



School of Public Health

2018-2019

DUAL AND EXECUTIVE PROGRAMS IN PUBLIC HEALTH PRACTICE

STUDENT GUIDEBOOK

SCHOOL OF
PUBLIC HEALTH

UNIVERSITY OF MINNESOTA

Welcome to the University of Minnesota School of Public Health!

This Guidebook contains important information about SPH and University policies and resources that enable students to better navigate their academic journey and get the most out of their student experience. By combining this Guidebook with your program-specific Student Guidebook you will have a comprehensive reference that will answer most questions about academics, the University environment, policies, expectations, and the many resources available to students.

Refer to your Guidebook to ensure that you are informed of the essentials of student life.

Links to many policies and procedures can be found by clicking on the "Current Students" link at <http://www.sph.umn.edu/current/resources/>.

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

This publication can be made available in alternative formats for people with disabilities. Direct requests to the Student Services Center, School of Public Health, MMC 819 Mayo, 420 Delaware Street SE, Minneapolis, MN 55455; 612-626-3500 or 800-774-8636.

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1. THE SCHOOL OF PUBLIC HEALTH

1.1 ABOUT THE SCHOOL

Through excellence in education, research, and community engagement, the University of Minnesota School of Public Health advances health — from scientific discovery to public impact — by enhancing population health and preventing disease in the United States and globally.

In 1874, Charles Hewitt, the secretary of the Minnesota State Board of Health, began offering a class at the University of Minnesota covering topics in personal and community hygiene, epidemic diseases, and physiology. In the following decades, various University departments created programs in public health disciplines, such as biostatistics, environmental health, and epidemiology. In 1944, the University brought all these activities together under one roof and created the School of Public Health.

Today, our school — ranked #8 in the nation — serves more than 1,600 students to help meet the increasing demand for a public health workforce. We were the first in the country to grant a master's degree in hospital administration, establish a doctoral program in epidemiology, and, in 1950, launch a graduate program in maternal and child health.

At the School of Public Health, we leave no stone unturned as we tackle the world's most critical public health problems. Our faculty, staff, and students bring innovative thinking and concrete action to emerging and persistent challenges, including structural racism, gun violence, our expanding aging population, and a changing climate. As one of the premier schools of public health in the world, we prepare some of the most influential leaders in the field, and provide the knowledge health departments, communities, and policymakers need to make the best decisions about population health.

Proven Impact — our research has led to (among many innovations):

- Minnesota's first report card for quality of life in nursing homes
- Fully accessible buildings for people with disabilities
- The first comprehensive definition of childhood abuse and neglect
- Restrictions of tanning bed use by people 18 years of age and younger
- Legislation to cover doula care through Medicaid
- Life-saving treatment protocols for HIV-positive people
- A nationwide model to track foodborne illness outbreaks
- A standard for reading ECGs in a universally acceptable way
- A model to predict probability of complications from radiation therapy.

Academic Health Center (AHC)

University of Minnesota health sciences form one of the largest, most comprehensive academic health centers in the nation. The Academic Health Center (AHC) is home to six colleges and schools (including the School of Public Health), more than 150 centers and institutes, and hospitals and clinics. About 70 percent of Minnesota's health care providers received their training at the University of Minnesota.

The School of Public Health is one of only three schools of public health nationwide with the support structure of an academic health center. This means that our health professionals and students work and learn together, and take a skilled systems approach to some of the top health issues facing the world today. Doctors train with pharmacists. Public health workers partner with veterinarians. Nurses collaborate with dentists.

1.2 SCHOOL OF PUBLIC HEALTH STUDENT SERVICES CENTER

Location:

Mayo Memorial Building, Room A395

Email: sph-ask@umn.edu

Office Hours :

Monday – Friday, 8:00 AM - 4:30 PM

Telephone: 612.626.3500 or 800.774.8636

Fax: 612.624.4498

Mailing Address:

Student Services Center
School of Public Health
MMC 819, Rm A395 Mayo Bldg
420 Delaware Street SE
Minneapolis, MN 55455-0381

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 each academic division and program to administer school-wide services and policies. You will interact with the SSC 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:

- Student Organization Support
- Diversity, Equity & Inclusion
- Career & Professional Education
- Mental Health Advocacy
- SPH Scholarships
- Registration
- Graduation Clearance
- Applications and Admissions

Find out who is who and the roles and services provided at the SSC by clicking [HERE](#).

Career and Professional Development

The *Career and Professional Development Center* offers a variety of services and resources to assist you in your efforts to pursue advanced education or to locate and apply for professional positions – from applied practice experience (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 your career potential. We do so by offering one-on-one career coaching, programming, and online resources. As a student you are able to take advantage of these resources to help you achieve your career goals.

Career and Professional Development Website

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

- **One-on-one Career Coaching:** 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. Appointments are also available via Video or Phone. To schedule an appointment, please visit sphcareers.appointments.umn.edu or email sphcareers@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 (<https://z.umn.edu/sphjobs>).
- **Career Resources:** General career-related links, guides and tip sheets on a variety of job-search related topics (www.sph.umn.edu/careers/students/)

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 annually 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.

For more information, visit sph.umn.edu/current/mentor/.

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. As this is a shared space, students are expected to pick up after themselves and clean any mess created during personal food preparation.
- Lounge area with couches, chairs, and wireless internet.
- Study room with white boards, tables, chairs, computers (with internet connectivity, Microsoft Office, SAS and STATA software) and a printer.

Please report any issues with computer systems, printers, trash, or other problems to sph-ask@umn.edu, or stop by Mayo A395.

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 each 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 ucard.umn.edu/umtc/deposit. 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 APPLIED PRACTICE EXPERIENCE LEARNING AGREEMENT

All students pursuing a required Applied Practice Experience (APEX), 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 APEX, sph.umn.edu/current. Students exploring international APEX 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 APEX can be found in the program portion of the guidebook.

1.6 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 onestop2.umn.edu/pcas/viewCatalogSearchForm.do.

A current listing of SPH related minors and instructions for declaring can be found online www.sph.umn.edu/academics/degrees-programs/minors/

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/.

1.7 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 myu.umn.edu. All students taking SPH courses are welcome to enroll in the SPH E-Learning Resources course site at z.umn.edu/sphelearningresources. You will have access to a variety of resources to support you in navigating University resources, such as the Libraries and Writing

Center, and be able to refresh the skills you need to succeed in SPH courses. You must have a university ID in order to access Moodle or Canvas (the two learning management systems in use at the University).

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 decsp@umn.edu.

1.8 COURSE EVALUATIONS AND YEARLY STUDENT SURVEY

Course Evaluations

Students provide essential input into the continued development of the School of Public Health's teaching program. Students are asked to complete evaluations for all SPH courses. Historically, *SPH Students have a higher response rate than any other school or college in the university* (approximately 70%). This response rate is of tremendous value to faculty members and provides important information for course improvement, as well as faculty promotion or retention. Evaluations are done online at the end of each term.

SPH Student Engagement Survey

Students also are strongly encouraged to evaluate and comment on the school and its programs through our annual SPH Student Engagement Survey. The survey covers many aspects of the student experience including field placements, career services, financing, and overall School service. Students in EMHA and EPHAP will receive the Student Engagement Survey during the fall term, all other students will receive the survey during the spring term, typically in April.

Career Survey

Recent graduates are expected to complete the Career Survey. The survey captures important employment information, follow on educational plans, compensation norms and contact information. The School is required to collect this information as it relates to both accreditation standards, and program improvement.

1.9 THE ROLES OF YOUR ADVISING TEAM

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

Defining Advising

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

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

Advising Expectations for Students

SPH students are expected to:

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

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

1.10 EXPECTATIONS FOR CLASS PARTICIPATION

“Good discussion involves people trying to build on, and synthesize comments from others, and on showing appreciation for others’ contributions. It also involves inviting others to say more about what they are thinking.”

- Dr. Stephen Brookfield of St. Thomas University, Minneapolis, MN

Employers expect their employees to work effectively on teams and this has led to a competency required for an MPH degree: “Perform effectively on interprofessional teams.” Thus, a portion of your grade in class may be based on quality participation in group-based activities. We are providing the following examples* to let you know what we expect for all communications in the class. These apply to in-person or online discussions and to interactions between students and between students and members of the teaching team.

- Imagine your interactions are with colleagues in a workplace.
- Show you are interested in what another person wrote or said.
- Encourage another person to elaborate on something they have already said.
- Provide a resource (a reading, web link, video) not covered in the syllabus that adds new information/perspectives to our learning.
- Summarize conversations so far and/or suggest new directions and questions to be explored in future.
- Summarize several people’s contributions and reflects a recurring theme in the discussion.
- Comment that you found another person’s ideas interesting or useful; be specific as to why.
- Paraphrase, at least partly, a point someone has already made.
- Seek assistance from others in understanding course content.
- Offer your explanations or solutions to others seeking help in understanding course content.
- Be succinct; avoid extraneous information.
- Address the point of the discussion; stay on topic.
- Provide constructive criticism where feedback or a critique is required.
- Avoid sarcasm, particularly in an online environment where it can create confusion.
- Avoid vitriol, this can create a hostile environment and does not add information.
- Keep your communication professional and refrain from using rude or offensive language.

*We thank Dr. Brookfield of St. Thomas University, Minneapolis, for some of these tips.

1.11 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 U OF M BASICS

University Identification Numbers and Accounts

umn.edu/initiate

All students and employees at the University of Minnesota are issued two unique identifiers. One is a seven digit student ID number which is sent to students in their acceptance letter. The other is an Internet ID (sometimes referred to as your “X.500”).

Your U of M internet ID is the key to online services such as your University email account, Google apps, registration, library access, tuition, billing statements, and more.

Your ID number and Internet ID stay the same on all coordinate campuses and through any role changes (student to staff, staff to student, faculty to staff, etc) and they will never be reassigned to another person. 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).

Email

gmail.umn.edu

The University provides students with an email account upon the student's matriculation to the institution. Your University email address is: [your Internet ID]@umn.edu. This account is free of charge and currently is active as long as the student remains active. The Office of Information Technology posts information on their website about "end of life" account policies. Please see it.umn.edu/google-account-end-life-policies for details about access after graduation or other times you may be an inactive student.

A University assigned student email account is the University's official means of communication with all students.

Students are responsible for all information sent to them via their University assigned 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.

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.

If a student chooses to forward the provided University email account, the student is responsible for all information, including attachments, sent to any other email account. Because of this, it is strongly recommended that students use their U of M email account and do not transfer it to a personal email account.

One Stop

onestop.umn.edu

One Stop Student Services is your go-to resource for how things work at the central University. One Stop refers to both a website and the campus unit that manages it. It falls under the umbrella of Academic Support Resources (ASR), which supports many functions for the University of Minnesota system campuses and Twin Cities Graduate School and Professional Schools. ASR also includes the Office of the Registrar, the Office of Student Finance, Office of Classroom Management, ASR- IT, and Continuity and Compliance.

The One Stop website is your source for general information about registration, financial aid, tuition and billing, grades and transcripts, dates and deadlines, financial wellness, veteran's benefits and many other University resources.

One Stop counselors are available to help you in-person at any of their three service centers: on the East Bank in Bruininks Hall, in the West Bank Skyway, or on the St. Paul campus in Coffey Hall. They provide walk-in service to students, no appointments necessary! You can also get your questions answered by calling or emailing One Stop. One Stop Counselors are also certified financial managers and are available for confidential, one-on-one financial wellness appointments that cover a range of topics from budgeting, spending plans, credit and much more - call or email One Stop to learn more about this FREE service.

MyU

myu.umn.edu

While you will contact One Stop or visit the One Stop website seek out information, you will use the MyU website to complete your University business. MyU is the official University of Minnesota web portal, personalized for you. It's where you'll register for classes, manage financial aid and billing, maintain your personal info and much more.

U Card

www.umn.edu/ucard

Your U Card is your official University of Minnesota ID. Your U Card can give you access to campus buildings and different accounts based on your role/status at the University. 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.

Accounts on the U Card

- Meal Plan
- Student Account
- Gopher GOLD Account
- FlexDine Account
- Library Account
- TCF U Card Checking Account (Optional Account)

Additional services with your U Card

- Parking and Transportation Services (Bus & Metro Pass) - Purchase pass after you get your U Card
- Discounts
- Department/College Printing

- Attendance verification card

Building Access with U Card

- Residential Halls
- Recreation and Wellness Center
- Secured Buildings

2.2 UNIVERSITY OF MINNESOTA CALENDARS

The **official** University Calendar can be found at onestop.umn.edu refer to this resource for academic calendars, drop/add deadlines, and other scheduling-related needs.

Additional calendar resources:

- School of Public Health-specific events, <http://www.sph.umn.edu/events-calendar/>
- Academic Health Center resource hub, <https://hub.ahc.umn.edu/>

2.3 CAMPUS SERVICES

Parking and Transportation

www.pts.umn.edu

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 www.pts.umn.edu/bus/upass.

▪ **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, www.pts.umn.edu, 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 review the UMN Disability Parking content online at www.pts.umn.edu/park/disability.

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/

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.

Dining

www.dining.umn.edu/

University Dining Services offers a wide variety of dining experiences throughout the Twin Cities campus.

2.4 HEALTH AND WELL BEING

University-sponsored Student Health Benefit Plan

shb.umn.edu

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. This requirement is University-wide and not specific to the School of Public Health.

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.

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.* The Student Health Benefit Plan (SHBP) is a cost-effective, comprehensive health plan designed to meet the unique needs of students. Students may choose to waive the University-sponsored Student Health Benefit Plan by providing proof of enrollment in an alternative Eligible Health Plan.

Graduate Assistants (GA), Teaching Assistants (TA), and Research Assistants (RA) may be eligible for the Graduate Assistant Health Plan (GAHP), which is different from the standard SHBP. Please consult the OSHB for more details.

**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).

Long Term Care Disability Insurance Fee

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.

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
www.shb.umn.edu

Boynton Health Services

www.bhs.umn.edu/

Located on the University of Minnesota Twin Cities campus, Boynton Health (BHS) is a primary health care clinic serving the U community—students, staff, and faculty. BHS accepts clients from most health insurance plans.

Boynton provides quality, comprehensive health care services, counseling, and education, beyond the scope of most primary health care clinics:

- Primary and urgent care;
- Mental health services;
- Dental and eye clinics;
- Pharmacy needs;

- Women's health;
- Physical and massage therapy; and
- Health promotions such as flu shots and nutrition services.

Student Mental Health Resources

www.mentalhealth.umn.edu

As a student you may experience a range of issues that could result in barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website at <http://www.mentalhealth.umn.edu>.

This website helps connect students to crisis help, counseling services, support groups, and offers tips on helping others who are experiencing stressful events and/or mental health challenges.

If you (or someone you know) is having a mental health crisis and/or is in immediate danger, please call 911.

If the mental health crisis you are experiencing is not dangerous, but you wish to talk to someone immediately for assistance about what to do next, call or text this 24-hour helpline:

Crisis Connection

612-301-4673 (or from a campus phone 1-4673)

U of M Textline

Text "UMN" to 61222

SPH Mental Health Advocates

For non-urgent, confidential situations where consultation is desired, the School of Public Health also has several trained Mental Health Advocates who are available to chat about any concerns you as a student are experiencing, or you can consult with them about a colleague or classmate who you believe may need assistance or resources. This consultation can be found in the Student Services Center, Mayo A-395. Drop-in to see if an advocate is available or to make an appointment. You can also email questions to sph-ask@umn.edu with a subject of "Mental Health Advocate", or you can call 612-626-3500 and ask to see if an advocate is available or to make an appointment.

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

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.

Lactation Spaces

lacsaces.umn.edu/

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. If you have questions and concerns about lactation spaces or resources, please contact Susan Warfield (warfi002@umn.edu).

Recreation & Wellness Center

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 | ▪ Intramurals | ▪ Wellness |
| ▪ Fitness | ▪ Outdoor Recreation | ▪ Youth Programs |
| ▪ Golf | ▪ Sport Clubs | |

2.5 DIVERSITY

Diversity and Inclusiveness

The University of Minnesota (University) is committed to achieving excellence through equity and diversity. We believe 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. Equitable access to education is critical to preparing students for the responsibilities of citizenship and civic leadership in a heterogeneous society. The University strives to provide equitable access and opportunity in its programs, facilities, and employment. The University will also establish and nurture an environment for faculty, staff, students, and visitors that actively acknowledges and values difference 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. The student led *Diversity Matters*, and faculty led *Health Equity Work Group* organizations are designed to address and explore issues of diversity that impact both our school and society at large.

We also strive to create a community that is actively engaging in the areas of diversity and inclusion to create an excellent educational environment. The SPH defines inclusion as all-embracing of the fullness of humanity. Our goal is to recognize differences, address disparities, and to help cultivate understanding 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 of person's attributes as well as their intersections.

The SPH Coordinator of Diversity, Equity and Inclusion, Lauren Eldridge, works with students, staff, faculty, and community members to advance equity and diversity within the SPH. Her office is located in A395-3 Mayo Memorial Building or you can contact her at leldridg@umn.edu or at 612-624-9970.

For more information please visit:

- University policy on Equity & Diversity - regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf
- Office for Equity and Diversity - diversity.umn.edu/eoaa/home
- SPH info and resources for Diversity & Inclusion - www.sph.umn.edu/about/diversity-inclusion/

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

Location: 108 McNamara Alumni Center, 200 Oak Street SE (East Bank)
Phone: (612) 626-1333 (Voice/TTY)

diversity.umn.edu/disability/

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.

Graduate School Diversity Office

Location: 333 Johnston Hall, 101 Pleasant Street SE (East Bank)
Phone: (612) 625-6858

<https://www.grad.umn.edu/diversity>

The Graduate School Diversity Office coordinates and leads the University's initiatives in the recruitment, funding, retention and graduation of a diverse graduate and professional student body. The office is situated within with The Graduate School and works with 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/qlbta/

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

www.iss.umn.edu/

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

International Student and Scholar Services (ISSS) is the office dedicated to serving the University's international community. Its primary mission is to assist international students and scholars in successfully accomplishing the goals that brought them to the University, by using all available resources. Services include:

- Counseling and advising
- Immigration and visa regulation advising
- Newsletters
- Career services
- Academic opportunities for university students
- Tax return information

Multicultural Center for Academic Excellence

diversity.umn.edu/multicultural/

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

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

Office of Equity and Diversity

diversity.umn.edu/

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

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

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

Office of Equal Opportunity and Affirmative Action

diversity.umn.edu/eoaa/

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

The Office of Equal Opportunity and Affirmative Action (EOAA) was founded in 1972 to ensure that all University community members uphold federal and state civil rights laws and regulations, as well as University equal opportunity policies. The EOAA Office envisions a University community that is equitable-one that values the diversity of its workforce and student body and is free from discrimination and harassment.

Student Conflict Resolution Center

www.sos.umn.edu/

Location: 254 Appleby Hall, 128 Pleasant St. SE (East Bank)
Phone: (612) 624-7272

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

Women's Center

diversity.umn.edu/women/

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.

2.6 ACADEMIC RESOURCES

University Libraries

hsl.lib.umn.edu/biomed

The Bio-Medical Library, located in Diehl Hall, contains materials in the areas of allied health, medicine, mortuary science, nursing, pharmacy, public health, and the basic life sciences. In addition, the library provides numerous resources and services such as library instructional classes, research workshops, reference consultations, library mediated searches, and citation clarification. The Mathematics library (<https://www.lib.umn.edu/math>), located in Vincent Hall, contains materials in the area of mathematics and statistics.

Information on other University libraries and collections can be found at www.lib.umn.edu.

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

Bookstore

www.bookstore.umn.edu

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

Center for Educational Innovation

cei.umn.edu/about/about-cei

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

writing.umn.edu/

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

The Online Writing Center offers online tutoring to students taking Writing-Intensive courses at the University of Minnesota. Online tutoring is conducted via the Web and consists of comments and feedback offered by our experienced writing tutors.

Tutors are trained in fields such as composition, speech communication, scientific and technical communication, and rhetoric, and many of them are instructors at the university. Tutors review the writing you submit by offering comments and suggestions for improvement; however, they will comment mainly on the areas students specify.

Information Technology

it.umn.edu

Technology Help is your first point of contact for hardware, software, and internet support (and more!). You can contact Technology Help for assistance even if you are not on campus yet.

IT@umn.edu can help you initiate and manage your student internet account, get connected to WiFi on campus, explore discounted or free devices and software available to students, as well as show you how to keep your computers, mobile devices, and data safe, both at home and at the U

2.7 CAMPUS SAFETY

Police

publicsafety.umn.edu/

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

Security Monitor Program

www1.umn.edu/police/escort.html

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

Safe-U Emergency Notification

<https://safe-u.umn.edu/>

The safety of students, faculty, staff, and visitors is of highest priority at the University of Minnesota. A multi-pronged, collaborative effort is in place to promote on-campus safety, while working with our community partners to ensure proper resources are dedicated to making off-campus neighborhoods safe.

[Safe-U text messaging system](#) provides students, faculty, and staff timely emergency notifications so that our community can stay informed about critical campus safety issues.

Safe-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.

2.8 ADDITIONAL RESOURCES

Post Office

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

sua.umn.edu/locations/postal-stations/

Copies/Fax Machines

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

www.printing.umn.edu

Student Legal Service

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

www.umn.edu/usls/

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 full-time and 3 credits to be considered half-time.

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

How-To Guides

The University of Minnesota provides how-to guides for many common procedures on the [Onestop website](#), including registering and enrolling for classes. These guides provide visuals as well as text.

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.
- You can find your registration queue date and time on the web at 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 or go to the University’s One Stop Student Services Center in 333 Robert H. Bruininks 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 onestop@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 program 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 GRADES, 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. For more information about grading policies, see the University Senate [Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester Policy](#).

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

Grade	GPA	
A	4.000	A = achievement that is outstanding relative to the level necessary to meet course requirements.
A-	3.667	
B+	3.333	

B	3.000	B = achievement that is significantly above the level necessary to meet course requirements.
B-	2.667	
C+	2.333	C = achievement that meets the course requirements in every respect.
C	2.000	
C-	1.667	
D+	1.333	D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
D	1.000	
F	0	F = failure because work was either (1) completed but at a level of achievement that is

- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

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.
- **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.

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.

Adding a Course After It Starts

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.

Registration Exceptions

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. Students must consult with their program coordinator prior to submitting any forms. 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 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-ask@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.

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.

Course Evaluations

Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered. The SPH collects student course evaluations electronically using a software system called CoursEval: 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.

3.4 TRANSFER CREDIT

Course Credit Transfer Policy

Course credits may be used to satisfy public health core or other program requirements as jointly approved by the Program Director and the Associate Dean for Learning Systems and Student 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 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 www.sph.umn.edu/current/resources/.
3. 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.

3.5 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*

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

PubH 6751 Principles of Management in Health Services Organizations

Contact: *Jim Begun begun001@umn.edu*

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

PubH 6102 Issues in Environmental and Occupational Health

Contact: *Bill Toscano tosca001@umn.edu*

Number of questions on exam	200
Type of questions	Multiple choice

Open or closed book	Closed
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PubH 6320 Fundamentals of Epidemiology

Contact: Rachel Widome widom001@umn.edu

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

PubH 6450 Biostatistics I

Contact: Sally Olander brown198@umn.edu

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

PubH 6741 Ethics in Public Health: Professional Practice and Policy

Contact: Sarah Gollust sgollust@umn.edu

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

4. TUITION, FEES, BILLING, AND FINANCES

4.1 MY FINANCES TAB ON MYU

The My Finances tab in MyU.umn.edu is where you'll find information about billing, payment and financial aid.

This is where you will view account charges and billing statements. It is also where you can submit an online payment using the preferred and free e-check method. Don't forget to sign up for Direct Deposit. For residents of Wisconsin, North Dakota, South Dakota, and Manitoba, remember to apply for reciprocity through your home state or province so your bill will have the correct amounts.

Onestop hosts "how-to guides" for common transactions. You can find financial how-to guides here: onestop.umn.edu/how-guides#accord-3

4.2 TUITION AND FEES

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

4.3 BILLING

Your billing statement details your amount due (tuition, fees, housing, books, and other campus charges) and your payment due date. You will receive a notice in your University email account when it is ready to view. If you have account charges on more than one campus, you will receive separate billing notices for each campus.

You may opt into a payment plan when your first bill is available, which will divide your payments over three billing periods throughout the semester. Make sure you always pay your bills on time to avoid late fees or cancellation of future class registration

Your billing statement is a snapshot of the charges and credits applied to your account as of the date the statement was created. For the most up-to-date account activity information, you can check your student account on the My Finances tab in MyU.

Third Party Billing

onestop.umn.edu/finances/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.

4.4 FINANCIAL AID AND SCHOLARSHIPS

A variety of resources to assist students in financing their education can be found at www.sph.umn.edu/prospective/tuition-finances/paying-for-your-education/. Scholarships specific to SPH Divisions and/or Programs can be found in the Division and/or program guidebook.

Information on financial aid can be found at onestop.umn.edu (Finances tab) or by emailing onestop@umn.edu.

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

AID TYPE	CONTACT	EMAIL ADDRESS
Division/Major Specific Awards and Traineeships, Division-related donor scholarships, Dean's Scholarship	Your Program Coordinator	
Medica Scholarships, MN Tuition Scholarship, General donor funded scholarships.	SPH Student Services	sph-ask@umn.edu
Federal Loans, Financial Aid Package	Liz Holm - Office of Student Finance	holmx029@umn.edu

Loan Deferment

A temporary postponement of loan payments is 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

4.5 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 an assistantship on campus. Because many assistantships are funded by grants, the research activity of SPH faculty may result in numerous opportunities across the school; you are encouraged to check with your faculty to see if, or when, they may be posting new grant-related assistant positions.

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. GUIDELINES, POLICIES, AND COMPLIANCE

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 POLICIES

As part of the larger University of Minnesota community, students in the School of Public Health are responsible for abiding by the Board of Regents policies and other University-wide administrative policies. These policies can be found in full at policy.umn.edu.

This policy library holds policies that apply to the entire University system (all five campuses), as well as policies that apply to the Twin Cities campus. The site also displays Board of Regents policies, which are managed through the Board office.

In an effort to avoid potential duplication, omission, or transcription errors, we direct SPH students to read the policies at the original source. We encourage you to particularly become aware of the following:

Student Conduct Code

This policy governs the expected standards of behavior for students and applies to all students and student organizations at the University of Minnesota, whether or not the University is in session.

The Office for Community Standards is the unit of the university that works to educate the community about the policies governing student behavior and resolve reported violations of the Student Conduct Code. The process they follow is designed to resolve issues in a way that is fair to all community members.

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

Below are the Student Conduct Code's 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.
- f) Students are entitled to the rights and responsibilities of other citizens with regard to freedom of speech, peaceable assembly, and right to petition. Students are entitled to exercise their rights to inquire and dissent, speak freely, and peaceably assemble and protest to the extent permissible under both the First Amendment and the Student Conduct Code.
- g) Students are entitled to due process and procedural fairness protections, including the prompt notification of charges, the opportunity to respond, the right to an advocate of choice, and the right to the resolution of a case within a reasonable period of time.

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

1. Scholastic Dishonesty.
2. Disruption of the Academic Environment.
3. Falsification.
4. Refusal to Identify and Comply.
5. Attempt to Injure or Defraud.
6. Harm to Person.
7. Bullying.
8. Sexual Misconduct.
9. Disorderly Conduct.
10. Illegal or Unauthorized Possession or Use of Weapons.
11. Illegal or Unauthorized Possession or Use of Drugs or Alcohol.
12. Providing Alcohol to Minors.
13. Unauthorized Use of University Facilities or Services.
14. Theft, Property Damage, or Vandalism.

15. Unauthorized Access.
16. Disruptive Behavior.
17. Hazing.
18. Rioting.

19. Violation of University Rules.
20. Violation of Local, State, or Federal Laws or Ordinances.
21. Persistent Violations.

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 for Community Standards.

The University's Student Conduct Code defines scholastic dishonesty as "plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course 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."

- 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: <https://communitystandards.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 in the School of Public Health are referred to the Associate Dean for Learning Systems and Student Affairs.

Sexual Harassment, Sexual Assault, Stalking and Relationship Violence

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

The University of Minnesota and the School of Public Health are committed to creating a respectful community that is free of harassment. If you see or experience sexual misconduct during a divisional, school, or university related event, or at a professional event (such as at a conference), please consult with a University employee with whom you feel comfortable, or directly report to the Office of Equal Opportunity and Affirmative Action (EOAA) so that they can review the situation. The EOAA will work with you to determine the best course of action to prevent any further misconduct or retaliation.

If you would like more information about sexual misconduct or would like to talk through an experience, The Aurora Center, Student Counseling Services, and Boynton Health Center provide confidential services and resources to help you better understand your rights and the resources available on campus.

Research Involving Human Subjects

This policy governs all research involving human subjects conducted at the University of Minnesota or by University faculty, staff, or student researchers.

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. Any research involving human subjects must be reviewed by the IRB.

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.

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.

IRB Contact Information

(612) 626-5654

irb@umn.edu

research.umn.edu/units/irb

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 culminating experience 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.**

Grading & Transcript Policy

This policy covers University-wide grading standards and the meaning of transcript symbols. A standard grading system establishes a common understanding of the meaning of grades and promotes uniformity in assigning them. Defining grades and their associated meaning (grade points and assessment of achievement) allows for comparison and for computation of the term and cumulative grade point average.

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.

5.3 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.

Bias Grievance Process

Purpose: The School of Public Health (SPH) strives to value and respect all that our students bring to the SPH community. However, events or conflicts may occur, in and out of the classroom, that are deemed inappropriate and inconsistent with this value. Students have a right to report these concerns or incidents of bias. In order to address student reports in a confidential and supportive manner, the SPH developed a basic process that is outlined below. Specifically, if you are a student within the SPH, and feel you have been a victim of discrimination or bias based on your identity or beliefs, please reach out to the Coordinator of Diversity, Equity, and Inclusion (DEI).

Intent: Students may not know all the resources available on campus to address bias-related issues, or they may not feel comfortable reporting these issues or concerns to university offices. Moreover, students may simply wish to talk through an experience before making any other decision. The Coordinator of Diversity, Equity and Inclusion can serve as this point of discussion and referral.

Process: Below is set of process points related to addressing grievances. This is not an exhaustive list of steps, but an outline of critical pieces, meant to give both students and administrators an understanding of what may happen.

1. The Coordinator of DEI, or another SPH administrator, will meet with the aggrieved student to collect information regarding an incident or issue.
2. The Coordinator, or other SPH administrator, may then talk with faculty, staff, or other students to ascertain the context of the incident, as well as the intent and impact of the situation as a whole. It is our intent to move expeditiously, but this process may take several days depending on the schedules of the involved parties.
3. Consult with related office(s). Coordinator of DEI will use all of the available information to help determine whether the situation should be handled by another office or individual (ex: Equal Opportunity and Affirmative Action).
4. Where applicable, the Coordinator will identify and recommend options for resolution.
5. The Coordinator will consult back with student and communicate next steps. These may include (but are not limited to) referral to another campus office or administrator, offer for facilitation or mediation, or a class change.

Our hope is to find reasonable resolutions that will make the aggrieved party/parties feel heard, understood, and continuously welcomed in the SPH community. The coordinator can also provide informal support while the student works with another office to find a resolution.

Note regarding retaliation: The University of Minnesota and the School of Public Health prohibit retaliation against anyone who raises concerns about discrimination, harassment, sexual violence, or nepotism; opposes such practices; or participates in an investigation. Retaliation may include intimidation or harassment. If you feel you have been a victim of retaliation in regards to a report please communicate with the Coordinator of DEI or another administrator in the School of Public Health.

5.4 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. In addition, research participants have many rights that guarantee their safety and privacy.

Often School of Public Health students work as Teaching Assistants or Research Assistants; both roles may require access to confidential or private information. Please be aware of privacy laws, complete assigned/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.

5.5 INTERNATIONAL STUDENT REQUIREMENTS

Note: International student requirements may change over time. For up-to-date information go to 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 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.

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

5.6 COMPLIANCE

Immunizations

www.bhs.umn.edu/immunization-requirements.htm

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. You must complete this requirement by the 6th week of the semester or a registration hold will be placed on your student account. In addition, Field Experience, Internship, or Applied Practice Experience locations may require additional immunizations based on the location and/or work being performed. Finally, international experiences may also require other immunizations; international requirements are listed here: [Travel](#)

More details and the downloadable *Student Immunization Record* form are available from Boynton Health Service at <https://boynton.umn.edu/immunization-requirement>. You can also stop by Boynton to schedule services, click here for more information <https://boynton.umn.edu>.

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. The University of Minnesota provides online training courses on proper handling of health information and information security; everyone must complete this training, even if they don't work directly with Protected Health Information. This is because students may have incidental contact with Protected Health Information, and because students may encounter HIPAA violations, and are required to know how to respond to these violations.

This training consists of two separate training courses that you may complete online: (HIP016) HIPAA Training; and (ISA17) University Information Security Awareness Training.

Login to <https://training.umn.edu/> and select "[My Training](#)" to see if you have been assigned the training, or click "[Course Catalog](#)" and enter the course name or number above.

Criminal Background Checks

Students should be aware that Minnesota law may require certain facilities to conduct a criminal background check for all personnel with direct, and/or unsupervised client contact. Facilities that are covered by this law include hospitals, boarding care homes, outpatient surgical centers, nursing homes, home care agencies, residential care homes, board/lodging establishments providing health supervision services, and work with minor aged children. Students seeking internships, Field Experiences or Applied Practice Experiences (APEX) may be required to undergo a background check as well, depending on the agency or facility's internal policies. The School will assist students with these requirements; students should call the Student Services Center at 612.626.3500 or go to A395 Mayo for assistance.

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 <https://secure.ahc.umn.edu/publichealth/sphcommunity>. The agreement is complete once it has been approved by the student's advisor and the Registrar and Director of Academic and Student Affairs.

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.

Health Insurance Requirement for AHC Students Participating in Applied Practice/Clerkship/Practicum Experiences

School of Public Health students are expected to have health insurance coverage while participating in their Applied Practice Experience (APEX), clerkship, or practicum experiences. This is a University of Minnesota Academic Health Center requirement. A school/program or site may ask a student for proof of health insurance while a he/she/they is participating in their APEX, clerkship, or practicum experience. If the student cannot provide proof of health insurance, indicating he/she/they is not in compliance with this requirement, they will be pulled from the experience.

The complete policy can be found at on the AHC Office of Education website.

6. GROUPS, ASSOCIATIONS AND SOCIETIES

6.1 STUDENT GROUPS

School of Public Health Student Senate

www.sph.umn.edu/current/senate/

The Student Senate is comprised of graduate students from within the School of Public Health (SPH); it strives to serve as a representative body for students in SPH. The Student Senate provides a voice for students and allows students to get involved in student government, plan social activities, network with departments, work with faculty, demonstrate leadership skills, assist student organizations in hosting school-wide events, and develop creative solutions to new challenges. Student Senate also provides various grants to students and SPH student groups.

Professional Student Government

www.umnpsg.org/

The professional student governance on the Twin Cities campus of the University of Minnesota rests with the Professional Student Government (PSG). All currently registered professional students at the University of Minnesota are members of PSG.

PSG represents and serves students in the Carlson School of Management, Law School, Medical School, Dental School, School of Nursing, College of Pharmacy, School of Public Health, College of Veterinary Medicine, College of Education and Human Development, and Humphrey School of Public Affairs. PSG is a resource for its 10-member Councils, the primary contact point for administrative units, a professional student policy-making and policy-influencing body, and as a center of inter- and intra-collegiate interaction among professional students.

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

Minnesota International Student Association (MISA)

www.facebook.com/misa.umn/

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 over 6000 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

sua.umn.edu/groups/

SPH is home to a number of student organizations. Some are registered campus groups and others are more focused on a division or program. In addition, there are 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.

If you want to know more about current SPH groups or are interested in forming a group within the School of Public Health, please contact sph-ask@umn.edu.

6.2 PUBLIC HEALTH RELATED ASSOCIATIONS AND AGENCIES

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.

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.

Council on Education for Public Health

<https://ceph.org>

The Council on Education for Public Health (CEPH) is an independent agency recognized by the US Department of Education to accredit schools of public health and public health programs offered in settings other than schools of public health.

Commision on Accreditation of Healthcare Management Education <https://www.healthcareadministrationedu.org>

The Commission on Accreditation of Healthcare Management Education (CAHME) the only organization that accredits individual academic programs that grant master's degrees in healthcare management in the United States and Canada.

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.

National Institutes of Health

www.nih.gov

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

National Board of Public Health Examiners

www.nbphe.org

National Board of Public Health Examiners (NBPHE) established in 2005 as an independent organization, the purpose of which is to ensure that public health professionals have mastered the foundational knowledge and skills relevant to contemporary public health.

6.3 ALUMNI SOCIETIES

School of Public Health Alumni Society

sphalumni.umn.edu

The University of Minnesota School of Public Health Alumni Society has members around the world. Consisting of 12,000+ alumni, the SPH Alumni Society 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. Membership is automatically conferred upon 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 provide professional development opportunities to students.

MHA Alumni Association

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 3200+ alumni members, the Association supports MHA students through scholarships, professional connections, and learning opportunities, and strives to provide MHA alumni with ongoing opportunities for education, engagement and philanthropy.

EXECUTIVE AND DUAL DEGREES PROGRAMS IN PUBLIC HEALTH PRACTICE

7.1 WELCOME

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

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

- Executive Program in Public Health Practice
- dual DDS/MPH for Dental students
- dual DNP/MPH for Doctor of Nursing Practice students
- dual LAW/MPH for Law students
- dual MPP/MPH for Master of Public Policy students
- dual MURP/MPH for Master of Urban and Regional Planning students
- dual PharmD/MPH for Pharmacy students

The Public Health Practice major also administrates the MD/MPH (PHM) and DVM/MPH (VPH) dual degrees, certificates, graduate minors and international field experiences.

For Executive Public Health Practice students there is an online orientation at <http://sph.umn.edu/programs/phpexec/>

The *Online Orientation* is located on <http://www.sph.umn.edu/academics/distance/phpexec/> under the *Student Resource* tab.

Overview and Goals

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

EPPHP & Dual Degree Students

There are approximately one hundred students enrolled in the Executive and Dual Degree Programs in Public Health Practice, all of whom have advanced graduate/professional degrees, or have successfully completed the Public Health Core Concept Certificate or are enrolled as a DDS, DNP, PharmD, MPP, MURP, Law student. The educational backgrounds of our students include the disciplines of education, law, medicine, nutrition, pharmacy, public health, psychology, dentistry, chiropractic and veterinary medicine. The goal of some students is to become more effective in their current practice. Others students are looking to make major career shifts, e.g., moving from clinical

practices to leadership roles in the Public Health community. Some students envision working in national and local health agencies/organizations and others envision working internationally. Others are enhancing their skills to work in regulatory agencies while some wish to redirect their clinical skills to the health needs of disadvantaged people. Some students are looking to add a public health component to their current work. The career goals of our students are truly diverse. Whatever the career goal, students share a common value and that is to make a *significant impact on the health of the public*.

Faculty perspective on Public Health

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

Curriculum requirements

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

At least 16 of the 42 credits of the program can be taken online. The School of Public Health offers a wide listing of elective courses during a concentrated three-week Public Health Institute offered every spring, during the May session (usually the last week in May and first 2 weeks in June). Attendance at Public Health Institutes and participation in online classes allows you to continue with your work and student responsibilities.

Students must complete credit requirements with a minimum of 42 credits. Students may seek transfer of up to 40% (EPPHP and dual degree programs allows transfer credits up to 14 cr) of the total number of credits required to complete the MPH degree. [Due a Memorandum of Understanding between the School of Public Health and Chiang Mai University, Thailand students from Chiang Mai University may transfer up to 17 credits. This understanding will be changing for Fall 2018] Courses approved for transfer into the program must be graduate or professional degree level courses, taken at an accredited institution within the last five years. Courses older than 5 years may be allowed for individuals with prior earned advanced degrees who have been actively working in their field of study as demonstrated by their current resume. Course credits may be used to satisfy public health core or other program requirements as jointly approved by the appropriate program Director and/or Educational Policy Committee and Sr. Associate Dean for Academic Affairs.

7.2 PROGRAM POLICIES

Dual degree students

Dual degree students are required to maintain their student status in their advanced degree program (DNP, DDS, LAW, MD, MPP, MURP and PharmD) to continue as a dual degree Master in Public Health student in the School of Public Health. If for any reason, they are dismissed from their advanced degree program, they are not allowed to continue with the dual degree Master in Public Health program.

Understanding Course Numbers and Graduate Credit

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

All courses with the section number listed:

Sections 320 - indicates that it is an online course

Sections 321 - indicates that it is for EPHAP students only, (NOT YOU)

Sections 200 - indicates that it for Rochester students only

SPH Grading Policies

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

Grade Point Average

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

Probation

At the end of each semester, the Dir of Academic & Student Affairs identifies all SPH students with a cumulative GPA of less than 3.0 enrolled in an SPH program. Students will receive a letter of scholastic probation prepared by Dir of Academic & Student Affairs, to be approved and signed by the Sr. Associate Dean for Academic Affairs. The terms of this letter are the following: students will be placed on probation and informed that they must maintain a term GPA of 3.0 for each subsequent term. Students must achieve letter grades for all courses (incompletes are unacceptable while on probationary status) they are enrolled in during that semester. This written notice will inform the student that the GPA must be raised to a minimum of 3.0 to be removed from probationary status and to be awarded a degree. Students on probationary status who do not receive at least a 3.0 GPA for each subsequent term will be dismissed from the program by the Sr. Associate Dean of Academic Affairs.

A program may adopt a more extensive or stringent policy related to probation or dismissal for academic deficiencies, but must have such policies reviewed by the Educational Policy Committee and approved by the School of Public Health Dean. Where such policies are developed, programs must provide documentation to students upon admission and must include this policy statement in the initial written notification to students whose GPA drops below 3.0.

Students who have been dismissed from the SPH and are interested in reapplication to the School are allowed to do so 12 months after the date of dismissal. The dismissal becomes part of the reapplication and is considered in any admission decision.

S-N Grade Option

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

Public Health Core Courses

All courses designated as part of the public health core must be taken for a letter grade (A-F). Students will be required to achieve no less than a B- grade in each course taken on an A-F basis.

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

Repeat and Bracket Course Policy

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

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

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

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

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

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

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

Approved EPC 2/2012

Which course(s) should I start with?

We strongly encourage you to complete PubH 6414 Biostatistical Literacy 3 cr with a 1 cr programming course OR PubH 6450 Biostatistical Methods I, 4 cr (which includes programming) AND PubH 6320 Fundamentals of Epidemiology 3 cr within the first year of your program. The

contexts of these courses are beneficial for the core curriculum. The majority of students complete those two courses during their first or summer term. It is recommended to take the courses *concurrently* or take PubH 6414/PubH 6450 Biostats *prior* to PubH 6320 Fundamentals of Epidemiology.

To learn about the different biostatistics courses and which one would best meet your needs and interest go to: <http://www.sph.umn.edu/academics/divisions/biostatistics/courseintro/>

Incomplete Grade/Contracts

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

Time Frame

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

Course Substitutions and Waivers

All student requests that deviate from the degree curriculum requirements outlined in this guidebook must complete a *Petition* form. The *Petition* form can be obtained from PHP Coordinator, Kate Hanson, hanso041@umn.edu.

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

Core Course Substitution and Transfer of Graduate Elective Procedures:

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

For the dual degree programs, many of the transfer courses have already been approved. Please refer to the sample schedules provided by the Coordinator.

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

1. Gather the course description and syllabus of the proposed substitute or transfer course. The course must have been taken at graduate level and listed as graduate credit on your transcript.
2. Complete the *Petition* form with the following information in each section:

REQUEST SECTION: describe the course requested for substitution or transfer including the course title, number of credits, term and year taken, and the name of the institution where the course was taken. Also list the course/requirement in your degree program for which you are asking for the substitution.

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

3. Compile the above materials and send to the major coordinator. The Director will review the material and indicate approval/non-approval of the request.
4. After the Director has made his/her recommendations, the Coordinator will forward it to the appropriate SPH Committee or faculty, if needed for review. The student will be notified via e-mail of the committee's decision.
5. If the substitute course is to replace a School of Public Health Core course (administration-PubH 6751, behavioral/social science-PubH 6020, biostatistics-PubH 6414/6450, environmental health-PubH 6101/6102, epidemiology-PubH 6320/6330, ethics-PubH 6741), upon receipt of those materials listed above, the Major Coordinator will review the request with the Major Chair and then if approved by the Major Chair, all copies of the request will be forwarded to SPH Educational Policy committee members. The student will be notified via e-mail of the committee's decision. If the Major Chair does not approve of the request, the Major Coordinator will inform the student that the request will not be forwarded to the SPH Educational Policy Committee for review.

MPH Study Plan

Students are required to submit a completed *Master of Public Health (MPH) Study Plan* to Kate Hanson, PHP coordinator at least one semester prior to their anticipated completion of the degree. Earlier submission (e.g. in the second to last semester) is suggested to allow Kate to review the study plan and notify students if they are missing any requirements prior to their last term of study. There is a fillable MPH study plan form available.

Application for Degree

MPH students are required to complete an *Application for Degree* form. The University of Minnesota will NOT post the degree until they have received this form. The School of Public Health graduates students monthly, not at the end of each term. There are strict deadline dates before a student can be cleared for graduation. The *Application for Degree* form is completed online. Go to [MyU](#)> Academics> Degree Progress> Apply to Graduate.

7.3 ONLINE RESOURCES

Onestop (www.onestop.umn.edu)

Everything you should need to survive at the UMN is provided at onestop.umn.edu or your myU Portal, the link to myU Portal is on onestop.umn.edu, right hand corner.

Refer to the “How to guides” videos to learn how to register, check your bill, print a transcript, etc. Go to onestop.umn.edu>”How to guides” tab. The videos are quick and very instructional.

You will access your online courses via myU Portal. Please note that course information may not appear until the first day of class.

Moodle (<https://ay15.moodle.umn.edu/my/>) – online courses

Moodle is the course management software that enables instructors to create and manage Web-based learning materials and activities. Students use Moodle to access courses, course materials and participate in learning activities via the Web.

There is a tutorial for Moodle, available at <https://ay15.moodle.umn.edu/my/>.

Once you register for a School of Public Health, you are given access to an orientation to School of Public Health online courses. Neither of these orientations are mandatory but may prove helpful to students with little or no experience with online courses.

If you need technical support for one of your online School of Public Health courses, please contact the distance education coordinator, at decsph@umn.edu.

Online courses are asynchronous (meaning: while there are due dates and a weekly schedule, the lectures are recorded and can be watched at any time). There is often group work in courses and students need to coordinate schedules for that, and sometimes instructors hold office hours via webex, though those aren't required and are often recorded.

Ordering Course Books/Materials (www.bookstore.umn.edu)

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

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

Del Reed, Outreach Librarian, at the Bio-Medical Library, is designated to assist SPH students! He is there to help you to conduct a meaningful public health search.

If you need assistance with a search, please contact Del Reed at reedx@umn.edu or 612-624-3128.

You can also call the reference desk at [612-626-3260](tel:612-626-3260), medref@umn.edu.

The library also offers 24/7 assistance - z.umn.edu/askalibrarian

7.4 PROGRAM CURRICULUM

Students are required to complete a minimum of 42 credits to earn a MPH. The course curriculum has four components: Basic Core Curriculum, Electives, Applied Practice and Integrated Learning Experiences. Effective Fall 2018, students are required to fulfill the 22 MPH foundation and 5 Public Health Practice program-specific competencies.

The MPH core curriculum fulfills the 22 required MPH foundation competencies as established by Council on Education for Public Health (CEPH) and the 5 Public Health Practice Program-specific are fulfilled through the applied practice and integrated learning experiences or courses.

Refer to section 7.9 to review the 22 required MPH foundation and 5 PHP competencies.

MPH PHP CURRICULUM 1 OF 4: PUBLIC HEALTH CORE CURRICULUM

The Core Curriculum (18 -24 credits) incorporates the core areas of public health instruction: foundations of public health, biostatistics with programming, epidemiology, environmental health, health services administration, ethics, social/behavioral sciences, applied practice and integrated learning experiences. It focuses on the knowledge, skills, and attitudes necessary in each of these areas of fundamental public health competency needed to understand, assess, evaluate, and manage population health in the community.

Required Core Coursework

Course	Title	Term(s) Offered	Credits
PubH 6250	Foundations in Public Health	Online each term	2
PubH 6020	Fundamentals of Social and Behavioral Science	F In & On, Sp In, SS On	2
PubH 6102 PubH 6101	Issues in Environmental and Occupational Health or Environmental Health	F In & On, Sp On, SS On, F On, Sp In, SS n/a	2
PubH 6320	Fundamentals of Epidemiology	F In & On, Sp In & On, SS On	3
* PubH 6414 or 6450	Biostatistical Literacy 3 cr & a 1 cr statistical programming course 1cr or PubH 6450 Biostatistical Methods 4 cr	F In & On, Sp On, SS On	4
PubH 6741	Ethics in Public Health: Professional Practice and Policy	F, Sp: In & On, SS On	1
PubH 6751	Principles of Management in Health Services Orgs	F In & On, Sp In & On, SS On	2
PubH 7296	Applied Practice Experience: Public Health Practice	* All Terms	1 - 4
PubH 7294	Integrated Learning Experience: Public Health Practice	* All Terms	1 - 4

* At least 1 cr is requirement and 1 cr = 40 hours in a public health setting or effort.

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

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

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

Summer (SS) term – On – online

What is it like taking an online course?

To get acquainted with the online course software Moodle platform – go to <https://it.umn.edu/technology/moodle> and click on “Moodle Student Guide.”

PUBLIC HEALTH CORE CURRICULUM POLICIES/REQUIREMENTS

Students are required to earn at least a B- in one of the pre-approved courses in the core area (see pre-approved course list below); OR

Pass an equivalency exam in the core area. Equivalency examinations for the upcoming academic year will be scheduled; OR

Complete an advanced course in the core area with at least a B- as approved by the respective division head or the Educational Policy Committee, OR

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

Core Course Information

* **NOTE:** PubH 6414 Biostatistical Literacy has the primary goal of developing student ability to read and interpret statistical results in the primary literature of their specific scientific field of interest. This course will involve minimal calculation and offers no formal training in any statistical programming software. Biostatistical Literacy will cover the fundamental concepts of study design, descriptive statistics, hypothesis testing, confidence intervals, odds ratios, relative risks, adjusted models in multiple linear, logistic and Poisson regression, and survival analysis. The focus will be when to use a given method and how to interpret the results, not the actual computation or computer programming to obtain results from raw data. If you take PubH 6414, you will need to take a programming course. The options are:

PubH 6325 (1 cr) Data Processing PC-SAS

PubH 6420 (1 cr) Intro to SAS Programming

PubH 6470 SAS Procedures and Data Analysis

PubH 6813 (2 cr) Managing Electronic Health Information (not sure if course is still being offered)

PubH 7461 (2 cr) Exploring and Visualizing Data in R

PubH 6617 (3 cr) Practical Methods for Secondary Data Analysis

PubH 6107 (1 cr) Excel and Access in PH Settings

This list is NOT inclusive.

If you prefer more in depth biostatistics knowledge, register for PubH 6450 Biostatistics I and/or PubH 6451 Biostatistics II, which includes statistical programming and calculations, so another programming course is not required.

To review a guide regarding which biostats course is right for you, check out

<http://www.sph.umn.edu/academics/divisions/biostatistics/courseintro/>

Pre-approved Courses Meeting Public Health Core Requirements

Administration

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

Behavioral Science

PubH 6020 Fundamentals of Social and Behavioral Science – 2 cr.

Biostatistics

PubH 6414 Biostatistics Literacy – 3 cr.

And a statistical programming course. Choose from:

PubH 6325 (1 cr) Data Processing PC-SAS

PubH 6420 (1 cr) Intro to SAS Programming

PubH 6470 SAS Procedures and Data Analysis

PubH 6813 (2 cr) Managing Electronic Health Information (SQL - not sure if this is still being offered)

PubH 7461 (2 cr) Exploring and Visualizing Data in R

PubH 6617 (3 cr) Practical Methods for Secondary Data Analysis

PubH 6107 (1 cr) Excel and Access in PH Settings

This list is not inclusive.

OR

PubH 6450 Biostatistics I – 4 cr. No statistical programming course is required, since it is included in PubH 6450

Environmental Health

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

PubH 6101 Environmental Health – 2 cr

Epidemiology

PubH 6320 Fundamentals of Epidemiology – 3 cr.

PubH 6341 Epidemiologic Methods I – 3 cr.

PubH 6342 Epidemiologic Methods II – 3 cr.

Ethics

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

Descriptions of Required Courses

PubH 6250 Foundations of Public Health

In this course we will examine values, contexts, principles, and frameworks of public health.

PubH 6020 Fundamentals of Social and Behavioral Science

Four major approaches to public health problems: psychosocial, economic, community, policy.

Lectures provide overview of theory/implementation. Small groups provide opportunity to practice skills.

PubH 6102 Issues in Environmental and Occupational Health

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

PubH 6320 Fundamentals of Epidemiology

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

PubH 6414 Biostatistical Literacy and 1 cr programming course

Cover the fundamental concepts of study design, descriptive statistics, hypothesis testing, confidence intervals, odds ratios, relative risks, adjusted models in multiple linear, logistic and Poisson

regression, and survival analysis. The focus will be when to use a given method and how to interpret the results, not the actual computation or computer programming to obtain results from raw data.

OR

PubH 6450 Biostatistical Methods

Descriptive statistics. Gaussian probability models, point/interval estimation for means/proportions. Hypothesis testing, including t, chi-square, and nonparametric tests. Simple regression/correlation. ANOVA. Health science applications using output from statistical packages.

prereq: [College-level algebra, health sciences grad student] or instr consent

PubH 6741 Ethics in Public Health: Professional Practice and Policy

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

PubH 6751 Principles of Management in Health Services Organizations

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

MPH PHP CURRICULUM 2 OF 4: ELECTIVES (18 - 24 CR):

The elective credits gives you the opportunity to investigate specific public health issues and/or explore various areas of public health based on your interest and career.

You may fulfill the PHP program-specific competencies with your applied practice and integrated learning experiences or take a course that is listed under that PHP program-specific competency.

Which elective?

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

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

1. Re-read the letter of intent you wrote when you applied to this program.
2. Consider completing a graduate minor, you need to fill out a form and receive approval. Check the SPH minors at <http://www.sph.umn.edu/academics/degrees-programs/minors/>
3. Check out elective courses offered at other schools at the UMN, for example: Hubert H. Humphrey School of Public Affairs, Center for Spirituality and Health, College of Veterinary Medicine.
4. Below is advise from EPPHP and Dual degree alumni:
 - *Take come courses that are outside your usual area of interest*
 - *Know your skill set and build or add to it.*
 - *Network! Get out there and do as many informational interviews as possible. That is how I found my niche.*

- *Try to attend as many campus classes as possible – the interaction and discussions are informing and terrific.*
- *Take a variety of electives to explore the many aspects of public health and to find the aspects that you love.*
- *Make the most of the summer public health institute. The ability to discuss public health concepts with people from diverse disciplines allows for innovative and collaborative solutions to complex health problems.*

If at any point in your studies your educational expectations are not being achieved, please discuss your concerns with the Interim Director of the Dual & Executive Program, Craig Hedberg.

To give you an idea of the depth and breadth of the elective courses offered at the Public Health Institute and how the courses fulfill the 5 PHP competencies, below is the list of courses offered at the 2018 PHI.

Competency 1 - Identify the rationale and key steps for policy development: assessment, planning, implementing, advocacy and evaluation.

- PubH 7200 Evidence-informed Clinical Decision Making: Interpreting the Evidence to Assist Individual Healthcare Decisions
- PubH 7200 Food Safety and Defense in the Context of Global Food Security
- PubH 7210 Global Food System – Milling & Flour
- PubH 7210 Global Food System – Urban Agriculture
- PubH 7200 Matchmaking in Public Health: Intentional Integration across Research, Clinical Practice, Community and Policy to Promote Health Equity in PubH
- PubH 7200 Public Health and Justice
- PubH 6711 Public Health Law

Competency 2 – Develop skills in systemic thinking and understand how systems are connected and interdependent, and understand the potential consequences that systems may have on communities.

- PubH 7200 **Applied Critical Thinking in the Workforce**
- PubH 7262 Globalization and Health
- PubH 7200 Planning for Urgent Threats
- PubH 7200 Innovation and Entrepreneurial Leadership in Public Health
- PubH 7214 Principles of Risk Communication
- PubH 7262 Globalization and Health

Competency 3 - Explain the effects of policies, programs, community-based interventions that promote improving health for different populations in communities.

- PubH 7262 Globalization and Health
- PubH 7200 Parental Incarceration and Child Welfare
- PubH 7200 Child Welfare as a Public Health Issue
- PubH 7200 Community Engagement: Skills in Relationship Building
- PubH 7230 The Petting Zoo Problem: Zoonotic Disease Outbreaks Associated with Animal Contact at Public Venues, Occurrence, Prevention & Challenges
- PubH 6060 Motivational Interviewing: Strategies to Effect Behavior Change

- PubH 6600 Born a Girl: Global Women's Health
- PubH 7200 What's Cooking? An Exploration of Food, Culture and Health in America Today

Competency 4 – *Demonstrate how to turn data into information and action to influence public health policies and programs.*

- PubH 7200 Apps, Maps & Google: Using Technology-based Tools to Advance Public Health Research and Practice
- PubH 6400 Biostatistical Methods in Translational and Clinical Research
- PubH 7230 Bites, Mites and Plights: Applied Epi of Zoonotic and Vectorborne Diseases
- PubH 7200 Evidence-informed Clinical Decision Making: Interpreting the Evidence to Assist Individual Healthcare Decisions
- PubH 7200 Exploring and Visualizing Data in R
- PubH 7200 Introduction to GIS
- PubH 7257 Qualitative Data Analysis
- PubH 7200 Risk-based Tools in Animal Health and Food Safety
- PubH 7200 Statistical Learning and Bayesian Analysis
- PubH 7230 Antibiotic Resistance, Use and Stewardship: Theory to Practice
- PubH 7231 Surveillance of Foodborne Pathogens in Humans
- PubH 7235 Surveillance of Zoonotic Pathogens in Animals

Competency 5 – *Demonstrate how data and information is developed and conveyed to different audiences (professionals and the public) using a variety of media approaches.*

- PubH 7200 Refugee Health: Trauma, Stress and Coping
- PubH 7214 Risk Communications
- PubH 7200 Matchmaking in Public Health: Intentional Integration across Research, Clinical Practice, Community and Policy to Promote Health Equity in PubH
- PubH 7200 Planning for Urgent Threats
- PubH 6060 Motivational Interviewing: Strategies to Effect Behavior Change
- PubH 7200 Community Engagement: Skills in Relationship Building

For complete PHI course information, including dates/times and course description go to [.](#) The next year PHI course offerings are usually posted by late December/early January.

MPH PHP CURRICULUM 3 OF 4: APPLIED PRACTICE EXPERIENCE (APEX)

The Applied Practice Experience (APEX) is a hands-on opportunity to implement your public health knowledge and skills in a real-world setting with the goal of demonstrating attainment of at least five public health competencies. The PHP APEX provides you with a means of gaining additional insight into public health agencies/programs, personnel management, governmental relations, public relations, legislative support and knowledge of special investigations conducted by these organizations. Participation in the activities of public health practice programs external to the University adds a dimension of experience to the curriculum that enriches your training and may be beneficial in seeking employment.

Students are required to produce two products that addresses at least five competencies from their APEX. At least three must be foundational competencies and the others can be PHP program-specific competencies. To review the competencies, refer to section 7.9.

For dual degree students, an applied practice experience can meet the criteria of both criteria of your two colleges (SPH and CoP or SOD or HHH or LAW or SON). As a dual degree student, you are required to complete the SPH APEX online learning agreement and produce two products.

Consult with your advisors when setting up your applied practice experience and complete the online APEX learning agreement *prior* to starting the APEX.

What is the online APEX learning agreement?

Before beginning an APEX, the online *learning agreement* form must be completed. The learning agreement is located on

<http://www.ahc.umn.edu/sphfieldexp/index.cfm?CFID=954457&CFTOKEN=87103073>.

The preceptor, your academic advisor, and the coordinator must electronically approve the learning agreement. Complete the learning agreement as soon as arrangements are settled. The learning agreement is intended to avoid misunderstandings concerning expectations on the part of people involved, document which competencies you will be fulfilling and it allows you to submit your two products for review.

The Learning Agreement includes:

- name of the organization, preceptor and the dates and hours.
- types of activities that you are proposing to conduct
- specific foundational and program-specific competencies the APEX that will be addressed.
- means to upload the specific products that will result from this APEX.
- submit an online APEX evaluation at the conclusion of the APEX. The preceptor may also submit an online APEX evaluation at the conclusion of the APEX.

What are some APEX options?

- Co-curricular activities (e.g., service and volunteer opportunities, such as those organized by a student association)
- University-affiliated settings – focused on community engagement, typically with external partners
- University health promotion or wellness center may also be appropriate
- Practicum or internship, etc.
- APEX designated course

What cannot be an APEX?

- Mission trips
- Clinical work
- Data analysis, data entry, manuscripts, or case study work for a faculty member's research project
- Prior work/volunteer activities or coursework that begins before the learning agreement is approved

When should the APEX be completed?

It is recommended that you complete the core curriculum before starting an APEX. The APEX may be completed in a concentrated block of time or spread throughout a student's enrollment.

How many credits is the APEX?

All MPH Dual & EPPHP students are required to complete at least 1 cr of APEX (1 cr = 40-45 hrs of APEX) and have the option to complete up to 4 credits (4 cr = 160 hrs, 4 wks) in order to graduate. If you decide to complete less than 4 cr of APEX, you will need to take additional elective credits.

How do I register for APEX credit?

Students register for the APEX credits **for the term** that the APEX will take place.

To register, call the Coordinator for the *proper 5-digit class number* (this is NOT a permission number). The online APE learning agreement **MUST** be complete before beginning the APEX.

Grading of APEX

The grading for the APEX is S/N. Your academic advisor will enter the grade after he/she has accepted your submitted APEX's products and your evaluation of the APEX.

International APEX

International APEX require a release and waiver form, international health insurance and other forms. The forms are available on the APEX learning web site and must be completed before leaving the U.S. Give yourself plenty of time to get all the paperwork processed. To familiarize yourself with student expectations and definitions while abroad, visit the Student Travel and Education Abroad: Health and Safety Policy and reach out to the SPH international applied practice coordinator, Katy Korchik.

How do I demonstrate attainment of the competencies?

Students must produce two products that demonstrate attainment of five competencies as part of the APEX. At least three must be foundational competencies and the others can be PHP program-specific competencies. You will upload the products to your APE electronic learning agreement for your advisor to review.

What is an APE product?

APEX products must benefit both the practice site and the student.

Product examples include, but not limited to:

- Journal entries that document activities that demonstrate practice or application of a competency
- Completed tests
- Written assignments
- Brochure
- Flyer
- Training manual
- Policy brief
- Videos
- Multi-media presentations
- Spreadsheets
- Grant proposals
- Budgets

- Site-specific reports
- Health promotion materials
- Training course curriculum
- Program evaluation reports
- Surveys
- Websites
- Posters
- Photos
- Other digital artifacts of learning

Good Examples of APEX:

- Under the supervision of the course instructor and by request of a small beach community, students went out into the field and conducted a community needs assessment and then wrote a report that included recommendations
- From a state that recently legalized Marijuana, a student interned in the state health department and created a guidance document and policy statement regarding edibles
- Another service learning activity through a health promotion course was to create an evaluation plan for a state-funded teen pregnancy prevention program. Products included logic models and an evaluation plan. The evaluation plan was a request form the teen pregnancy prevention program.
- One student interned at a state health department in the infectious disease division and created an electronic toolkit for healthcare providers regarding needle and injection safety

Unacceptable APEX:

- Helping a faculty conduct research for the faculty's own publication (with no interaction from a community site)
- Writing a paper on the student's practice experience
- Writing a reflection paper about competencies learned during the practice experience
- Simulations or case studies"

Can I get paid for my APEX?

Yes, students may conduct their APEX on a paid or volunteer basis.

Can I use my place of employment for my APEX?

Yes, the APEX can be completed at your current workplace, if applicable, but it must begin after the learning agreement is approved. In other words, the student can complete an APEX at the student's workplace, but the prior work experience does not count. As stated above, the APEX must begin only after the learning agreement has been approved.

Who reviews the products?

Your academic advisor will evaluate the two products and submit the final grade for the APEX.

Selection of APEX placement(s)

Although most students will select one site to fulfill their APEX requirements, some students may select more than one site to fulfill their total requirements. The responsibility of arranging for the APEX rests with the student although there are a number of resources available to help students select an appropriate placement and activity. Resources for APEX placement sites include the student's academic advisor or other faculty members with content expertise in a certain area, and

students and staff. The School of Public Health also has a number of resources, including listings of past applied practice experiences.

Examples of acceptable placements include the Minnesota Department of Health or other governmental agencies, non-profit or community organizations or health care organizations. Some students may elect to do their APEX internationally. University of Minnesota affiliated settings may be acceptable if there is a community engagement or community health promotion component.

In selecting a potential site, you should consider the following questions:

- Is this a public health practice setting?
- Can you tie this activity to foundational or program-specific competencies?
- Can you identify two products that address the competencies and are beneficial to the site?

Can I complete the ILE at the APEX?

Some students may find certain aspects of the applied practice experience sufficiently interesting to do an integrated learning experience (ILE) while completing the APEX. The APEX and ILE should represent separate activities, although they may be related. The ILE should involve more independent work than the APEX. For example, students who prepare a protocol or survey for their APEX can analyze results of their survey for the ILE. Students may work on a certain activity at a site (such as MDH) for their APEX and different activity at the same site for their ILE.

- Student who use the same experience for both the APEX and ILE must create products that meet the requirement are specific for the APEX and the ILE.
- Students registered for APEX and ILE credits separately.
- The products for the APEX and ILE are different
 - For example, an APEX product must be created as part of the experience and benefit the practice site (e.g., write an executive summary, a written procedure)
 - an ILE paper may be a written report on the experience or activities at the practice site, but the report does not need to be written as part of an activity or to benefit the practice site.

Criminal background check

Students should be aware that Minnesota law may require certain facilities to conduct a criminal background check for all personnel with direct, and/or unsupervised client contact. Facilities that are covered by this law include hospitals, boarding care homes, outpatient surgical centers, nursing homes, home care agencies, residential care homes, board/lodging establishments providing health supervision services, and work with minor aged children. Students seeking internships, Field Experiences or Applied Practice Experiences (APEX) may be required to undergo a background check as well, depending on the agency or facility's internal policies. The School will assist students with these requirements; students should call the Student Services Center at 612.626.3500 or go to A395 Mayo for assistance.

Below is a list of some of organizations that Dual and EPPHP students have completed their APEX:

- Minnesota Department of Health
- Thai Physician Association of America
- Wisconsin Department of Health Services- World Health Organization

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

MPH PHP CURRICULUM 4 OF 4: *INTEGRATED LEARNING EXPERIENCE*

MPH students are required to complete an integrative learning experience (ILE) that demonstrates synthesis of foundational and program-specific competencies.

The integrated learning experience (ILE) is a highly quality written paper that demonstrated your proficiency with the written word and is appropriate for your educational and professional objectives. The ILE paper is a concise, logical, and well-developed and thoughtful piece of writing that has gone through several rounds of review and revisions that communicates clearly. Ideally, the written product is developed and delivered in a manner that is useful to external stakeholders, such as non-profit or governmental organizations.

The ILE must address at least 3 competencies that include both foundational and PHP program-specific competencies.

The ILE is a culminating experience that can take many forms including:

- practice-based project
 - essay-based comprehensive exam
 - capstone course
 - integrative seminar
 - program evaluation report,
 - training manual,
 - policy statement,
 - take-home comprehensive essay exam
 - legislative testimony with accompanying supporting
 - research, etc.
- The ILE may be group-based or individual paper. In group-based experiences, the program documents that the experience provides opportunities for individualized assessment of outcomes.
 - The program identifies assessment methods that ensure that at least one faculty member reviews each student's performance in the ILE and ensures that the experience addresses the selected foundational and concentration-specific competencies. Faculty assessment may be supplemented with assessments from other qualified individuals (ex, preceptors).
 - Combined (dual, joint, concurrent) degree students should have opportunities to incorporate their learning from both degree programs in a unique integrative experience. The ILE may be arranged to the meet the criteria of both of degree programs. Since each dual degree program is unique, consult with your coordinator and advisors when deciding upon your integrated learning experience topic and get it approved from the SPH.

When should the ILE be completed?

The ILE is completed at or near the end of the program so you can utilize your public health knowledge.

Does the ILE topic need to be approved before I submit it?

Your academic advisor must approve the ILE, please complete the form in the appendix.

How many credits is the ILEx?

All MPH Dual & EPPHP students must complete an ILE of at least 1 cr and have the option to complete 4 credits (4 cr ILE = 160 hrs or 4 full-time weeks of effort) in order to graduate. The requirements for a 4 cr ILE are listed below in the section titled, Options for 4 cr (160hr) ILE.

Can I complete a larger paper for the ILE, not a thesis, but a project?

Yes, students have the option to complete a 4 cr ILE. The 4 cr ILE is a traditional MPH project representing 160 hours of research and writing. Your academic advisor must approve the ILE topic and determine if it meets the ILE criteria including the competencies. The requirements for a 4 cr ILE are listed below in the section titled, Options for 4 cr (160hr) ILE.

How long is the ILE paper?

There is no required length for the ILE paper.

How do I register for ILE credit?

Students register for the ILE credits **for the term** it written.

To register, call the Coordinator for the *proper 5-digit class number*.

Grading of ILE

The grading for the ILE is S/N. Your academic advisor will enter the grades after he/she has read your ILE paper and confirmed completion of the competencies.

Can I complete the ILE at the APEx?

Some students may find certain aspects of the applied practice experience sufficiently interesting to do an integrated learning experience (ILE) while completing the APEx. The APEx and ILE should represent separate activities, although they may be related. The ILE should involve more independent work than the APEx. For example, students who prepare a protocol or survey for their APEx can analyze results of their survey for the ILE. Students may work on a certain activity at a site (such as MDH) for their APEx and different activity at the same site for their ILE.

- Student who use the same experience for both the APEx and ILE must create different products that meet the requirement are specific for the APEx and the ILE.
- Students registered for APEx and ILE credits.
- The products for the APEx and ILE are different
 - For example, an APEx product must be created as part of the experience and benefit the practice site (e.g., write an executive summary, a written procedure)

- an ILE paper may be a written report on the experience or activities at the practice site, but the report does not need to be written as part of an activity or to benefit the practice site.

ILE topic and Approval Process

The student and the academic advisor decide how the integrated learning experience requirement will be met. The student is responsible for consulting with and acquiring approval from the academic advisor to confirm that the integrated learning experience meets the requirements of the program(s).

Students must complete an ILE proposal form and get it approved by the ILE, academic advisor and/or director of the EPPHP/Dual Degrees. The proposal form sets up a guiding framework for the integrated learning experience and which competencies will be fulfilled.

The student must submit the *integrated learning experience proposal (form found in Appendix) with the ILE paper to the academic advisor to review and approve*. Then the academic advisor will submit a grade.

7.6 HUMAN SUBJECTS PROTECTIONS

Refer to the IRB information in the front of the guidebook.

OPTIONS FOR A 4 CR (160 HOURS) ILE

The 4 cr ILE is a traditional MPH project representing 160 hours of research and writing. You are required to get the topic approved. A 4 cr ILE is typically around 40 pages in length and will cite 15-20 reference. Students may choose to complete: research paper, systematic literature review, consultative report or write a grant proposal.

Option one: Research Paper

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

The component parts of a Research Paper are as follows:

- I. Abstract
- II. Introduction
 - A. Purpose of the study
 - B. Statement of the problem and its significance (historical background)
 - C. Review and synthesis of relevant literature (extent of written review dependent on nature of project)
 - 1) Statement of conceptual framework, hypotheses and/or focused research questions, and the underlying rationale for each
- III. Methodology
 - A. Study design
 - B. Sample selection and description of sample characteristics - including nature of response and non-response, as appropriate
 - C. Description of data/information collection procedures, study site and instrumentation, as appropriate
 - D. Analytic technique used - quantitative, analytical techniques to be used

- IV. Results (only the facts) - presentation and analysis of data/information
- V. Discussion
 - A. Study limitations – e.g. methods, data, conceptualization, bias (what types?)

B. Consistency with prior research

- VI. Conclusions and recommended actions
- VII. References (APA reference style or appropriate alternative)
- VIII. Tables
- IX. Figures
- X. Appendices
 - A. Data collection instruments and letters
 - B. Institutional Review Board permission (as appropriate)

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

Option Two: Systematic Literature Review

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

The component parts of a Systematic Literature Review are as follows:

- I. Abstract
- II. Introduction
 - A. Statement of the problem and its significance (historical background)
 - B. Statement of focused research questions and the underlying rationale for each
- III. Conceptual framework: The conceptual framework section should be a short section describing the body of literature on your topic and what "framework" you used for deciding what broad categories of articles you chose to include. How did you and your collaborators decide which papers were appropriate for the review?
- IV. Methodology (how is the search of the literature being conducted)
 - A. Locating and selecting studies
 - 1) Search methodology
 - 2) Selection criteria
 - B. Quality assessment of studies
 - 1) Evaluation of study designs
 - 2) Evaluation of study data
 - 3) Evaluation of study results
 - C. Data extraction from the studies
 - 1) Outcomes evaluated

- 2) Data extraction protocol
 - 3) Data extraction method
 - D. Data synthesis from studies - analytic techniques (quantitative, qualitative)
- V. Results
 - A. Studies selected
 - B. Quality of studies
 - C. Findings of studies
 - D. Synthesis of findings
 - E. Assessment of biases
 - F. Limitations
- VI. Conclusions and recommendations - significance to the field of public health
- VII. References (APA reference style or appropriate alternative)

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

Option Three: Consultative Report

The Consultative Report offers students the opportunity to address a real problem faced by a public health agency (public or private) and produce a product for a real client. By necessity, students who choose this option will need to work closely with a community advisor as well as their SPH advisors. The student performs a consultation for the agency and then writes the Consultative Report. This option may emanate from a APEX or it may be separate from the APEX. Production of a Consultative Report will most often involve components of options one and two also, so in some ways, this option is the most comprehensive of the three.

The component parts of a Consultative Report are as follows:

- I. Executive Summary
- II. Introduction
 - A. Description of the agency (purpose, structure, etc.)
 - B. Description of the problem being addressed and its public health implications
- III. Process of Consultation
 - A. Engage with the client and carefully define the problem including the questioning of assumptions
 - B. Identification of the key stakeholders
 - C. Describe your sources of information and data – e.g. literature, primary data collection, secondary data analysis, surveys, interviews
 - D. Collection, summary, and analysis of data
 - E. Discussion – including a limited literature review for information relevant to the problem
 - F. Recommended actions and dissemination of these recommendations
 - G. Feedback of results
 - H. Plans for implementation and measurement
- IV. References (APA reference style or appropriate alternative)

Sources of Guidance for a Consultative Report

The link to *Process consultation: outline and essential concepts* can provide you more information about the consultative report process. http://1.kryptonitiitti.com/lassial/files/summaries/100423-Schein_1999_Process_consulting.pdf

The EPPHP Guide provides a helpful framework for this type of MPH project, however the Schein paper may help both you and your consultative report project advisor in setting goals, objectives and procedures for a successful consultative report.

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

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

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

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

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

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

Option Four: Grant Proposal

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

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

The components of a grant proposal include the following*:

I. Introduction

II. Research Plan

A. Specific aims (endpoints)

B. Background and significance

1. significance to increasing scientific knowledge
2. significance to improving public health
3. review of relevant literature

C. Preliminary studies

1. provide preliminary data if available
2. critically interpret preliminary results and relate to current proposal

D. Research design and methods

1. description of research and study design
2. detailed description of methods for work and analysis

3. include charts and tables when appropriate
4. discuss alternatives and handling of negative data

III. Special Considerations

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

IV. Budget

V. Bibliography and References

VI. Biographical sketches

VII. Supplemental discussion of public health implications

VIII. References (APA reference style or appropriate alternative)

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

If you realize you need help with statistics, you may contact the U of M Department of Statistics.

Tutors are available to hire. <http://www.stat.umn.edu/>, click *consulting services*.

7.6 HUMAN SUBJECTS PROTECTIONS

Refer to the IRB information in the front of the guidebook.

7.7 COMPLETION OF A 4CR ILE

Once the student has completed the first draft of the project, it should be submitted to the ILE advisor for review and feedback. The feedback should be incorporated into the final draft of the project. A crucial aspect of the project is to describe the public health implications of the project in terms that are understandable even to lay person and identifying the competencies.

A student desiring publication of the ILE should discuss this with the advisor. ILE written in publication format meets the program requirements with prior academic advisor approval and is does NOT have to be a published article.

After successful completion, the ILE advisor will enter the grade. The ILE final version must be submitted electronically to the PHP Program Office. No grade will be assigned for PubH 7294 until students has complied with this request. Students are not required to present their 4 cr ILE.

7.8 4 CR INTEGRATED LEARNING EXPERIENCE CHECKLIST

- Register for ILE credits - contact PHP Coordinator to obtain registration instructions and the proper 5-digit class number.
- Decide on the type of project and the topic/issue/research question for your project.
- Identify the three competencies (can be both foundational and program-specific)
- Find and identify a project adviser, can be a faculty or community expert.
- Complete the ILT project proposal form.
- Submit the completed ILE proposal form to your project adviser for approval, and then send it to your coordinator.

- Work closely with your ILE advisor throughout the project, submit the first draft to them for feedback and incorporate any edits.
- Once your academic advisor approves your ILE, you will receive a grade for PubH7294. Submit a copy of the final project and ILE proposal form to Kate Hanson via email for the file.

The checklist is in relative chronological order, but some steps can be done out of sequence.

7.8 ACADEMIC ADVISING

Advising

Students are assigned to an academic advisor when they are first admitted to the program. The purpose of the academic advisor is to discuss with the student possible ideas for APEX, ILE and career planning. If you decide to complete a 4 cr ILE and develop the topic, the academic advisor may refer you to another faculty or community advisor (non-faculty, but an expert on the topic) to advise the 4 cr ILE, based on their area of expertise, interest or research. (The academic advisor would remain the same.) The Program Coordinator provides administrative advising, i.e., course selection, registration, policies and procedures, etc.

Mission, Definitions and Expectations of Advising

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

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

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

SPH students are expected to...

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

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

Faculty advisors are expected to...

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

7.9 PUBLIC HEALTH PRACTICE PROGRAM-SPECIFIC COMPETENCIES

Specific Competencies	Learning Opportunities	Evaluation Opportunities
Competency 1 - Identify the rational and key steps for policy development: assessment, planning, implementing, advocacy and evaluation.	<ul style="list-style-type: none"> • PubH 7200 Evidence-informed Clinical Decision Making: Interpreting the Evidence to Assist Individual Healthcare Decisions • PubH 7200 Food Safety and Defense in the Context of Global Food Security • PubH 7210 Global Food System – Milling & Flour • PubH 7210 Global Food System – Urban Agriculture • PubH 7200 Matchmaking in Public Health: Intentional Integration across Research, Clinical Practice, 	<ul style="list-style-type: none"> • APEs • ILE • Assignments • Papers • Courses

	<ul style="list-style-type: none"> • Community and Policy to Promote Health Equity in Public Health • PubH 7200 Public Health and Justice • PubH 6711 Public Health Law • APEx • ILE 	
Competency 2 – Develop skills in systemic thinking and understand how systems are connected and interdependent, and understand the potential consequences that systems may have on communities.	<ul style="list-style-type: none"> • PubH 7200 Applied Critical Thinking in the Workforce • PubH 7262 Globalization and Health • PubH 7200 Planning for Urgent Threats • PubH 7200 Innovation and Entrepreneurial Leadership in Public Health • PubH 7214 Principles of Risk Communication • PubH 7262 Globalization and Health • APEx • ILE 	<ul style="list-style-type: none"> • APE • ILE • Assignments • Papers • Courses
Competency 3 - Explain the effects of policies, programs, community-based interventions that promote improving health for different populations in communities	<ul style="list-style-type: none"> • PubH 7262 Globalization and Health • PubH 7200 Parental Incarceration and Child Welfare • PubH 7200 Child Welfare as a Public Health Issue • PubH 7200 Community Engagement: Skills in Relationship Building • PubH 7230 The Petting Zoo Problem: Zoonotic Disease Outbreaks Associated with Animal Contact at Public Venues – Occurrence, Prevention and Challenges • PubH 6060 Motivational Interviewing: Strategies to Effect Behavior Change • PubH 7200 What’s Cooking? An Exploration of Food, Culture and Health in America Today • PubH 6600 Born a Girl: Global Women’s Health • APEx • ILE 	<ul style="list-style-type: none"> • APE • ILE • Assignments • Papers • Courses
Competency 4 – Demonstrate how to turn data into information and action to influence public health policies and programs.	<ul style="list-style-type: none"> • PubH 7200 Apps, Maps & Google: Using Technology-based Tools to Advance Public Health Research and Practice • PubH 6400 Biostatistical Methods in Translational and Clinical Research • PubH 7230 Bites, Mites and Plights: Applied Epidemiology of Zoonotic and Vectorborne Diseases • PubH 7200 Evidence-informed Clinical Decision Making: Interpreting the 	<ul style="list-style-type: none"> • APE • ILE • Assignments • Papers • Courses

	<p>Evidence to Assist Individual Healthcare Decisions</p> <ul style="list-style-type: none"> • PubH 7200 Exploring & Visualizing Data in R • PubH 7200 Introduction to GIS • PubH 7257 Qualitative Data Analysis • PubH 7200 Risk-based Tools in Animal Health and Food Safety • PubH 7200 Statistical Learning and Bayesian Analysis • PubH 7230 Antibiotic Resistance, Use and Stewardship: Theory to Practice • PubH 7231 Surveillance of Foodborne Pathogens in Humans • PubH 7235 Surveillance of Zoonotic Pathogens in Animals • APEX • ILE 	
<p>Competency 5 – Demonstrate how data and information is developed and conveyed to different audiences (professionals and the public) using a variety of media approaches.</p>	<ul style="list-style-type: none"> • PubH 7200 Refugee Health: Trauma, Stress and Coping • PubH 7214 Risk Communications • PubH 7200 Matchmaking in Public Health: Intentional Integration across Research, Clinical Practice, Community and Policy to Promote Health Equity in Public Health • PubH 7200 Planning for Urgent Threats • PubH 6060 Motivational Interviewing: Strategies to Effect Behavior Change • PubH 7200 Community Engagement: Skills in Relationship Building • APEX • ILE 	<ul style="list-style-type: none"> • APE • ILE • Assignments • Papers • Courses

MPH FOUNDATION COMPETENCIES (ESTABLISHED AND REQUIRED FROM THE COUNCIL ON EDUCATION FOR PUBLIC HEALTH (CEPH))

The Foundations Competencies are met by completing the MPH core curriculum.

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

7.10 CAREER SURVEY

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

7.11 GRADUATION CHECKLIST

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

Complete the Application for degree form online.

Go to [MyU](#)> Academics> Degree Progress> Apply to Graduate.

Note:

Indicating the graduation month

You will only be able to select the term (fall, spring, summer) that you wish to graduate rather than the month and year. All Applications for Degree must be submitted by the first day of the month that you would like to graduate (e.g., May 2-June 1 for a June graduation).

Updating personal information

Prior to completing the Application for Degree, check your name and address (confirm the name, since it will be printed on your diploma and the mailing address for the diploma.) Go to MyU> My Info tab.

Check your transcript to make sure your grades are posted. A grade of “K” is not a final grade so if you see this grade you should contact Kate Hanson.

Complete the *Career Survey* at http://secure.ahc.umn.edu/PublicHealth/careersurvey/gs_login.cfm?

Provide PHP Coordinator with an electronic copy of your ILE by e-mail.

Reminders

Attend Grad Fair where you can order your Cap and Gown and meet with Financial Aid in March, Coffman Union

Register for the yearly SPH May Commencement (see SPH website – Current Students) If you cannot attend, still register to get your name in the program.

Update your contact info. so we can keep in touch

<http://www.onestop.umn.edu>, click on personal information in right hand column

- Make an appointment with Career Services for a final review of your resume, interview practice or other job search guidance, Call 612-626-3500.
- Join the SPH Alumni Society
<http://sphalumni.umn.edu/s/1604/index.aspx?sid=1604&gid=1&pgid=378>
- Lifetime University email. Keep and use your U of MN email address. You can use your U of M email address for personal or professional purposes even after you graduate. Imagine never having to subscribe to another e-mail. You must accessed your account at least once every 90 days through the Web Interface for the account to remain active.

Service includes full access to:

- 1) University Portal <https://www.myu.umn.edu/metadot/index.pl>
- 2) Portfolio <https://portfolio.umn.edu/portfolio/index.jsp>

7.12 PHP FACULTY AND STAFF

Public Health Practice Major Chair

Craig Hedberg 612.626.4757 hedbe005@umn.edu

Executive & Dual Degree Programs Interim Director

Craig Hedberg 612.626.4757 hedbe005@umn.edu

Public Health Practice Major Coordinator

Kate Hanson 612.626.7953 hanso041@umn.edu

Public Health Practice Affiliated Faculty

Soraya Beiraghi, DDS, MSD, MS

Head of the Division of Pediatric Dentistry
School of Dentistry
University of Minnesota
beira001@umn.edu
Pediatric Dentistry, molecular genetics,
craniofacial anomalies

Jeff Bender, PhD, DVM

Professor
College of Veterinary Medicine
612.625.6203; bende002@umn.edu
Zoonotic and emerging infectious diseases,
Food Safety and security, and antibiotic
resistance

Zobeida Bonilla PhD, MPH

Assistant Professor
Director of the Global Health Certificate
Epidemiology & Community Health
zbonilla@umn.edu
Maternal Child & Health, Latino/a health,
qualitative health research and program
evaluation, global health (Caribbean region),
health disparities

John Finnegan, PhD

Dean and Professor
612.626.4937; finne001@umn.edu
Mass communication and public health

Craig Hedberg, PhD

Professor
PHP Chair
612.626.4757; hedbe005@umn.edu
Food safety; surveillance of food borne
diseases and hazards; prevention and control
of outbreaks in commercial food service;
ecology of infectious disease

Larissa Minicucci, DVM, MPH, CPH

Assistant Professor, VPH Program Director
612-624-3685; minic001@umn.edu
Epidemiology of vector-borne and zoonotic
diseases, outcomes assessment for student
learning in public health and cultural
competency, community-based practice
opportunities in population and preventive
medicine

Eric Lock, Ph.D.

Assistant Professor, Biostatistics
Division of Biostatistics
612 626 0651; elock@umn.edu
Biostatistics, genomics, high-dimensional
data, dimension reduction, clustering

William H. Lohman, MD

*Assistant Professor, Director Program in
Public Health Medicine*
612.626.4855; lohma003@umn.edu
Occupational health and safety; workers'
health; respiratory health

Claudia A. Munoz-Zanzi, DVM, MPVM, PhD

Associate Professor

612-626-2849; munozzan@umn.edu

Eco-epidemiology of zoonotic and emerging infectious diseases (leptospirosis and toxoplasmosis). Epidemiology of congenital infections (toxoplasmosis, CMV). Methods related to diagnostic epidemiology, screening, and transmission models.

M. Hassan Murad, MD, MPH

Affiliate Professor

Murad.Mohammad@mayo.edu

Mayo Clinic

Program Director

Professor of Medicine

Preventive Medicine Fellowship

Laura C Palombi, Pharm.D., MAT, AE-C

Assistant Professor

University of Minnesota

College of Pharmacy, Duluth

117 Life Science

1110 Kirby Drive

Duluth, MN 55812

Phone: 218-726-6066

lpalombi@d.umn.edu

Shailey Prasad, MBBS, MPH

Associate Professor

Family Medicine and Cmty Health

North Memorial Family Medicine

pras0054@umn.edu

Global, Rural and Community Health

Raquel Rodriguez

Director, Professional Education

College of Pharmacy

University of Minnesota

612-626-1163; rodre001@umn.edu

Fernando Sampedro, Ph.D., M.Sc

Affiliate Assistant Professor

School of Public Health

612) 624 6949; fsampedr@umn.edu

Food safety, food security, and animal health.

Nicole Sandhu, MD, PhD

Adjunct Assistant Professor

Director of the Women's Health Fellowship

Mayo Clinic

507-538-7946;

Sandhu.nicole@mayo.edu

Women Health care and research

Dominic Travis, DVM, MS

Associate Professor

College of Veterinary Medicine

University of Minnesota

612-626-5911; datravis@umn.edu

Wildlife epidemiology, ecosystems health

Katherine Waters, DVM, MPH

School of Public Health

612.625.1743; water144@umn.edu

Scott Wells, Ph.D., DVM

Professor

College of Veterinary Medicine

University of Minnesota

612-625-8166; wells023@umn.edu

Veterinary Epidemiologist, Section Head,

Veterinary Public Health, Veterinary

Population Medicine (VPM)

Michael J. Westerhaus MD, MA

Assistant Professor, Department of Medicine

Global Health Pathway Faculty

michael.j.westerhaus@healthpartners.com

Global health, community based primary care delivery.

7.13 APPENDICES

Appendix A

MPH 22 Foundation Competences (CEPH)

Public Health Practice Competences

Appendix B

EPPHP & Dual Degree ILE Proposal Form

Appendix C

MPH study plan form

MPH 22 Foundation Competencies

Established and required from the Council on Education for Public Health (CEPH)

Effective fall 2018

The Foundations Competencies are met by completing the MPH core curriculum.

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
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12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
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18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

Public Health Practice program-specific competencies

Effective Fall 2018

Public Health Practice competencies are based on the domains established by The Council of Linkages Between Academia and Public Health Practice. The Council is a collaboration of 20 national organizations that aim to provide public health education and training, practice, and research to ensure a well-trained, competence workforce and the development and use of a strong evidence base for public health practice.

<http://www.phf.org>

Competency 1 - *Identify the rationale and key steps for policy development: assessment, planning, implementing, advocacy and evaluation.*

Policy Development/Program Planning skills focus on determining needed policies and programs; advocating for policies and programs; planning, implementing, and evaluating policies and programs; developing and implementing strategies for continuous quality improvement; and developing and implementing community health improvement plans and strategic plans.

Competency 2 – *Develop skills in systemic thinking and understand how systems are connected and interdependent, and understand the potential consequences that systems may have on communities.*

Systems Thinking and Leadership skills focus on incorporating ethical standards into the organization; creating opportunities for collaboration among public health, health care, and other organizations; mentoring personnel; adjusting practice to address changing needs and environment; ensuring continuous quality improvement; managing organizational change; and advocating for the role of governmental public.

Competency 3 - *Explain the effects of policies, programs, community-based interventions that promote improving health for different populations in communities.*

Cultural Competency skills focus on understanding and responding to diverse needs, assessing organizational cultural diversity and competence, assessing effects of policies and programs on different populations, and taking action to support a diverse public health workforce.

Competency 4 – *Demonstrate how to turn data into information and action to influence public health policies and programs.*

Analytical/Assessment skills focus on identifying and understanding data, turning data into information for action, assessing needs and assets to address community health needs, developing community health assessments, and using evidence for decision-making.

Competency 5 – *Demonstrate how data and information is developed and conveyed to different audiences (professionals and the public) using a variety of media approaches.*

Communication skills focus on assessing and addressing population literacy; soliciting and using community input; communicating data and information; facilitating communications; and communicating the roles of government, health care, and others.

Cover Sheet for ILE - EPPHP/Dual Degree Students

Student Name _____	Date _____
ILE Title _____	
Academic Adviser _____	Approved <input type="checkbox"/> Date _____

Check the Program you are in:

- | | |
|--|---|
| <input type="checkbox"/> Executive Program in PubH Practice, EPPHP | <input type="checkbox"/> Pharm D, PharmD/MPH |
| <input type="checkbox"/> Dentistry, DDS/MPH | <input type="checkbox"/> Public Policy, MPP/MPH |
| <input type="checkbox"/> Dr of Nursing Practice, DNP/MP | <input type="checkbox"/> Urban and Regional
Planning, MURP/MPH |
| <input type="checkbox"/> Law, JD/MPH | |

Which 3 competencies (from the 22 fdt and 5 PHP) are you planning to address in the ILE? Copy and paste.

1.

2.

3.

Complete this section only if you are planning to complete a 4 cr ILT.

1. Check the type of project:

- For Research Paper: State the key research question(s) and hypotheses
- For Grant Proposal: List the specific request for proposal and what entity grant will be submitted to
- For Consultative Report: Description of the agency you are consulting with and the question or need being addressed
- For Literature Review: What is the public health question or issue reviewed?

If your ILE does not fall under one of categories above, please describe.

2. What is the public health relevance of the 4 cr ILE?

3. Briefly describe the project's methodology.

4. Anticipated date of completion:

Appendix C

University of Minnesota, School of Public Health

Master of Public Health (MPH) Study Plan

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

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

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

I. Course work for fulfillment of degree requirements

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

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

B. APEx: Please state how requirement was met. (Effective for students entering fall 2018 or after).

Designator and Course Number	Term/Year	Number of Hours
Advisor	Preceptor	
Name of Organization		

City/State/Zip
Competencies met:

C. Course Listing: Please List Chronologically all courses you completed for the MPH.

Term/Year Taken or Intended	Designator and Course Number	Course Title	# of Semester credits	X if Courses Double Counted (dual degrees only)	Grade
Please list all transfer courses below					

II. ILE

ILE Title	ILE Advisor	Date Accepted

III. Interdisciplinary Concentration

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

Health Disparities (HDIC)

Indicate the date your HDIC proposal was approved _____

III. Enrollment Status and Course Requirements

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

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

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

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

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