

Executive Program in Public Health Practice

MPH Degree Program

Public Health Practice Major

2011-2012 Student Guidebook

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

UNIVERSITY
OF MINNESOTA
**School of
Public Health**

Welcome to the University of Minnesota School of Public Health!

All students are responsible for knowing the rules and policies that govern their academic program. To this end, we are providing you with this guidebook which covers your specific academic program requirements. Please refer to it often.

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

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

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

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University of Minnesota Calendar 2011-2012

The official University Calendar can be found at <http://onestop.umn.edu>.

Fall Semester 2011

August	31	SPH New Student Orientation New PhD Student Reception
September	5	Labor Day holiday – University closed
	6	Classes begin
November	8	Registration for Spring Semester 2010 begins
	24-25	Thanksgiving holiday – University closed
December	14	Last day of instruction
	16-17, 19-21	Final examinations
	22	End of Fall semester

Spring Semester 2012

January	16	Martin Luther King holiday – University closed
	17	Classes begin
March	12-16	Spring break – no classes
May	4	Last day of instruction
	7-11	Final examinations
	12	End of Spring semester

1. THE SCHOOL OF PUBLIC HEALTH

1.1 About the School

The mission of the School of Public Health is to preserve and enhance the health of the public through education, research, and service programs designed to discover and transmit new knowledge aimed at the prevention of disease and disability, the improvement of health, and the planning, analysis, management, evaluation, and improvement of systems for the delivery of health services.

Our school was founded in 1944, although public health courses have been offered at the University of Minnesota since its inception. We consistently rank among the top schools of public health in the country.

Through our education, research, and community outreach, we focus on improving the health of populations. We emphasize prevention of illness and injury, and we look at health through a multi-faceted prism that includes physiology, the environment, communities, economics, and public policy.

This interdisciplinary approach allows us to collaborate with many other schools throughout the University, including the College of Veterinary Medicine and the Medical School, as well as the Humphrey Institute of Public Services, the Carlson School of Management, and the College of Agriculture. By combining our expertise, we can explore innovative, far-reaching ways of maintaining and improving the health of the people in Minnesota and throughout the country and world.

Notable accomplishments:

- Invented K Rations

- Improved the recovery of World War II survivors through the Minnesota Starvation Study (1944)

- Established the connection between diet and heart disease in the Seven Countries Study (1967)

- Established the first U.S. Ph.D. program in epidemiology (1958)

- Conducts one of the largest HIV/AIDS studies in the world, involving 120 countries

- Trains the majority of the public health workforce in the Upper Midwest

- Was the first school of public health in the country to require a course in ethics

Academic Health Center (AHC)

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

1.2 School of Public Health Student Services Office

Office Hours

Monday – Friday, 7:45 AM - 4:30 PM

Location

Mayo Memorial Building, Room D305

Telephone

612.626.3500 or 800.774.8636

Fax

612.624.4498

E-Mail

sph-ssc@umn.edu

Mailing Address

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

Student Services Center (SSC)

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

We coordinate many functions including:

Applications
Orientation
CoursEval

Class Scheduling
Student Tracking
SPH Scholarships

Registration
Graduation clearance
Commencement

Career Services

Career Services, located in Mayo D305, offers a variety of resources to assist you in your efforts to locate and apply for professional positions – from internships to fellowships to full-time career positions. As a student and later as an alumnus/alumna, you are able to take advantage of the following free resources to help you achieve your career goals:

Career Services Website

The Career Services Web site at www.sph.umn.edu/career has many links to help you start your new career, including:

Our online job posting system listing internships, graduate assistantships and fellowships, and career opportunities.

A searchable *Alumni Networking Directory*, to help you connect with SPH alumnae all over the world.

Links to numerous public health organizations that will help you become familiar with professional membership and career opportunities in public health.

General career-related links and tip sheets on a variety of job-search related topics.

Career Resource Center

The Career Resource Center (located in Mayo D-305) is filled with information to help you in your job search efforts. You will find handouts, books, DVDs, and other resources to provide guidance on networking, resume writing, interviewing and negotiating, job and internship opportunities.

Our Staff

Barbara Laporte, Director of Career Services for the School of Public Health, has a Master's degree in Human Development and has been with the SPH since 2003. Mary Dwyer, Career Counselor, has a Master's degree in Human Resource Development with an emphasis in Career Development and joined the staff in 2009, primarily to serve Health Policy and Management students and alumni. Both Barbara and Mary have significant experience serving the career needs of diverse populations in academia, non-profits, and the private sector.

Individual Appointments

You may schedule individual appointments with Barb or Mary to discuss any career-related issues, from creating a top-notch resume to ideas for field experiences to interviewing to negotiating job offers. To schedule an appointment, please email Barb at blaporte@umn.edu or Mary at dwyer012@umn.edu.

Other Resources

Throughout the year, you will have the opportunity to take advantage of other career-related events. In the fall, you may choose to attend the Etiquette Dinner, participate in the Mentor Program, and attend the Field Experience Fair. Other activities will be announced via e-mail, and may include employer visits, alumnae panel discussions, and campus-wide career fairs.

You are on your way to an exciting and fulfilling career! We look forward to helping you get started!

Recruitment Services

The Recruitment Services Office seeks to make the School of Public Health a welcoming place to all prospective students and is the center for recruitment activities at the School of Public Health. Recruitment staff meets with prospective students to learn about their interests and goals, and discusses the School of Public Health's learning opportunities. Recruitment Services also coordinates preview days, information sessions, and other special events, as well as attends career fairs and recruitment venues to meet with prospective students.

Student Services Staff

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1.3 Mentor Program

Preparing for a career in public health extends well beyond the classroom. A vital part of that preparation can be learning from the experiences of others.

That is the idea behind our Public Health Mentor Program, which we co-sponsor with the Minnesota Public Health Association. Each year we match about 150 students with alumni and other professionals who share their interests.

Students learn from the professional experiences of their mentors, and mentors play a role in training future public health leaders. These matches often prove to be enriching relationships for students and professionals alike.

For more information, go to www.sph.umn.edu/alumni/mentor/home.html.

1.4 SPH Student SPHere

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

Locker room – lockers are assigned in the Student Services Center (Mayo D305). Students need to provide their own lock.

Kitchen area with tables, chairs, microwaves, refrigerators, sink, and a telephone for free local calls.

Lounge area with couches, chairs, and wireless internet.

Study room with tables, chairs, computers (with internet connectivity, Microsoft Office, SAS and STATA software) and a printer.

Please work together to ensure that the SPHere is a comfortable and safe place.

Keep all areas of the SPHere clean in consideration of others.

Please protect the security of access. Do not let anyone enter behind you that you do not know to be a SPH student. Never prop the door open for any reason. The student commons is for SPH students only.

If you are aware of a breach of security or if you see something in the commons that needs repair, please report it to the SSC (D305 Mayo) as soon as possible.

Avoid being alone in the commons during the evening or early morning.

If you believe you are in danger or see improper activity in progress, call 9-1-1.

Printing in the SPHere

The School of Public Health (SPH) provides \$100 worth of printing (1,000 pages) for the Fall and Spring semesters on your U Card. This value can ONLY be used in the SPHere computer lab (Mayo A-151) and is not valid in any other campus computer labs, including libraries.

When you swipe your card at a print release station, UniPrint will show a balance on the screen. This balance is a combination of the print value given to you by SPH and your Gopher GOLD balance. In order to determine how much print value you have left, you need to subtract your Gopher GOLD balance from the balance shown on screen. Once the \$100 SPH Print Value is exhausted, printing costs will be deducted from your Gopher GOLD account. To view your current balance and transaction history or to add value to your Gopher GOLD account online, please visit www.gophergold.umn.edu.

If you experience any printing issues or need to request a refund, please contact the lab attendant or call the SPH Student Services Center at (612) 626-3663.

1.5 Complaints and Grievances

The SPH seeks to be aware of and responsive to student issues and complaints. There are numerous ways for you to channel your academic and student life concerns:

- provide comments on the annual student survey (in May)

- meet with your advisor and/or major coordinator

- raise the issue with your major chair or director of graduate studies, either individually or in a meeting set up for this kind of feedback

The SPH takes all student concerns seriously and we welcome your input in any of these ways. If the matter is not handled satisfactorily by any of these methods, or if the issue is particularly widespread or serious, please make an appointment with Mary Story, Associate Dean at story001@umn.edu or Mary Ellen Nerney, Assistant Dean of Education Operations at nerne002@umn.edu.

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

1.6 Field Experience Contract

All students pursuing a required field experience or summer residency must complete a contract prior to beginning the experience. The online contract form provides streamlined process that is comprehensive for you, your preceptors, and your faculty advisor. Please refer to the current student Web site for this and other resources related to the field experience, <http://www.sph.umn.edu/current/fe/index.asp>.

1.7 Community Engagement Contract

Many students in the School of Public Health volunteer in the community. Liability insurance is available through the University provided that the student registers for PUBH 0020 (a zero credit class), and has the approval of their academic faculty advisor. Registration for PubH 0020 will be officially documented on the student's transcript; however, the zero credit course has no tuition, no fees, no credits, and no grades. It is important to understand that a zero credit registration for a community engagement activity is not a substitute for a required course or field experience.

Prior to registration, students are required to provide information about the experience by completing the Community Engagement Contract available at <http://www.ahc.umn.edu/sphcommunity>. The contract is complete once it has been approved by the student's advisor and the Senior Director of Education Operations.

To complete the Student Engagement Contract a student must provide the following information:

Name of the organization

Address

Organization phone number

Supervisor within the organization

Description of the activity

Description of how this activity relates to their development as a public health professional

Semester and date of experience

Electronic signature of academic advisor

When the contract is approved, the student will be contacted by email and provided with a registration permission number.

1.8 Online Courses

WebCT and Moodle are the two course management software systems used by the University of Minnesota that enable instructors to create and manage Web-based learning materials and activities. Students use WebCT and Moodle to access these materials and participate in learning activities via the Web

Once you register for classes, you will be given access to an orientation specific to School of Public Health online courses. A general WebCT or Moodle tutorial is also available. Neither of these orientations are mandatory but may prove helpful to those with little or no experience with online courses.

1.9 Course Evaluations and Annual Student Survey

Course Evaluations

Students provide very important input into the continued development of the School of Public Health's teaching program. Students will be asked to complete evaluations for all SPH courses. Evaluations are done online at the end of each term.

SPH Annual Student Survey

Students also are strongly encouraged to evaluate and comment on the school and its programs through our annual end of year SPH Student Survey. The survey covers many aspects of student experiences including field placements, career services, financing, and overall School service.

Career Survey Recent Graduates are encouraged to complete the Career Survey. The survey captures important employment information, compensation norms and contact information

2. THE UNIVERSITY OF MINNESOTA

2.1 Mission

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world. The University's mission, carried out on multiple campuses and throughout the state, is threefold:

1. **Research and Discovery**

Generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.

2. **Teaching and Learning**

Share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.

3. **Outreach and Public Service**

Extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

In all of its activities, the University strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity, and cooperation; that provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; that assists individuals, institutions, and communities in responding to a continuously changing world; that is conscious of and responsive to the needs of the many communities it is committed to serving; that creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and that inspires, sets high expectations for, and empowers individuals within its community.

2.2 Twin Cities Campus

The University of Minnesota is a world-class university, known globally as a leader in teaching, research, and public service. It is both a land-grant university, with a strong tradition of education and public service, and a major research institution, with scholars of national and international reputation. UMNTC consistently ranks among the top 20 public universities in the United States. The classic Big 10 campus, located in the heart of the Minneapolis-St. Paul metropolitan area, provides an exceptional setting for lifelong learning.

The University community is a broad mix of ethnic backgrounds, interests, and cultures. Students come from all 50 states and from more than 100 foreign countries. Many small communities of students, faculty, and staff help to create a welcoming atmosphere on campus.

UMNTC is also a thriving center for culture and the arts, featuring outstanding galleries, museums, concerts, theatre productions, and public lectures. For sports fans, the Golden Gophers offer all the spirit and excitement of Division I college athletics.

The campus in Minneapolis is located just a few minutes east of downtown. Nestled along the bluffs of the Mississippi River, buildings in Minneapolis range from the ultramodern Weisman Art Museum to the classic and stately Northrop Memorial Auditorium. A few miles to the east in St. Paul, rolling hills and quiet lawns create a more rural setting. The Minneapolis and St. Paul parts of the campus are connected by a convenient campus shuttle system.

UMNTC also provides a life beyond the campus like few other Big 10 universities can. The dynamic communities of Minneapolis and St. Paul offer something for everyone - a nationally recognized art and theatre community, a thriving entertainment industry, a host of Fortune 500 companies, four glorious seasons of outdoor recreation, exciting professional sports, shopping, and restaurants for every taste--all located close to campus.

2.3 U of M Services

One Stop

onestop.umn.edu

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

E-mail Accounts

www.umn.edu/initiate

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

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

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

Students can retrieve e-mail messages in many locations including the SPH student commons, SPH Career Resource Center, and SPH division computer facilities. Other computer facilities are located in numerous locations on campus; see www.umn.edu/adcs/info/publabs.html for a list.

Note: Students who choose to forward their University e-mail account to another e-mail account are still responsible for all the information, including all attachments, sent to their University e-mail account.

The U has expanded technological capacity to allow free lifetime access to University e-mail. This allows students to use the U of M e-mail address for personal or professional purposes even after graduation. (Imagine never having to subscribe to an e-mail service or memorize another address! In addition, imagine being able to stay in touch with your student colleagues wherever you and they may journey.)

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

Service includes full access to these features:

myU Portal – myu.umn.edu

Portfolio – <https://portfolio.umn.edu/portfolio/index.jsp>

myU Portal

myu.umn.edu

The myU web portal permits you to:

- Sign-in once to access all major applications
- Receive personalized information
- Create a custom news page from over 200 news channels
- Set-up secure areas to discuss, share, and collaborate.

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

Portfolio

portfolio.umn.edu

Portfolio is a secure web site at the University of Minnesota (U of M) for entering, saving, organizing, viewing, and selectively sharing personal educational records. This is a lifelong resource for all U of M students and graduates. This software allows the user to store information about their academic history, awards, presentations, publications, professional activities, conferences, employment history, etc. The system provides easy templates to file these records and to use them in creating résumé, CV, and even online presentations. Users can create documents for others to view electronically. It is a unique and high-powered tool.

U Card

www.umn.edu/ucard

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

U Card Main Office

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

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

Since the U Card never expires, you should hold on to it even after you leave the University. If you ever return as a student, staff or faculty member, your card will still be valid.

Use your U Card for:

- Campus ID purposes
- All your checking needs
- Making Gopher GOLD purchases
- Charging textbook purchases at the U of M Bookstores to your student account
- Checking out library materials
- Entering the recreation center, golf course, computer labs, buildings, and residence hall dining rooms
- Cashing checks at the Bursar's Office
- Art and athletic ticket discounts (available at place of purchase)
- Accessing art materials, student employment, business school services, and more

Report lost or stolen U Cards immediately. There is a \$15.00 replacement fee for lost, stolen, or damaged U Cards.

Boynton Health Services

www.bhs.umn.edu

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

Clinics

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

Services

- Contraceptive Services
- Immunization Services
- Massage Therapy Services
- Nutrition Services
 - Pediatric Services Immunizations

- Nursing Mothers Room

Testing Services

- HIV Testing and Counseling
- Pregnancy Testing
- STI Testing

General Care

- Pharmacy
- Physical Exams
- Primary Care
- Urgent Care

Boynton also offers a variety of programs and classes including:

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

Mental Health Resources

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

Boynton Health Service Mental Health Clinic www.bhs.umn.edu/services/mentalhealth.htm

International Student and Scholar Services counseling www.iss.umn.edu/services/advising/personal.html

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

International Student and Scholar Services

www.iss.umn.edu

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

- Counseling and Advising
 - Personal and Academic Advising
 - Immigration and Visa Regulation Advising
- Weekly Update
- Alumni and Friends
- Newsletters
- Administrative fees related to international scholars, faculty, and students
- Career Services
- Academic Opportunities for University Students
- Announcements
- Tax Return Information
- Graduation

In addition, ISSS supports the University of Minnesota's international efforts by helping departments to bring new foreign nationals to our four campuses and communities, by providing intercultural training for students, staff, and faculty, and by offering events that build links between the U.S. and international campus communities.

University Libraries

www.biomed.lib.umn.edu

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

Lisa McGuire, a reference librarian which a focus on public health, has designed a great online tutorial to help you become familiar with the available resources. Go to <http://blog.lib.umn.edu/lmcguire/publichealthliaison>

Disability Services

www.ds.umn.edu/

The University's mission is to provide optimal educational opportunities for all students, including those with disabilities. The University recognizes that reasonable accommodations may be necessary for students with disabilities to have access to campus programs and facilities. In general, University policy calls for accommodations to be made on an individualized and flexible basis. Students are responsible for seeking assistance at the University and making their needs known.

One of the first places to seek assistance is Disability Services (DS). This office is provided by the University of Minnesota to promote access, which means ensuring the rights of students with disabilities (e.g., physical,

learning, psychiatric, sensory or systemic) and assisting the University in meeting its obligations under federal and state statutes.

Disability Services has Academic Health Center Liaisons. The DS Academic Health Center Liaisons provide direct assistance such as

- securing documentation of disability conditions
- determining and implementing reasonable accommodations
- referral and consultation for enrolled and prospective students.

The Academic Health Center Liaisons also provide consultation with and training for faculty and staff to ensure access to their programs, facilities and services. All services are confidential and free of charge. For more information or to arrange reasonable accommodations, contact the DS Academic Health Center Liaisons in the McNamara Alumni Center, Suite 180, 612.626.1333 (voice or TTY)

Parking and Transportation

www.umn.edu/pts/

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

Campus Shuttle Buses

Campus shuttle buses run at no charge between the East and West Bank and St. Paul campuses with varying routes and times. Current schedule information is posted on the above listed website as well as various locations throughout the Twin Cities campus.

Metro Transit and the U Pass

Take advantage of the deeply discounted Metro Transit bus pass. U-Pass is the ultimate transit pass that provides unlimited rides 24 hours a day. It is valid on all regular bus and light-rail train routes, as well as express, local, limited-stop, or Downtown Zone routes. It may not, however, be used on some special event services. Information can be found at <http://www1.umn.edu/pts/upass.htm>.

Parking

Contract parking for students is sold through a lottery system each semester. Locations may vary but include spaces on the East Bank, West Bank, and St Paul campuses. Hourly parking is available in several University public facilities. Parking rates vary depending on proximity to campus and the facility type. Visit the Parking and Transportation website or call 612.626.PARK (7275) for more information.

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

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

Event Calendars

Campus Events

<http://events.tc.umn.edu/>

School of Public Health Events

<http://www.sph.umn.edu/about/news/home.html>

Academic Health Center Events

<http://www.ahc.umn.edu/news/home.html>

Community Events

<http://events.umn.edu/aroundtown>

(web links to local/community events around the Twin Cities area)

Other University Resources

The Aurora Center

www.umn.edu/aurora

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

Bookstore

www.bookstore.umn.edu

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

Center for Teaching and Learning Services

www.umn.edu/ohr/teachlearn/

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

Center for Writing

writing.umn.edu

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

Computing Services

www.umn.edu/adcs

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

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

Copies/Fax Machines

www.printing.umn.edu

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

Counseling and Consulting Services

www.uccs.umn.edu

Provides the following services to the University community

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

Dining

www.umn.edu/dining

University Dining Services offers a wide variety of dining experiences throughout the Twin Cities campus. The East Bank Campus offers several University Dining Service locations.

Expression Connection for Nursing Mothers

www.bhs.umn.edu/services/expression.htm

Spaces are available on campus offering private and comfortable rooms that are designed specifically for nursing mothers to be able pump and store breast milk. This service, offered through Boynton Health Services, requires a brief orientation for users to familiarize themselves with the rooms. The orientation can be scheduled by emailing bellx024@umn.edu.

GLBT Programs Office

www.glbta.umn.edu

Through its various services, the GLBT Programs Offices assists bisexual, transgender, gay, and lesbian faculty, staff, and students in creating a supportive campus community while educating and providing resources for all members of the University of Minnesota about issues that impact the experiences of transgender, gay, lesbian, and bisexual people.

Housingwww.housing.umn.edu

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

Mapsonestop.umn.edu/Maps/

Find the way to any University building.

Office for University Womenwww.umn.edu/women/

The Office for University Women serves a diverse population of women students by enhancing their learning environments through programming and campus awareness.

Office of Equal Opportunity and Affirmative Actionwww.eoaffact.umn.edu

The Office of Equal Opportunity and Affirmative Action (EOAA) was founded in 1972 to ensure that all University community members uphold federal and state civil rights laws and regulations, as well as University equal opportunity policies.

Online Writing Centerwriting.umn.edu

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

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

Policewww.umn.edu/umpolice/

The University of Minnesota Police Department website.

Post Office

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

Rec Centerwww.recsports.umn.edu

UMNTC has extensive opportunities for fitness. University Recreation Center houses 2 fitness centers, 14 handball and racquetball courts, 5 international squash courts, 2 gymnasiums, a kitchenette, steam rooms, saunas, locker rooms, family locker rooms, a pro shop, a deli, and numerous lounge spaces. All full-time students pay a student services fee that includes membership to the Rec Center.

Security Monitor Programwww1.umn.edu/police/escort.html

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

Student Unions and Activities Officewww.sua.umn.edu

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

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

Student Conflict Resolution Centerwww.sos.umn.edu

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

Student Legal Servicewww.umn.edu/usls/

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

3. REGISTRATION

3.1 Full-Time Status

MHA, MPH and Certificate students need to register for at least nine (9) credits in fall and spring semester to be considered full-time. MS and PhD students must register for at least six (6) credits each semester to be certified by the Office of the Registrar as full-time.

In summer MHA and MPH students must be registered for 6 credits to be considered fulltime and 3 credits to be considered halftime.

Note: The Office of Financial Aid or external agencies may require students to be registered for more than six or nine credits to be considered full-time; check with these agencies to verify their requirements.

3.2 Registration Process

Step One

View the Class Schedule for each term on the web at onestop.umn.edu. Select courses for the term with your advisor before registering (make an appointment at the earliest convenient time).

Note: 5000 through 8000-level courses are considered graduate-level. 1000 and 3000-level courses are for undergraduates and will not receive approval for graduate credit. Under some circumstances – with approval of the student’s major field – 4000-level courses may also be applied toward a MPH degree as long as they are taught by a member of the graduate faculty.

Step Two

After selecting your courses, run through the checklist below before registering. Frustrating delays can be avoided by following these hints:

If instructor consent is necessary for any of your selected course(s), get a permission number from the course instructor or his/her designee before registering. This number permits registration for the course through the second week of the semester; after the second week, it expires. Note that the number is specific to the student it is given to and the course requiring instructor consent. Once a number is used to register, it becomes invalid and cannot be used for another course or by another student.

You will not be able to register if you have any holds on your University record. Notice of any hold, including the name of the department or office where it may be cleared, is available at onestop.umn.edu.

You can find your registration queue date and time on the web at onestop.umn.edu.

You will need your x.500 login and password to register. If you have forgotten your password, call 612.301.4357 to have your password reset. You can also call this number if you have problems logging in to register.

Step Three

Register via the web at onestop.umn.edu or go to the University’s One Stop Student Services Center in 200 Fraser Hall on the East Bank Campus to register in person. Students having difficulty with self-registration should contact the registration help-line at 612.624.1111 (M-F 8:00-4:00) or email helpingu@umn.edu. You may also contact your Major Coordinator or the School of Public Health Student Services Center at 612.626.3500. Please note the following when registering:

Most courses give the option of either an A/F or S/N (pass/fail) grading option. Be sure to select the grade option desired for the course. Note that there may be a limit to the number of credits a student can take S/N (pass/fail); see the major section of this guidebook for more information.

Some courses have variable credits. Before selecting the number of credits, students should make sure they are in agreement with the instructor as to the number of credits appropriate for the work proposed.

3.3 Grade Option Changes, Course Additions and Withdrawal

Change of Grade Option

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester) can be found at onestop.umn.edu.

Adding a Course

No approval is required to add a course during the first week of classes. Instructor approval is required during week two. After the second week of classes, instructor and college scholastic committee approval is required. Adding a course for other terms (i.e. summer and half-semester) can be found at onestop.umn.edu.

Change of Grading Option

Grading options cannot be changed after the second week of classes.

Course Cancellation and Withdrawal

School of Public Health students may withdraw from a course through the second week of the semester without permission. No “W” will appear on the transcript. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

After the second week, students are required to do the following:

1. The student must contact and notify their advisor and course instructor informing them of the decision to withdraw from the course.
2. The student must send an e-mail to the SPH Student Services Center (SSC) at franc004@umn.edu. The email must provide the student name, ID#, course number, section number, semester, and year with instructions to withdraw the student from the course, and acknowledgement that the instructor and advisor have been contacted.
3. The advisor and instructor must email the SSC acknowledging the student is canceling the course. All parties must be notified of the student's intent.
4. The SSC will complete the process by withdrawing the student from the course after receiving all emails (student, advisor, and instructor). A “W” will be placed and remain on the student transcript for the course.

After discussion with their advisor and notification to the instructor, students may withdraw up until the eighth week of the semester. There is no appeal process. For more information, contact the SPH Student Services Center at 612.626.3500.

A refund schedule is listed at <http://onestop.umn.edu>. Please refer to these dates when withdrawing from courses.

4. TUITION, FEES, BILLING, AND FINANCES

4.1 Tuition and Fees

Tuition figures based on 2010-2011. This publication was produced prior to the release of 2011-2012 tuition amounts

	Resident	Non-Resident
School of Public Health (MPH and Certificate students)		
Per credit	\$665.00	\$883.00
School of Public Health (MHA full-time students)		
Per credit	\$665.00	\$883.00
School of Public Health (MHA executive students)		
Per credit	\$1238.00	\$1238.00
Graduate School (MS and PhD students)		
1-5 credits (per credit)		
6-14 credits (flat rate)		
Each credit over 14 (per credit)		

Fees

Fee	Students Assessed	Frequency	# of Credits	Amount
SPH Technology Fee	All students	per term	1-5 credits	\$105.00
			6 or more credits	\$140.00
University Fee	All students	per term	1-9 credits (per credit)	\$65.00
			10 or more credits (flat rate)	\$650.00
University Student Services Fee*	All students	per term	6 or more credits	\$349.00
AHC Student Health Benefit Plan	See section 5.6 of this guidebook.			

*Students may be assessed other fees each semester. Please go to onestop.umn.edu for complete tuition and fee information.

4.2 Billing

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

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

4.3 Financial Aid and Scholarships

A variety of resources to assist students in financing their education as well as estimations of living expenses can be found at www.sph.umn.edu/students/student-services/incoming/tuition/home.html. Information specific to SPH Divisions and/or Majors may be found in the Division and/or degree program sections of this guidebook.

Information on financial aid can be found at onestop.umn.edu or by e-mailing helpingu@umn.edu.

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

Aid Type	Contact	E-mail address
Division/Major Specific Awards and Traineeships, the Dean's Scholarship	Your Major Coordinator	
Medica Scholarships, and scholarships that support specific US minority groups	SPH Student Services	Sph-ssc@umn.edu
Federal Loans, Financial Aid Package	Rockne Bergman* U of M Office of Student Finance Administration	r-berg@umn.edu

*Rockne Bergman holds walk-in office hours in Moost 2-693 on M, W, and Th from noon to 4:00 p.m.

4.4 Graduate Assistantships

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

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

For graduate assistant policies and benefits, go to www1.umn.edu/ohr/employment/index.html.

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

5. UNIVERSITY GUIDELINES AND POLICIES

5.1 Student Responsibility and Conduct

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

Attend fall orientation and understand the information distributed.

Understand and follow University, School of Public Health, Division, and Major rules and procedures for completion of degree requirements.

Read e-mail messages frequently for announcements from the Major Coordinators, Major Chair/Director of Graduate Studies, Student Services Center, and Career Center. These announcements may involve changes in the University, School or Division rules and procedures for completion of degree requirements; Students are responsible for reading and understanding these announcements.

Check their student mailbox often for printed informational materials.

Contact a Major Coordinator, Major Chair, 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 more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity:

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

5.2 University of Minnesota Board of Regents' Policies

The policies of the Board of Regents are umbrella policies that provide the framework under which the administration is responsible for implementation of and compliance with the intent of the board policy. Students are responsible for abiding by the Board of Regents policies. The Board of Regents policies can be found at www.umn.edu/regents/policies.html.

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



University of Minnesota Board of Regents Policy Student Conduct Code

Adopted: July 10, 1970

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

Supersedes: (see end of policy)

SECTION I. SCOPE.

This policy applies to all students and student organizations at the University of Minnesota (University).

SECTION II. JURISDICTION.

The Student Conduct Code (Code) shall apply to student conduct that occurs on University premises or at University-sponsored activities. At the discretion of the president or delegate, the Code also shall apply to off-campus student conduct when the conduct, as alleged, adversely affects a substantial University interest and either:

- (a) constitutes a criminal offense as defined by state or federal law, regardless of the existence or outcome of any criminal proceeding; or
- (b) indicates that the student may present a danger or threat to the health or safety of the student or others.

SECTION III. GUIDING PRINCIPLES.

- (a) The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University.
- (b) The University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.
- (c) The University is dedicated to responsible stewardship of its resources and to protecting its property and resources from theft, damage, destruction, or misuse.
- (d) The University supports and is guided by state and federal law while also setting its own standards of conduct for its academic community.
- (e) The University is dedicated to the rational and orderly resolution of conflict.

SECTION IV. THE RESPONSIBILITIES OF DUAL MEMBERSHIP.

Students are both members of the University community and citizens of the state. As citizens, students are responsible to the community of which they are a part, and, as students, they are responsible to the academic community of the University. By enforcing its Code, the University neither substitutes for nor interferes with other civil or criminal legal processes. When a student is charged in both jurisdictions, the University will decide on the basis of its interests, the interests of affected students, and the interests of the community whether to proceed with its disciplinary process or to defer action. Determinations made or sanctions imposed under the Code will not be subject to change because criminal charges arising out of the same facts were dismissed, reduced, or resolved in favor of the criminal law defendant.

SECTION V. DISCIPLINARY OFFENSES.

Any student or student organization found to have committed or to have attempted to commit the following misconduct is subject to appropriate disciplinary action under this policy:

Subd. 1. Scholastic Dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Subd. 2. Disruptive Classroom Conduct. Disruptive classroom conduct means engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

Subd. 3. Falsification. Falsification means willfully providing University offices or officials with false, misleading, or incomplete information; forging or altering without proper authorization official University records or documents or conspiring with or inducing others to forge or alter without proper authorization University records or documents; misusing, altering, forging, falsifying, or transferring to another person University-issued identification; or intentionally making a false report of a bomb, fire, natural disaster, or other emergency to a University official or an emergency service agency.

Subd. 4. Refusal to Identify and Comply. Refusal to identify and comply means willfully refusing to or falsely identifying one's self or willfully failing to comply with a proper order or summons when requested by an authorized University official.

Subd. 5. Attempts to Injure or Defraud. Attempts to injure or defraud means making, forging, printing, reproducing, copying, or altering any record, document, writing, or identification used or maintained by the University when done with intent to injure, defraud, or misinform.

Subd. 6. Threatening, Harassing, or Assaultive Conduct. Threatening, harassing, or assaultive conduct means engaging in conduct that endangers or threatens to endanger the health, safety, or welfare of another person, including, but not limited to, threatening, harassing, or assaultive behavior.

Subd. 7. Disorderly Conduct. Disorderly conduct means engaging in conduct that incites or threatens to incite an assault or breach of the peace; breaching the peace; obstructing or disrupting teaching, research, administrative, or public service functions; or obstructing or disrupting disciplinary procedures or authorized University activities.

Subd. 8. Illegal or Unauthorized Possession or Use of Weapons. Illegal or unauthorized possession or use of weapons means possessing or using weapons or articles or substances usable as weapons, including, but not limited to, firearms, incendiary devices, explosives, and dangerous biological or chemical agents, except in those instances when authorized by law and, where applicable, by proper University authority.

Subd. 9. Illegal or Unauthorized Possession or Use of Drugs or Alcohol. Illegal or unauthorized possession or use of drugs or alcohol means possessing or using drugs or alcohol illegally or, where applicable, without proper University authorization.

Subd. 10. Unauthorized Use of University Facilities and Services. Unauthorized use of University facilities and services means wrongfully using University properties or facilities; misusing, altering, or damaging fire-fighting equipment, safety devices, or other emergency equipment or interfering with the performance of those specifically charged to carry out emergency services; or acting to obtain fraudulently-through deceit, unauthorized procedures, bad checks, or misrepresentation-goods, quarters, services, or funds from University departments or student organizations or individuals acting in their behalf.

Subd. 11. Theft, Property Damage, and Vandalism. Theft, property damage, and vandalism include theft or embezzlement of, damage to, destruction of, unauthorized possession of, or wrongful sale or gift of property.

Subd. 12. Unauthorized Access. Unauthorized access means accessing without authorization University property, facilities, services, or information systems, or obtaining or providing to another person the means of such unauthorized access, including, but not limited to, using or providing without authorization keys, access cards, or access codes.

Subd. 13. Disruptive Behavior. Disruptive behavior means willfully disrupting University events; participating in a campus demonstration that disrupts the normal operations of the University and infringes on the rights of other individuals; leading or inciting others to disrupt scheduled or normal activities of the University; engaging in intentional obstruction that interferes with freedom of movement, either pedestrian or vehicular, on campus; using sound amplification equipment on campus without authorization; or making or causing noise, regardless of the means, that disturbs authorized University activities or functions.

Subd. 14. Hazing. Hazing means any act taken on University property or in connection with any University-related group or activity that endangers the mental or physical health or safety of an individual (including,

without limitation, an act intended to cause personal degradation or humiliation), or that destroys or removes public or private property, for the purpose of initiation in, admission to, affiliation with, or as a condition for continued membership in a group or organization.

Subd. 15. Rioting. Rioting means engaging in, or inciting others to engage in, harmful or destructive behavior in the context of an assembly of persons disturbing the peace on campus, in areas proximate to campus, or in any location when the riot occurs in connection with, or in response to, a University-sponsored event. Rioting includes, but is not limited to, such conduct as using or threatening violence to others, damaging or destroying property, impeding or impairing fire or other emergency services, or refusing the direction of an authorized person.

Subd. 16. Violation of University Rules. Violation of University rules means engaging in conduct that violates University, collegiate, or departmental regulations that have been posted or publicized, including provisions contained in University contracts with students.

Subd. 17. Violation of Federal or State Laws. Violation of federal or state laws means engaging in conduct that violates a federal or state law, including, but not limited to, laws governing alcoholic beverages, drugs, gambling, sex offenses, indecent conduct, or arson.

Subd. 18. Persistent Violations. Persistent violations means engaging in repeated conduct or action in violation of this Code.

SECTION VI. SANCTIONS.

The following sanctions may be imposed upon students or student organizations found to have violated the Code:

Subd. 1. Warning. A warning means the issuance of an oral or written warning or reprimand.

Subd. 2. Probation. Probation means special status with conditions imposed for a defined period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional regulation during the probationary period.

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

Subd. 4. Confiscation. Confiscation means confiscation of goods used or possessed in violation of University regulations or confiscation of falsified identification or identification wrongly used.

Subd. 5. Restitution. Restitution means making compensation for loss, injury, or damage.

Subd. 6. Restriction of Privileges. Restriction of privileges means the denial or restriction of specified privileges, including, but not limited to, access to an official transcript for a defined period of time.

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

Subd. 8. University Housing Expulsion. University housing expulsion means permanent separation of the student from University housing.

Subd. 9. Suspension. Suspension means separation of the student from the University for a defined period of time, after which the student is eligible to return to the University. Suspension may include conditions for readmission.

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

Subd. 11. Withholding of Diploma or Degree. Withholding of diploma or degree means the withholding of diploma or degree otherwise earned for a defined period of time or until the completion of assigned sanctions.

Subd. 12. Revocation of Admission or Degree. Revocation of admission or degree means revoking a student's admission to the University or revoking a degree already awarded by the University.

SECTION. VII. INTERIM SUSPENSION.

The president or delegate may impose an immediate suspension on a student or student organization pending a hearing before the appropriate disciplinary committee (1) to ensure the safety and well-being of members of the University community or to preserve University property, (2) to ensure the student's own physical or emotional safety and well-being, or (3) if the student or student organization poses an ongoing threat of disrupting or interfering with the operations of the University. During the interim suspension, the student or student organization may be denied access to all University activities or privileges for which the student or student organization might otherwise be eligible, including access to University housing or property. The student or student organization has a right to a prompt hearing before the president or delegate on the questions of identification and whether the interim suspension should remain in effect until the full hearing is completed.

SECTION VIII. HEARING AND APPEALS OF STUDENT DISCIPLINE.

Any student or student organization charged with violation of the Code shall have the opportunity to receive a fair hearing and access to a campus-wide appeal. To safeguard the rights of students and student organizations, the president or delegate shall ensure that each campus has an appeals procedure to govern alleged violations of this policy. The appeals procedure shall provide both substantive and procedural fairness for the student or student organization alleged to have violated the Code and shall provide for resolution of cases within a reasonable period of time.

The appeals procedure must describe:

- (a) grounds for an appeal;
- (b) procedures for filing an appeal; and
- (c) the nature of an appellate review.

SECTION IX. DELEGATION OF AUTHORITY.

The president or delegate shall implement this policy, including publishing and distributing the Code and the procedures governing the student disciplinary process at the University.

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



**University of Minnesota Board of Regents Policy
Sexual Harassment
Adopted: December 11, 1998**

SECTION I. DEFINITION.

Subd. 1. Sexual Harassment. "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

- (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program;
- (2) submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this individual in any University activity or program; or
- (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program.

Subd. 2. Member of the University Community. "Member of the University community" or "University member" means any University of Minnesota faculty member, student, or staff member, or other individual engaged in any University activity or program.

SECTION II. POLICY.

Subd. 1. Prohibition. Sexual harassment by or toward a member of the University community is prohibited.

Subd. 2. Responsibility to Report. Department heads, deans, provosts, chancellors, vice presidents, and other supervisors and managers must take timely and appropriate action when they know or should know of the existence of sexual harassment. Other persons who suspect sexual harassment should report it to an appropriate person in their unit or to the University equal opportunity officer.

Subd. 3. Administrative Responsibility. Each campus must adopt procedures for investigating and resolving complaints of sexual harassment in coordination with the director of equal opportunity and affirmative action.

Subd. 4. Disciplinary Action. A violation of this policy may lead to disciplinary action up to and including termination of employment or academic dismissal.

5.3 Scholastic Dishonesty and Plagiarism

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

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

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://writing.umn.edu/tww/plagiarism/definitions.html>.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/> and click on "Citing Sources."

In addition, original work is expected in all coursework. It is unacceptable for students to hand in assignments for any course for which they received credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

5.4 University Senate Uniform Grading & Transcript Policy

Note: The following is an abbreviated version of the University Senate Uniform Grading and Transcript Policy that can be found at www.umn.edu/usenate/usen/policies.html.

General Provisions

1. There are two distinct grading systems on each campus of the University of Minnesota, A-B-C-D-F (with pluses and minuses), and S-N. The S-N system is a self-contained alternative to the A-F system and the two may not be combined for a particular student in a particular course. Students may receive grades or symbols only from the grading system under which they have registered for a course.
2. Interpretation by the Committee on Educational Policy: The policy does not require any instructor to use pluses and minuses.

3. Each college, campus, and program shall determine to what extent and under what conditions each of these two systems may be available to its students and to its faculty, consistent with the provisions of this policy. Any college, campus, or program may specify what courses or proportion of courses taken by its students or its prospective students must be on one or the other grading system. No campus, college, or program is required to offer a course on the S-N grading system. Any unit may choose to limit grades in a particular course to the A-F or the S-N system.
4. When both grading systems are available to a student, he or she must declare a choice of system as part of the initial registration for the course. The choice may not be changed after the end of the second week of classes (the first week in summer sessions).
5. The University's official transcript, the chronological record of the student's enrollment and academic performance, will be released by the University only at the request of the student or in accord with state or federal statutes; mailed copies will include the official seal of the University imprinted on them. Students may obtain an unofficial transcript of their own academic work at their request, except when they have a transcript hold on their record.

Permanent Grades for Academic Work

1. There are five permanent grades given for a single course for which credit shall be awarded, which will be entered on a student's official transcript. A-B-C-D-F grades including pluses and minuses, as follows, and carry the indicated grade points. The S grade shall not carry grade points but the credits shall count toward the student's degree program if allowed by the college, campus, or program.

A	4.00	Represents achievement that is outstanding relative to the level necessary to meet course requirements.
A-	3.67	
B+	3.33	
B	3.00	Represents achievement that is significantly above the level necessary to meet course requirements.
B-	2.67	
C+	2.33	
C	2.00	Represents achievement that meets the course requirements in every respect.
C-	1.67	
D+	1.33	
D	1.00	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.
S		Represents achievement that is satisfactory, which is equivalent to a C- or better.

2. There are two permanent grades given for a single course for which no credit shall be awarded and which will be entered on a student's official transcript.

F	0.00	Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. The F carries zero grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course shall count in the grade point average.
N		Represents no credit and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. The N carries no grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course do not count in the grade point average.

Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

Students who enroll for a course on the A-F grading system shall receive an F if such grade is warranted; students who enroll for a course on the S-N system shall receive an N if such grade is warranted.

3. In connection with all symbols of achievement, and especially for the S, instructors shall define for a class, at one of its earliest meetings and as explicitly as possible, the performance that will be necessary to earn each (subject to the provision in this policy that the amount and quality of work required for an S may not be less than that required for a C-). [In any class, instructors have the right to set the level of performance required for an S at any level. They may not set it at less than a C-.]
4. Every student shall have calculated, both at the end of each grading period (quarter or semester) and cumulatively, a grade point average, which shall be the ratio of grade points earned divided by the number of credits attempted with grades of A-F (including pluses and minuses). Both the periodic and cumulative grade point average will appear on each student's record.

All special grade point averages calculated at the request of a college or unit, if approved by the appropriate chancellor, provost, or vice president, will be accommodated by the Office of the Registrar in such a manner that they do not appear on the student's official transcript or any unofficial transcript which might be issued.

Other Transcript symbols

Incomplete [I]

There shall be a temporary symbol I, **incomplete**, awarded to indicate that the work of the course has not been completed. The I shall be assigned at the discretion of the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an I requires a written contract between the instructor and student specifying the time and manner in which the student will complete the course requirements. In no event may any such written agreement allow a period of longer than one year to complete the course requirements. The Incomplete contract can be found at <http://www.sph.umn.edu/current/resources/grades.asp>

For graduate/professional students, an I is to remain on the transcript until changed by the instructor or department.

When an I is changed to another symbol, the I is removed from the record.

A student does not need to be registered at the University in order to complete the work necessary to convert an I to a grade with credit in the time and manner previously agreed upon between the student and the instructor. The instructor is expected to turn in the new grade within four weeks of the date the work was submitted by the student.

Interpretation of Policy on Incompletes for Students Called to Active Military Duty

When appropriate, instructors may prefer to arrange for the student to take an incomplete. Senate policy requires that an incomplete be made up within one calendar year of the end of the term in which the incomplete is given. When students are called to active military duty, and reach agreement with their instructor(s) to take an incomplete, they will have up to one calendar year following their discharge from active duty to complete their incomplete(s). Complete policies and procedures are available in the SPH Student Services Center.

Transfer [T]

There shall be a symbol T, **transfer**, posted as a prefix to the original grade, to indicate credits transferred from another institution or from one college or campus to another within the University when reevaluation is required.

Withdrawal [W]

If a student officially withdraws from a course during the first two weeks of classes, there shall be no record of that course registration entered on the student's transcript. There shall be a symbol W, **withdrawal**, entered upon a student's record when the student officially withdraws from a course in accordance with procedures established by the student's college or campus*. The W will be entered on the transcript irrespective of the student's academic standing in that course if the student withdraws from the course during the third through

eighth week of class (second or third weeks of summer sessions). Withdrawal in the ninth or later week of classes (fourth or later in summer sessions) shall require approval of the college and may not be granted solely because a student is failing the course; there must be extenuating non-academic circumstances justifying late withdrawal.

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

Continuation [X]

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

In Progress [K]

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

Other Provisions

Bracketing (repeating) Courses

An MPH or Certificate student may repeat a course once. When a student repeats a course, (a) both grades for the course shall appear on the official transcript, (b) the course credits may not be counted more than once toward degree and program requirements, and (c) only the last enrollment for the course shall count in the student's grade point average. All such courses falling under this provision must be approved by the college*.

MS and PhD students are not allowed to repeat a course.

*In the case of the School of Public Health, this approval must come from the Dean and, in some cases, the Program Director. Students should see their Major Coordinator 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.

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 <http://onestop.umn.edu> 24 hours after they are posted by the course instructor.

Course Evaluations

Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered. The SPH collects student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grade as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not.

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

5.5 Health Insurance

All Academic Health Center students (this includes all SPH students, including those in MS and PhD programs) will be enrolled and charged automatically for the Academic Health Center (AHC) Student Health Benefit Plan. For more information, go to <http://www.bhs.umn.edu/insurance/twincities/ahc/index.htm>.

Benefits

The Academic Health Center Student Health Benefit Plan (AHC-SHBP) offers the following benefits (all AHC students are eligible):

- Full access to the Blue Cross and Blue Shield pharmacies
- No maximum on pharmaceuticals
- Coverage for all immunizations
- Early access to immunization services (July 1) for those registered for fall 2010 (incoming students)
- Ongoing health care coverage will be offered to students after graduating, through the University of Minnesota Conversion Plan

Waiver

All admitted AHC students will be required to participate in the plan if they are not covered by an employer sponsored group health insurance program.

If they want to waive the insurance, they must prove they have other coverage by producing a certificate of credible coverage obtained from their managed care organization, insurance company, or duly authorized agent verifying insurance coverage. They must submit the certificate of credible coverage to the Student Health Benefits Office at Boynton by the enrollment deadline published by the Office of the Registrar. This request must be submitted in person or by fax.

This waiver will be valid for two years. Should students lose coverage during the period they have been waived, they may enroll in the plan within 30 days by providing proof of involuntary loss of coverage from the insurance company.

Students enrolled in the Graduate Assistant Health Benefit Plan will be automatically waived from the AHC-SHBP.

5.6 Privacy

The School of Public Health is committed to protecting the privacy of students, staff, and research participants. Students have privacy rights that assure confidentiality of their student records. Research Participants have many rights that guarantee their safety and their privacy.

Often School of Public Health students work as Teaching Assistants and Research Assistants [that may require exposure] to private information. Please be [aware] of privacy laws, complete required privacy trainings, and act with the highest honor towards all private information.

For further information, go to privacy.ahc.umn.edu/.

FERPA (Family Educational Rights and Privacy Act): Student records

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

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

In addition:

U of MN Faculty and Staff have a legal responsibility, under FERPA, to protect the confidentiality of your student educational records.

Student educational records are considered confidential and may not be released without written consent of the student.

Student information stored in electronic format must be secure and available only to those entitled to access that information.

HIPPA (Health Insurance Portability and Accountability Act)

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

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

Login to www.ahc.umn.edu/privacy/training/sectraining/home.html, click on myU.umn.edu and select **my Worklife** link to complete the training.

5.7 Immunizations

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

More details and the downloadable *Student Immunization Record* form are available from Boynton Health Service at www.bhs.umn.edu/services/AHC.htm#AHC.

5.8 Criminal Background Checks

Students should be aware that certain facilities are required by Minnesota law to submit paperwork for a criminal background check for all personnel with direct, unsupervised client contact. Students placed in such facilities may be asked by the institution to submit paperwork, or the institution may require that they have this check facilitated by the School of Public Health or Division. The School is prepared to assist students with this process. Facilities that are covered by this law are hospitals, boarding care homes, outpatient surgical centers, nursing homes, home care agencies, residential care homes, and board/lodging establishments providing health supervision services. Client contact must be direct and unsupervised (outside the hearing or vision of a supervisor at the facility). In the unlikely event that this situation arises, students should call the School of Public Health Student Services Center at 612.626.3500 or go to D305 Mayo for assistance.

5.9 Use of Human Subjects in Research

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

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

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

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

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

What research must be reviewed by the IRB?

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

IRB Contact Information

(612) 626-5654

irb@umn.edu

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

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

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

Additional guidelines for students involved in international fieldwork

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

How do I apply for IRB approval?

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

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

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

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

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

What does the IRB look for?

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

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

Some tips

- **Call or email the IRB if you have *any* questions. They are paid to help you and have seen thousands of studies, many just like yours!**
- Students should work closely with their faculty advisors when completing IRB forms.
- If you are collecting primary data, you will need a copy of the questions you intend to ask subjects, a protocol for collecting data, a consent form with all the elements (see website), and a plan to encrypt identifiable data. If you will be using participant recruitment materials (letters, advertisements, etc.), you must also include them along with your application.
- The IRB looks very closely at research involving children, prisoners, incapacitated persons, the elderly, deception, and higher risk interventions.
- If you're hoping to work with children, plan on getting informed consent from parents.
- All research entails some risk to subjects, even if merely boredom. It's best to overestimate the risks your study poses to subjects and to underestimate its benefits.
- Write short, pithy answers to each question on the IRB form.

- The length of time it takes for the IRB to review and approve your application is highly correlated with the completeness and quality of your application. Incomplete or vague answers often result in "deferrals" which can greatly lengthen the time to approval.
- This page on the IRB website offers specific guidance for student researchers: <http://www.research.umn.edu/IRB/guidance/student-researchers.html>

5.10 International Student Requirements

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

Document Check and Orientation

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

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

Student and Exchange Visitor Information System (SEVIS)

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

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

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

Academic Status

International students must maintain full-time status. MPH students must register for at least 9 credits each semester (6 credits for MS and PhD students). Under special conditions, students may apply for an exemption from full-time status rule at the ISSS office. Students must apply for the exemption before registering for less than a full course of study.

Address Change

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

6. GROUPS, ASSOCIATIONS, AND SOCIETIES

6.1 Student Groups

School of Public Health Student Senate

www.sph.umn.edu/current/studentssenate/home.html

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

The Student Senate is an official organization of the University of Minnesota, School of Public Health, representing the SPH graduate students in several university committees.

The Student Senate also acts as the public health student association of the University of Minnesota, organizing activities and events among the graduate students in the school. They participate in volunteer activities around the Twin Cities, organize social events, and address student needs and concerns to the School and the divisions.

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

The student senate officers for the 2009-2010 academic year are:

Office	Name	Email Address
President	Meghan Mason	maso0299@umn.edu
Vice-President		
VP for Committees and Divisions	Samuel Lee	leex4900@umn.edu
Secretary	Laura Perdue	perdu011@umn.edu
Treasurer	Deepa Mekala-McGriff	meeka0006@ umn.edu

Graduate and Professional Student Assembly

www.gapsa.umn.edu

The Graduate and Professional Student Assembly serves many functions on this campus, chief among them ensuring that the University, in all of its offices, programs, schools and departments, works in the interests of excellence in the graduate and professional experience. GAPSA and its coordinate councils advocate on your behalf to make the University of Minnesota the premier institution for graduate and professional education in the nation, and try to make sure students have a smooth, supported, even fun time getting their degree

Council of Graduate Students (COGS)

www.cogs.umn.edu

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

Center for Health Interdisciplinary Programs (CHIP)

www.chip.umn.edu

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

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

Minnesota International Student Association

www.tc.umn.edu/~misa/

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

Other Groups

www.sua.umn.edu/groups/

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

6.2 Public Health Related Associations and Agencies

Minnesota Public Health Association (MPHA)

www.mpha.net/index.html

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

American Public Health Association

www.apha.org

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

Association of Schools of Public Health

www.asph.org

The Association of Schools of Public Health (ASPH) is the only national organization representing the deans, faculty, and students of the accredited member schools of public health and other programs seeking accreditation as schools of public health.

Center for Cross-Cultural Health

www.crosshealth.com

The Center for Cross-Cultural Health is actively involved in the education and training of health and human service providers and organizations in the State of Minnesota and beyond. The Center is also a research and information resource. Through information sharing, training and research, the Center works to develop culturally competent individuals, organizations, systems, and societies.

Centers for Disease Control and Prevention

www.cdc.gov

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

National Institutes of Health

www.nih.gov

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

American College of Healthcare Executives

www.ache.org

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

6.3 Alumni Societies

School of Public Health Alumni Society

www.alumni.umn.edu

www.sph.umn.edu/alumni/home.html

The School of Public Health Alumni Society has approximately 870 members. All graduates, students, and friends of the school are eligible for active membership in the society.

The society is responsible for a wide variety of successful initiatives, including:

Spring Annual Meeting, cosponsored by the Minnesota Public Health Association.

Student mentor program, designed to enable students to receive professional and personal guidance from alumni in their field of interest.

Awards and student scholarships.

Career Center, which provides support for a job bank and résumé database for students and alumni.

Assistance with the newsletter *Advances*.

With every new member, the School of Public Health Alumni Society is able to offer more programs and services in support of the school and its students. Each membership makes a difference!

MHA Alumni Association

http://www.sph.umn.edu/education/mha/alumni_association.html

The Alumni Association of the University of Minnesota MHA Program was established in 1948 to facilitate ongoing support of the Healthcare Administration program and to continue fellowship among alumni. There are over 1,600 members. The Association supports MHA students through scholarships, and by providing learning opportunities.

7. EXECUTIVE PROGRAM IN PUBLIC HEALTH PRACTICE

7.1 Welcome

Welcome to the Executive Program in Public Health Practice! We trust that the guidebook will answer your questions and provide *practical* information through which you can successfully complete the Master of Public Health (MPH) degree. Please feel free to contact the Director of the Program, Katherine Waters at 612.626.6573, water144@umn.edu or the Programs and Major Coordinator, Kate Hanson at 612.626.7353, hanso041@umn.edu with any questions or concerns.

The Executive Program is located in the Public Health Practice Major in the School of Public Health. The Public Health Practice Major also offers programs in Public Health Medicine leading to a dual MD/MPH Degree and Veterinary Public Health, leading to a dual DVM/MPH degree. The Major also offers certificate programs in specialized fields of study.

Overview and Goals

The purpose of the Executive Program in Public Health Practice is to provide you with an innovative and flexible curriculum that will enable you to achieve your career goals in Public Health. In addition to obtaining a broad background in Public Health through course work in areas such as Biostatistics, Epidemiology, Environmental Health and Health Administration (23.5 credits), you will design a focus area based on your own specific academic and career goals (18.5 credits). The following focus areas are available:

- Public Health Preparedness, Response and Recovery
- Food Protection
- Public Health Leadership Studies
- Cultural Responsiveness
- Self-designed focus area
- General Public Health Practice

EPPHP Students

There are approximately eighty students enrolled in the Executive Program, all of whom have advanced graduate/professional degrees or have successfully completed the Public Health Core Concept Certificate. The educational backgrounds of our students include the disciplines of education, law, medicine, nutrition, pharmacy, public health, psychology, dentistry, chiropractic and veterinary medicine. The goal of some students is to become more effective in their current practice. Others students are looking to make major career shifts, e.g., moving from clinical practices to leadership roles in the Public Health community. The career goals of Executive students are truly diverse. Some students envision working in national and local health agencies/organizations and others envision working internationally. Others are enhancing their skills to work in regulatory agencies while some wish to redirect their clinical skills to the health needs of disadvantaged people. Some students are looking to add a public health component to their current work. Whatever the career goal, students share a common value and that is to make a *significant impact on the health of the public*.

Faculty perspective on Public Health

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

Curriculum requirements

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

At least 14 credits of the program can be taken online. A maximum of 15 credits can be transferred in from other accredited graduate programs, provided the courses have been taken in the past five years (among other requirements) and relate directly to your focus area. In addition, the School of Public Health offers a wide listing of elective courses during a concentrated three-week Public Health Institute offered every Spring, during the May session. Attendance at Public Health Institutes and participation in online classes allows you to continue with your work responsibilities.

7.2 Program Curriculum

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

Basic Curriculum

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

Required Coursework

Course	Title	Term(s) Offered	Credits
PubH 6299	Public Health is a Team Sport: Lessons in Collaboration	① May	1.5
PubH 6020	Fundamentals of Social and Behavioral Science	F In & On, Sp On, SS On	3
PubH 6102	Issues in Environmental and Occupational Health	Sp On, SS On	2
PubH 6320	Fundamentals of Epidemiology	F In & On, Sp In & On, SS On	3
PubH 6414	Biostatistical Methods I	F In & On, Sp In & On, SS On	3
PubH 6741	Ethics in Public Health: Professional Practice and Policy	F In & On, Sp On, SS On	1
PubH 6751	Principles of Management in Health Services Orgs	F In & On, Sp In & On, SS On	2
PubH 7296	Field Experience: Public Health Practice	② All Terms	4
PubH 7294	Master's Project: Public Health Practice	All Terms	4

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

② Minimum of 180 hours in a public health setting.

Term(s) Offered: Fall (F) term: In = in class, On = online

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

Summer (SS) term – On – online

Public Health Core Area Requirements

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

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

Pre-approved Courses Meeting Public Health Core Area Requirements

Administration

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

Behavioral Science

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

Biostatistics

- PubH 6414 Biostatistical Methods I – 3 cr.
- PubH 6415 Biostatistical Methods II – 3 cr.
- PubH 6450 Biostatistics I – 4 cr.
- PubH 6452 Biostatistics II – 4 cr.

Environmental Health

- PubH 6101 Environmental Health – 2 cr.
- PubH 6102 Issues in Environmental and Occupational Health – 2 cr.

Epidemiology

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

Ethics

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

Focus Area Curriculum (electives)

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

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

Students, in collaboration with their Academic Advisor, must arrange their curriculum around a theme of interest or focus representing current public health issues. See *Student Focus Area Planning Form* in *Appendix B*. Activities chosen in completion of the Program's Field Experience and Master's Project are coordinated with the theme chosen by the student for the Focus Area Curriculum. Key learning objectives of the curriculum and how they are acquired are listed in *section 7.7*.

Focus Area Planning Guide (electives)

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

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

1. Re-read the letter of intent you wrote when you applied to this program.
2. Review the established concentration areas for ideas at <http://www.sph.umn.edu/programs/ic/>

3. Review the SPH course offerings on Onestop and highlight courses of interest and see if a theme naturally emerges.
4. Read this guidebook carefully and consult with other resources. For instance, you may wish to conduct informational interviews with public health leaders to discuss your professional goals.
5. Ask for the names of students in the Executive Program or alumni who have career goals similar to your own and compare notes on potential course work.
6. Review the *Competencies Feedback Project* by the Council on Linkages Between Academia and Public Health Practice at <http://trainingfinder.org/competencies/>. This website provides information about Public Health domains and core competencies in current public health practice including policy development, community interventions, applications of knowledge, and program planning and management. What you discover in this website will give you a sharper perspective on what you wish to accomplish in your MPH program. You are encouraged to view this website early in your program.
7. Review the many courses offered through the School of Public Health at onestop.umn.edu under class schedule or class search.

The above suggestions will help you sharpen the definition of what you wish to accomplish in your focus area.

After completing the above tasks, meet with your academic advisor to complete the *EPHP Focus Area Planning Form* (see *Appendix B*). Upon the completion of this meeting, you should have a precise description of your focus area and an agreement on specific courses (18.5 credits minimum) as well as a preliminary understanding of what you might wish to accomplish in your master's project.

Please note that your academic progress is documented by the completion and signing of various forms that can be found in the appendices section of this guidebook as well as the online field experience contract. These forms will become a permanent part of your file. Before the Master of Public Health degree is awarded, all forms must be signed by the appropriate individuals. **It is the student's responsibility to make certain that the forms are discussed with his/her academic advisor and filed at appropriate times with the Major in Public Health Practice and/or the School of Public Health.** A copy of each form should be submitted to Kate Hanson, major coordinator.

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

Examples of possible focus areas are:

1. Cultural Competency
2. Food Protection
3. Preparedness, Response and Recovery
4. Public Health Leadership
5. Self-designed, meeting your career goals
6. General Public Health Practice

Below is list of 2011 Public Health Institute elective course offerings, listed by domains.

Courses in Public Health Policy & Systems Development (Policy Development/Program Planning Skills – Leadership and Systems Thinking Skills, *program planning and system thinking*)

- PubH 7200 Farm to School: Improving the Health of Children, Farms and the Community
- PubH 7210 Global Food System – Dairy
- PubH 7200 Global Public Health Systems
- PubH 7200 Globalization and Health
- PubH 7200 Legal Considerations for Public Health Emergencies
- PubH 6711 Public Health Law
- PubH 7200 System Approaches to Food Security, Livestock and Human Health
- PubH 7200 The Impact of Health Reform on Public Health

Courses in Community Intervention (Community Dimensions of Practice Skills – Cultural Competency Skills, *diversity and cultural*)

- PubH 7200 Best Practices in Emergency Response
- PubH 7200 Communication for Community based Participatory Research
- PubH 7200 Design for Disaster
- PubH 7200 Disaster 101: A Preparedness Exercise
- PubH 7200 Food System Defense: Vulnerabilities in the Food System and How to Close Them
- PubH 7200 Personal, Environmental & Policy Interventions Targeting Youth Obesity
- PubH 7200 Multicultural Storytelling: A New Process for Community Engagement
- PubH 7200 Organizing Strategies for Public Health Issue Advocacy
- PubH 7200 Planning for Urgent Threats
- PubH 7242 War and Public Health

Courses in Assessment and Basic Sciences (Analytic/Assessment Skills – Basic Public Health Science Skills, *public health biology*)

- PubH 7200 Application of GIS in Epidemiology and Public Health
- PubH 7200 Biodiversity and Health
- PubH 6600 Born a Girl: Global Women's Health
- PubH 7200 Emerging and Re-emerging Disease: Topics in Infectious Disease
- PubH 7215 Food Safety: Risk Assessment and Management
- PubH 7200 HACCP Fundamentals
- PubH 7200 Introduction to Biosafety
- PubH 7200 Introduction to GIS
- PubH 7200 Introduction to Occupational & Environmental Health & Safety: Does the Shoe Fit?
- PubH 7200 Molecular Epidemiology
- PubH 7200 Participatory Epidemiology
- PubH 7200 Public Health Perspectives on Mold Mitigation and Remediation
- PubH 7200 Qualitative Research Analysis
- PubH 7200 Salmonella Hotspots Field Trip
- PubH 7200 Salmonella: Topics in Infectious Disease
- PubH 7231 Surveillance of Foodborne Pathogens in Humans
- PubH 7200 Surveillance of Zoonotic Pathogens in Animals
- PubH 7200 Using U.S. & International Census & Survey Data for Health Research
- PubH 7230 Vector Field Ecology: Topic in Infectious Disease

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

- PubH 7200 Global One Health Leadership Workshop and Practicum
- PubH 7227 Incident Management System – The Public Health Role
- PubH 6060 Motivational Interviewing: Strategies to Effect Behavior Change
- PubH 7200 Performance Improvement for Public Health using Quality Improvement Methods
- PubH 7200 Public Health Program Management in an International Setting
- PubH 7214 Principles of Risk Communication
- Nurs 6800 Qualitative Research Meth: Discovering the value of 'voice' in Words, Stories, & Photographs

The following courses do not fall under a Domain:

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

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

7.3 Master of Public Health Graduation Requirements

NOTE: See *section 7.14* for the EPHP Graduation Checklist

Registration Requirement

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

Course Numbers and Graduate Credit

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

SPH Grading Policies

See *section 5.4* for additional grading information.

Grade Point Average

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

S-N Grade Option

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

Public Health Core Courses

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

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

Sequence of Public Health Core Courses

We strongly encourage you to complete PubH 6414 Biostatistical Methods 3 cr and PubH 6320 Fundamentals of Epidemiology 3 cr within the first year of your program. The contexts of these courses are beneficial for the MPH project and core curriculum. The majority of students complete those two courses during their first summer term. It is recommended to take the courses concurrently or take PubH 6414 Biostatistical Methods *prior* to PubH 6320 Fundamentals of Epidemiology.

Field Experience

All EPPHP students must complete a formal, supervised fieldwork experience consisting of 4 credits at least 180 hours (45 hrs = 1 cr) in order to graduate. Prior professional degrees and prior work experience in a field closely related to the MPH degree program are not sufficient grounds for waiving the fieldwork requirement. Each major has established requirements for completion of fieldwork; see *section 88*.

Master’s Project

MPH students must complete a master’s project, demonstrating familiarity with the tools of research or scholarship in the major, the capacity to work independently, and the ability to present the results of the investigation effectively. The master’s project should involve a combined total of approximately 160 hours of work. The academic faculty specifies the nature and extent of the options available to satisfy this requirement

and determines whether the requirement is to be satisfied in conjunction with or independent of the coursework in the student's major. Students also have the option to sit for the CPH exam instead of completing a MPH project, refer to section 7.10 for information on MPH project options.

MPH Study Plan

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

Comprehensive Examination

MPH students who complete a MPH project must complete a written and an oral examination as specified by the major; see *section 8.12*.

Time Frame

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

Course Substitutions and Waivers

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

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

Core Course Substitution Procedures:

The following process should be followed when requesting that a course substitute for a required core course in your degree program.

1. Gather the course syllabus of the required course in your degree program and the proposed substitute course and a transcript on which the proposed course grade has been posted (if the proposed course has already been completed).
2. Complete the *Petition* form with the following information in each section:
 - REQUEST SECTION: describe the course requested for substitution including the course title, number of credits, term and year taken, and the name of the institution where the course was taken. Also list the course/requirement in your degree program for which you are asking for the substitution.
 - REASON/EXPLANATION SECTION: Indicate what skills and/or content overlaps between the required course(s) and the proposed substitute course(s).
3. Compile the above materials and have the request reviewed by your advisor. He/she will complete the Department section of the *Petition* form and indicate approval/non-approval of the request.
4. After the advisor has made his/her recommendations, the student should submit these materials to the Major Coordinator who will forward it to the appropriate Credentials Committee for review. The student will be notified via e-mail of the committee's decision.
5. If the substitute course is to replace a School of Public Health Core course (administration-PubH 6751/6752, behavioral/social science-PubH 6020, biostatistics-PubH 6414/6450, environmental health-PubH 6100/6102, epidemiology-PubH 6320/6330, ethics-PubH 6741/6742), upon receipt of those materials listed above, the Major Coordinator will review the request with the Major Chair and then if approved by the Major Chair, all copies of the request will be forwarded to SPH Educational Policy

committee members. The student will be notified via e-mail of the committee's decision. If the Major Chair does not approve of the request, the Major Coordinator will inform the student that the request will not be forwarded to the SPH Educational Policy Committee for review.

Elective Course Transfer Credits

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

1. Meet with your academic advisor to discuss the petitioning process. If the petition is acceptable to the advisor, you will complete and sign the *Petition* form, obtain the advisor's signature, attach an official transcript on which the final grade has been posted and submit the full course syllabus
2. Submit the *Petition* form and materials to Kate Hanson, major coordinator for processing. The *Petition* form can be obtained from <http://www.sph.umn.edu/current/resources/>
3. A student may seek transfer of no more than 40% of the total number of credits required to complete the MPH degree. (**EPHP program limits transfer credits to 15**). Course credits may be used to satisfy public health core or other program requirements as jointly approved by the Major Chair and the Associate Dean for Academic Affairs. Courses approved for transfer into the program must be graduate or professional degree level courses taken at an accredited institution within the last 5 years. 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. A grade of "B" or better is required for each course requested for transfer credit.

Then Kate Hanson, major coordinator will forward the petition to the major chair and then to the Associate Dean for final evaluation and/or approval.

Application for Degree

MPH students are required to complete an *Application for Degree* form. There are strict deadline dates before a student can be cleared for graduation. Copies of this form can be obtained from the Major Coordinator, the Student Services Center or downloaded from <http://www.sph.umn.edu/current/resources/>. We strongly encourage students to submit the form at least one semester before graduation.

Reflective Summary

Executive students are required to submit a reflective summary (not more than 5 pages) of their learning objectives/focus area, how they met the objectives, and how the MPH prepared them for public health practice.

7.4 Online Resources

Onestop (www.onestop.umn.edu)

This website gives you access to all of the registration and student account information you could ever want, including:

- 1) Queue [times](#) for fall and spring terms; just click on the "When do I Register?" quick link on the right to determine your place in the queue. There is no queue for summer term.
- 2) [Course offerings](#) by term, click on the "Class Schedule" quick link and select Public Health as your subject.
- 3) [Course descriptions](#) can be found at <http://onestop2.umn.edu/courses/tc/designators.jsp>
- 4) [to register](#), click the "Register for Classes" quick link OR click on the "Add Now" button next to your class in the Class Schedule. If you are not using the "Add Now" button, you will need the five digit class number (listed to the left of the course in the Class Schedule).
- 5) [Student financial account](#) - To view your student financial account use the "Student Account" quick link. Billing and due dates are listed at http://www.onestop.umn.edu/onestop/Tuition_Billing/wwhpay.html.
- 6) The [Refund and drop/add deadline calendar](#) can be found at http://www.onestop.umn.edu/onestop/Calendars/Refund_and_DropAdd_Deadlines.html. It is *extremely important* to check this if you are considering dropping a course once the term has begun. This tells you the

financial and academic consequences you will encounter depending on when you drop a course along with what, if anything, you'll need to do.

7) [Financial aid status](#), if you have applied for financial aid, go to the "Financial Aid Status" quick link.

8) [MyU Portal](#), the link is on the top of the screen to the right.

MyU Portal (www.myu.umn.edu) - Access online courses

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

Webct Vista (www.webct.umn.edu)

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

There is a tutorial for the WebCT available at <http://uttc.umn.edu/training/resources/webct/vista/>.

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

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

The SPH is slowly converting all on-line courses from a WebCT platform to a Moodle platform.

Ordering Course Materials (www.bookstore.umn.edu/textbooks/gopherbooks.html)

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

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

Lisa McGuire, MLIS, Assistant Librarian, at the Bio-Medical Library, has been designated to assist SPH students! She is there to help you to conduct a meaningful search.

Lisa has created a web site that lists some key resources for doing research in public health. This page is available at: <http://biomed.lib.umn.edu/guides/pubh-public-health-resources>.

On this page, she created a short (6 minute) orientation to major library resources and services. This tutorial is a good place to start if you are entirely new to the University and accessing library resources for the first time. This site also provides access to library resources such as article indexes like Ovid Medline and PubMed, library services, and Lisa's contact information.

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

Lisa McGuire, MLIS
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<http://www.biomed.lib.umn.edu/about/staff/lmcguire> (Web)

7.5 Descriptions of Required Courses

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

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

PubH 6020 Fundamentals of Social and Behavioral Science

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

PubH 6102 Issues in Environmental and Occupational Health

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

PubH 6320 Fundamentals of Epidemiology

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

PubH 6414 Biostatistical Methods I

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

PubH 6741 Ethics in Public Health: Professional Practice and Policy

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

PubH 6751 Principles of Management in Health Services Organizations

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

7.6 Academic Advising

Advising

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

Mission, Definitions and Expectations of Advising

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

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

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

SPH students are expected to...

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

Faculty advisors are expected to...

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

7.7 Curriculum Competencies

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

7.8 Field Experience

Introduction

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

The PHP field experience provides students with a means of gaining additional insight into programs, personnel management, governmental relations, public relations, legislative support and, particularly, knowledge of special investigations conducted by these organizations. Participation in the activities of public health practice programs external to the University adds a dimension of experience to the curriculum that enriches the student's training and may be beneficial in seeking employment.

As part of fulfilling the MPH degree requirements, you must participate in a field placement experience. Please be aware that certain facilities are required by Minnesota law to submit paperwork for a criminal background check for all personnel with direct, unsupervised client contact. Client contact must be direct and unsupervised (outside the hearing or vision of a supervisor at the facility). If you are placed in such a facility, you may be asked by the institution to submit paperwork, or the institution may require that you have this check facilitated by the School of Public Health. The School is prepared to assist you. Facilities that are covered by this law are hospitals, boarding care homes, outpatient surgical centers, nursing homes, home-care agencies, residential care homes, and board/lodging establishments providing health supervision services. In the event this situation arises, please call The School of Public Health Student Services Center at 612.626.3500 or contact Kate Hanson, program coordinator.

Overall Goals

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

Student Objectives

Development of your specific objectives should include consideration of:

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

Requirements

1. All PHP major students are required to complete a field experience as part of their degree program.
2. Students, in consultation with their academic advisor, should select the particular organization with which they wish to work. Selection of the organization, contact with it and designation of a preceptor in the organization may be arranged any time during the academic year.
3. Students register for a minimum of 4 semester credits for PUBH 7296. These credits may be taken during one semester, or divided among several semesters. As a guideline, a total minimum effort of 180 hours is expected (1 cr = 45 hrs. Students may register during any term for the field experience credits, not necessary over the time when the field experience will be conducted. However, the online contract (see next item) MUST be completed before beginning any field experience.
4. Before beginning a field experience, the online *Field Experience Contract* form must be completed. The contract is located on <http://www.sph.umn.edu/current/fe/index.asp>. The preceptor, (the person the student will work with at the agency), the academic advisor, and the coordinator must electronically approve this contract. A final copy will be placed in the student's academic file. Complete the contract as

soon as arrangements are made for the agency assignment. The contract is intended to avoid misunderstandings concerning expectations on the part of people involved.

5. International field experiences require a release and waiver form and international health insurance. The forms are available on the web site and **must be completed** before leaving the U.S.
6. Students must submit an online Field Experience Evaluation at the conclusion of the Field Experience. The preceptor may also submit an online Field Experience Evaluation at the conclusion of the Field Experience.
7. Some students may find certain aspects of the agency activity of sufficient interest to do a "Master's Project" project while assigned to the agency. This requires study that is more extensive, an appropriate literature review, and an expansion of the subject beyond the field experience. The ultimate feasibility of such arrangements should be decided jointly by the student, the academic advisor, and the preceptor.
8. If you have decided to take the Certification in Public Health Exam instead of completing a MPH project, you are required to write a 3-5 page reflective paper regarding your field experience.

Credits and Grading

The number of credits is arranged between students and their advisor. The grading for the field experience is S/N. Grades for **PubH 7296** are submitted when the academic advisor has accepted the evaluation on the field experience. (A total of 4 credits are required for graduation.)

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

7.9 Master's Project

Requirements

The use of the word Master's Project signifies a planned undertaking involving studious inquiry or examination. The product of that undertaking is a formal, written, scholarly report that demonstrates writing proficiency; and the ability to critically approach a topic, synthesize, interpret, and successfully convey information to the appropriate audience. The Master's Project provides a culminating experience for the student that allows the student to demonstrate the use of public health principles and competencies.

Students are expected to demonstrate familiarity with the tools of applied research or scholarship in public health practice, the ability to work independently, and the ability to apply skills learned in coursework by completing a Research Paper, Systematic Literature Review, Consultative Report or Grant Proposal. The Project will involve three faculty members: the primary academic advisor (who in some cases will also be the project advisor), the project advisor (if this is not the primary academic advisor), and one or two readers who will be present at the oral exam and may give feedback on the Project before the exam. The Master's Project is worth four credits and should involve a combined total of 160 hours of work (the equivalent of four full-time weeks of work). Note: compared to a traditional Master's Thesis which requires 240 hours of work. The project paper will typically be about 40 pages in length and will cite 15 – 20 references. If you entered the EPPHP with a Public Health Core Concept Certificate you are **required** to take the Certificate Public Health exam (CPH) instead of completing a MPH project.

The student, his/her academic advisor, and the project advisor (if different from the academic advisor) decide how the Master's Project requirement is to be met. The student is responsible for consulting with and acquiring approval from the academic advisor to confirm that the project meets the requirements of their program of study (use the *Master's Project Proposal Form* found in *Appendix A*). The topic and form of the Master's Project depend upon the student's experience and the interests of both the student and the faculty. For example, if the student lacks experience in writing scholarly papers the student may profit from writing a Systematic Literature Review that involves a critical synthesis and interpretation of the literature on a public health topic using validated methodologies. However, those students with demonstrated writing skills and an interest in research might profit from working on a Research Paper involving collaboration with School of Public Health faculty on a data based project (which may use primary or secondary data).

The student's work could culminate in the preparation of an article for potential publication. Guidelines for a Research Paper, Systematic Literature Review, a Consultative Report or a Grant Proposal can be found in *section 8.10*.

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

Approval Process

In order to maximize the benefit from the academic advisor's input, students must have their topic approved by their academic advisor. Approval must be received in writing before work can begin on the project proposal. After receiving the academic advisor's approval on the topic, the student should begin to develop the project proposal. (Use the *Master's Project Proposal Form* – a sample can be found in *Appendix A* of this guidebook.) The proposal sets up a guiding framework for the project and establishes a timeline for completion that is mutually satisfactory to the student and his/her advisor. The project proposal should include the following:

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

The Project Proposal must be approved by the Academic Advisor and, where appropriate, the Project Advisor before beginning the project itself. For projects involving collection of information from people, approval must be obtained from the Committee on the Use of Human Subjects in Research; see *sections 6.9 and 8.11* for more information.

7.10 Master's Project Options

Option One: Certification in Public Health Exam

If you entered the EPPHP with a Public Health Core Concept Certificate you are **required** to take the Certificate Public Health exam (CPH) instead of completing a MPH project. Students are eligible to take the Certificate Public Health Exam after completing 21 credits by the end of Fall term. The 21 credits must include the core concept courses. You may repeat the test if a passing score was not obtained or complete a MPH project.

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

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

The Certificate Public Health exam replaces the MPH project requirement, but not the credits. You may take up to four additional elective credits or expand your field experience or a combination of both. Regarding the field experience, no matter the number of credits, you are required to write a 2-3 page reflective paper on the experience, along with completing the required on-line field experience contract and evaluation.

If you entered the EPPHP with an advanced degree, the above option is also available to you.

Option two: Research Paper

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

The component parts of a Research Paper are as follows:

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

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

Option Three: Systematic Literature Review

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

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

- I. Abstract

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

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

Option Four: Consultative Report

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

The component parts of a Consultative Report are as follows:

- I. **Executive Summary**
- II. **Introduction**

- A. Description of the agency (purpose, structure, etc.)
- B. Description of the problem being addressed and its public health implications

III. **Process of Consultation**

- A. Engage with the client and carefully define the problem including the questioning of assumptions
- B. Identification of the key stakeholders
- C. Describe your sources of information and data – e.g. literature, primary data collection, secondary data analysis, surveys, interviews
- D. Collection, summary, and analysis of data
- E. Feedback of results
- F. Discussion – including a limited literature review for information relevant to the problem
- G. Recommended actions and dissemination of these recommendations
- H. Plans for implementation and measurement

IV. **References (APA reference style or appropriate alternative)**

Sources of Guidance for a Consultative Report

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

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

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

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

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

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

Option Five: Grant Proposal

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

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

The components of a grant proposal include the following*:

I. Introduction

II. Research Plan

- A. Specific aims (endpoints)
- B. Background and significance
 - 1. significance to increasing scientific knowledge
 - 2. significance to improving public health
 - 3. review of relevant literature

- C. Preliminary studies
 1. provide preliminary data if available
 2. critically interpret preliminary results and relate to current proposal
 - D. Research design and methods
 1. description of research and study design
 2. detailed description of methods for work and analysis
 3. include charts and tables when appropriate
 4. discuss alternatives and handling of negative data
- III. Special Considerations
- A. Human subjects research
 - B. Animal care and use
 - C. Contractual agreements
 - D. Consultancies
- IV. Budget
- V. Bibliography and References
- VI. Biographical sketches
- VII. Supplemental discussion of public health implications
- VIII. References (APA reference style or appropriate alternative)
- *Some variation is to be expected depending on the funding agency.

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

Completion of the Master's Project

Students must keep in touch with their academic advisor during the course of the Master's Project. Each Advisor should specify how he/she prefers to work with the student. Students should know that faculty may decline working with a student's project that is out of their area of expertise or if the student's timeline does not work out for the faculty member. Therefore, students are encouraged to seek information and ideas from other faculty members as well. A draft or drafts of the project should be submitted to the academic advisor and/or project advisor for review and comments. These should be incorporated into the final draft of the project, and resubmitted to the advisor and reader. A crucial aspect of the project is to describe the public health implications of the project in terms that are understandable even to lay person. A student desiring publication of the Master's Project should discuss this with the advisor. Master's Projects written in publication format meet the program requirements with prior academic advisor approval. Once the academic advisor has approved a final version of the project, the final draft should be typed and submitted for acceptance. Finally, students must submit one copy of the final approved version of the project; the copy will be retained in the PHP Program Office. No grade will be assigned for PubH 7294 until the student has complied with this request.

7.11 Human Subjects Protections

All students at the University of Minnesota who conduct any research using human subjects are required to submit their research proposal to the University of Minnesota Institutional Review Board (IRB) for approval prior to conducting their study.

If you will be conducting any kind of research involving human subjects for your MPH project, you will need to seek approval from IRB at the University of Minnesota. Examples include mailed or in-person surveys, analysis of a data set containing private information, or observing behavior, just to name a few. U of M students either completing their work at another institution, agency, or company *or* receiving credit for their work at another institution will also need to be in compliance with the human subjects regulations at that respective location. In these situations, to meet University of Minnesota requirements, there are two options:

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

In all cases, you must receive approval from the University of Minnesota before starting your project research. You will need to complete the following two training courses prior to application to IRB, so you may want to complete these early in your program. Training information can be found at the following websites:

1) CITI: <http://www.citiprogram.org/>

2) HIPAA: <http://www.ahc.umn.edu/privacy/privtraining/home.html> (only if you are using private health information (PHI) in your research)

Important websites for IRB information and application:

University of Minnesota IRB: <http://www.research.umn.edu/irb/>

Information for Students: <http://www.research.umn.edu/IRB/guidance/student-researchers.html>

Applying to IRB: <http://www.research.umn.edu/IRB/forms.html>

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

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

Research Subjects Protection Program (IRB)

Mayo Mail Code 820

D528 Mayo Memorial Bldg

420 Delaware Street SE

Minneapolis, MN 55455

Phone: (612) 626-5654 Fax: (612) 626-6061 Please see *section 6.11* for IRB procedures and further information.

7.12 Final Oral Examination

All master's degree candidates are expected to pass a final comprehensive oral examination, after submission of the Master's Project.

A committee will examine the student on the content of the master's project as well as questions on the core areas of public health. The examining committee will consist of the academic advisor, a School of Public Health faculty member who also serves as reader of the Master's Project and the PHP major chair or designate. A second focus specialist from the practice community is optional. Final approval rests with the Dean of the School of Public Health. (Two of the committee must have an appointment within the School of Public Health; the third member must have an appointment within the University of Minnesota.)

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

7.13 Career Survey

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

7.14 Graduation Checklist

- Turn in your *Study Plan* if you have not already done so. This form is due the semester before you plan to graduate but if you missed this deadline you must turn in this form immediately. This form is available at <http://www.sph.umn.edu/current/assets/mphstudyplan.pdf>
- Turn in the *Application for Degree Form* by the first University business day of the month you plan to graduate. The U of M needs this form to be able to state your degree on your transcript. This form is available at <http://policy.umn.edu/Forms/otr/otr177.pdf>
- Check your transcript to make sure your field experience grade has been submitted. A grade of "K" is not a final grade so if you see this grade you should contact your Major Coordinator to find out why your final grade has not been submitted
- Schedule your MPH presentation. You are responsible for scheduling your presentation with the committee members. Contact the PHP Major Coordinator to confirm the availability of the PHP conference room and to arrange any audio-visual equipment needed for the presentation. Students and committee members outside of the Twin Cities area may present long-distance via UMConnect and conference phone.
- Provide each committee member with a copy of your master's project paper at least two weeks before the scheduled date of your oral exam.
- After your oral defense, you should check your transcript again to make sure your project advisor has submitted your final grade. A grade of "K" is not a final grade so if you see this grade you should contact your Major Coordinator.
- Complete the *Career Survey* at <http://www.sph.umn.edu/current/grad/>
- Provide your Major Coordinator with an unbound copy of your final project either by e-mail or by submitting a printed copy.

To help us gather data on the effectiveness of the coursework, please complete the online simulation "Disaster in Franklin County" found at:
<http://www.sph.umn.edu/ce/trainings/coursepage.asp?activityId=7594>

Reminders

- Attend Grad Fair where you can order your Cap and Gown and meet with Financial Aid in March, Coffman Union
- Register for Commencement (see SPH website – Current Students)
If you cannot attend, still register to get your name in the program.
- Consider taking the Public Health Certification Exam
<http://www.publichealthexam.org/>
- Update your contact info. so we can keep in touch
<http://www.onestop.umn.edu>, click on personal information in right hand column
- Make an appointment with Career Services for a final review of your resume, interview practice or other job search guidance, Call 612-626-3500.
- Join the SPH Alumni Society
<http://www.sph.umn.edu/alumni/involved/index.asp>
- Lifetime University e-mail. Keep and use your U of MN email address. You can use your U of M e-mail address for personal or professional purposes even after you graduate. Imagine never having to subscribe to an e-mail
Service includes full access to three features:
 - 1) University Portal <https://www.myu.umn.edu/metadot/index.pl>
 - 2) AHC Portal <https://my.ahc.umn.edu/metadot/userchannel.pland>
 - 3) Portfolio <https://portfolio.umn.edu/portfolio/index.jsp>

7.15 Staff and Faculty

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7.16 Appendices

Appendix A

- Master's Project Proposal Form

Appendix B

- EPHP Focus Area Planning Form

Appendix C

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

- **Appendix D**

- MPH study plan form

Appendix A – Sample Form

PubH 7294 Public Health Practice: Master’s Project

MASTER’S PROJECT PROPOSAL FORM

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

1. Project type: MPH Research Paper MPH Consultative Report
 MPH Grant Proposal MPH Systematic Literature Review
2. State the key research question(s) and hypotheses (if applicable) to be addressed.
3. Briefly list your objectives for the project.
4. What is the public health relevance of the project?
5. Briefly describe the project’s methodology
6. Anticipated date of completion
7. Budget

Appendix B – Sample Form

EPHP Focus Area Form

STUDENT NAME _____

FOCUS AREA TITLE _____

FOCUS AREA DESCRIPTION _____

COURSE NUMBER AND TITLE	
PUBH DOMAINS	Insert below title of course that fulfills the domain, (list at least one course)
1. Public policy development using a systems framework (Domain 2 and 8)	
2. Interventions based on the dimensions of community and culture (Domain 4 & 5)	
3. Assessment and application of basic public health sciences (Domains 1 & 6)	
4. Program management and communications principles (Domain 3 & 7)	

As noted the Domains of Public Health identified by the Council on Linkages (<http://trainingfinder.org/competencies/>) have been combined for application to EPHP Focus Goals for planning purposes. For assistance, please contact the EPPHP Coordinator.

Appendix C

SPH GRADUATE STUDENT ADVISING

Student Guide to Mission, Definitions and Expectations of Advising

MISSION STATEMENT

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

DEFINING ADVISING

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

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

ADVISING EXPECTATIONS FOR STUDENTS

SPH students are expected to...

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

SPH GRADUATE STUDENT ADVISING

Faculty Guide to Mission, Definitions and Expectations of Advising

MISSION STATEMENT

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

DEFINING ADVISING

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

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

ADVISING EXPECTATIONS FOR FACULTY

Faculty advisors are expected to...

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

Appendix D

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

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

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

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

I. Course work for fulfillment of degree requirements

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

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

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

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

III. Interdisciplinary Concentration

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

- Complimentary & Alternative Medicine (CAMIC) Global Health (GHIC)
 Public Health Policy (PHPIC) Health Disparities (HDIC)

Indicate the date your IC proposal was approved _____

III. Enrollment Status and Course Requirements

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

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

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

Written Examination Date	N/A
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Advisor Signature	Date
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Major Chair Signature	Date
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Date Degree Awarded	
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