MPH PUBLIC HEALTH ADMINISTRATION & POLICY

School of Public Health

2020-2021
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. Please note that this guidebook augments and is not a substitute for other sources of information. There are many additional resources available to graduate students that are listed throughout this handbook.

Refer to your Guidebook to ensure that you are informed of the essentials of student life but remember that your University-assigned student email account is the School's official means of communication. You are responsible for managing all information sent via the student email account.

All advising faculty have access to this guidebook. Please work with your adviser when making important decisions relating to your program.

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

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.

7/2/2020

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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 ranks ninth 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:
- Creation of the mathematical models that help guide Minnesota's response to COVID-19
- 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.

School of Public Health Faculty List

For a listing of faculty, research and specialties refer to https://directory.sph.umn.edu/.

Health Sciences

The Health Sciences is home to six colleges and schools (including the School of Public Health), more than 150 centers and institutes, 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 a health sciences education 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, and nurses collaborate with dentists.

Accreditation

The School of Public Health is accredited by the Council on Education and Public Health (CEPH). The benefits of accreditation are many ceph.org/constituents/students/benefits-of-accreditation/. CEPH accreditation serves multiple purposes for different constituents. In general, specialized accreditation attests to the quality of an educational program that prepares for entry into a recognized profession.

- For the public, accreditation promotes the health, safety and welfare of society by ensuring competent public health professionals.
- For prospective students and their parents, accreditation serves a consumer protection purpose. It provides assurance that the school or program has been evaluated and has met accepted standards established by and with the profession.

- For prospective employers, it provides assurance that the curriculum covers essential skills and knowledge needed for today's jobs.
- For graduates, it promotes professional mobility and enhances employment opportunities in positions that base eligibility upon graduation from an accredited school or program.
- For public health workers, it involves practitioners in the establishment of standards and assures that educational requirements reflect the current training needs of the profession.
- For the profession, it advances the field by promoting standards of practice and advocating rigorous preparation.
- For the federal government and other public funding agencies, it serves as a basis for determining eligibility for federally funded programs and student financial aid.
- For foundations and other private funding sources, it represents a highly desirable indicator of a program's quality and viability.
- For the university, it provides a reliable basis for inter- and intra-institutional cooperative practices, including admissions and transfer of credit.
- For the faculty and administrators, it promotes ongoing self-evaluation and continuous improvement and provides an effective system for accountability.
- For the school or program, accreditation enhances its national reputation and represents peer recognition.

MPH Competencies, established and required from the Council on Education for Public Health (CEPH), can be found in Appendix A. intranet.sph.umn.edu/wp-content/uploads/2019/01/foundational-ceph-compentencies-sept-5.pdf.

1.2 SCHOOL OF PUBLIC HEALTH STUDENT SERVICES CENTER

Location:
Mayo Memorial Building, Room A395

Office Hours:
Monday – Friday, 8:00 AM - 4:30 PM

Telephone: (612) 626-3500 or (800) 774-8636
Fax: (612) 624-4498

Email: sph-ask@umn.edu

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

The Student Services Center (SSC) 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.

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
- Degree Clearance
- Applications and Admissions
- Applied Practice Experience/ Criminal Background Checks
- Commencement
- SPH Apparel Sale

Meet the staff and learn about the 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 and to locate and apply for professional 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.

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 can 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 https://sphcareers.appointments.umn.edu or email sphcareers@umn.edu.
- **Jobs & Internships:** Our online job posting system includes listings for internships, 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 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.

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

1.4   SPH STUDENT SPHERE

Make use of the SPH Student SPHere to relax or study with your student colleagues. All students enrolled in an SPH degree program have access to the SPH Student SPHere (Mayo A-150) via their U Card. The SPHere has the following amenities:

- **Locker Room:** Free lockers are assigned in the Student Services Center (Mayo A-395). Students are able to renew their locker each year and need only provide their own lock.
- **Kitchen Area:** Tables, chairs, microwaves, refrigerators, and a sink are all accessible in the student kitchen. 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:** Couches, chairs, and wireless internet all create a perfect place for students to meet, study, or simply relax.
- **Study Room:** White boards, tables, chairs, computers with internet connectivity, Microsoft Office, SAS and STATA software and a printer are all freely available to SPH students.

Please report any issues with computer systems, printers, trash, or other problems to sph-ask@umn.edu, or stop by Mayo A-395.

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 (A-395 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 any improper activity in progress, call 911.

Printing in the SPHere

The School of Public Health (SPH) provides $100 worth of printing (1,000 pages) for each Fall and Spring semester 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 the 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 LEARNING AGREEMENT

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

1.6   MINORS

Minors

SPH students pursuing an MHA, MPH, MS, or PhD are eligible to declare a minor in other areas. For a listing of graduate level minors please visit 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/.

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 Center for Writing. You must have a university ID in order to access Canvas.

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

1.8   SURVEYS

Graduate Student Experience in Research University

The Graduate Student Experience in the Research University (SERU) is the only comprehensive survey of graduate and professional students at the University of Minnesota. This survey provides a powerful way for students to tell us about what's working well, and what not so well, in classrooms, labs, and campus life.

The University of Minnesota takes the results seriously in order to enhance programs and curricula, improve student services and policies, strengthen research and scholarship opportunities, and ensure a vibrant and supportive environment for all students.

To ensure confidentiality, gradSERU is hosted by the Social & Economic Sciences Research Center (SESRC). Neither the University of Minnesota Graduate School nor colleges/programs have access to identifiable response data. To verify eligibility, students are required to log-in to the survey using their Student ID number.

SPH Student Engagement Survey
Students are also 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 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.

Career Survey

Recent graduates are required to complete the Career Survey. The survey captures important employment information, follows up 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.

To complete the SPH Career survey go to https://umn.qualtrics.com/jfe/form/SV_doRfMjgZueRCpNP.

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 promote 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, 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 coursework options), project selection and career planning. Students find their faculty advisors, coordinators, and career services staff helpful in answering these questions.

3. **Applied Practice/Internship/Practicum Advising:** Specific and targeted advising for Applied Practice, internship, and practicum development, placement, and completion. Your faculty advisor can assist you as you select the type of Applied Practice that best matches your goals.

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; email is the official mode of communication at the University of Minnesota.
- Review program objectives and educational documents at least once per semester, or when directed by program coordinator or program director/Director of Graduate Studies; students are responsible for knowing the requirements of the degree program.
- Actively contribute to a welcoming and supportive student climate.
- Initiate meetings with advisors at least once per semester; regularly communicate with faculty advisors and/or program coordinators about program progress.
- Respond to inquiries from faculty or staff in a timely manner.
- 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 both students and members of the faculty and staff.

- 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 reflect 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 by the end of the spring or summer semester or have completed the necessary course credit requirements 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, please 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 "X500"). 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 is active as long as you remain active as a student. The Office of Information Technology posts information on their website about end of life account policies. Please see https://z.umn.edu/5law. 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, and good opportunities, 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.

Duo Security

The University of Minnesota is taking meaningful action to help students, faculty, and staff safeguard themselves against cybercrime. Duo Security, or two-factor authentication, is required at the University of Minnesota Sign-in page. The Sign-in page is the University's gateway to applications such as MyU, Gmail, Calendars, Docs, Canvas, and many other programs.

Enroll Now:

- Visit my-account.umn.edu and choose Password Management from the self-service menu on the left.
- Select reset your UMN password. Follow the instructions on the page.
- As soon as you've reset your password, you will be guided through the Duo enrollment process.

If you use Duo Security to sign in to University applications, you are strongly encouraged to set up back-up devices in Duo Security so that you are prepared in the event that your primary Duo device is unavailable. Learn about back up devices at it.umn.edu/duo-use-backup-device.

As a Duo user, it is your responsibility to come prepared to sign in to applications necessary for class activities, including exams and quizzes. If you are unable to sign in, you may lose points for the class activity. Failure to bring your Duo device or a back-up is not an excused absence or a valid reason for make-up work.

Learn more about Duo Security at https://z.umn.edu/5ktd.

One Stop   **onestop.umn.edu**

One Stop Student Services is a resource for how things work at the University. One Stop 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 also 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 services to students, no appointments necessary. You can also get your questions answered by calling or emailing One Stop. One Stop Counselors are 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 can contact One Stop or visit the One Stop website to 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 is 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 can give you access to campus buildings and different accounts based on your role or 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
- Department/College Printing
- TCF U Card Checking Account (Optional)

Additional services with your U Card

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

- Health Sciences resource hub, https://health.umn.edu.

- Zoom is used for remote meetings and academic instruction. To learn more about zoom function and usage visit https://z.umn.edu/5lb2.

2.3 CAMPUS SERVICES

Parking and Transportation   **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 Bank, 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 7:00 AM to midnight, Friday from 7:00 AM. to 10:00 PM. (Service is not available on weekends or official University holidays). Call (612) 626-PARK for any motorist assistance needs.

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   **housing.umn.edu & ocl.umn.edu**

The University's Office of Housing & Residential Life is the best resource for finding housing on or near campus. Additionally, Off-Campus Living provides a variety of services and programs intended to meet the practical, social and advocacy needs of students living off campus.

Maps   **campusmaps.umn.edu**

Find the way to any University building.

Digital Signage

The School of Public Health has two different digital signs that provide information specific to the public health students. These can be found on the third floor of the Mayo building near the Dean's office in Mayo A-302 and the third floor of the West Bank Office Building (WBOB).

Dining   **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 admitted to a degree program and 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 criteria are automatically enrolled in the University-sponsored Student Health Benefit Plan (SHBP). The Student Health Benefit Plan 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. Please contact the Office of Student Health Benefits to determine your exact eligibility status.

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.

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 and must meet J-1 U.S. Federal regulation requirements.

Long Term Care Disability Insurance Fee   **shb.umn.edu**

Health Sciences students, which includes the School of Public Health, enrolled in a qualifying Health Sciences 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 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   Phone: (612) 624-0627 or 1 (800) 232-9017
University of Minnesota   Fax: (612) 626-5183 or 1 (800) 624-9881
410 Church Street S.E., N323   E-mail: umshbo@umn.edu
Minneapolis, MN 55455   www.shb.umn.edu

Boynton Health   **boynton.umn.edu**

Located on the University of Minnesota Twin Cities campus, Boynton Health (BH) is a primary healthcare clinic serving University students, staff, and faculty. BH 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
- Health promotions such as flu shots and nutrition services

Student Mental Health Resources   **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. 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   **umn.edu/aurora**

The Aurora Center for Advocacy and Education provides crisis intervention and advocacy services to victims and 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   **lacspaces.umn.edu**

Spaces are available on campus offering private and comfortable rooms that are designed specifically for nursing mothers to pump and store breast milk. If you have questions and concerns about lactation spaces or resources, please contact Susan Warfield at warfi002@umn.edu.

Recreation & Wellness Center   **recwell.umn.edu**

The University Recreation and Wellness Center, commonly referred to as the RecWell, is a free resource for all students. 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 activities:

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

2.5 DIVERSITY

The University of Minnesota 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 a person's attributes as well as their intersections.

The Associate Director of Equity, and Inclusion, Lauren Eldridge, works with students, staff, faculty, and community members to advance equity and diversity within the SPH. Her office is in A395-3 Mayo Memorial Building and she can be contacted at leldridg@umn.edu or at (612) 624-9970.

For more information please visit:

- University policy on Equity & Diversity: https://z.umn.edu/5ktj
- Office for Equity and Diversity: https://diversity.umn.edu/
- SPH info and resources for Diversity & Inclusion: 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   **diversity.umn.edu/disability**

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

Disability Resource Center promotes access and equity for students with disabilities (e.g., physical, learning, psychiatric, sensory or systemic) and assists the University in achieving its mission to provide optimal educational opportunities for all students as well as obligations under federal and state statutes. Students are responsible for contacting Disability Services for more information or to arrange accommodations.

Graduate School Diversity Office   **grad.umn.edu/diversity**

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

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 The Graduate School and works with other units connected to diversity and multiculturalism.

The Gender and Sexuality Center for Queer and Trans Life   gsc.umn.edu

Location: 46 Appleby Hall, 128 Pleasant Street SE (East Bank)
Phone: (612) 625-0537

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   isss.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   mcae.umn.edu

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   eoaa.umn.edu

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   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   **womenscenter.umn.edu**

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 alumni 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.

Bias Response & Referral Network   **bias-response.umn.edu**

The Bias Response and Referral Network (BRRN) responds to reports of bias incidents on the Twin Cities campus. The BRRN's goal is to contribute to a campus climate that is welcoming, inclusive, and respectful for all. The BRRN provides support resources to impacted parties, promotes education and dialogue, and affirms the University's commitment to equity and diversity, free speech, and academic freedom.

2.6 ACADEMIC RESOURCES

University Libraries   **hsl.lib.umn.edu/biomed**

The Bio-Medical Library is located in Diehl Hall and 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   **bookstores.umn.edu**

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

Center for Educational Innovation   **cei.umn.edu**

The Center for Educational Innovation (CEI) was created in 2014 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, they help students develop productive writing habits and revision strategies. Assistance can be found via 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 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. You can contact Technology Help for assistance even if you are not yet on campus.

IT@umn.edu can help you initiate and manage your student internet account, get connected to Wi-Fi 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 University.

2.7   CAMPUS SAFETY

U of M Police Department   **publicsafety.umn.edu**

The University of Minnesota has a full-service police department; in the event of an emergency dial 9-1-1.

University Security   **publicsafety.umn.edu/home/security**

University Security offers a walking and 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 trained security personnel, please call (612) 624-WALK (9255) shortly before the desired departure time and walk safe.

Safe-U Emergency Notification   **safe-campus.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 as well.

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 project an alert tone and vocal instructions in the event of a campus emergency.

2.8   ADDITIONAL RESOURCES

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

Copies/Fax Machines   **printing.umn.edu**
A University Copy Center is located in Mayo D104 as well as other locations throughout the University.

Student Legal Service   **sls.umn.edu**
University Student Legal Service (USLS) provides legal representation and legal advice to eligible students on the Twin Cities campus.

3.   REGISTRATION

3.1   FULL-TIME STATUS

All SPH students need to register for at least six credits in fall and spring semester to be considered full-time. In the summer, MHA and MPH students must be registered for six credits to be considered full-time and three 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 One Stop 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. Please 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 the 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 academic advisor, 4000-level courses may also be applied toward a 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 Internet ID (x.500) 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 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 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 agree 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, and 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 = achievement that is significantly above the level necessary to meet course requirements.
B	3.000	
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 not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).

- 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.

Grade Point Average

Students must achieve a grade point average of no less than 3.0 (B) across their entire program to receive the graduate or professional degree.

SPH Incomplete Policy

The maximum time allowed for a student to fulfill incomplete course requirements is one year or as specified on the incomplete contract, agreed upon by the instructor and student. Students who fail to meet incomplete contract deadlines as determined by instructor and student will receive a grade of F or N (depending on grade option) to be entered by the SPH Student Services Center. Instructors are notified via email that an F or N was submitted due to failure in meeting the incomplete contract deadline.

Students can initiate an electronic Incomplete Contract form using the SPH Grades portal found here: https://publichealth.ahc.umn.edu/sphgrades/.

The information needed for each contract is:

- Student ID
- Course number
- Course section
- Instructor name

- Reason for the Incomplete Contract
- Outstanding Assignments
- Deadline

Graduating students who, in consultation with their academic advisor and course instructor, determine not to finish course requirements may request that the incomplete permanently remain on their official transcript (if the course is not required for graduation).

Graduate Planning and Audit System (GPAS)

The Graduate Planning & Audit System (GPAS) allows graduate and professional students to plan future coursework and view student degree progress. You only need to add coursework that you plan on taking because the audit (advisement report) will already track completed coursework and requirements. If you want to add or remove a graduate minor, you will need to submit a separate form.

GPAS allows Program Coordinators, Program Directors, and Director of Graduate Studies to approve students' coursework plans electronically.

Students will work closely with their academic programs to complete and submit GPAS for review and approval. onestop.umn.edu/academics/gpas.

Probation

At the end of the semester, the Director of Academic and 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 the Director of Academic and Student Affairs, to be approved and signed by the Associate Dean of Education & Student Engagement. 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 Associate Dean.

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

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.

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 Requirement and Exceptions

Students are required to register for at least two semesters and 20 credits in the School of Public Health.

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.

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.

Time Frame for Degree

The maximum time allowed by the School of Public Health completion for a *master's degree is eight years*. The eight-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 a shorter amount of time depending upon the program requirements.

The maximum time allowed by the School of Public Health and the Graduate School for a *doctoral degree is eight years*. The eight-year period begins with the first term of enrollment after admission to a degree program within the School of Public Health.

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 through the U of M Office of Measurement Services called Explorance Blue http://srt.umn.edu/blue. The system will send email notifications to students when they can access and complete their course evaluations. All students will have access to their final grades through OneStop two weeks after the last day of the semester.

Note: Responses will remain anonymous and will not be released to the course instructor until after final grades have been submitted. This is a 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 of Education. 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.

MPH and MHA 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 of Education 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.

MS and PhD students must contact their program coordinator for detailed information on transferring coursework.

3.5 EQUIVALENCY EXAM AND INFORMATION

Equivalency Exams

MPH students must satisfy competency requirements in the seven core areas of public health: administration, behavioral science, biostatistics, environmental health, epidemiology, ethics, and foundations. Courses designated as

part of the public health core can only be taken for a letter grade (A-F). Students are required to achieve no less than a B- grade in each course taken on an A-F basis. Students may retake public health core courses with the exact same numbered course only once.

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. Students who do not pass the exam(s) are required to take the appropriate core course area to satisfy the competency 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)
PubH 6050 Community Health Theory and Practice I [CHE students only] (3 cr)
PubH 6914 Community Nutrition Intervention [PubH Nutr students only] (3 cr)

Biostatistics
PubH 6414 Biostatistical Literacy **(3 cr)** [Fall 2018 and beyond] **AND** a programming class from the following list [students must check with their program advisor or coordinator to ensure they are taking the correct required programming course]

PubH 6107 Excel and Access in Public Health Settings (1 cr)
PubH 6123 Violence Prevention and Control: Theory, Research and Application (2 cr)
PubH 6325 Data Processing with PC-SAS (1 cr)
PubH 6420 Introduction to SAS Programming (1 cr)
PubH 6470 SAS Procedures and Data Analysis (3 cr)
PubH 6755 Planning and Budgeting for Public Health (2 cr)
PubH 6813 Managing Electronic Health Information (2 cr)
PubH 6845 Using Demographic Data for Policy Analysis (3 cr)
PubH 7200 Fundamentals Exploring and Visualizing Data in R (1 cr)
PubH 7461 Exploring and Visualizing Data in R (2 cr)

OR
PubH 6450 Biostatistics I (4 cr)

Environmental Health
PubH 6102 Issues in Environmental and Occupational Health (2 cr)

Epidemiology
PubH 6320 Fundamentals of Epidemiology (3 cr)
OR
PubH 6341 Epidemiologic Methods I (3 cr)

Ethics
PubH 6741 Ethics in Public Health: Professional Practice and Policy (1 cr)

Foundations
PubH 6250 Foundations of Public Health (2 cr) – equivalency exam not available

Equivalency examinations are given at least twice each year (January and August). Equivalency exams satisfy competency requirements for the following core courses only:

PubH 6020 Fundamentals of Social and Behavioral Science

Contact: Toben Nelson at tfnelson@umn.edu

Number of questions on exam	4

Type of questions	Essay
Open or closed book	Open

PubH 6751 Principles of Management in Health Services Organizations

Contact: Jim Begun at 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: Matt Simcik at msimcik@umn.edu

Number of questions on exam	1
Type of questions	Systems Map
Open or closed book	Open

PubH 6320 Fundamentals of Epidemiology

Contact: Rachel Widome at 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 at 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 at 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 MY U

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

The My Finances tab allows you to 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 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/Program Specific Awards and Traineeships, Division-related donor scholarships, Dean's Scholarship	Your Program Coordinator	
Medical 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. 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 at 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 students 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 SPH 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.
- Contact a Program Coordinator, Program Director, 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/sources/definitions.html. Students should be careful to properly attribute and cite others' work in their writing. For guidelines for correctly citing sources, go to https://www.lib.umn.edu/howto/citationguides.

The Associate Dean of Education & Student Engagement 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:

1. 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.

2. 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.

3. The University is dedicated to responsible stewardship of its resources and to protecting its property and resources from theft, damage, destruction, or misuse.

4. The University supports and is guided by state and federal law while also setting its own standards of conduct for its academic community.

5. The University is dedicated to the rational and orderly resolution of conflict.

6. 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.

7. 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:

- Scholastic Dishonesty
- Disruption of the Academic Environment
- Falsification
- Refusal to Identify and Comply
- Attempt to Injure or Defraud
- Harm to Person
- Bullying
- Sexual Misconduct
- Disorderly Conduct
- Illegal or Unauthorized Possession or Use of Weapons
- Illegal or Unauthorized Possession or Use of Drugs or Alcohol

- Providing Alcohol to Minors
- Unauthorized Use of University Facilities or Services
- Theft, Property Damage, or Vandalism
- Unauthorized Access
- Disruptive Behavior
- Hazing
- Rioting
- Violation of University Rules
- Violation of Local, State, or Federal Laws or Ordinances
- 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 of Education.

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 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 released every 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. Elizabeth Wattenberg, Associate Dean of Education at watte004@umn.edu.

The School of Public Health is committed to ensuring that all of our students experience high-quality instruction, and a positive and supportive environment in which to work and learn.

If you have a concern about your academic experience (e.g., grading, advising, instructional) and/or you believe a member of the University community has violated an official University rule, policy and/or established practice, please refer to the University's Board of Regents policy and related informal and formal resolution processes.

The University's process encourages efforts to address concerns at the local level whenever possible. For assistance, students may contact the SPH Student Services staff or the SPH associate dean for education; for a confidential consultation, students may contact the Student Conflict Resolution Center (SCRC).

For discrimination, harassment, or sexual violence complaints the appropriate unit to contact is the Equal Opportunity and Affirmative Action Office.

The University provides resources as well. Report incidents of bias, discrimination, or harassment to the University Office of Equal Opportunity and Affirmative Action at eoaa.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 sos.umn.edu.

Bias Grievance Process

Purpose: The School of Public Health strives to value and respect all that our students bring to the SPH community. However, events or conflicts may occur both 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 Associate Director of Diversity, Equity, and Inclusion.

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 Associate Director of Diversity, Equity and Inclusion (DEI) can serve as this point of discussion and referral.

Process: Below is a 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 Associate Directorof DEI, or another SPH administrator, will meet with the aggrieved student to collect information regarding an incident or issue.
2. The Associate Director 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). The Associate Director 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 Associate Director will consult back with students 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 Associate Director 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 training, and act with the highest honor towards all private information.

For further information, go to https://www.healthprivacy.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 isss.umn.edu.

International Student Preparation Course

The International Student Preparation Course 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 International Student Preparation Course at least one week before their Immigration Check-In. More information can be found by visiting https://isss.umn.edu/new/online.html.

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 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 isss.umn.edu.

Academic Status

International students must maintain full-time status. MPH students must register for at least six 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 ten days of a change of address to maintain their legal immigration status. For more information go to isss.umn.edu/INSGen/address.html.

5.6 COMPLIANCE

Immunizations   **boynton.umn.edu/immunization-requirement**

According to OSHA regulations, CDC guidelines, and University of Minnesota policy, Health Sciences 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, 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 at boynton.umn.edu/immunization-requirement. You can also stop by Boynton Health to schedule services, click here for more information 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 Health Sciences, 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 or Applied Practice 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, email sph-ask@umn.edu, or go to A-395 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 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 Health Sciences 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, clerkship, or practicum experiences. This is a University of Minnesota Health Sciences requirement. A school/program or site may ask a student for proof of health insurance while participating in their AP, clerkship, or practicum experience. If the student cannot provide proof of health insurance, indicating they are not in compliance with this requirement, they will be pulled from the experience.

The complete policy can be found on the Health Sciences Education website.

6. GROUPS, ASSOCIATIONS AND SOCIETIES

6.1 STUDENT GROUPS

School of Public Health Student Senate   sph.umn.edu/current/senate/

The Student Senate is composed of graduate students from within the School of Public Health: it strives to serve as a representative body for students in SPH. The Student Senate provides a voice for students and allows them to get involved in university 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   gopherlink.umn.edu/organization/PSG

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)   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)   chip.umn.edu/

The Center for Health Interdisciplinary Programs (CHIP) is a department of the Office of Education in the Health Sciences Senior Vice President's Office. The CHIP Student Center serves all Health Sciences students. CHIP exists to foster interdisciplinary relationships and teamwork between Health Sciences students. CHIP provides educational, leadership, and service opportunities for students.

Minnesota International Student Association (MISA)   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 three 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 900 student groups on campus 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   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   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   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   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   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.

Commission on Accreditation of Healthcare Management Education   cahme.org

The Commission on Accreditation of Healthcare Management Education (CAHME) is 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   **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   **nih.gov**

Originally 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   **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   **https://www.sph.umn.edu/alumni/sph-alumni-society/**

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   **sph.umn.edu/alumni/mha/**

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.

7. PUBLIC HEALTH ADMINISTRATION & POLICY MPH DEGREE

7.1 MISSION AND PROGRAM OBJECTIVES

The Public Health Administration & Policy (PHAP) program focuses on managing organizations and influencing policy to improve population health. The program is targeted toward students interested in working with government agencies, nonprofits, or private health care organizations that seek to advance public and population health.

This program prepares students to:

- Lead, manage and evaluate population health programs and agencies.

- Design and implement research to guide evidence-based decision-making.

- Evaluate and inform public policy that impacts population health.

The PHAP program's core competencies are as follows:

- Display theoretical and practical knowledge of history and principles of delivery systems relevant to public health policy and administration.

    o Describe the historical development and underlying values of public health

- Identify the main components and issues of the organization, financing and delivery of health services and public health systems

- Understand the roles and functions of organizations that work together to achieve public health goals

- Understand the role of health systems in improving health outcomes

- Identity major gaps in access to health care and the reasons for these gaps

- Identify sources of disparities between social and cultural groups in public health outcomes

- Demonstrate leadership skills for building partnerships

- Manage and lead public health organizations or systems.

  - Apply quality and performance improvement concepts to address organizational performance issues

  - Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives

  - Apply systems thinking for resolving organizational problem

  - Identify the competencies of effective public health leaders

  - Develop and communicate a statement of missions/vision/values for an organization

  - Demonstrate leadership skills for building partnerships.

  - Identify own leadership strengths and weaknesses

  - Acquire ability to develop business plan and budget for public health programing

  - Communicate to diverse audience issues related to health management and policy

  - Apply principles of strategic planning and marketing to public health

- Conceptualize and design research of high quality and scientific integrity.

  - Develop skills in ethical analysis and understanding of public health research ethics

  - Apply research principles to understanding health policy problems and policy issues

  - Formulate and solve a decision analysis problem

  - Understand the principles of cost-effectiveness analysis

  - Become familiar with the calculation and interpretation of a variety of measures of public health care disparities

  - Understand and plan an evaluation study

  - Apply evidence-based scientific knowledge to decision making in public health

  - Understand strengths and weaknesses of existing public data sources for public health research

  - Understand the role of communities in research and the production of knowledge

  - Evaluate and use quantitative and qualitative data to address public health problems

- Communication Skills

  - Consider the health literacy of populations that the organization/program/service in

  - Ensure that a variety of communication approaches are used to communicate public/population health information

  - Apply communication strategies (e.g. conflict resolution, active listening etc.) in interactions with groups and individuals

  - Linguistic and cultural proficiency in all written and oral communication

7.2 MASTER OF PUBLIC HEALTH GRADUATION REQUIREMENTS

Coursework and Credits

Public Health Administration and Policy Standard Program —44 credits

Public Health Core Area Requirements

In addition to a public health foundations course, students working towards an MPH degree must satisfy competency requirements in the seven core areas of public health – public health foundations, administration, behavioral science, biostatistics, environmental health, epidemiology, and ethics.

Refer to section 3.5 for SPH core course and equivalency exam information.

Core PHAP Courses

Students must complete the required PHAP core:

PubH 6724 The Health Care System and Public Health (3 cr)

PubH 6727 Leadership and Managing Change (2 cr)

PubH 6735 Introduction to Public Health Policy (3 cr)

PubH 6755 Planning and Budgeting (2 cr)

PubH 6806 Introduction to Public Health Research (2 cr)

PubH 7784 Master's Project Seminar (2 cr, total)

PubH 7794 Master's Project (2 cr)

A student can substitute a required PHAP core course by transferring credits from a graduate level course, with a grade of B- or better, at an accredited university or college that meets the educational objectives of the course for which it is substituted. Students must provide a syllabus of the course at the time they took it and an official transcript to the program coordinator. The program director makes the final determination if the course can be substituted. All student requests that depart from the degree curriculum requirements outlined in this Guidebook must be submitted via the Academic Policy Petition form. The Petition form can be found at https://onestop.umn.edu/sites/onestop.umn.edu/files/forms/otr172_0.pdf.

Refer to section 3.4 for the course credit transfer policy.

Courses designated as part of the PHAP core must be taken for a letter grade (A-F). Students will be required to achieve no less than a B- grade in required MPH and PHAP core courses.

Elective Credits

In addition to MPH and PHAP core courses, PHAP MPH students take 10-11 elective credits. Electives must be graduate level coursework (5000 or above in the UMN class registration system). Students may fulfill elective requirements from courses taken in other graduate or professional schools at UMN (such as the UMN Carlson School of Management or Humphrey School of Public Affairs). Students planning to take elective courses outside of SPH should confer with the PHAP program coordinator to confirm that the course satisfies elective requirements.

A student may seek transfer credits required to complete the MPH degree (including MPH and PHAP core courses, as outlined above). Courses approved for elective credit 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.

Degree Clearance

MPH students are required to complete an Application for Degree form online at the MyU website under the "Academics" tab. You must submit the application for degree by the first day of the month in which you intend to graduate (for example, by January 1st for a January graduation). In addition to applying to graduate, students must submit their GPAS Plan in MyU once they have registered for their final semester of classes. Both of these steps are required in order for the PHAP Program Coordinator and SPH to clear students.

7.3 APPLIED PRACTICE EXPERIENCE (AP)

The Applied Practice Experience (AP) is a cornerstone of the MPH degree. It's an opportunity to see what really happens in public and population health agencies and organizations, a chance to apply knowledge and skills learned in course work, to learn new skills, to network, and to test professional paths.

Requirements for the AP

Students must:

- Identify a preceptor at the AP site. Work with that person to identify activities and products
- Create an AP Learning Agreement
- Register for PubH 7796 in the semester in which they will do their AP

- Complete at least 90 hours in the AP
- Evaluate the experience after it is complete
- Submit two products to the school via the AP module

AP time requirements

Students must spend a total of 90 hours engaged in the AP; it's okay to spend more time. APs can be done on a full-time or part-time basis. For example, a student can work full time for 3 weeks, part-time for 6 to 8 weeks, or a few hours a week for a year. The best time for traditional PHAP students to do their AP is during the summer between first and second year.

What does not count as an AP

An AP is not a research project. Students do not need to collect/analyze data. However, the preceptor may ask the student to collect or analyze data as part of evaluating a program, conducting an internal quality improvement assessment, or analyzing the incidence of disease. This type of collecting data is not considered research: it does not result in generalizable knowledge, and is not published in a form broadly available to the public.

If the AP contains a human subject research component, the project must get IRB approval before it starts.

Working with a faculty member on a research project (e.g., data analysis, data entry, manuscript writing) contained within the university is not an AP. Part of the purpose of the AP is to get students to leave the academic setting. However, projects in university-affiliated settings are okay if they are primarily focused on community engagement, typically with external partners. University health promotion or wellness centers may also be appropriate sites.

Working on a clinical project or in a clinical setting in a healthcare organization is not considered a public health AP. However, working in a health care organization on a community health assessment, in a hospital epidemiology program, or in another setting that applies the principles of population health may be an acceptable AP.

Working as a clinician (doctor, nurse, dentist, veterinarian, physical therapist, pharmacist, etc.) does not count as an AP, even if the work is done in a non-traditional or resource-poor (e.g., in a volunteer clinic or on a mission trip) setting.

Exploring AP Opportunities

APs for PHAP students should have a "PHAP" orientation: policy and management. Students should think about their professional goals, their strengths, and interests in identifying potential sites for Aps (Appendix C). The AP is a chance to try something completely new, to test a professional interest, to learn new skills, and to make new professional contacts. An important consideration of the AP is the choice of organization; students should work to identify an agency that complements career goals, interests and abilities. The experience can provide a foundation for future employment and resume building. On the AP Information Page, https://www.sph.umn.edu/current/applied-practice/students/ read the section on Find an Applied Practice Site.

Think about guest speakers and topics you have encountered in your courses. What did you want to learn more about? Who were you inspired by?

Other potential opportunities are shown on the SPH Job Posting System. In addition, the PHAP coordinators will forward opportunities they become aware of.

APs at a student's current worksite

APs can be completed at the student's place of current employment, but the work should be fundamentally separate from his or her regular work. The student should aim to acquire new skills, experience different parts of the organization, and/or contribute in new ways.

International APs

There are lots of opportunities for international APs, but they require a little more planning, and may cost more money. Students exploring international AP opportunities need to begin the process at least six to eight weeks before departure, and need to be aware of requirements specific to international travel. Unique opportunities, like working at the WHO, require even more planning: students who'd like to try to work at the WHO should start contacting potential site preceptors there in the fall of their first year.

The Learning Agreement online application has a specific section to address questions relevant to international APs. University policy requires that all students participating in University-related international education provide a 24/7 emergency contact at the university. That person is usually the PHAP director for PHAP students. There are other training and documentation expectations for students doing international APs. Information is available in the AP Module.

The University also offers the Judd Fellowship to support international APs: http://global.umn.edu/funding/judd.

AP Site Preceptor

The preceptor is a person at the AP site who supervises the student's work. A current PHAP student can't be the preceptor for another student. Appendix D includes a letter for a student to give to a potential preceptor if the person has questions about roles and responsibilities.

Identifying the competencies to address during the AP

Students will identify 3 foundational and 2 program competencies (Appendix B) to achieve during the AP. A Competency Assessment Tool (CAT) will be provided to help students assess the competencies that they should fulfill during their AP.

Creating an AP learning agreement

All students must complete an AP learning agreement (LA) in the school's AP Module prior to beginning the experience. The online LA asks students to identify a site preceptor, goals, learning objectives, and activities. Examples of learning objectives and activities are included in Appendix E.

- What is the goal for the AP?
    - Include one to two sentences as to what the experience will include (goals of the experience), what the end result is for the experience, who will you be working with and what city/community/population you will be working with.
- Learning and Professional Development Objectives.
    - List at least 3 objectives, written in one sentence statements, as to what you will accomplish [skills, professional network development, knowledge] during the experience.
- Outline activities intended to be used to accomplish the above stated objectives.
    - List an activity for each objective.

Important note: Dr. Wurtz—not your Academic Advisor—is the Faculty Advisor for all APs.

The LA should be reviewed with and approved by the PHAP coordinator prior to the student submitting it in the AP Module. The LA will be automatically be sent to the site preceptor for his/her review and approval, and to the PHAP program director (Dr. Wurtz) for her review/approval, and then finally to the PHAP coordinator.

Registering for PubH 7796

Once the LA has been signed, the PHAP Coordinator will send the student an email with a permission number to register. Students register for the AP in the semester in which they start the work. For most PHAP students, this is summer semester between 1st and 2nd year. Students should register for 2 credits (in the PHAP section) and opt for an S/N grading basis (the AP is judged on a satisfactory/unsatisfactory basis). If you don't complete the work in that semester, you will receive a "K" (placeholder) grade until the work is complete.

Getting paid and scholarships

A student may be paid for an AP but that is the exception rather than the rule.

The SPH and other organizations may provide funding to support an AP (e.g., for travel to a distant site, or a stipend for living expenses); however, these funds are very limited and mostly focused on international APs (see above under International APs).

Background checks

Minnesota law requires certain facilities to submit paperwork for a criminal background check for all personnel with direct unsupervised (outside the hearing or vision of a supervisor at the facility) client contact. If you are placed in such a facility, you may be asked by the institution to submit paperwork, or the institution may require that you have this check facilitated by the School of Public Health. Facilities covered by this law are hospitals, boarding care homes, outpatient surgical centers, nursing homes, home care agencies, residential care homes, and board/lodging establishments providing health supervision services.

If a background check is required, the SPH Student Services Center can arrange to have the background check performed. Call them at 612/626-3500, or come to A395 Mayo for assistance.

Behavior at the AP site

Treat the AP as a job—show up on time, ready to contribute. Learn from the people and surroundings. Do more than your share. The AP should benefit both the student and the site. Be flexible and respectful. The preceptor works with the student in addition to his/her daily responsibilities. Be respectful of his/her time.

Wear clothes that are appropriate to the worksite. This may mean ties for men, no jeans, no open-toed shoes.

AP Products

AP products are created to benefit the practice site. The products are also used document the student's achievement of competencies. Students should work with their preceptor and other personnel at the site to identify two products to complete during their time at the site. Examples of products include:

- Policy brief or analysis

- Literature review or white paper

- Creating a database

- Preparing a document: a training manual, a fact sheet, a brochure, educational/health promotion materials, a FAQ sheet

- Organizing and managing events such as a farmer's market, community meetings, or conference ("product" might include flyers announcing event, after-event assessments)

- Site specific reports or evaluations

- Community health needs assessment

- Evaluation plan

- Guidance document

- Data collection form

- Meeting minutes

- PowerPoint presentation

- Poster presentation

- Curriculum

- Developing a website or adding content to one (the "product" might consist of url and screen shots)

- Evaluation templates

- Prioritization or opportunity grid

- Preparing (or working on) a grant proposal or budget or a budget report

- Fundraising strategic plan

- Preparing and/or administering a survey or questionnaire

- Communication campaigns ("product" might consist of campaign plan, newsletters, examples of tweets or blog posts, flyers, etc.)

- IRB proposal (for community-based research project)

- If asked to assess a specific product, event, organization, etc., even an email report would count as a "product"

- Participating in gathering information from focus groups, key informant interviews

- Photographic essay

- Developing or administering a survey

Because certain activities (e.g., developing a database, participating in focus groups, facilitating meetings) don't translate well into "products" and because some agencies/organizations may not want you to share a sensitive document (e.g., surveillance data, a SWOT analysis, etc.), you may have to record your work in one or more journal entries or summary documents which become your work "product."

Journal entries should include the site, the date(s) of the activity(ies), a name/title/brief description of the activity(ies) (e.g., "prepared database," or "facilitated community organizing meeting"), and a brief description of the activity(ies), and the competency(ies) demonstrated by the activity(ies) and how the student met the competency The overall description should be between 200 and 350 words long. If journal entries are being used in lieu of "products," the student must create two separate journal entries for the two separate products. Reflection papers are not acceptable products.

Naturally, since you are only producing two "products" and you are supposed to demonstrate five competencies, each product can demonstrate more than one competency.

When the student has completed the AP, he/she/they will submit the products via the AP Module to the school.

Student and preceptor evaluations and final grade

When the AP is complete, the student will be asked to review the site and preceptor, using an online form. The student's completed review of the site and preceptor will be viewable by the student, PHAP faculty advisor, and PHAP coordinator. The preceptor does not have to grade the products or submit a grade for the student.

Similarly, the preceptor will be asked to review the student, using an online form. This review will be viewable by the student, preceptor, PHAP faculty advisor, and PHAP coordinator.

Grading the AP

Once the preceptor and the student have completed evaluations, the AP faculty advisor (the PHAP director in most cases), will enter a grade of Satisfactory or Unsatisfactory based on the preceptor's evaluation for the semester in which the student has registered for the AP.

When you're done with your AP

Please send a thank you note to your preceptor. We depend on your preceptors and sites for the next group of students.

Timeline for Students who Plan to Complete the AP in the summer between 1st and 2nd Year

1. Late January/early February: Attend the PHAP AP information meeting in late January/early February.
2. February/March: Start thinking about skills you'd like to develop and professional interests you'd like to explore. This may include meeting with the PHAP Coordinator to discuss professional goals and identify potential sites.
3. March/April: Meet with potential site preceptors to discuss objectives and activities.
4. April: Once a student has identified a site and a preceptor, the student drafts the Learning Agreement and the PHAP coordinator reviews and approves.
5. April/May: Submit the Learning Agreement through the AP Module.
6. May: Register for the AP Credits.
7. Summer: Complete the AP.
8. After the last day listed on your AP Agreement, you and your preceptor will automatically receive an email to remind you to complete an evaluation.
9. Submit your "products" to the AP Module.
10. Send a thank you note to your preceptor.

Frequently Asked Questions

- Who has to do an Applied Practice Experience?

All MPH students must do an applied practice experience.

- What do I do if conflicts develop at the AP site?

If any disagreements occur at the AP site (for example, the preceptor feels that the student is not participating in expected activities, or the student feels that he/she is not doing meaningful work), the student and the preceptor should try to resolve the disagreement. If you'd like to do more work, or more complex work, talk to your supervisor. If disagreement persists, they should contact the PHAP director.

- How do the AP and the Master's Project relate to one another?

The AP can serve as inspiration for the Master's Project (MP): the student can return to the AP site to do the MP, or do a project that would benefit the AP site, or analyze data developed during the AP. The student can also do a master's project completely unrelated to the AP.

7.4 MASTER'S PROJECT (INTEGRATED LEARNING EXPERIENCE OR ILE)

All PHAP students must complete a master's project.

Purpose of the master's project

According to the Council on Education in Public Health (CEPH), UMN SPH's accrediting body, master of public health (MPH) students must complete "an integrative learning experience (ILE) that demonstrates synthesis of foundational and concentration competencies. Students in consultation with faculty select foundational and concentration-specific competencies appropriate to the student's educational and professional goals." (From the Accreditation Criteria for Schools of Public Health, Amended June 2016)

According to CEPH, the ILE "may take many forms, such as a practice-based project, essay-based comprehensive exam, capstone course, integrative seminar, etc." The PHAP program requires an integrative learning experience that takes the first of these forms, a practice-based master's project (MP).

The MP should demonstrate evidence of meeting selected competency(ies). Foundational (see Appendix A) and PHAP program competencies (Appendix B) will be part of the MP evaluation criteria.

MP expectations

MPs vary in their content and scope. But no matter what you decide to do, the project must meet the following expectations

- A high-quality paper and oral presentation. "Ideally, the written product is developed and delivered in a manner that is useful to external stakeholders, such as non-profit or governmental organizations. "(**CEPH**)

- A minimum of 90 hours of work on the project. (experience shows that it usually takes many more hours.)

- Work that is original and contributes something new to the field of public health.

Group projects

Two or more students may work together on a larger scale project, but each student must spend 90 hours. These projects usually have the same advisor. Final products can be combined (e.g., separate chapters of a larger analysis) or independent. For combined products, each student should contribute approximately 20 pages to the final written product. However, for example, the introduction and reference list could be shared. Early in the project, students should meet as a group with the advisor to define shared and separate responsibilities. Students should consider a formal agreement on responsibilities, timelines, etc. There are templates for group agreements on the Canvas site for PubH 7784.

Community-based projects

We encourage students to work with local health departments, other local agencies, non-profits, and community-based organizations on a MP. Students working in this setting will likely have a community-based advisor in addition to their faculty advisor. The student, faculty advisor, and community advisor should work together to develop the proposal and the student's work should be overseen by both the faculty and community advisors. The community advisor would serve as a reader on the student's MP Committee; thus, the committee would consist of the faculty adviser, the community adviser, and one additional reader.

Advice from your peers

Each May, we ask the PHAP students finishing their MPs what they wish they had known when they started their projects. Throughout this guide, we have highlighted their advice in textboxes, such as this one:

> "The Masters Project Seminar is a huge opportunity and if you give it a lot of attention, it's probably one of the best learning tools available."

The MP Seminar (PubH 7784)

How does the MP course relate to the actual MP? The MP course serves as scaffolding for the MP project. Dr. Wurtz and the Teaching Fellows will help you meet some deadlines and assist you with certain elements (e.g., research techniques, IRB application, citation management, paper structure, etc.). However, most of the work on your MP will take place outside of the context of the class. You will get a separate grade for the course and for the MP.

You must enroll in PubH 7784 Master's Project Seminar (1 credit each semester) in both fall and spring semester of your second year. If you plan to complete your master's project in spring semester of second year, you should enroll in PubH 7794 ILE-Master's Project (2 credits) for that semester, but you cannot enroll until you have submitted an approved Master's Project Proposal.

If you meet the milestones as outlined in class you will probably finish your MP without any problems. If you do not meet the milestones, you will probably not finish your MP on time. Meeting the course's milestones is a critical step toward graduating with your MPH on time.

The Role of the Teaching Fellows

Teaching Fellows are PhD candidates in the Division of HPM who have good writing, editing, and research design skills. They serve as TAs for the PubH 7784 MP Seminar, leading small group discussions and grading homework assignments. In addition, they serve as resources for project design, for identifying MP committee members, and for feedback on writing.

Steps to a Successful MP

Although this manual gives a lot of direction and advice, the MP can be summarized in these 16 simple steps.

1. Identify a topic. Steps 1 and *2* are interchangeable.

2. Identify an advisor and reader (your MP committee). Steps 1 and 2 are interchangeable.

3. Write a MP proposal that includes introduction (also called background), public health importance, proposed methods, and timeline.

4. Have your proposal approved by your advisor and readers and submit it to the TFs. The deadline is end of Fall semester but any time before that is okay.

5. If necessary, obtain IRB approval before you begin work.

6. Do "data collection" (the exact nature of step 6 will depend on the nature of your MP).

7. Do "data analysis" (the exact nature of step 7 will depend on the nature of your MP).

8. Write up results. Write discussion and conclusion.

9. Assemble pieces (abstract, introduction, public health importance, methods, results, discussion and conclusion) into a draft of your master's project paper. (Note that the introduction and public health importance will evolve as you work toward the finish.)

10. Provide a first draft to your Teaching Fellow and Advisor.

11. After your Teaching Fellow and Advisor have provided feedback and approval to circulate, give draft to readers for review.

12. Modify paper based on committee feedback (repeat step 11-12 until entire MP Committee approves paper).

13. Submit final, committee-approved electronic .pdf version of paper to the PHAP program coordinator.

14. Give oral presentation.

15. Graduate!

16. Celebrate. (Step 16 can be repeated.)

> **"Pick your project ASAP!"**

Types of MPs

While there are many types of projects that meet the expectations for a MP, they usually fall into one of several categories. In addition to describing the types of projects, examples of courses that teach the skills needed and HPM faculty members who have expertise in that area are listed.

Primary collection of data

Students can design a data collection research project from beginning to end, writing a protocol, collecting and analyzing data, and writing a conclusion. Either quantitative or qualitative data collection is appropriate. This option allows students to learn the research process and be involved in primary research.

However,

- This always takes substantially longer than you expect.

> **Don't get in over your head!**

- If data collection involves human subjects and is not an internal QI project, the student MUST receive Institutional Review Board (IRB) approval before starting the project. See Human Subjects Research and IRB Approval. *Students should refer to section 5.2.* This requires additional time and paperwork, and the student should plan for this additional effort. In addition, if the project is done in the context of another organization or institution with an IRB (such as a healthcare organization or health department), the student will need to obtain that institution/organization's IRB approval also. Finally, data collection almost always takes longer than anticipated due to circumstances often outside the student's control. Have early discussions with instructor, TFs and advisors to assess the MP time line.

Recommended courses

- PubH 6600 Qualitative Methods in Public Health Practice

- PubH 6780 Qualitative Research Methods for Health Services Research

- PubH 6470 SAS Procedures and Data Analysis

- PubH 6810 Survey Research Methods

- PubH 6806 Principles of Public Health Research

Workshops

- Designing and conducting focus groups http://www.sph.umn.edu/academics/ce/courses/focusgroup/
- SAS Institute courses https://it.umn.edu/training-events#SAS

Potential advisors

All of the HPM faculty have expertise in this area.

Secondary analysis of data collected as part of another research project

Students may do a secondary analysis of human subject data that has already been collected; this is far easier, but still gives students the experience of formulating a hypothesis, and organizing, analyzing, and interpreting data. Usually the student finds a research project that has been partially completed, or identifies a new research question to apply to the existing data. Secondary analysis of data collected for another purpose may require an expedited review or waiver by the UMN IRB and the project's home institution or organization's IRB (if the project is being done for a health department or a hospital, for example).

> I wish I had known to talk to professors to find out more about their research interests. They may know about databases or may have contacts you can work with.

Refer to Human Subjects Research and IRB Approval section 5.2.

Recommended courses

- PubH 6806 Principles of Public Health Research

- PubH 6845 Using Demographic Data for Policy Analysis

Potential advisors

All of the HPM faculty have expertise in this area.

Analysis of publicly available population data

Students may analyze publicly available population data (e.g., from IPUMS, NCHS, the census, or other public source); this type of project does not require IRB review but allows the student to formulate a hypothesis and organize, analyze, and interpret data.

Recommended courses

- PubH 6806 Principles of Public Health Research

- PubH 6845 Using Demographic Data for Policy Analysis

Potential advisors

All of the HPM faculty have expertise in this area.

Community health needs assessment or health impact assessment

A community health needs assessment "identifies the gaps between what is and what should be." It is usually done by an agency or organization planning to address those gaps. There are many "how-to" resources, including the Community Tool Box:

https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conducting-needs-assessment-surveys/main

Recommended courses

- PubH 6703 Health Impact Assessment

Potential advisors

Kathleen Call, PhD

Rachel Hardeman, PhD, MPH

Program evaluation

Program evaluation systematically collects and analyzes data (about processes and outcome) of health programs and policies to answer questions about their effectiveness. Again, this is usually done in the context of an agency or organization that wants to assess its effectiveness. This type of project has the added value of being relevant and of value to the agency or organization.

Recommended courses

- PubH 6034 Program Evaluation for Public Health Practice
- PubH 6852 Program Evaluation in Health and Mental Health Settings

Potential advisors

All of the HPM faculty have expertise in this area.

> Working with a community organization on a project can be very difficult at times. Sometimes, their expectations and mine were different. It's best to have clarity upfront.

Critical literature review

Students may do a systematic, comprehensive, integrative review of the published literature in a specific area that is relevant to public health administration and policy. A systematic review is not simply a book report of published literature. Systematic reviews require an explicit and rigorous methodology to identify relevant studies and to summarize and evaluate their data. Students doing a systematic review as a master's project should have a person with systematic review expertise as their project advisor.

Recommended courses

- PubH 6803 Conducting a Systematic Literature Review

Potential advisors

Mary Butler PhD

Policy analysis

Policy analysis systematically examines policy alternatives to a public health issue or problem. Students evaluate the potential for various policies to achieve stated goals and objectives. This option may take several forms, including a case study, policy analysis, historical or ethical inquiry, or others. Students may include qualitative data collection (e.g. focus groups or key informant interviews) or secondary analysis of data as part of their policy analysis.

Recommended courses

- PubH 6735 Intro to Public Health Policy

Potential advisors

All of the HPM faculty have expertise in this area.

Cost effectiveness analysis

Cost-effectiveness analysis evaluates the costs and benefits of specific interventions—usually a new intervention versus existing practice, although several existing practices can also be evaluated.

Recommended courses

- PubH 6862 Cost-Effectiveness Analysis in Health Care

Potential advisors

Eva Enns, PhD

Karen Kuntz, PhD

Peter Huckfeldt, PhD

> "Set deadlines and milestones and then meet the deadlines for the milestones!"

Hannah Neprash, PhD

Continuous quality improvement project

Students may conduct a quality improvement project in a public health agency, health care setting, or community organization using the methods and techniques of quality improvement. Such projects include but are not limited to process mapping, statistical process control, lean and six sigma analysis, and rapid cycle improvement projects

If the student(s) intends to publish or present the research outside of the context of the agency/organization they must obtain IRB approval for the project.

Recommended courses

- PubH 6765 Continuous Quality Improvement: Methods and Techniques

Potential advisors

Jim Begun, PhD

Katie White, EdD

Bjorn Berg, PhD

Business plan

A student may create a structured and analytic business plan for a business that they wish to start. The plan should include a description of the business, its products and services, a market analysis and marketing strategy, and a financial plan.

Recommended courses

- PubH 6755 Planning and Budgeting for Public Health

Potential advisors

Jim Begun, PhD

Katie White, EdD

Other types of projects

Other types of projects will be considered on a project-by-project basis. Other projects include a documentary film or podcast series, a grant application, or organizing a conference and writing up the proceedings.

Master's Project Committee

The MP Committee consists of an advisor and one reader. Below we detail the roles and responsibilities for student, advisor, and reader.

Students should choose their advisors and readers thoughtfully. Faculty members and outside readers will get to know you and your skills, and may serve as professional references in the future.

Each student identifies a MP advisor, who must be a regular member of the School of Public Health (SPH) Division of Health Policy and Management faculty (faculty profiles available at https://directory.sph.umn.edu/division/health-policy-management). Adjunct HPM faculty may be advisors if approved by Dr. Wurtz.

The student should have some ideas about what they'd like to do for a project before meeting with the advisor for the first time. The advisor provides guidance on the choice of topic, points the student to resources that might be helpful, critically reviews the research topic, methods, and conclusions. In many ways, the advisor's role is to push you to do even better than you thought possible.

The advisor is responsible for making sure the MP meets the PHAP program's expectations for quality, rigor, and deadlines. Ideally, the person is a subject matter expert in the student's master's project discipline.

Students working on community-based projects will likely have a community advisor in addition to the faculty advisor. The student, faculty advisor, and community advisor should work together to develop the proposal and the student's work should be overseen by both the faculty and community advisors. The community advisor would serve as a reader on the student's MP Committee; thus, the committee would consist of the faculty adviser, the community adviser, and one additional reader.

> Establish a timeline with your advisor from the beginning, based on the course timeline. This ensures that you have a similar expectation of where you should be with things at various times of the year. I found that I was expected to be much further along for class then where my advisor thought I should be.

The specific responsibilities of the advisor include:

- Helping the student frame the project topic and methods.

- Advising the student on the project proposal.

- Approving the MP proposal before the student submits it to the PHAP program.

- Supervising the student's work on the project, reviewing all work prior to sending to readers.

- With other members of the MP Committee, reading and commenting on drafts of the final project write-up.

- Approving the final version of the write-up before the student presents it and submits it to the PHAP program.

- Attending, if possible, the student's oral presentation in May 2021.

- Grading the student's project.

Readers

In addition to the advisor, each student must find one reader who will read and approve the student's proposal and read and approve the student's MP paper. The reader may be a faculty member from the SPH, from elsewhere in the University, or a community member who is some knowledge in the area of the student's MP topic. Sometimes, there is a "natural" choice for a reader. For example, if you are working with a community organization, invite someone from that organization to be a reader. Current SPH students, even if they are in a position to supervise a student's work at a community organization or program, cannot be readers.

Try to choose a reader whose background and skills complement (rather than duplicate) that of your advisor. For example, if your advisor is not a content expert in your topic, choose at least one reader who is a content expert. If your project requires a particular methodological technique and your advisor does not have this skill, find a methodologist in this area to be a reader.

The specific responsibilities of the reader include

- Helping the student frame the project topic and methods.

- Advising the student on the project proposal.

- Approving the MP proposal before the student submits it to the PHAP program.

- With other members of the MP Committee, reading and commenting on drafts of the final project write-up.

- Approving the final version of the write-up before the student presents it and submits it to the PHAP program.

- Attending, if possible, the student's oral presentation in May 2021.

- The student should send an email to their reader when he/she/they agree to be the reader which outlines the reader's role and responsibility.

Students' obligations to their MP Committee

The MP is the student's project, not the advisor's or the readers' project. The student must own the project and be responsible for acting in a professional manner in the proposal, research, paper preparation, and presentation phases of the project.

> Take ownership of and responsibility for your project.

- Discuss expectations for interaction at one of your initial meetings.

- Show up for appointments.

- Be prepared for appointments. It is always helpful to have an agenda and even better to put it in writing. Be clear about what you want to accomplish and be specific about your needs, e.g. "Today I would like to review my research question and draft outline for my project."

- Communicate clearly. Good and consistent communication leads to a good working relationship and a better MP.

- Consider setting up regular meetings with your advisor using the Google calendar app, with the option to cancel if progress has not been made or the feedback is not necessary at that time.

- Expect multiple drafts. You should make sure to work at least two reviews and revisions into your timeline. Ask committee members how long they need to review drafts and the final paper, and plan your timeline accordingly.

- Ask for help. Don't wait until the last minute. Ultimately, the successful negotiation of the relationships with your advisor and committee members depends upon you. While you have one MP to complete, often your advisor and committee members are involved in their own projects as well as the projects and dissertations of multiple students from various programs. They have competing priorities so use their time judiciously.

Commonly asked questions about advisors

What criteria should I use to pick an advisor?

The most important criteria are that they can offer conceptual and/or methodological expertise in the area of your MP. But also think about working styles. We all have different styles, and you want to find someone whose working style is compatible with your working style. As you meet

> Talk about your problems with the Teaching Fellows, your MP Seminar Instructor, or the PHAP coordinator (depending on the problem) rather than procrastinating.

with faculty, talk openly about working styles.

Good criteria include

- The faculty member is a subject matter or methods expert for the topic.
- The faculty member will be a good professional reference in the future.

Bad criteria include

- The faculty member is nice.
- The faculty member has a reputation for being an easy grader.
- The faculty member has a reputation for not getting too involved.

Does my academic/AP/internship advisor have to be my project advisor?

No. We leave it to the student to choose the best faculty member for this role.

What if I don't feel I know any faculty members or who would be the best fit?

You should start by talking with the MP Seminar instructor and Teaching Fellows to find out who would be a good fit for your interests. The instructor and Teaching Fellows can make introductions and help with the matching process. You may also talk to faculty members (including your academic advisor) you know well about their recommendations for an advisor. HPM faculty are generally interested and willing to work with students who show initiative, come prepared to meetings, and have some generally-defined topic of interest.

How should I go about asking a faculty member to be my advisor?

Start by setting up a meeting to just talk about your interests and possible topic. Go to the meeting prepared. If possible, send the faculty member something about your topic (what are your objectives, what type of methods are you considering and so on). Go to the meeting with specific questions in mind. If you feel that the person is a good match as advisor, ask them if they are willing to take that role and follow-up by setting up another meeting to further discuss expectations.

I met with a faculty member as you suggested, and all they did was to refer me to someone else.

Sometimes the faculty member thinks that his/her knowledge, skills, or working style may not be a good match for you, and their referral is to someone they think would be more appropriate for you. That's OK -- follow-up with the referral. Let the original faculty member know if the referral worked or did not work.

What if I ask a faculty member to be my advisor and they say no?

Don't take it personally. Often it just means that they already have many advisees and do not think they can take on any more. Your next step is to ask the MP Seminar instructor or Teaching Fellows to identify other potential advisors.

I emailed/phoned my advisor for an appointment and they did not respond - what should I do?

Don't take it personally. It does not mean they are not interested in meeting with you. Sometimes it means they are out of the office, at a conference, or has other competing responsibilities with other students, teaching, grant deadlines and research. Sometimes your email simply got buried.

Give the advisor a week. Then email/phone them again asking for a meeting. Email usually works best as a means of communication.

Okay, I followed the advice you gave above, and still my advisor is not responding. What do you suggest NOW?

That must be frustrating! Give it one more try and then go to your MP Seminar instructor. They know both students and faculty need and are often the best at connecting students with faculty.

How long should I expect my advisor to take when I ask them to read a draft of my work?

It depends of course on the length of the draft and what other competing responsibilities your advisor may have. Usually, an advisor will review a short to mid-length document within ten days.

Be direct with your advisor when you send him/her the draft. Ask them how long they need to review it and/or specify a deadline: "please return your feedback to me by next Friday." If you have not heard back from them after the agreed upon time, contact them again with a (friendly!) reminder. Also, make sure to leave enough time for comments on the draft documents and outlines. Don't wait until the last minute. Generally, faculty members are working with multiple students who are trying to meet other deadlines.

Am I allowed to change advisors?

Yes, but be thoughtful with this decision. Ask yourself why you want to change. Again, while you may "like" a faculty member, it might be better for you to stick with someone who has the substantive or methods expertise you need to complete a good Master's Project. The relationships you have with faculty are likely to reflect relationships you will have throughout your career in public health. It is important to learn how to develop working relationships that you can learn and benefit from.

If you want to change early in the process (before your proposal is submitted), the process is pretty easy. Professionally, the best thing to do is to consult with the faculty member you wish to be your new advisor. Tell them why you think they would be an appropriate advisor, tell them that you want to switch, and ask them if they will take on the role. Talk with your original advisor and explain why you want to switch. If you want to switch advisors after you have submitted your proposal, it may be more complicated (but not impossible). You should be aware that switching at a late stage may delay the completion of your project. You will need to re-submit your MP proposal approved by the new advisor.

Can I have more than two readers (in addition to my advisor)?

Yes and no. Often the more people we have reviewing our work, the better it becomes. You might benefit from the relationship with additional experts and professionals. If you feel that more than two committee members are necessary, let your advisor know your reasons. However, each reader adds an additional communication burden and it becomes hard to obtain everyone's approval in a timely way. It's okay to have informal readers who aren't part of the approval process.

Human Subjects Research and IRB Approval

Refer to section 5.2

Any research you conduct as student at the University of Minnesota is 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 still need IRB approval from the University even if approval has been obtained from an external agency or hospital.

> The IRB process takes much more time than you would believe.

Is my project research?

Research is defined as "a systematic investigation designed to contribute to generalizable knowledge." The CDC, in its policy on "Distinguishing Public Health Research from Public Health Non-Research" states:

The major difference between research and non-research lies in the purpose of the activity. The purpose of research is to generate or contribute to generalizable knowledge. The purpose of non-research in public health is to prevent or control disease or injury and improve health, or to improve a public health program or service. (From https://www.cdc.gov/os/integrity/docs/cdc-policy-distinguishing-public-health-research-nonresearch.pdf).

Thus, a continuous quality improvement (CQI) project, even if it collects data—for example, a health department sends out an anonymous survey to determine if citizens are aware of the work that the department does—is not considered "research" because it is not designed to contribute to generalizable knowledge. This kind of project is a fine master's project. However, if the person who conducted the CQI project wants to publish the survey findings in the scientific literature in order to show that many citizens are not aware of the work done by health departments, then the project would be considered research.

Studies that rely on existing publicly available data, such as US Census data, are not required to have IRB approval. Such work is research but does not use individually identifiable data.

The UMN IRB investigators Manual is available here.

Two important forms at the UMN's ETHOS IRB site are

- Form 310 Human Research Determination (although almost all of our projects concern humans).

- Form 312 Exemption Determination Sometimes it's hard to know if a project should be submitted to the IRB. If you're not sure, fill out this form.

A formal IRB submission, even when seeking exemption, is required. Exempt doesn't mean exempt from all review, it means exempt from formal IRB review and oversight.

Other worksheets are available at https://www.research.umn.edu/units/irb/toolkit-library/worksheets.

If you submit an IRB review, you should use the Form 580 Social Template, available at https://www.research.umn.edu/units/irb/toolkit-library/templates. PHAP research is almost always social/behavioral, not clinical/medical. If information requested on the form doesn't apply to your project, simply write in "not applicable."

IRB consultants will come to the MP Seminar in October to answer questions. Please take advantage of this opportunity to seek clarification from an expert.

How do I apply for IRB approval?

If your project needs to be reviewed, the next step is to browse and study the IRB website. http://www.research.umn.edu/irb. Your faculty advisor will be the IRB researcher of record, and you should work closely with him/her/them to draft and submit the IRB application.

For research that is subject to IRB review, you must obtain IRB approval before research begins. Approval may take 2 months or longer. 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, so it is important to plan ahead.

CITI training

Students who apply for IRB review must have completed online CITI training on the protection of human research subjects. To do this, follow the Education and Training tab on the IRB website to CITI training. The course takes about 4 hours to complete. For most public health students, the CITI social science module is suggested. There is no charge, but you will need your UMN X.500 username and password.

Funds for MPs

The PHAP program has a small amount of money for items such as food for focus groups, incentives for subjects (only if really necessary), translation of consent forms, etc. The limit per student is $200. The form **"PHAP Request for Research Funding for Master's Projects"** is on the PubH 7784 Canvas site.

Please fill out the form and submit it to your Teaching Fellow. If the TF approves your funding, you will need to present receipts to the HPM business office in Mayo D305 to be reimbursed. The program is not allowed to hand out funds prior to their being spent.

Master's Project Proposal

Before starting on the master's project, the student must write a master's project proposal and submit it to the student's MP Committee for review. The format of the proposal will depend on the type of project, but in general will include:

1. A statement of the problem (Assignment 2 in the MP Seminar)

2. The public health significance of the problem and project (Assignment 2 in the MP Seminar)

3. The foundational and PHAP competencies that the student expects to demonstrate through this project (Assignment 3 in the MP Seminar)

4. The methods the student will use to assess the problem (Assignment 3 in the MP seminar). The "methods" will depend on the type of project.

5. A timeline for completing the project (Assignment 4 in the MP seminar)

The project proposal should be 3-7 pages long, and will form the basis for the introduction and "methods" sections of the final MP paper.

Once the MP Proposal is approved by the members of the Master's Committee (advisor and reader), it is submitted along with the MP Proposal Form, which is available on PubH 7784 Canvas site, to the student's Teaching Fellow with an email, subject line StudentLastName MP Proposal, copied to advisor(s) and readers, with the text

My advisor, *Name*, and reader, *Name*, have reviewed and approved this proposal.

The TF will provide a copy to the PHAP program coordinator. The Proposal and MP Proposal Form must be submitted to the TF. Once the student has submitted an approved proposal, they will be given a permission number for PubH 7794 ILE-Master's Project for spring semester.

Registering to Receive Credit for the Master's Project

Students must register for "PubH 7784 Master's Project Seminar (PHAP)" each semester of second year (Fall and Spring; for 1 credit each semester) and register for **"PubH 7794 ILE-Master's Project (PHAP)"** once (for two credits) in Spring Semester of second year. You can't register for PubH 7794 until you have submitted an approved Master's Project Proposal.

Help with Statistics

PHAP students are expected to do simple statistical analyses of their MP data. However, we anticipate that they may need some assistance in formatting these analyses and for more complex analysis. If a MP requires sophisticated statistical analysis, the student should seek a MP Advisor or reader with statistical expertise.

The University provides access to online SAS training modules: http://it.umn.edu/list-courses#SAS.

Here are some additional statistical resources:

- Your Teaching Fellow in PubH 7784 can provide some statistical guidance.

- The UMN School of Statistics provides tutors who can give a limited amount of statistical assistance for free. http://stat.umn.edu/people/tutors.html

- PubH 7465 Biostatistics Consulting (a course which meets in Spring Semester) offers statistical consulting for AHC projects. Contact one of the instructors (Kyle Rudser or Ann Brearley) to discuss a consult.

- The School of Statistics runs a Statistical Consulting Clinic, at a cost. If your project has external funding, you should discuss this option with your advisor.

- The UMN Clinical and Translational Science Institute also provides statistical support. The cost varies depending on the level of service.

Mental Health

Spring semester of second year—when your master's project is due, you are trying to complete other courses, and you are looking for a job—can be an unusually stressful time. Monitor your mood, and if you are having serious anxiety or depression, please use the University resources that are there to support you. Please be kind to yourself and be kind to your classmates.

Deliverables

There are two products of the MP: a written paper and an oral presentation.

Written paper

Writing well is one of the most important things to learn in graduate school. Your MP is your opportunity to show what you have learned. Teaching Fellows, advisors, and readers are responsible for giving you feedback on writing. The Center for Writing also provides very valuable feedback, and should be consulted early in the writing process if you need writing assistance: http://writing.umn.edu/

Paragraphs should be well-constructed: a topic sentence, content which addresses the topic sentence, and a "hand off" to the next paragraph.

The paper should be free of spelling and grammatical errors.

The paper must use an established citation style. Unless otherwise suggested by your advisor, you should use APA style. Citation managers are useful in formatting references appropriately.

"Just one rule: Use a citation manager.

The exact length will vary depending on the topic and methodology. Generally, the paper should be about 25 pages, excluding references and tables. Longer is not necessarily better.

Layout specifications

The format should follow approximately this format for research papers.

1. Abstract
2. Introduction
3. Background
4. Public health relevance
5. Methods
6. Results
7. Discussion
8. Conclusion and recommendations

9. References

10. Figures

11. Appendices

Other types of projects (policy analysis, business plan, community health assessment) should follow formats standard to those approaches.

- Font: Standard Font (Times New Roman, Arial etc.) at least 11 point. Times New Roman, 12 pt. recommended.

- Margins: 1 inch

- Spacing: Double spaced

- Include page numbers

- Submission: An electronic version of the approved final paper in .pdf format must be submitted to the PHAP program coordinator before the oral presentation (see below under Submitting the Final Paper to the PHAP Program) in order for the student to graduate. By submitting a paper to the program, the student agrees to allow it to be shared with subsequent students. If the author does not want it to be shared, he/she/they should notify the program coordinator in writing.

Oral presentation

Each presentation is 20 minutes long, followed by 10 minutes of questions. If more than one student has collaborated on a project, the presentation time will be lengthened accordingly.

You cannot give your oral presentation until your MP Committee has approved your written paper. Please figure review and approval time into your timeline so that you are ready to present on the scheduled presentation days in May.

Presentations should be formatted in PowerPoint. Good oral and PowerPoint presentation guidelines should be followed, and you should practice your presentation with your peers and/or Teaching Fellow and/or advisor.

Submitting the Final Paper to the PHAP program

When the advisor(s) and reader have reviewed and approved a final draft of the MP paper, the student emails an electronic .pdf copy of the paper to the PHAP program and the members of the Master's Committee, with the text

My advisor, Name, community advisor (if any), Name, and readers, Name 1 and Name 2, have reviewed and approve this final draft of my master's project paper.

The student is responsible for making sure that this email is sent to the program coordinator. The student cannot be cleared for presentation until the program receives this email.

When you submit your master's project paper, you give permission to the program to share it with future students as an example of a master's project. Your paper will not be shared outside of that context without your permission. If you don't want it shared, please notify Dr. Wurtz.

Other Opportunities to Present Your Work

We encourage you to present your work beyond your written product and your oral presentation. Ask your advisor about opportunities to present or publish your work.

- Present your findings to the community/agency/organization in which you conducted your research or project. This is probably your most important presentation. It is disrespectful to obtain data from community members or organizations without returning your analysis and interpretation to them. In fact, community members likely hold knowledge that is important to your interpretation of the study results; schedule this presentation early to benefit from their feedback.

- SPH Research Day: Each year the SPH holds a student research day. Students from all programs present their research in posters. PHAP students are strongly encouraged to present at Research Day. Details will be discussed in the MP seminar.

- Present your work as an abstract or poster at a conference.

- Publish your work. Although publication is not necessary for graduation, it is an important professional stepping-stone. A publishable manuscript is different than the MP paper that was submitted to the program; your advisor can give you guidance about how to modify it.

Awards Associated with Master's Projects

Awards have been established to recognize the importance of the Master's Project to the MPH degree and the mission of the Division of Health Policy and Management.

- Master's Project Presentation Award

This award recognizes excellence in the oral presentation of student's final presentation of the Master's Project. It is awarded based on feedback from audience members at the presentations. Only students who present in the Spring Semester are eligible for this award.

- Best Master's Project Award

This award recognizes excellence in the written presentation of the final Master's Project. Advisors are asked to nominate candidates for this award. A review panel made up of faculty members who are not advisors to nominated students and the prior year's winner evaluate nominated projects based on their originality, contribution to public health/health services, writing and organization and the strength of the methodology. Evaluations are blinded to both the author's and the advisor's name. Students who submit MP papers in any semester are eligible for this award.

Plagiarism and Academic Honesty

The PHAP Program, the SPH, and the University of Minnesota take academic dishonesty extremely seriously.

Students should refer to section 5.2.

7.5 PHAP AWARDS AND HONORS

The **Community Service Award in Public Health Administration** is awarded to a graduating PHAP student who has demonstrated leadership and innovative public health service to the community.

The **Barbara Ann Walton Spradley Leadership Award** is given to a graduating student who has demonstrated excellence in leadership as a student in the PHAP Program.

Delta Omega Nomination is the national honorary society for graduate studies in public health. Membership in Delta Omega reflects the dedication of an individual to quality in the field of public health and to protection and advancement of the health of all people. The top 10% of the class, based on GPA, is nominated in the spring of their final year in the program.

The **PHAP Outstanding Master's Project Award** is given to a graduating PHAP student who demonstrates exceptional scholarship on the master's project.

The **PHAP Outstanding Master's Project Presentation Award** is given to a graduating PHAP student who is voted to have given the best final project presentation in the PHAP Master's Project Seminar.

7.6 PHAP COMMUNITY/ALUMNI LEADERS ADVISORY COUNCIL

The Community Advisory Board helps to ensure that our students are fully prepared with the knowledge and skills necessary to meet the current demands of the public health workforce. The Board is comprised of public health professionals, many of whom are alumni, and its mission is to advise both our traditional and executive programs on matters related to public health priorities, trends in public health practice, curriculum needs, and professional development and networking opportunities. Students are welcome to attend the semi-annual meetings.

APPENDIX A

MPH 22 Foundation Competencies

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

Effective Fall 2018

Note: 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

APPENDIX B

PHAP Competencies

Students must demonstrate competency in 2 PHAP competencies during your AP.

1. Demonstrate theoretical and practical knowledge of the history and principles of delivery systems relevant to public health policy and administration.

2. Manage and lead public and population health care organizations, programs and systems.

3. Apply high quality, scientifically rigorous research to address problems in public health policy and administration.

4. Develop and analyze public health policy.

5. Communicate effectively as a leader, manager, and advocate

APPENDIX C

These lists are not exhaustive.

Skills

- Grant writing
- Community building
- Community engagement
- Negotiation
- GIS skills
- Budgeting
- Planning
  - Operations
  - Program
  - Strategic
- Assessment and evaluation
- Report writing
- Data analysis
  - Excel
  - Access
  - SAS, SPSS, STATA
- Data visualization
- Social media communication skills
- Writing skills
- Public speaking
- Conference planning
- Literature review skills
- Quality improvement tool use
- Managing teams/groups
- Critical thinking skills
- Systems thinking skills
- Preparing training/health education material
- Project management

Domains

- Informatics/e-health
- Legislative processes
- Preparedness/emergency management
- Maternal-child health
- Adolescent health
- Communicable disease
- Chronic disease
- Environmental health
- Health equity
- Health care systems
- Oral health
- Health insurance
- Access to care
- Transportation
- Vaccines
- School-based health
- Reproductive health
- Injury and Violence Prevention
- Tobacco
- Gun violence
- HIV/AIDS
- Cardiovascular disease
- Food safety
- LGBTQ health
- Mental health
- Senior health
- Substance use

APPENDIX D

Dear Preceptor,

Thank you for considering to be an Applied Practice Experience preceptor for a student in the University of Minnesota's School of Public Health PHAP (Public Health Administration and Policy) MPH program.

The Applied Practice Experience (AP) is a cornerstone of the MPH degree. The AP is an opportunity for students to see what really happens in public and population health agencies and organizations, and a chance to apply knowledge and skills learned in course work. All students studying for an MPH are required to do an AP.

The AP is a chance for a student to try something completely new, to test a professional interest, to learn new skills, to contribute to the work of an organization, and to make new professional contacts.

Students are required

- To identify 3 "foundational" and 2 program (PHAP) competencies to meet during the AP. The student will work with you to identify those competencies, and should be evaluated on whether they met them.
- To produce two "products" as part of their AP. Products can be a document (such as health education materials, a policy brief, or a health needs assessment) or they can be something harder to demonstrate (like a database or organizing a meeting), in which case the student can create a journal that describes the product.

In our experience, APs work best if students have specific assigned responsibilities based on their skills and interest. These might include

- Helping to manage a project
- Participating in a program evaluation or CQI project
- Analyzing data
- Writing reports
- Attending relevant meetings and conferences
- Grant writing
- Being included in discussions about organization activities and priorities

Ideally, the preceptor and student meet on a regular basis for the preceptor to provide feedback and insight.

If you agree to be the student's preceptor, you and the student will define at least three learning goals and activities to meet those goals. The student creates an online "Learning Agreement." Once the PHAP program has approved the agreement, it is forwarded to you for your electronic approval.

The student performs the AP under your supervision. At the end of the AP, you will be asked to fill out a relatively brief electronic evaluation form. You do not need to grade the student or the products.

Students must spend approximately 90 hours engaged in the AP.

Thank you for being involved in our students' education and professional development. If you have any questions, please feel free to contact me at rwurtz@umn.edu or 612.625.1387.

Rebecca Wurtz, MD, MPH

Associate Professor, University of Minnesota School of Public Health

Director, PHAP Programs

APPENDIX E

Learning Objectives	2 or 3 Proposed Activities
Assessment of community needs	• Conduct local needs assessment • Review existing local data sources • Attend community meetings and assess use of local resources to determine community objectives
Exposure to political process as it relates to public health	• Research policy initiatives • Develop background papers/memos • Attend legislative hearings • Attend strategy meetings to discuss policy initiatives • Apply foundations and principles of public health practice obtained from PHAP Foundations class
Understanding of how a county/state/ health department or local non-profit operates	• Attend staff meetings of agency staff and summarize communication and leadership strategies • Develop background materials to analyze management/budget issue • Participate in program planning meetings • Work on program strategic planning document
Development of community partnerships	• Attend community meetings and participate in advocacy and training opportunities in the community • Conduct site visits to local community agencies and non-profits • Conduct informational interviews of leaders/providers in community agencies • Develop cooperative strategic plan for collaborative community activity
Development of programs	• Conduct needs assessment and identify problems/needs for specific program • Develop program objectives • Conduct SWOT analysis • Develop strategic plan laying out program objectives, milestones, budget, etc.
Administration of an existing or developing program	• Develop program budgets and review processes • Develop evaluation plan • Identify key program objectives and current strengths and weakness (SWOT) • Assess current management and leadership structure and areas for improvement