to provide as much information as possible about the organization to the student resident prior to the beginning of the residency. This may be done during the initial interview of immediately prior to the start of the residency. Housing information is also helpful to students who will be relocating for the summer.
Health insurance may either be provided by the organization or obtained by the student from Boynton Health Services at the University of Minnesota. It is the responsibility of the student to make arrangements for health insurance.

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

VIII. Summer Residency/Clerkship Contract

All students pursuing a required summer residency must complete a contract prior to beginning the experience. The online contract form provided streamlined process that is comprehensive for you, your preceptors, and your faculty advisor.

8.10 Administrative Fellowship Guidelines

I. General Description

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

II. Rationale for the Administrative Fellowship

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

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

Although the Program has extensive resources to help students find a fellowship opportunity, the fellowship route is not for everyone. A job can be an equally rewarding experience and provide a graduate with an experience more tailored to his or her interests and skills. The Program would like you, the student, to decide which option is best for your career.

III. Goals and Objectives

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

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

B. Relationship with Preceptor
The Program believes the essence of an excellent fellowship is a strong mentoring relationship between the fellow and a preceptor who is a member of the senior administrative staff. The preceptor often will be the CEO or the COO. Open and regular communication between the fellow and the preceptor is essential to a good mentor relationship. The quality of the time together will vary but should regularly occur at least bi-weekly.

The quality of the time is more important than the quantity, needing prior thought by both fellow and preceptor on how to make the best use of the limited time available. The commitment of the preceptor to the fellow sets the tone and quality of the fellowship.

The preceptor should accept accountability for planning and evaluating the fellowship. The Program administers a year-end preceptor survey to assist in its quality improvement efforts to program development.

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

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

The fellowship typically begins on or about July I of each year following the student's graduation with an MHA degree. Specific starting and ending dates of the fellowship should be mutually agreed upon by the fellow and the preceptor during the selection process; as should the fellowship first-year salary. Based upon the experience of the most recent group of Program Fellows, they will receive annual salaries in 2016 which average $59,221. As of June 1, 2016, salaries reported range from $45,000 to $85,000. The amount typically depends upon the area's cost of living and other factors such as medical residents’ salary ranges and salaries for previous employment. Typically, the fellows are included in the organization’s group health insurance program, and receive benefits of vacation, holiday and paid attendance at professional meetings, as provided to the organization's newly employed junior executives.

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

Students learn about potential fellowships through files maintained by the Program, information provided by fellowship organizations, and by reports from previous fellows. The staff and faculty advisors help students evaluate their options in relation to the students’ goals and fellowship opportunities.

Some fellowship recruiters ask to receive resumes, cover letters, and other specified information directly from all applicants. Others wish to receive them from the Program's staff. Preceptors determine the number they wish to interview in their organization or on campus. Most often, recruiters will pay the travel expenses of students invited to interview within their organization. If a recruiter wishes to interview candidates on campus, this process will be facilitated by the staff and students will be notified of their appointment time.

Students receiving fellowship offers typically ask for a few days to consider it. If they are in the process of interviewing elsewhere, they may ask for more time. Again, the time allowed reflects a mutual agreement between the student and the recruiter.
In the end, we're pleased with how the hiring process results in satisfied customers, both recruiters and students.

8.11 Activities

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

The first debriefing for the 2016-17 academic year is scheduled for September 6, 2016, at 3:30 pm. At this meeting, students in the class of 2017 will provide feedback on their summer residency and clerkship projects. Students in both classes are expected to attend.

Graduation
The full-time MHA Graduation Banquet is a formal event typically held at a venue close to campus. Students, their guests, the faculty, staff and spouses are invited. This event includes a program with speakers, awards, and recognition of individuals. A sample program can be found in the appendices.

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

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

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

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

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

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

Mentoring
Mentoring students in the full-time MHA Program occurs at many different levels. First, all newly admitted students are welcomed to the Program by an alum in their region. Second, there is a formal mentoring program coordinated by the Alumni Association the School of Public Health. This program matches first-year students with an alum who has volunteered to serve as a mentor. Third, and more importantly, students are encouraged to call on alums from all over the country to help them in their coursework and to secure summer residencies and employment.

MHA Connect
MHA connect is a peer leadership program designed to be a dynamic support system for students by students. MHA Connect pairs an incoming student to a seasoned second-year student providing valuable perspective and information to new students on adjusting to the demands and opportunities with the MHA program.

Second year students serve as role models by providing advice and strategies on how to avoid any academic, social and personal pitfalls that new students are often challenged with. Second year students also serve as bridge builders and help eliminate barriers by connecting new students with available resources and services offered by the University.
The program will offer opportunities for students to connect with one another early in the first semester and throughout the year. Connecting new students with second year students has proven to be a great model for student success and fosters deeper connections in the MHA program.

The Minnesota Leadership Edge

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

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

Leadership Edge Components

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

Class Governance

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

- President
- Vice President
- Treasurer – to manage class savings account for social events and graduation
- Secretary – keep minutes, send thank you notes, advertise events. Announce the results of the class election. Convene class reunions, communicate class news.
- ACHE student chapter representative – serve a liaison to ACHE and assist with annual Congress in March in Chicago
- MGMA student network representative – serve as liaison to the Medical Group Management Association and assist/represent the Program at their organizational events
- Social coordinator – 1 or 2 individuals who plan and oversee class social events and intramural sports participation and attend the graduation dinner
- Community service representative – 1 or 2 individuals who organize the class’s participation in 1-2 service activities each semester
- Graduation Committee – a 2nd year committee responsible planning the graduation roast and dinner.
- Student representative to the MN Alumni Association – a second-year student elected in May of Year One.
- Student representative to CHIP, the Center to Health Interdisciplinary Programs within the Academic Health Center.
- Student representative to the School of Public Health Student Senate.

Hosting a Prospective Student

Each full-time student is encouraged to host a prospective student at least once each year.

Hosting activities include any of the following:

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

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

Conference Attendance/Travel Policy and Procedures

The MHA Program may provide $1,000 professional conference reimbursement to full-time students over the course of their two-year program, based on funding availability.

Please see program staff for details.

8.12 Scholarships

Full-time MHA Scholarships Policies and Procedures

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

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

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

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

The maximum length of the scholarship is four (4) consecutive semesters beginning with the recipient’s initial acceptance of that award, unless the student is pursuing a dual degree.

Criteria for Eligibility:
Overall grade point average of 3.0 or higher
A Legal U.S resident or an eligible non-citizen (International students)
Be admitted to the MHA program and a degree seeking student
Student must maintain satisfactory academic progress.
Maintain a cumulative grade point average of 3.0 for each semester awarded

How Scholarships are Awarded:
Scholarships for newly admitted students are awarded based on GPA, test scores, interview ratings, and the recommendation of the Admission Committee.
Awards for second year students follow a different process. Second year scholarships are based on a combination of academic performance and demonstrated leadership potential. Leadership potential is demonstrated through school, Program, class, and professional involvement and initiative. To measure leadership potential,

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

Scholarships awarded are based on based on GPA, test scores (GRE and/ GMAT) Interview ratings, and the recommendation of the Admission Committee. Upon accepting the admissions offer, the MHA Program will notify the student of any scholarship(s) and Research Assistantship position that have been awarded.

### 8.13 Appendices

- Student Petition Form
- MHA/MBA Dual Degree Application Supplement
- Graduation Banquet Agenda
Student Petition Form

Student Name: ____________________________ Date: ____________________________

Course to be waived: _____________________________________________________________

Semester: ____________________________

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

Justification for request:

__________________________________________________________
Signature                                       Date

__________________________________________________________
Course Instructor                               Date

__________________________________________________________
Academic Advisor                                Date

__________________________________________________________
MHA Program Faculty                             Date

*Attach a course syllabus, which should include a list of the required readings for the course
University of Minnesota
Master of Healthcare Administration Class of 2016

Graduation Banquet and Awards Ceremony
May 16, 2016
11:30 – 1:30 p.m.
Jax Cafe

Welcome
Jason Battaglia, Class of 2016 President

Address from Program Director
Jean Abraham, MHA Program Director

Presentation of Awards
Jean Abraham, MHA Program Director
Class of 1954 Award
Bright M. Dornblaser Award
Stewart C. Thomson, M.D. Memorial Award
James A. Hamilton Award

Class of 1981 Faculty Award
Sean McLoughlin

Presentation of the Class of 2016 Gift
Jason Battaglia

Comments from the Class of 2016
Brett Andresini

Presentation of the Class of 2012
Jean Abraham, MHA Program Director

Closing Remarks
Jason Battaglia

Group Photo

Members of the Class of 2016

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*Denotes MHA/MBA graduate
Class of 1954 Award
The Class of 1954 Award began in 1956 to recognize the best summer clerkship report by a member of the graduating class. The summer clerkship report is prepared by every full time MHA student at the completion of the summer residency between the first and second year of the program.

Bright M. Dornblaser Award
Named for Emeritus Professor and long-time management project advisor Bright M. Dornblaser, this award recognizes the student team that completes the best management project as judged by the program faculty. The management project is a capstone experience that students complete in teams during the spring semester of the second year.

Stewart C. Thomson, M.D. Memorial Award
This award is in memory of Stewart C. Thomson, M.D., a School of Public Health professor who taught many years in the Program in Healthcare Administration and who is remembered for his genuine interest in, dedication to, and compassion towards students. This award recognizes the graduating student, as voted by the graduating class, who has exhibited a spirit of enthusiasm, selflessness, and collegiality toward the program and his or her classmates.

James A. Hamilton Award
This recognition is awarded to the member of the graduating class who has completed with high standing the requirements for the degree of Healthcare Administration and who, by personal qualifications and accomplishments, as voted by the graduating class, shows the greatest promise of achievement in the profession of healthcare administration.

Class of 1981 Faculty Award
The Class of 1981 Faculty Award is presented annually to the faculty member who the graduating class believes has demonstrated excellence in teaching during their two years in the program.