DVM/MPH Dual Degree
MPH Program
Division of Environmental Health Sciences

2016-2017 Student Guidebook
Welcome to the University of Minnesota School of Public Health!

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

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

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

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

This publication can be made available in alternative formats for people with disabilities. Direct requests to the Student Services Center, School of Public Health, MMC 819 Mayo, 420 Delaware Street SE, Minneapolis, MN 55455; 612.626-3500 or 800.774.8636.
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<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August</td>
<td>24, 25, 26</td>
<td>Equivalency Exams</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>SPH New Student Orientation</td>
</tr>
<tr>
<td>September</td>
<td>1</td>
<td>New PhD Student Reception</td>
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<td></td>
<td>5</td>
<td>Labor Day holiday – University closed</td>
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<tr>
<td></td>
<td>6</td>
<td>Classes begin</td>
</tr>
<tr>
<td>November</td>
<td>8</td>
<td>Registration for Spring Semester 2016 begins</td>
</tr>
<tr>
<td></td>
<td>24-25</td>
<td>Thanksgiving holiday – University closed</td>
</tr>
<tr>
<td>December</td>
<td>14</td>
<td>Last day of instruction</td>
</tr>
<tr>
<td></td>
<td>16-17,19-22</td>
<td>Final examinations</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>End of Fall semester</td>
</tr>
<tr>
<td></td>
<td>23-26</td>
<td>University Closed</td>
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<tr>
<td></td>
<td>28</td>
<td>Grades due</td>
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### Spring Semester 2017

<table>
<thead>
<tr>
<th>Month</th>
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<tr>
<td>January</td>
<td>TBA</td>
<td>Equivalency Exams</td>
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<tr>
<td></td>
<td>16</td>
<td>Martin Luther King holiday – University closed</td>
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<td></td>
<td>17</td>
<td>Classes begin</td>
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<tr>
<td>March</td>
<td>13-17</td>
<td>Spring break – no classes</td>
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<tr>
<td>May</td>
<td>5</td>
<td>Last day of instruction</td>
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<tr>
<td></td>
<td>8-13</td>
<td>Final examinations</td>
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<tr>
<td></td>
<td>13</td>
<td>End of Spring Semester</td>
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<td></td>
<td>16</td>
<td>Grades due</td>
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<td></td>
<td>22</td>
<td>May Intersession begins</td>
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</tbody>
</table>
1. **THE SCHOOL OF PUBLIC HEALTH**

1.1 **About the School**

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

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

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

This interdisciplinary approach allows us to collaborate with many other schools throughout the University, including the College of Veterinary Medicine, the School of Dentistry, the College of Pharmacy, the Medical School, the Humphrey School of Public Affairs, the Carlson School of Management, College of Biological Sciences, School of Social Work, School of Statistics, School of Nursing, and Law School. By combining our expertise, we can explore innovative, far-reaching ways of maintaining and improving the health of the people in Minnesota and throughout the country and world.

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

**Academic Health Center (AHC)**

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

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

<table>
<thead>
<tr>
<th><strong>Office Hours (Fall and Spring Terms)</strong></th>
<th><strong>Fax</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday – Friday, 8:00 AM - 4:30 PM</td>
<td>612.624.4498</td>
</tr>
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<table>
<thead>
<tr>
<th><strong>Office Hours (Summer)</strong></th>
<th><strong>Email</strong></th>
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<tbody>
<tr>
<td>Monday – Friday, 8:00 AM – 4:30 PM</td>
<td><a href="mailto:sph-oasr@umn.edu">sph-oasr@umn.edu</a></td>
</tr>
<tr>
<td>Closed every day from 12:00 PM – 1:00 PM</td>
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</table>

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

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

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

- Career Counseling
- Applications
- Orientation
- Class Scheduling
- Student Tracking
- SPH Scholarships
- Registration
- Graduation Clearance
- Commencement

School of Public Health Student Services Center Staff

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean for Learning Systems and Student Affairs</td>
<td>Dr. Kristin Anderson</td>
<td><a href="mailto:ander116@umn.edu">ander116@umn.edu</a></td>
<td></td>
</tr>
<tr>
<td>STUDENT SERVICES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Director for the Student Services Center</td>
<td>Tim Kamenar</td>
<td><a href="mailto:kamen001@umn.edu">kamen001@umn.edu</a></td>
<td>(612) 626-5005</td>
</tr>
<tr>
<td>Registrar and Director of Academic and Student Affairs</td>
<td>Carol Francis</td>
<td><a href="mailto:franc004@umn.edu">franc004@umn.edu</a></td>
<td>(612) 624-6952</td>
</tr>
<tr>
<td>Receptionist/Student Services Specialist</td>
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<td><a href="mailto:vuexx097@umn.edu">vuexx097@umn.edu</a></td>
<td>(612) 624-7660</td>
</tr>
<tr>
<td>CAREER SERVICES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director of Career and Professional Development Center</td>
<td>Vic Massaglia</td>
<td><a href="mailto:victorm@umn.edu">victorm@umn.edu</a></td>
<td>(612) 626-5443</td>
</tr>
<tr>
<td>Associate Director of Career and Professional Development Center</td>
<td>Darren Kaltved</td>
<td><a href="mailto:dkaltved@umn.edu">dkaltved@umn.edu</a></td>
<td>(612) 626-4448</td>
</tr>
<tr>
<td>Employer Relations and Field Experience Coordinator</td>
<td>Megan Lafontaine Gallert</td>
<td><a href="mailto:meganlaf@umn.edu">meganlaf@umn.edu</a></td>
<td>(612) 301-9502</td>
</tr>
<tr>
<td>RECRUITMENT, ENGAGEMENT, DIVERSITY AND INCLUSION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruitment and Enrollment Manager</td>
<td>Jenna Egan</td>
<td><a href="mailto:egan0056@umn.edu">egan0056@umn.edu</a></td>
<td>(612) 624-0601</td>
</tr>
<tr>
<td>Director of Diversity and Inclusion</td>
<td>Sherlonda Clarke</td>
<td><a href="mailto:sdclarke@umn.edu">sdclarke@umn.edu</a></td>
<td>(612) 624-9970</td>
</tr>
<tr>
<td>Coordinator for Student Recruitment and Engagement</td>
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<td>(612) 624-6915</td>
</tr>
<tr>
<td>Coordinator for Applications and Admissions</td>
<td>Jennifer Arntzen</td>
<td><a href="mailto:arntz007@umn.edu">arntz007@umn.edu</a></td>
<td>(612) 624-1991</td>
</tr>
</tbody>
</table>
### Graduate Assistant for Recruitment and Student Leadership

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gabriela Lazalde</td>
<td><a href="mailto:lazal002@umn.edu">lazal002@umn.edu</a></td>
<td></td>
</tr>
<tr>
<td>Andrea Stoesz</td>
<td><a href="mailto:stoes025@umn.edu">stoes025@umn.edu</a></td>
<td>(612) 616-7511</td>
</tr>
</tbody>
</table>

**Career Services**

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

**Career and Professional Development Website**

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

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

**Programming**

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

**Appointments**

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

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

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

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

1.4 SPH Student SPHere

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

- Locker room – Free lockers are assigned in the Student Services Center (Mayo A395). Students need to renew their locker each year and provide their own lock.
- Kitchen area with tables, chairs, microwaves, refrigerators, sink, and a telephone for free local calls.
- Lounge area with couches, chairs, and wireless internet.
- Study room with tables, chairs, computers (with internet connectivity, Microsoft Office, SAS and STATA software) and a printer.

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

- Keep all areas of the SPHere clean in consideration of others.
- Please protect the security of access. Do not allow anyone to enter behind you that you do not know to be a SPH student. Never prop the door open for any reason. The student commons is for SPH students only.
- If you are aware of a breach of security or if you see something in the commons that needs repair, please report it to the SSC (A395 Mayo) as soon as possible.
- Avoid being alone in the commons during the evening or early morning.
- If you believe you are in danger or see improper activity in progress, call 9-1-1.

Printing in the SPHere

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

When you swipe your card at a print release station, UniPrint will show a balance on the screen. This balance is a combination of the print value given to you by SPH and your Gopher GOLD balance. In order to determine how much print value you have left, you need to subtract your Gopher GOLD balance from the balance shown on screen. Once the $100 SPH Print Value is exhausted, printing costs will be deducted from your Gopher GOLD account. To view your current balance and transaction history or to add value to your Gopher GOLD account online, please visit www.gophergold.umn.edu. If you experience any printing issues or need to request a refund, please contact the lab attendant or call the SPH Student Services Center at (612) 626-3500.

1.5 Complaints and Grievances

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

- Provide comments on the yearly student survey (in March).
- Meet with your advisor and/or program coordinator.
• Raise the issue with your program director or director of graduate studies, either individually or in a meeting set up for this kind of feedback.

The SPH takes all student concerns seriously and we welcome your input in any of these ways. If the matter is not handled satisfactorily by any of these methods, or if the issue is particularly widespread or serious, please make an appointment with Dr. Kristin Anderson, Associate Dean for Learning Systems and Student Affairs, at ander116@umn.edu.

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

1.6 Field Experience Learning Agreement

All students pursuing a required field experience or summer residency must complete an online learning agreement prior to beginning the experience. The online form provides a streamlined process that is comprehensive for you, your preceptors, your faculty advisor and your program coordinator. Please refer to the current student website for this and other resources related to the field experience, sph.umn.edu/careers/fe/. Students exploring international field experience opportunities need to begin the process six to eight weeks before departure, and need to be aware of requirements specific to international travel.

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

1.7 Minors and Interdisciplinary Concentration Areas

Minors

SPH students pursuing an MHA, MPH, MS, PhD are eligible to declare a minor in other areas. For a listing of graduate level minors click on https://onestop2.umn.edu/pcas/viewCatalogSearchForm.do.

Interdisciplinary Concentration Areas

SPH Master of Public Health students have the option to add an interdisciplinary concentration area, Public Health Policy (PHPIC), to their program of study. For more information and link to the required forms go to www.sph.umn.edu/academics/ic/.

1.8 Community Engagement Agreement

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

Prior to registration, students are required to provide information about the experience by completing the Community Engagement Agreement available at www.ahc.umn.edu/sphcommunity. The agreement is complete once it has been approved by the student's advisor and the Field Experience/Employer Relations Coordinator.

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

- Name of the organization
- Address
- Organization phone number
- Supervisor within the organization
- Description of the activity
- Description of how this activity relates to their development as a public health professional
- Semester and date of experience
Electronic signature of academic advisor

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

### 1.9 Online Learning and E-Learning Resources

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

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

### 1.10 Course Evaluations and Yearly Student Survey

**Course Evaluations**

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

**SPH Yearly Student Survey**

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

**Career Survey**

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

### 1.11 The Roles of Your Advising team

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

**DEFINING ADVISING**

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

1. **Administrative Advising**: advising on course planning and scheduling, policies, procedures and benchmarks of the degree program/major, SPH, and the University. Your program coordinator is your first point of contact for these questions.

2. **Academic Advising**: general guidance on topics related to program/major including, but not limited to, program focus (may include identifying appropriate course work options), project selection and career planning. Students find their faculty advisors, coordinators and career services staff helpful in answering these questions.

3. **Field Experience/Internship/Practicum Advising**: specific and targeted advising for field experience/internship/practicum development, placement and completion. Your faculty advisor can assist you as you select the type of field experience that would best match your goals. Career Services staff can help you to learn how to network with other students and alums to explore possible field experiences sites.
4. **Masters Project/Thesis/Plan A&B/Dissertation Advising**: specific and targeted direction on a master’s project or a PhD dissertation including, but not limited to development, completion and in some cases publication. Your faculty advisor will assist you in developing a direction for your project or dissertation.

**ADVISING EXPECTATIONS FOR STUDENTS**

SPH students are expected to:

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

- Review program objectives and educational documents at least once per semester, (i.e. Student Guidebook, etc.), or when directed by program coordinator or program director/DGS; students are responsible for knowing the requirements of the degree program.

- Actively contribute to a welcoming and supportive SPH climate.

- Initiate meetings with advisor(s) at least once per semester; regularly communicate with faculty advisor(s) and/or program coordinator about program progress.

- Respond to inquiries from faculty or staff in a timely manner (ideally within 5 – 7 business days).

- Behave in a professional and courteous manner; fulfill educational and advising commitments, such as appointments, project deadlines, etc.

**1.12 Commencement Eligibility**

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

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

**2. THE UNIVERSITY OF MINNESOTA**

**2.1 Mission**

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

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

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

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

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

### 2.2 Twin Cities Campus

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

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

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

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

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

### 2.3 U of M Services

#### 2.3.1 First Steps

**One Stop**

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

**Email Accounts**

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

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

The School of Public Health relies heavily on email notices to students, staff, and faculty. To keep current on upcoming events, job announcements, new course announcements, scholarships, internships, the SPH newsletter, or good opportunities, etc., students should check their email regularly.
Students can retrieve email messages in many locations including the SPH student commons, SPH Career Resource Center, and SPH division computer facilities. Other computer facilities are located in numerous locations on campus; see [http://it.umn.edu/computer-labs-learning-spaces-testing](http://it.umn.edu/computer-labs-learning-spaces-testing) for a list.

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

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

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

**U Card**

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

**U Card Main Office**

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

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

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

Use your U Card for:

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

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

**LinkedIn**

LinkedIn ([www.linkedin.com](http://www.linkedin.com)), the world’s largest professional network on the Internet, helps you make better use of your professional network through the exchange of knowledge, ideas, and opportunities with a broader network of professionals. Your professional network of trusted contacts gives you an advantage in your career, and is one of your most valuable assets in any job search. According to the National Association of Colleges and Employers over 85% of recruiters use LinkedIn or Google to search candidates, and 46% use LinkedIn to research new hires. LinkedIn includes executives and employees from all Fortune 500 companies, all Fortune 100 companies (including 82 of the 100 who use it for hiring purposes), and over 200 million total companies.

The School of Public Health encourages ALL students to use LinkedIn as an invaluable career and networking resource. Not only will this benefit and enhance your experience now, but will serve as a life-long
resource in advancing your career. To help you get started, check out our LinkedIn Guide (http://www.sph.umn.edu/careers/tipsheets/linkedin/). To learn more about connecting with the School of Public Health through LinkedIn and social media, please visit: http://www.sph.umn.edu/socialmedia.

Parking and Transportation

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

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

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

**Parking**
Contract parking for students is sold through a lottery system each semester. Locations may vary but include spaces on the East Bank, West Bank, and St. Paul campuses. Hourly parking is available in several University public facilities. Parking rates vary depending on proximity to campus and the facility type. Visit the Parking and Transportation website, www1.umn.edu/pts/, or call 612.626.PARK (7275) for more information.

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

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

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

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

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

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

**2.3.2 Health and Well Being**

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

**Clinics**
- Dental Clinic
- Eye Clinic
- Int'l Travel Clinic
- Mental Health Clinic
- Sports Medicine Clinic

**Services**
- Women’s Clinic
- Contraceptive Services
- Immunization Services
- Massage Therapy Services
Nutrition Services
- Pediatric Services
  - Immunizations
- Nursing Mothers Room

Testing Services
- HIV Testing and Counseling
- Pregnancy Testing
- STI Testing

General Care
- Pharmacy
- Physical Exams
- Primary Care/Urgent Care
Boynton also offers a variety of programs and classes including:

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

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

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

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

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

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

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

The Aurora Center [www.umn.edu/aurora](http://www.umn.edu/aurora)
The Aurora Center for Advocacy and Education provides crisis intervention and advocacy services to victim/survivors of sexual and relationship violence, harassment and stalking. The staff and volunteers are also available to provide prevention training and education on a variety of issues.

Spaces are available on campus offering private and comfortable rooms that are designed specifically for nursing mothers to be able pump and store breast milk. This service, offered through Boynton Health Services, requires a brief orientation for users to familiarize themselves with the rooms. For additional information or questions please email Dennis Lui at dlui@bhs.umn.edu

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

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

2.3.3 Diversity

Diversity and Inclusiveness

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

The global, population-based nature of public health demands that the School of Public Health (SPH) seek and train students of all racial, ethnic, economic and educational backgrounds. We believe such diversity enriches the learning experience and helps build excellence in public health leadership. The SPH is dedicated to providing our students with a supportive and welcoming academic experience in and out of the classroom. Our Diversity Matters series and Taste Diversity programs are designed to highlight diverse issues that impact public health professionals.

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

The U of MN SPH Director of Diversity and Inclusion, Sherlonda Clarke, works with students, staff, faculty, and community members to enhance diversity within the SPH. Her office is located in A395-3 Mayo Memorial Building or you can contact her at sdclarke@umn.edu or at 612-624-9970.

For more information please visit:
- University policy library - regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf
- Office for Equity and Diversity - diversity.umn.edu/oeaa/home
- SPH website on Diversity in Minnesota - www.sph.umn.edu/prospective/diversity/

In addition, the University has several offices across campus whose purpose is to support underrepresented students and promote diversity. The following is a list of some of those offices.

Disability Resource Center

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

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

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

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

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

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

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

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

Multicultural Center for Academic Excellence
Location: 140 Appleby Hall, 128 Pleasant Street SE (East Bank)
Phone: (612) 624-6386

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

Office of Equity and Diversity
Location: 432 Morrill Hall, 100 Church Street SE (East Bank)
Phone: (612) 624-0594

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

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

Office of Equal Opportunity and Affirmative Action
Location: 274 McNamara Alumni Center, 200 Oak Street SE (East Bank)
Phone: (612) 624-9547
The Office of Equal Opportunity and Affirmative Action (EOAA) was founded in 1972 to ensure that all University community members uphold federal and state civil rights laws and regulations, as well as University equal opportunity policies. The EOAA Office envisions a University community that is equitable—one that values the diversity of its workforce and student body and is free from discrimination and harassment.

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

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

**Women’s Center**  
Location: 64 Appleby Hall, 128 Pleasant Street SE (East Bank)  
Phone: (612) 625-9837

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

### 2.3.4 Academic

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

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

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

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

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

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

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

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

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

**myU Portal**

The myU web portal permits you to:

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

**University Counseling and Consulting Services**

Provides the following services to the University community:

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

### 2.3.5 Campus Safety

**Police**

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

**Security Monitor Program**

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

**TXT-U Emergency Notification**

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

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

**Campus Wide Emergency Alert System**

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

### 2.3.6 Social

**Student Unions and Activities Office**

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

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

<table>
<thead>
<tr>
<th>Campus Events</th>
<th>Website for events hosted by the University of Minnesota.</th>
<th>events.umn.edu/</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Public Health Events</td>
<td>Website for events specific to the School of Public Health.</td>
<td><a href="http://www.sph.umn.edu/news/">www.sph.umn.edu/news/</a></td>
</tr>
<tr>
<td>Academic Health Center Events</td>
<td>News and events specific to the Academic Health Center.</td>
<td>hub.ahc.umn.edu/news-capsules</td>
</tr>
</tbody>
</table>

2.3.6 Additional Resources

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

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

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

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

3. REGISTRATION

3.1 Full-Time Status

All SPH students need to register for at least six (6) credits in fall and spring semester to be considered full-time. In summer MHA and MPH students must be registered for 6 credits to be considered fulltime and 3 credits to be considered halftime.

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

3.2 Registration Process

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

1. Log into MyU.
2. Select the My Academics tab, then the My Classes sub-tab.
3. Click on Class Search (in Enrollment Tools section).
4. Determine search criteria; you must select your campus (Institution), term, and at least two additional criteria. Students in the School of Public Health will find the majority of their courses listed under the subject "PUBH".
Note: 5000 through 8000-level courses are considered graduate-level. 1000 and 3000-level courses are for undergraduates and will not receive approval for graduate credit. Under some circumstances – with approval of the student’s major field – 4000-level courses may also be applied toward a MPH degree as long as they are taught by a member of the graduate faculty.

5. View your search results. To see only classes that are open, select Show Open Classes Only.

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

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

- If instructor consent is necessary for any of your selected course(s), get a permission number from the course instructor or his/her designee before registering. This number permits registration for the course through the second week of the semester; after the second week, it expires. Note that the number is specific to the student it is given to and the course requiring instructor consent. Once a number is used to register, it becomes invalid and cannot be used for another course or by another student.
- You will not be able to register if you have any holds on your University record. Notice of any hold, including the name of the department or office where it may be cleared, is available at myu.umn.edu.
- You can find your registration queue date and time on the web at myu.umn.edu.
- You will need your x.500 login and password to register. If you have forgotten your password, call 612.301.4357 to have your password reset. You can also call this number if you have problems logging in to register.

Step Three
Register via the web at myu.umn.edu or go to the University’s One Stop Student Services Center in 333 Robert H. Bruininks Hall on the East Bank Campus to register in person. Students having difficulty with self-registration should contact the registration help-line at 612.624.1111 (M-F 8:00-4:00) or email helpingu@umn.edu. You may also contact your Program Coordinator or the School of Public Health Student Services Center at 612.626.3500. Please note the following when registering:

- Most courses give the option of either an A/F or S/N (pass/fail) grading option. Be sure to select the grade option desired for the course. Note that there may be a limit to the number of credits a student can take S/N (pass/fail); see the major section of this guidebook for more information. Stricter policies may be enforced by individual majors/programs. There is a strict and early deadline for when grading options can be changed.
- Some courses have variable credits. Before selecting the number of credits, students should make sure they are in agreement with the instructor as to the number of credits appropriate for the work proposed.

3.3 Grade Option Changes, Course Additions, Withdrawal and Evaluations

Change of Grade Option
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. After that, grading options cannot be changed. Grade option change deadlines for other terms (i.e. summer and half-semester) can be found at onestop.umn.edu. For more information about grading policies, see section 5.4 University Senate Uniform Grading and Transcript Policy.

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

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

**Course Cancellation and Withdrawal**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-SSC@umn.edu for further information.

**Repeat and Bracket Course Policy**

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

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

Only courses with the same catalog number may be bracketed.

A University of Minnesota course may not be bracketed with a course taken at another institution.

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

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

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

**Other Transcript symbols**

**Incomplete [I]**

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

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

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

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

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

**Transfer [T]**

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

**Withdrawal [W]**

If a student officially withdraws from a course during the first two weeks of classes, there shall be no record of that course registration entered on the student's transcript. There shall be a symbol W, withdrawal, entered upon a student's record when the student officially withdraws from a course in accordance with procedures established by the student's college or campus*. The W will be entered on the transcript irrespective of the student's academic standing in that course if the student withdraws from the course during the third through eighth week of class (second or third weeks of summer sessions). Withdrawal in the ninth or later week of classes (fourth or later in summer sessions) shall require approval of the college and may not be granted solely because a student is failing the course; there must be extenuating non-academic circumstances justifying late withdrawal.

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

**Continuation [X]**

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

**In Progress [K]**

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

**Other Provisions**

**Course Credit Transfer Policy**

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

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

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

Students must:

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

2. Submit the Academic Policy Petition form to the Program Coordinator for processing. The Academic Policy Petition form can be found at [http://www.sph.umn.edu/current/resources/](http://www.sph.umn.edu/current/resources/). The Program Coordinator will forward the petition to the Program Director for approval and signature and then to the Student Services Center for the Associate Dean for Learning Systems and Student Affairs for final evaluation and/or approval.
The Academic Policy Petition forms may be used for other academic reasons. Students are encouraged to discuss petition issues with their academic advisor or Program Coordinator to determine the appropriate process and procedure.

**Equivalency Exams**

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

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

*Contact: Toben Nelson tfnelson@umn.edu*

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

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

*Contact: Jim Begun begun001@umn.edu*

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

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

*Contact: Bill Toscano tosca001@umn.edu*

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

**PubH 6320 Fundamentals of Epidemiology**

*Contact: Rachel Widome widom001@umn.edu*

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

**PubH 6450 Biostatistics I**

*Contact: Sally Olander brown198@umn.edu*

<table>
<thead>
<tr>
<th>Number of questions on exam</th>
<th>60-75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of questions</td>
<td>Multiple choice, short answer, and show-your-work problems</td>
</tr>
<tr>
<td>Open or closed book</td>
<td>Open</td>
</tr>
</tbody>
</table>
Number of questions on exam | 10
---|---
Type of questions | Short answer
Open or closed book | Open (no internet access)

**Course Prerequisites**
Any college or campus may set special scholastic or other standards for registration in a particular course, for scholastic probation, admission, honors, continued residence, degrees, and other purposes they deem appropriate.

**Grade Submission**
All grades for all courses each term shall be submitted to the Office of the Registrar no later than 72 hours after the last final examination for that term. Students can view their grades online at [myu.umn.edu](http://myu.umn.edu) 24 hours after they are posted by the course instructor.

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

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

### 4. **Tuition, Fees, Billing, and Finances**

#### 4.1 Tuition and Fees

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

#### 4.2 Billing

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

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

**Third Party Billing**
[onestop.umn.edu/finances/pay/third_party_billing/index.html](http://onestop.umn.edu/finances/pay/third_party_billing/index.html)

When an organization, not owned by you or a family member, makes a commitment to pay your educational expenses, they are considered a third party sponsor by the University of Minnesota. When payment is due on your student account, the sponsor is billed by the University. This payment process is termed "third party billing."
Sponsor’s payments are subject to the same federal reporting requirements as other financial aid. Some sponsorships don’t require a billing invoice and are administered by the University through One Stop Student Services.

Whether you are a student or a sponsor, you will find answers in the frequently asked questions (FAQ) about how the third party billing processes these payments at the links on the left. In addition, you can view current tuition and fee information.

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

4.3 Financial Aid and Scholarships

A variety of resources to assist students in financing their education can be found at sph.umn.edu/admissions/paying/. Information specific to SPH Divisions and/or Programs may be found in the Division and/or degree program sections of this guidebook.

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

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

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

Loan Deferment

A temporary postponement of loan payments available only under certain conditions; some loans do not accrue interest in deferment, such as subsidized loans policy.umn.edu/forms/fa/fa830.pdf.

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

Financial Aid Exit Counseling

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

You are required to complete exit counseling when you:

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

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

For more information about student loan exit counseling, contact Student Account Assistance: onestop.umn.edu
4.4 Graduate Assistantships

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

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

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

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

5. UNIVERSITY GUIDELINES AND POLICIES

5.1 Student Responsibility and Conduct

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

- Attend fall orientation and understand the information distributed.
- Understand and follow University, School of Public Health, Division, and Program rules and procedures for completion of degree requirements.
- Read email messages frequently for announcements from the Program Coordinators, Program Directors and Director of Graduate Studies, Student Services Center, and Career Center. These announcements may involve changes in the University, School or Division rules and procedures for completion of degree requirements; students are responsible for reading and understanding these announcements.
- Check their student mailbox often for printed informational materials.
- Contact a Program Coordinator, Program Directors or Director of Graduate Studies if they are not getting reasonable assistance from their academic and/or master’s project/thesis advisor.
- Initiate and maintain contact each semester with their academic advisor to review progress toward the completion of their degree.
- Complete the degree in a timely fashion.

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

1. Respect others
   Students are expected to behave in a respectful and professional manner with other students, faculty, and staff in the classroom and on campus.

2. Honor privacy
   Every student’s course grades are private and are not to be shown to anyone else. This also applies to the grades of students in courses for which you are a Teaching Assistant.

3. Present your work honestly
   Plagiarism is defined as the presentation of another’s writing or ideas as your own. For a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: http://writing.umn.edu/tww/preventing/definitions.html. Students should be careful to properly attribute and cite others’ work in their writing. For guidelines for correctly citing sources, go to tutorial.lib.umn.edu.

   The Associate Dean for Learning Systems and Student Affairs is responsible for managing all School of Public Health issues and investigations of academic misconduct.
5.2 University of Minnesota Board of Regents’ Policies

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

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

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University of Minnesota Board of Regents Policy
Student Conduct Code
Adopted: July 10, 1970
Amended: December 13, 1974; March 11, 1994; June 13, 2003; December 8, 2006; October 11, 2012
Supersedes: (see end of policy)

SECTION I. GUIDING PRINCIPLES.
(a) The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University.

(b) The University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

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

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

(e) The University is dedicated to the rational and orderly resolution of conflict.

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

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

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

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

• Copying information word for word from a source without using quotation marks and giving proper acknowledgement by way of footnote, endnote, or in-text citation;

• Representing the words, ideas, or data of another person as one’s own without providing proper attribution to the author through quotation, reference, in-text citation, or footnote;

• Producing, without proper attribution, any form of work originated by another person such as a musical phrase, a proof, a speech, an image, experimental data, laboratory report, graphic design, or computer code;
• Paraphrasing, without sufficient acknowledgment, ideas taken from another person that the reader might reasonably mistake as the author’s; and

• Borrowing various words, ideas, phrases, or data from original sources and blending them with one’s own without acknowledging the sources.

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

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

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

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

SECTION IV. JURISDICTION.

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

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

Subd. 3. At the discretion of the president or delegate, the Student Conduct Code also shall apply to off-campus student conduct when the conduct, as alleged, adversely affects a substantial University interest and either:

(a) constitutes a criminal offense as defined by local, state, or federal law or ordinance, regardless of the existence or outcome of any criminal proceeding; or

(b) indicates that the student may present a danger or threat to the health or safety of the student or others.

SECTION V. THE RESPONSIBILITIES OF DUAL MEMBERSHIP.

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

SECTION VI. DISCIPLINARY OFFENSES.

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

Subd. 1. Scholastic Dishonesty. Scholastic dishonesty means plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.
Subd. 2. Disruption of the Academic Environment. Disruption of the academic environment means engaging in behavior that substantially or repeatedly interrupts either the instructor’s ability to teach and/or a student’s ability to learn.

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

Subd. 4. Refusal to Identify and Comply. Refusal to identify and comply means willfully refusing to or falsely identifying one’s self or willfully failing to comply with a proper order or summons when requested by an authorized University official, by law enforcement personnel, or by emergency medical staff responding to an emergency.

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

Subd. 6. Harm to Person. Harm to person means engaging in conduct that endangers or threatens to endanger the physical and/or mental health, safety, or welfare of another person, including, but not limited to, threatening, stalking, harassing, intimidating, or assaulting behavior.

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

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

Subd. 9. Disorderly Conduct. Disorderly conduct means engaging in conduct that incites or threatens to incite an assault or breach of the peace; breaching the peace; obstructing or disrupting teaching, research, administrative, or public service functions; or obstructing or disrupting disciplinary procedures or authorized University activities.

Subd. 10. Illegal or Unauthorized Possession or Use of Weapons. Illegal or unauthorized possession or use of weapons means possessing or using weapons or articles or substances usable as weapons, including, but not limited to, firearms, incendiary devices, explosives, and dangerous biological or chemical agents, except in those instances when authorized by law and, where applicable, by proper University authority.

Subd. 11. Illegal or Unauthorized Possession or Use of Drugs or Alcohol. Illegal or unauthorized possession or use of drugs or alcohol means possessing or using drugs or alcohol illegally or, where applicable, without proper University authorization.

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

Subd. 13. Unauthorized Use of University Facilities or Services. Unauthorized use of University facilities or services means wrongfully using University properties or facilities; misusing, altering, or damaging fire-fighting equipment, safety devices, or other emergency equipment or interfering with the performance of those specifically charged to carry out emergency services; or acting to obtain fraudulently—through deceit, unauthorized procedures, bad checks, or misrepresentation—goods, quarters, services, or funds from University departments or student organizations or individuals acting on their behalf.

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

Subd. 15. Unauthorized Access. Unauthorized access means accessing without authorization University property, facilities, services, or information systems, or obtaining or providing to another person the means of such unauthorized access, including, but not limited to, using or providing without authorization keys, access cards, or access codes.

Subd. 16. Disruptive Behavior. Disruptive behavior means willfully disrupting University events; participating in a campus demonstration that disrupts the normal operations of the University and infringes on the rights of
other individuals; leading or inciting others to disrupt scheduled or normal activities of the University; engaging in intentional obstruction that interferes with freedom of movement, either pedestrian or vehicular, on campus; using sound amplification equipment on campus without authorization; or making or causing noise, regardless of the means, that disturbs authorized University activities or functions.

Subd. 17. Hazing. Hazing means any act taken on University property or in connection with any University-related group or activity that endangers the physical and/or mental health or safety of an individual (including, without limitation, an act intended to cause personal degradation or humiliation), or that destroys or removes public or private property, for the purpose of initiation in, admission to, affiliation with, or as a condition for continued membership in a group or organization.

Subd. 18. Rioting. Rioting means engaging in, or inciting others to engage in, harmful or destructive behavior in the context of an assembly of persons disturbing the peace on campus, in areas proximate to campus, or in any location when the riot occurs in connection with, or in response to, a University-sponsored event. Rioting includes, but is not limited to, such conduct as using or threatening violence to others, damaging or destroying property, impeding or impairing fire or other emergency services, or refusing the direction of an authorized person.

Subd. 19. Violation of University Rules. Violation of University rules means engaging in conduct that violates University, collegiate, or departmental regulations that have been posted or publicized, including provisions contained in University contracts with students.

Subd. 20. Violation of Local, State, or Federal Laws or Ordinances. Violation of local, state, or federal laws or ordinances means engaging in conduct that violates a local, state, or federal law, or ordinance, including, but not limited to, laws governing alcoholic beverages, drugs, gambling, sex offenses, indecent conduct, or arson.

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

SECTION VII. SANCTIONS.

Student and student organizations found responsible for disciplinary offenses under the Student Conduct Code are subject to sanctions. Factors to consider in determining appropriate sanctions include: the nature of the offense, the severity of the offense, the culpability of the student or student organization, the impact on other students or members of the University community, and the opportunity for student development.

Separation from the University through suspension or expulsion is a serious sanction that may be appropriate for: repeated violations of the Code, for serious scholastic dishonesty, and for misconduct that constitutes a threat to community safety or well-being (including, but not limited to harm to person and sexual assault), or significantly disrupts the rights of others or the operations of the University. The following sanctions may be imposed upon students or student organizations found to have violated the Code:

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

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

Subd. 3. Probation. Probation means special status with conditions imposed for a defined period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional regulation during the probationary period.

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

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

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

Subd. 7. Restriction of Privileges. Restriction of privileges means the denial or restriction of specified privileges, including, but not limited to, access to an official transcript for a defined period of time.

Subd. 8. University Housing Suspension. University housing suspension means separation of the student from University Housing for a defined period of time.
Subd. 9. University Housing Expulsion. University housing expulsion means permanent separation of the student from University Housing.

Subd. 10. Suspension. Suspension means separation of the student from the University for a defined period of time, after which the student is eligible to return to the University. Suspension may include conditions for readmission.

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

Subd. 12. Withholding of Diploma or Degree. Withholding of diploma or degree means the withholding of diploma or degree otherwise earned for a defined period of time or until the completion of assigned sanctions.

Subd. 13. Revocation of Admission or Degree. Revocation of admission or degree means revoking a student’s admission to the University or revoking a degree already awarded by the University.

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

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

The appeals procedure must describe:
(a) grounds for an appeal;
(b) procedures for filing an appeal; and
(c) the nature of an appellate review.

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

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

Supersedes: Existing disciplinary appeals policies in contradiction and specifically repeals the appeals policies dated February 9, 1979.
(a) Sexual Harassment. Sexual harassment shall mean unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

(1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program;

(2) Submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this individual in any University activity or program; or

(3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work or academic environment in any University activity or program.

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

(1) Firing, refusing to hire, or refusing to promote the individual;

(2) Departing from any customary employment or academic practice regarding the individual;

(3) Transferring or assigning the individual to a lesser position in terms of wages, hours, job classification, job security, employment or academic status; (4) Informing another student, staff or faculty member who does not have a need to know that the individual has made a complaint or participated in an investigation of a complaint of sexual harassment;

(5) Impeding the individual's academic advancement in any University activity or program.

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

SECTION III. GUIDING PRINCIPLES.

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

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

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

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

SECTION IV. IMPLEMENTATION.

The University shall:

(a) Prohibit sexual harassment or retaliation.

(b) Ensure that department heads, deans, provosts, chancellors, vice presidents, and other supervisors and managers take timely and appropriate action when they know or should know of the existence of sexual harassment. Other persons who suspect sexual harassment should report it to an appropriate person in their unit or to the University equal opportunity officer.

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

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

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

SUPERSEDES: SEXUAL HARASSMENT DATED SEPTEMBER 11, 1998

5.3 Scholastic Dishonesty and Plagiarism

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

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

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

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

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

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

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

All issues relating to academic misconduct are referred to the Associate Dean for Learning Systems and Student Affairs.

5.4 University Senate Uniform Grading & Transcript Policy

A. Establishment and Use of University Grading Systems

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

2. There are, in addition, registration symbols identified and described in this policy that carry neither grade nor credit.
3. No campus, college, or program is required to offer a course on the S-N grading system.
4. Any unit may choose to limit grades in a particular course to the A-F or the S-N system.
5. When both grading systems are available to a student, he or she must declare a choice of system as part of the initial registration for the course. The choice may not be changed after the end of the second week of classes (the first week in summer sessions).
6. Except as provided in this policy in Sections A (7) and F (12), no college may use any grading systems other than the ones established by this policy.
7. The Law School and the Medical School are exempt from the provisions of this policy, but will report their grading systems, and any changes therein, to the Faculty Senate. Any other units that believe that the national norms of their profession require a different grading system may make application to the Senate Committee on Educational Policy for an exemption from this policy. The Faculty Senate must approve all such exemptions.
8. The No Grade (NG) grading basis is used for certain graduate-level registrations as determined by the Graduate School.

B. Permanent Grades for Academic Work for Credit

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

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

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

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

<table>
<thead>
<tr>
<th>F</th>
<th>Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see Section D). The F carries 0 grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course will count in the grade point average.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Represents no credit and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see Section C). The N carries no grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course do not count in the grade point average.</td>
</tr>
</tbody>
</table>

2. a. Scholastic dishonesty. Scholastic dishonesty in any portion of the academic work for a course will be grounds for awarding a grade of F or N for the entire course, at the discretion of the instructor. This provision allows instructors to award an F or an N to a student when scholastic dishonesty is discovered; it does not require an instructor to do so. Students who enroll for a course on the A-F grading system will receive an F if such grade is warranted; students who enroll for a course on the S-N system will receive an N if such grade is warranted. (See Board of Regents Policy: Student Conduct Code for a definition of scholastic dishonesty.)

b. If the instructor determines that a grade of F or N for the course should be awarded to a student because of scholastic dishonesty, the student cannot withdraw to avoid the F or N. If the student withdrew from the course before the scholastic dishonesty was discovered or before the instructor concluded that there was scholastic dishonesty, and the instructor (or the appropriate hearing body if the student requests a hearing) determines that the student should receive the F or the N, the student will be re-registered for the course and the F and N grade will be entered on the transcripts.

D. Incompletes

1. There will be a symbol I (incomplete) awarded to indicate that the work of the course has not been completed. The I will be assigned at the discretion of the instructor when, due to extraordinary circumstances (as determined by the instructor), the student who has successfully completed a substantial portion of the course's work with a passing grade was prevented from completing the work of the course on time.

2. The assignment of an I requires a written agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements. In no event may any such written agreement allow a period of longer than one year to complete the course requirements (except as provided in section D (8)).

3. Work to make up an I must be submitted within one year of the last day of final examinations of the term in which the I was given for all students except graduate and professional students. If not submitted by that time, the I will automatically change to an F (if the student was registered on the A-F system) or an N (if the student was registered on the S-N system) for the course. If an I changes automatically to an F or an N, the instructor has the discretion to reinstate the I for one additional year only.

4. For graduate and professional students, an I remains on the transcript until changed by the instructor or department.

5. When an I is changed to another symbol, the I is removed from the record. Once an I has become an F or an N, under the provisions of the preceding paragraph, it may subsequently be converted to any
other grade, upon petition by the instructor (or the department if the instructor is unavailable) to the college.

6. A student does not need to be registered at the University in order to complete the work necessary to convert an I to a grade with credit in the time and manner previously agreed upon between the student and the instructor. The instructor is expected to turn in the new grade within four weeks of the date the work was submitted by the student. (Depending on the timing of when the work is turned in and the ability of the instructor to award a grade, an F or an N may appear temporarily on the transcript.) Students who have received an I in a course are not allowed to sit in on the class again (that is, without registering for it) to complete the grade.

7. If a student graduates with an I on the transcript, the I will remain permanently an I. A student may petition his or her college, within a year of graduation, to complete the work in the course and receive a grade. The degree GPA is frozen upon graduation but the cumulative GPA will reflect the change in GPA if a student chooses to complete the work and change the I to a grade within a year of graduation.

8. When students are called to active military duty, and reach agreement with their instructor(s) to take an incomplete, they will have up to one calendar year following their discharge from active duty to complete their incomplete(s).

9. Receipt of an I in a course does not create an entitlement for a student to take the course a second time.

E. Other Transcript Symbols

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

2. **Withdrawing from a course.**
   a. There will be a symbol W, withdrawal, entered upon a student's record when the student officially withdraws from a course in accordance with procedures established by the student's college or campus. The W will be entered on the transcript irrespective of the student's academic standing in that course if the student withdraws from the course during the third through eighth week of class (Twin Cities) or the third through ninth week of class (Morris) or during the second or third weeks of summer sessions.
   b. If a student officially withdraws from a course during the first two weeks of classes, there will be no record of that course registration entered on the student's transcript.
   c. One-time late withdrawal: Each student may, once during his or her undergraduate enrollment, withdraw from a course without college approval, and receive the transcript symbol W, after the deadline for withdrawal and at any time up to and including the last day of instruction for that course. A student may not withdraw after completing the final examination or equivalent for a course.
   d. Except as provided in the preceding section, withdrawal after the deadlines will require approval of the college and may not be granted solely because a student is failing the course; there must be extenuating non-academic circumstances justifying late withdrawal.

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

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

F. Other Provisions

1. **Zero-credit courses.** Courses that carry zero credits do not count in either term or cumulative grade point averages. Such courses carry normal tuition and fee charges.
2. All grades for academic work are based on the quality of the work submitted, not on hours of effort. Instructors have the responsibility and authority to determine how final grades are assigned, including, in classes where they use numeric scores, the method that will be used to translate numeric scores into letter grades. (Examples: the instructor may decide that 90% equals an A, 80% a B, and so on, or the instructor may decide that the top 10% of the scores will receive an A, the next 20% a B, and so on.)

3. Counting credits toward a University degree.
   a. A course that carries University credit toward a degree in one department or college must carry University credit in all other departments and colleges (except insofar as those credits exceed the limit on skills credits established in the policy Credit Requirements for an Undergraduate (baccalaureate) Degree).
   b. A department or college has discretion to decide whether a course completed in another unit will count towards the specific college or department/program/major requirements.

4. When a student graduates, no further changes to his or her transcript will be made (to that portion of the transcript related to the program from which the student graduated) except as expressly allowed under the provisions of this policy.

5. Releasing transcripts. The University's official transcript, the chronological record of the student's enrollment and academic performance, will be released by the University only at the request of the student or in accord with state or federal statutes.

6. Repeating courses.
   a. An undergraduate student may repeat a course only once (except as noted in section 6(c)). The college offering the course may grant an exception to this provision. [Morris only] Students who receive a grade of S or C or higher may repeat a course only if space permits.
   b. When a student repeats a course before receiving his/her degree, (a) both grades for the course will appear on the official transcript, (b) the course credits may not be counted more than once toward degree and program requirements, and (c) only the last enrollment for the course will count in the student's grade point average.
   c. Provisions 6 (a) and (b) of this policy will not apply to courses (1) using the same number but where students study different content each term of enrollment and (2) to courses designated as "repetition allowed."
   d. If an undergraduate student repeats a course after his/her degree has been awarded, the original course grade will not be excluded from the degree GPA nor will the new grade be included in the degree GPA.
   e. Bracketing is the practice of not including a course in the calculation of a student's GPA and not counting the course as satisfying any degree requirements, including electives, because a student has repeated a course. When a student repeats a course, all prior attempts are bracketed and only the most recent attempt counts (except as provided in 6 (c)). No department or college may bracket the courses of another department or college for any reason other than course repetition. An F may not be bracketed with an N. A University course may not be bracketed with a course taken at another institution. The Graduate School does not bracket courses.
   f. When a student enrolled in the Graduate School repeats a course, provisions 6(a) and (b) apply, but all grades for the course will be counted in the student's grade point average.

7. Grade point average. Every student will have calculated, both at the end of each grading period (quarter or semester) and cumulatively, a grade point average, which will be the ratio of grade points earned divided by the number of credits attempted with grades of A-F (including pluses and minuses). Both the term and cumulative grade point average will appear on each student's record.

8. Final grade due date. Final grades will be submitted to the Registrar no later than three business days after the last day of the final examination period.

9. This policy may be modified from time to time but existing transcripts will not be modified when there are changes in policy. Changes to the grading and transcript policy will be reflected on the legend on the back of the official transcript.

10. Compiling and reporting grading data.
   a. Data on the mean grade point average by designator and course level, on the percentage of A's awarded by course level, and on overall collegiate grade point averages will be prepared for grades awarded each Fall Semester. Data should be reported for all undergraduate students. Cells in the tables with fewer than 10 grades should be suppressed, in order to protect the privacy of students, but the numbers should be included in the totals.
b. The Office of Institutional Research will produce the required tables and provide them to the
chair of the Senate Committee on Educational Policy and to the Office of the Senior Vice
President for Academic Affairs and Provost.
c. The data tables and graphs required in 10 (a) and (b) will be reported annually to the Faculty
Senate. These data should also be provided to all deans and department heads and made
available to faculty and students.

11. All undergraduate colleges and campuses will publish each term a dean's list, consisting of students
who achieved a 3.666 GPA or higher and who completed a minimum of 12 credits on the A-F grading
system. There will be a transcript notation for each term that a student achieves the dean's list.
Students who have chosen to suppress all their public information (which includes academic awards
and honors) will not be included on the published dean's list.

12. **Alternative grading systems.**
   a. Only the Senate Committee on Educational Policy will have the authority to grant to individual
colleges or campuses permission to use alternative grading methods outside the provisions
of this official University system, for a specified period (but no longer than five years), and
only for the purpose of experimenting with a new grading system for possible system-wide
adoption. Such permission may be granted if the proposal does not interfere significantly with
the registration options of students from other colleges, campuses, and programs. Such
alternative systems will be reported for information to the University Senate as soon as
permitted and, after the specified period, will be re-evaluated, either to be discontinued, or
with University Senate approval on recommendation from the Senate Committee on
Educational policy, made part of the system-wide policy. Except for the provisions of this
section 6, no college or program may use any grading system except for the one contained in
this policy.

   b. Because alternative grading systems, once used, must be maintained by the University
forever afterward (to preserve the integrity of the transcripts), the Senate Committee on
Educational Policy will rarely grant permission for alternative grading systems. It will consider
doing so only when (1) those who propose it can make a persuasive case that the alternative
is a more accurate and effective way to measure and record student academic performance,
and (2) there is strong reason to believe that the proposal will be useful to all colleges and
campuses of the University (except the Law School and Medical School).

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**5.5 Health Insurance**

The University requires all students to have health care coverage to ensure they have access to medical care
and can maintain good health, which is essential for academic success.

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

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

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

The University also requires all international students and their dependents to purchase the University-
sponsored Student Health Benefit Plan unless they are eligible for a waiver. International scholars visiting the
University for more than 31 days are also required to enroll in the University-sponsored Student Health

Benefit Plan. Scholars who will be at the University for 31 days or less may choose not to enroll in the University-sponsored Student Health Benefit Plan, but are required to carry their own health plan coverage for the duration of their visit to the University (must meet J-1 U.S. Federal regulation requirements).

Benefits

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

Key features of the SHBP include:

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

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

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

Long Term Care Disability Insurance Fee

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

Academic Health Center students (which includes the School of Public Health), enrolled in a qualifying AHC program, will be automatically covered under a group Long Term Disability plan while a student. This coverage is not optional. They will see a charge of $43.50—an average cost of $7.25 per month—for this coverage on their student account once at the beginning of each fall and spring semester. Payment of this fee for two consecutive semesters provides year around coverage until graduation from their program.

Waiver

Eligible students are automatically enrolled in the University-sponsored Student Health Benefit Plan (SHBP) unless they waive the coverage. A charge for coverage on the SHBP will appear on your student account. The coverage and charge may be waived for Fall 2016 if you complete the waiver process per established guidelines by September 20, 2016. Approved waivers are valid for one year.

You are eligible to waive enrollment on this plan if you have health plan coverage for the entirety of each semester. If you do not appropriately waive the SHBP by September 20, 2016, you will be enrolled and billed for the entire semester. Additional information and deadlines for other terms can be found on the website for the Office of Student Health Benefits.

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

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

This information can be entered provided online through the deadline in the MyU Student Center.
5.6 Leave of Absence

Leave of Absence

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

Forms must be submitted to the School of Public Health Student Services Center, A395 Mayo Memorial Building, MMC 819, 420 Delaware Street SE, Minneapolis, MN 55455.

5.7 Privacy

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

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

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

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

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

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

In addition:

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

HIPAA (Health Insurance Portability and Accountability Act)

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

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

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

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

5.9 Criminal Background Checks

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

5.10 Use of Human Subjects in Research

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

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

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

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

Additional guidelines for students involved in international fieldwork

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

How do I apply for IRB approval?

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

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

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

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

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

What does the IRB look for?

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

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

Some tips

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

5.11 International Student Requirements

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

**Global Gopher Online Orientation**

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

**Immigration Check-in**

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

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

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

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

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

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

**Address Change**
International students MUST update their address within 10 days of a change of address to maintain their legal immigration status. For more information go to www.isss.umn.edu/INSGen/address.html

### 6. GROUPS, ASSOCIATIONS AND SOCIETIES

#### 6.1 Student Groups

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

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

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

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

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

<table>
<thead>
<tr>
<th>Office</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Keerthanaa Jeeva</td>
</tr>
<tr>
<td>VP of Communications</td>
<td>Kusha Mohammadi</td>
</tr>
<tr>
<td>VP of Operations</td>
<td>Meghan (Meggie) Howell</td>
</tr>
<tr>
<td>VP of Student Advancement</td>
<td>Valentina Lin</td>
</tr>
<tr>
<td>VP of Finance</td>
<td>Subin Jang</td>
</tr>
</tbody>
</table>

**Student Senate 2016-2017 Leadership Team:**

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

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

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

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

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

6.2 Public Health Related Associations and Agencies

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

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

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

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

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

**American College of Healthcare Executives**

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

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

### 6.3 Alumni Societies

**School of Public Health Alumni Society**

[www.minnesotaalumni.org](http://www.minnesotaalumni.org)
[www.sphalumni.umn.edu](http://www.sphalumni.umn.edu)

The University of Minnesota School of Public Health Alumni Community is represented around the world. Consisting of 10,000+ alumni, the SPH Alumni Community plays a key role in the School and public health community as they continue to shape public health policy, conduct ground-breaking research, lead innovative public health solutions and contribute to the future of public health.

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

The SPH Alumni Society is committed to building relationships with students through various activities, including the SPH Mentor Program, partnering with SPH Student Senate, and bringing alumni to students to bridge professional opportunities.

**MHA Alumni Association**

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

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

7.1 Welcome

Welcome to the program in Veterinary Public Health (VPH) leading to a dual DVM/MPH degree. The University of Minnesota created the Public Health Practice Major for current veterinary students wishing to pursue an MPH in conjunction with their DVM.

The term “public health practice” is defined as the application of knowledge, skills, and competencies necessary to perform essential public health services. This dual degree program positions you to compete more effectively for positions that deal with the interface of human and animal health, spanning the biomedical and food industries, as well as the state and federal government agencies involved with agriculture, public health, and animal health. Widespread concern about food protection, bioterrorism, antibiotic resistance, and zoonotic diseases have dramatically increased opportunities for public health veterinarians – professionals who address key issues related to food safety, emerging infectious diseases and public health.

We hope this guidebook answers your questions about the program and starts you on the way to successful completion of the MPH degree. If you have any questions or concerns, please feel free to contact the Program Coordinator, Sarah Summerbell, peter415@umn.edu.

7.2 Introduction

The program in Veterinary Public Health is a dual degree opportunity for students enrolled in any college/school of veterinary medicine accredited by the American Veterinary Medical Association. MPH candidates may complete the requirements for the degree on a full-time or part-time basis. To meet the SPH enrollment policy, students must register as a School of Public Health student for at least two terms (a term is defined as a Fall, Spring or Summer Session). All DVM/MPH dual-degree students meet the two-term minimum requirement by enrolling in the University of Minnesota, School of Public Health (SPH) for two summer sessions. Please note that students are allowed to complete a maximum of 14 credits outside of the SPH and transfer the credits into the MPH degree program, subject to approval of the DVM/MPH Program Director and the Public Health Practice Major Chair. For University of Minnesota DVM students, a maximum of 11 credits of coursework can be “double-counted” between the College of Veterinary Medicine required coursework and the School of Public Health.

The MPH consists of 42 semester credits, including a field experience in public health applications and an MPH capstone project. All MPH students are required to complete core requirements in the basic public health sciences: epidemiology, biostatistics, administration, behavioral science and environmental health. These basic public health science competencies coincide with the Council on Education in Public Health (CEPH) required core curriculum in public health. The University of Minnesota, School of Public Health is accredited by CEPH.

DVM/MPH students work with their advisor to arrange a public health field experience and a MPH project. A minimum of 135 hours (3 credits) in a public health setting is required for completion of the public health field experience. Students may count a clinical rotation in a college of veterinary medicine as a field experience as long as it meets content and credit standards for both experiences AND receives approval from the program. The MPH project, depending on the topic may be a: Research Paper, Systematic Literature Review, Consultative Report, Grant Proposal, or the CPH exam. Students also may complete their MPH Project as part of their college of veterinary medicine curriculum as long as it meets content and credit standards for both experiences AND receives approval from the program.
7.3 Master of Public Health

Public Health Core Requirements
MPH Students are required to 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:

- **Administration**
  PubH 6751  Principles of Management in Health Services Organizations – 2 credits

- **Behavioral Science**
  PubH 6020  Fundamentals of Social and Behavioral Science – 3 credits

- **Biostatistics**
  PubH 6414  Biostatistical Literacy – 3 credits
  PubH 6450  Biostatistical Methods I – 4 credits
  PubH 6451  Biostatistical Methods II – 4 credits

- **Environmental Health**
  PubH 6101  Environmental Health – 2 credits
  PubH 6102  Issues in Environmental and Occupational Health – 2 credits

- **Epidemiology**
  PubH 6320  Fundamentals of Epidemiology – 3 credits
  PubH 6341  Epidemiology Methods I – 3 credits

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

**OR**

Pass an equivalency exam in each of the cores area(s). Examinations are given once each year prior to Fall Semester. Equivalency exams satisfy competency requirements for the following core courses only:

PubH 6751  Principles of Management in Health Services Organizations
PubH 6020  Fundamental of Social and Behavioral Science
PubH 6414  Biostatistical Methods I
PubH 6101  Environmental Health
PubH 6320  Fundamentals of Epidemiology
PubH 6741  Ethics in Public Health: Professional Practice and Policy

**OR**

Pass an advanced course in each of the core area(s) as approved by the respective division head and 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.

When students successfully pass an exam or submit a petition, they are not required to take an advance course of that core subject, but are required to complete (make up) those credits with another SPH course.

**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.
Students are strongly encouraged to complete PUBH 6414 Biostatistical Literacy and PUBH 6320 Fundamentals of Epidemiology within the first year of their 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 Literacy prior to PUBH 6320 Fundamentals of Epidemiology.

Guide to 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:

- Administrative Advising: advising on course planning and scheduling, policies, procedures and benchmarks of the degree program/major, SPH and the University policies (provided by Program Coordinator.)
- Academic Advising: general guidance on topics related to program/major including, but not limited to program focus (may include identifying appropriate course work options), MPH project selection and career planning (provided by faculty academic advisor.)
- Field Experience/Internship/Practicum Advising: specific and targeted advising for field experience/internship/practicum development, placement and completion (provided by faculty academic advisor.)
- Masters Project/Thesis/Plan A&B&C/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 (provided by faculty academic or MPH project advisor.)

SPH student are expected to…

- Regularly read and respond to University email (ideally once per day); email is the official mode of communication at the University of Minnesota
- Review program objectives and educational documents at least once per semester, (i.e. Student Guidebook, etc.), or when directed by program coordinator or 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 program coordinator about program progress
- Respond to inquiries from faculty or staff in a timely manner (ideally within 5 – 7 business days)
- Behave in a professional and courteous manner; fulfill educational and advising commitments, such as appointments, project deadlines, etc.

Faculty advisors are expected to…

- Refer advisee to Program 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 program 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)
Registration Requirement
Students are required to register for at least 2 semesters and a minimum of 15 credits in the School of Public Health. If you do not register in the School of Public each term you will be discontinued in the registration system. Contact the Program Coordinator to be re-activated.

Military Leave
If students are called on active-duty, they will be placed on a Leave of Absence from the SPH. Within one calendar year following the return from active duty, students must contact the Program Coordinator to make arrangements for reinstatement.

Course Numbers and Graduate Credit
5xxx, 6xxx, 7xxx and 8xxx-level courses at the University of Minnesota 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 an MPH degree as long as they are taught by a member of the School of Public Health faculty.

SPH Grading Policies
Satisfactory Progress requirement for the MPH
Students are expected to advance steadily towards graduation. Student’s records are reviewed at the end of each semester to determine whether satisfactory progress is being made towards their degree.

Each major within the School of Public Health must provide written notification by the middle of each term to students whose cumulative GPA is less than 3.0 at the end of the preceding semester term (excluding incompletes) that they are on probation and that they must maintain a minimum term GPA of 3.0 for each subsequent term. Students must achieve letter grades (incompletes are unacceptable while on probationary status). This written notice must inform the student that the GPA must be raised to a minimum of 3.0 to be removed from probationary status and to be awarded a degree.

Students on probationary status who do not receive at least a 3.0 GPA for each subsequent term will be dismissed from the program. A major may adopt a more extensive or stringent policy related to probation or dismissal for academic deficiencies. Where such policies are developed, majors must provide documentation to students upon admission and must include this policy statement in the initial written notification to students whose GPA drops below 3.0.

Students who have been dismissed and are interested in reapplication to the School are allowed to do so 12 months after the original admission term and year. The dismissal becomes part of the reapplication and is considered in any admission decision. Note that any courses taken for graduate credit during this 12-month period cannot be transferred in to a program should the student be readmitted.

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 (satisfactory/non-satisfactory) grading basis, exclusive of those topics, seminars, and field experience courses offered only on an S/N basis.

Grading of Public Health Core Courses
Students must take all public health core courses for a letter grade (A-F). Students will be required to achieve a B- grade or better 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. Students should contact the faculty who taught the course for guidance on retaking the course.

"I" – (Incomplete). A grade of incomplete, "I," can be assigned by 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 that a contract be written by the Instructor and signed by both the Instructor and the Student. This contract is due at the end of the registered term for all "I" grades. A template for an "I" contract is available from the SPH Student Services Office.
“K” – (In Progress) 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

Field Experience
MPH students must complete a formal, supervised fieldwork experience. VPH students are required to complete 135 hours (3 credits) in order to graduate. A maximum of 360 hours (8 credits) is allowed. Neither prior professional degrees nor prior work experience are sufficient grounds for waiving the fieldwork requirement. DVM/MPH students should complete at least 1 credit of field experience in a human public health setting and relate their activities to the common goal of public human health.

MPH Project
MPH students must complete a MPH project that demonstrates the following: 1) familiarity with the tools of research or scholarship in the major, 2) the capacity to work independently, and 3) the ability to present the results of the investigation effectively. The MPH project should involve a combined total of at least 135 hours (3 credits) of work. The advisor 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.

Comprehensive Examination
MPH students must complete an oral examination as specified by the major.

MPH Study Plan
Students are required to submit a completed MPH *Study Plan* to their Program 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 the Program Coordinator time to review the study plan and notify students if they are missing any requirements prior to their last term of study. The study plan document is available via email from Sarah, peter415@umn.edu.

Time Frame
The maximum time allowed by the School of Public Health for completion of an MPH degree is five (5) years. The five-year period begins with the first term of enrollment after admission to the program.

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 is available from the Program Coordinator.

Students should note that the process for approving a course substitution or waiver could take up to 4 - 8 weeks, so plan accordingly.

Transfer Credits
Students may transfer up to 14 semester credits (or 1/3 of their MPH program) of graduate or professional credits taken at the University of Minnesota or at another college or university. Transfer credits may satisfy the public health basic curriculum or focus/elective curriculum.

- No credits older than 5 years from the date of the student’s matriculation will be accepted for transfer.
- A grade of “B-” or better is required for each course requested for transfer credit, unless the institution uses only satisfactory and non-satisfactory, then a satisfactory grade is required.
- All courses must be taken at graduate level and taken at an accredited graduate institution to be transferable.
Students seeking to transfer credits must do the following:

It is recommended that you contact the Program Coordinator for guidance on the petition procedures.

1. Complete the Petition Form. The "Petition" Form can be obtained from the web at onestop.umn.edu/forms for students in undergraduate and professional programs. Complete the following:
   a. In the request field - indicate if this is a substitution, course transfer or waiver request. List the course number, title, number of credits, term and year it was taken (or will be), grade received, and the course/requirement in the existing curriculum for which you are asking for the substitution.
   b. In the reason/explanation field - indicate what skills and/or content overlaps between the required course and substitute/transfer course, or how the substitute/transfer course provides the same or similar skills as the required course. If the course is to be used as an elective, explain how the course relates to your degree program and your intended area of concentration. If it is a waiver request, be clear in your justification and include documentation to support your request.

2. Attach to petition, the course syllabus, unofficial transcript, and all other supporting course documentation.

3. Submit these materials to the Program Coordinator who will forward the petition to the Vet PubH Director, the Major Chair, and (if appropriate) the Associate Dean for final evaluation and/or approval.

4. Students will be notified of the decision via email.

5. If a substitute course is to replace a SPH Core course [biostatistics (6414/6450), epidemiology (6320/6330), environmental health (6101/6102), management (6751), ethics (6741/6742), behavioral science (6020)], there is an additional step to get approval. The SPH Educational Policy Committee must also review the petition. To initiate this step, provide one additional copy of the above materials to the Program Coordinator who will be responsible for turning in the request to the SPH Educational Policy Committee for review.

   If the petition is approved, the credits need to be completed with another course. If the petition is denied, the course may be petitioned to be transferred as an elective course.

6. One "Petition" form must be completed for each transfer course.

7. If the petition is approved, submit an official transcript with courses listed and graded, to the Program Coordinator for final processing.

**Double Counting courses between the MPH and the DVM**

Up to eleven (11 of the 14) credits can be double-counted. Double counted credits are those that count towards both required curriculums of the DVM and MPH degrees. The maximum number of credits cannot be changed for any reason. Students may also transfer another three (3) credits of elective course(s) to transfer in a total of 14 credits.

For example of double counting, a University of Minnesota College of Veterinary Medicine student, is required to take CVM 6030 and that course can also be doubled counted as an elective in the MPH curriculum.

Students should contact the DVM/MPH Program Coordinator for guidance on double-counting courses.

Note that a grade of "B-" or better is required for each course requested for transfer credit, unless the institution uses only satisfactory and non-satisfactory, then a satisfactory grade is required.

**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. The "Application for Degree" form is available from the Program Coordinator and online in the MyU portal. We strongly encourage students to submit the form in their first semester of matriculation. MPH degrees are granted monthly.
The DVM/MPH curriculum is divided into a Basic Curriculum and a Focus Curriculum. A minimum of 42 credits is required.

The Basic Curriculum
The basic curriculum incorporates the core areas of public health - biostatistics, epidemiology, environmental health, health services administration, ethics, and social/behavioral sciences. The basic curriculum focuses on the knowledge, skills, and attitudes necessary in each of these areas of fundamental competency needed to understand, evaluate, and manage population health in the community. The Basic Curriculum courses are offered online, except the field experience, MPH project and PubH 6299 (PubH 6299 is offered during the Public Health Institute.)

The Focus Curriculum
The majority of the Focus Curriculum courses are offered in-class at the Public Health Institute and give students the opportunity to investigate one specific public health applications focus area.

Focus Curriculum Domains
Within the focus curriculum, students must satisfy the MPH requirement of completing at least one course from each of the four domains established by the Council on Linkages incorporating public health functions:

The four domains are:
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
4. Program management and communications principles

Veterinary Public Health Competencies
Within the focus curriculum, VPH students are also required to complete at least one course from each of the five veterinary public health competencies:

1. Biostatistics and its application to the populations of animals and humans
2. Surveillance and its application in animal and human populations
3. Infectious disease epidemiology, its principles, application and interpretation
4. Zoonoses and other animal diseases with significant public health implications
5. Environmental health and how it relates to the health of people and animals
Learning Objectives: Basic and Focus Curriculum
The VPH Program, both the Basic and the Focus curricula, is guided by the following key learning objectives:

1. Develop a population perspective on health and disease/injury
2. Understand the principles and practices of health promotion, disease/injury prevention and protection of human populations from environmental hazards
3. Integrate public health skills into the practice of veterinary medicine
4. Appreciate the social, cultural and environmental factors that affect the health of the community
5. Understand public health as a social system
6. Identify the ethical issues in disease/injury prevention and health systems policy
7. Develop a public health analysis of a current public health issue or program
8. Understand the application of public health tools to the evaluation & control of a specific health issue
9. Apply public health skills in a community practice setting
10. Apply biostatistics to public health practice in populations of animals and humans
11. Apply and interpret the surveillance of animal and human populations
12. Understand the principles, application and interpretation of infectious disease epidemiology
13. Understand key zoonoses in relation to food safety, direct animal to human spread, & bioterrorism potential
14. Understand the impact of animals and human upon the health of the environment

Basic Core Curriculum Required Coursework
The MPH program is 42 credits: 21 basic credit curriculum and 21-credit focus curriculum, including the SPH domains and the veterinary public health competencies.

A majority of the basic curriculum courses are offered online.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PubH 6299</td>
<td>Public Health Practice: Public Health is a Team Sport - The Power of Collaboration</td>
<td>1</td>
</tr>
<tr>
<td>PubH 6320</td>
<td>Fundamentals of Epidemiology¹</td>
<td>3</td>
</tr>
<tr>
<td>PubH 6414 or 6450</td>
<td>Biostatistical Literacy or Biostatistical Methods I</td>
<td>3/4</td>
</tr>
<tr>
<td>PubH 6020</td>
<td>Fundamentals of Social and Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>PubH 6741 OR</td>
<td>Ethics in Public Health: Professional Practice and Policy</td>
<td>1</td>
</tr>
<tr>
<td>PubH 6742</td>
<td>Ethics in Public Health: Research and Policy</td>
<td>1</td>
</tr>
<tr>
<td>PubH 6751</td>
<td>Management in Health Service Organizations</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6102</td>
<td>Issues in Environmental and Occupational Health</td>
<td>2</td>
</tr>
<tr>
<td>PubH 7296</td>
<td>Field Experience: Public Health Practice²</td>
<td>3</td>
</tr>
<tr>
<td>PubH 7294</td>
<td>MPH Project: Public Health Practice³</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits 21

¹ It is recommended to take your biostats class prior to or concurrently with Fundamentals of Epidemiology.

² Minimum of 135 hours in a public health setting is required for completion of the MPH Field Experience; the same site may be counted as a clinical rotation in a college of veterinary medicine as long as it meets content and credit standards for both experiences and receives prior approval of the advisor.

³ Students may complete their MPH Project as part of their college of veterinary medicine curriculum as long as it meets content and credit standards for both experiences and receives prior approval of the advisor.
### 7.5 Curriculum Objectives

The overall objectives of veterinary public health for the MPH degree are met through the required core courses and the focus elective courses as outlined below:

<table>
<thead>
<tr>
<th>Objective Public Health</th>
<th>How Acquired</th>
<th>How measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a population perspective on health and disease/injury.</td>
<td>Elective course in Assessment/Basic Sciences; Elective course in Policy/Systems; PubH 6299</td>
<td>Course evaluations, examinations</td>
</tr>
<tr>
<td>Understand the principles and practices of health promotion and disease/injury prevention and protection of human populations from environmental hazards</td>
<td>PubH 6299; PubH 6320; PubH 6752; PubH 6201; Elective course in Intervention</td>
<td>Course evaluations, examinations</td>
</tr>
<tr>
<td>Integrate public health skills into the practice of veterinary medicine</td>
<td>PubH 6299; PubH 6320; PubH 6414; Elective course in Assessment/Basic Sciences; Elective course in Intervention; Elective course in Management and Communications</td>
<td>Course evaluations, examinations</td>
</tr>
<tr>
<td>Appreciate the social, cultural and environmental factors that affect community health</td>
<td>PubH 6020; PubH 6102; PubH 6103; PubH 6104; Elective course in Intervention; Elective course in Management and Communications</td>
<td>Course evaluations, examinations</td>
</tr>
<tr>
<td>Understand public health as a social system</td>
<td>Elective course in Intervention; Elective course in Management and Communications; Elective course in Policy/Systems</td>
<td>Course evaluations, examinations</td>
</tr>
<tr>
<td>Identify the ethical issues in disease/injury prevention and health systems policy</td>
<td>PubH 6741; PubH 6742; Elective course in Policy/Systems</td>
<td>Course evaluations, examinations</td>
</tr>
<tr>
<td>Develop a public health analysis of a current public health issue or problem</td>
<td>Elective course in Assessment/Basic Sciences; Elective course in Intervention; PubH 6294; PubH 6852</td>
<td>Course evaluations, examinations; project</td>
</tr>
<tr>
<td>Understand the application of public health tools to the evaluation and control of a specific health issue</td>
<td>Elective course in Policy/Systems; Elective course in Assessment/Basic Sciences; Elective course in Management and Communications; PubH 6294; PubH 6296; PubH 6852</td>
<td>Course evaluations, examinations; project</td>
</tr>
<tr>
<td>Apply public health skills in a community setting</td>
<td>PubH 6296</td>
<td>Course evaluation, oral examination</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Veterinary Public Health Competencies</th>
<th>How Acquired</th>
<th>How measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply biostatistics to veterinary public health practice in populations of animals &amp; humans</td>
<td>PubH 7200 EpilInfo Software in Epi; GIS; Intro to Biostats; Intro to SAS; Intro to Inform Mgmt</td>
<td>Course evaluations, examinations</td>
</tr>
<tr>
<td>Design and interpret surveillance in human &amp; animal populations</td>
<td>PubH 7200 Surveillance and Monitoring of Animals and Plants; Surveillance of Foodborne Diseases in Humans; Vector Eco Field Survey</td>
<td>Course evaluations, examinations</td>
</tr>
<tr>
<td>Apply and interpret the principles, application and interpretation of infectious disease epidemiology</td>
<td>PubH 7200 Infec Dis Prin; AI; EPI &amp; Eco of Mycobac Dis; Global Infec Dis; Zoonotic Dis; Emerg Infect Dis ;U of M, CVM 6222; MSU VM 533</td>
<td>Course evaluations, examinations</td>
</tr>
<tr>
<td>Identify zoonoses and other animal diseases with significant public health implications</td>
<td>PubH 7200 Antimicrobial Resistance ; AI; Emerg Infect Dis; Infec Dis Prin; Zoonotic Dis; U of M, CVM 6030, U of M, VMed 8090; MSU, VM 544)</td>
<td>Course evaluations, examinations</td>
</tr>
<tr>
<td>Integrate knowledge of environment health principles to the study of populations health issues</td>
<td>PubH 6103 Exposure to Environmental Hazards; PubH 6104 Environmental Health Effects: Introduction Toxicology; PubH 7200 Environmental Safety and Preparedness; Safety of Bldg Envir; Toxic Agents in the Workplace; Pm Protect Equip; Prepare for Bldg; Sanitation &amp; Disinfect; Water and Waste Mgmt; Clean &amp; Sanitation Food Facilities</td>
<td>Course evaluations, examinations</td>
</tr>
</tbody>
</table>
7.6 Required Course Descriptions

PubH 6020  Fundaments 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 6299  PubH Practice: Public Health is a Team Sport – the Power of Collaboration
Science and art of public health. Emphasizes interdisciplinary linkages to practice communities.

PubH 6320  Fundamentals of Epidemiology
Basic concepts and knowledge of epidemiology, a methodology used to study the etiology, distribution, and control of diseases in human populations.

PubH 6414  Biostatistical Literacy (choose either 6414 or 6450)
This course will involve minimal calculation and offer no formal training in any statistical programming software. Biostatistical Literacy will cover the fundamental concepts of study design, descriptive statistics, hypothesis testing, confidence intervals, odds ratios, relative risks, adjusted models in multiple linear, logistic and Poisson regression, and survival analysis. The focus will be when to use a given method and how to interpret the results, not the actual computation or computer programming to obtain results from raw data. PubH 6414 is not part of a series of biostats training. Students seeking in depth coursework should consider the PubH 6450-6451 series.

PubH 6450  Biostatistical Methods I (choose either 6450 or 6414)

PubH 6741/42  Ethics in Public Health: Professional Practice and Policy/Policy and Research

PubH 6751  Management in Health Service Organizations
Principles of Management in Health Services Organizations, is a required course in the MPH and Part-Time MHA curricula. The course draws primarily from the fields of organizational theory and behavior to equip students with management and leadership competencies that enable them to make a positive difference in their work organizations and in the health of populations. For those not in management positions, the course enables students to more effectively contribute to the positive direction of their organizations.

PubH 7294  Master’s Project: Public Health Practice
 Directed field research, original or secondary analysis of data sets related to public health practice.

PubH 7296  Field Experience: Public Health Practice
 Directed field experience/clinical rotation/practicum in selected community or public health agencies and institutions with opportunity for integration of knowledge and skills in population science for public health practice.

7.7 Field Experience

Introduction
Part of the MPH curriculum includes the opportunity for students to learn first-hand about organization operations and special activities of selected agencies, institutions, and industries concerned with public health practice through field experience(s).

The DVM/MPH 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. The overall goal of the field experience should provide students with an opportunity to apply public health concepts to practice in a specific program, agency, or industry.
Criminal Background
Please be aware that certain field experience facilities are required by Minnesota law to submit paperwork for a criminal background check for all personnel with direct, unsupervised client contact. If you are placed in such a facility, you may be asked by the institution to submit paperwork, or the institution may require that you have this check facilitated by the School of Public Health. 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. You must submit a criminal background check, if you have direct contact with clients and have unsupervised interaction with clients (outside the hearing or vision of a supervisor at the facility). In the event that this situation arises, please call The School of Public Health Student Services Center at 612.626.3500 or come to D305 Mayo, University of Minnesota TC campus for assistance. If you are outside the metro area, please feel free to call 800.774.8636.

Field Experience Requirements
1. All DVM/MPH students are required to complete three credits (minimum of 135 hours, 1 credit = 45 hours) of field experience as part of the degree program. Additional field experience credits are counted as elective credits, up to a maximum of eight total credits.
2. Students in consultation with their advisor should select the particular organization(s) with which they wish to work. The selection of the organization, contact with it and designation of a preceptor in the organization may be arranged any time during the year.
3. Veterinary public health covers a broad area of expertise including some activities which have more animal experience and others that have more human experience. Yet for all public health activities, the goal remains the same: to reduce the amount of disease and injury, premature death, disease, and injury produced discomfort and disability in our human population. Therefore, DVM/MPH students must complete at least 1 credit of field experience in a human public health setting and relate their activities to the common goal of public human health. For example, a DVM/MPH student who chooses an animal-intensive field experience such as participation in an emergency disease task force for Exotic Newcastle Disease or Foot and Mouth Disease with the objective of learning about Incident Management Systems must also complete at least 1 credit of field experience in a public health agency setting.
4. A field experience can also be arranged to meet the criteria of a college of veterinary medicine clinical elective in your college of veterinary medicine curriculum. Individual field experiences opportunities can be combined to meet this requirement, for instance, a student may do one week in a public health agency for 1 credit and then 2 weeks at another setting for the remaining 2 credits.
5. Some students may find certain aspects of the field experience sufficiently interesting to do a "MPH project" while completing the field experience. This may requires a more extensive study, an appropriate literature review, and an expansion of the subject beyond the field experience. Students interested in this possibility should consult with their advisor.

Required field experience paperwork
All field experiences require a contract completed prior to the actual experience, with written learning objectives approved by your preceptor and advisor. (Except for students who complete the DNR surveillance field experience, no field experience paperwork is required because the DVM/MPH Director is familiar with the goals and objectives of the DNR surveillance.)

When your advisor is from the University of Minnesota, or if the field experience is solely designed to fulfill the field experience requirements of the SPH, regardless of your CVM, complete both the field experience contract (prior to the experience) and evaluation form (after the experience). The purpose of these forms is to avoid any misunderstandings between you, the preceptor and your advisor and to document your experience.

The Program Coordinator will automatically receive a copy of the forms.

The field experience forms are available on-line at http://www.ahc.umn.edu/sphfieldexp/

Please contact Program Coordinator with any questions or concerns about the field experience paperwork

Field Objectives
Students are required to develop, and may consult with their advisors, specific learning objectives for the field experience. For example of field experience objectives, refer to appendix A. These objectives should include consideration of the following:

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

Credits and Grading
The student and advisor arrange the number of credits for the field experience. The grading for the field experience is S/N. 45 hours of field experience equals one credit.

Register for Field Experience
Students must complete a minimum of three semester credits of field experience.

DVM students are required to register for at least one credit of the field experience through the SPH. The remaining field experience credits can be taken through the student’s CVM or through the SPH. If needed, the Program Coordinator can provide further registration instructions and a course number.

Examples of Field Experiences

Farm-to-Table Training, CAHFS, University of Minnesota
*goal of the field experience is to learn about the food production system in Costa Rica with a focus on animal welfare, food safety, food protection, and global integration of food systems*

Cargill Meat Solutions
*learn what in-plant USDA FSIS public health veterinarians do to ensure that meat, poultry, and egg products leaving officially inspected establishments are safe, wholesome, and correctly labeled*

Frontier Program, Kansas State University
*gain better understanding through experiential learning from an interdisciplinary platform of the complexity of the global food supply chain*

USDA/APHIS Ruminant Health Programs
*develop an understanding for the inputs that are considered in policy development for animal health programs that impact human health*

International Service Learning - Veterinary Team
*learn and practice community education skills in a developing country; working with both companion animals, food animals and people in the community to educate, prevent and treat the diseases they are currently dealing with*

New York State Department of Agriculture and Markets
*shadow a Division of Food Safety and Inspection field inspector on unannounced sanitary inspections of a variety*
7.8 MPH Project

Requirements
The MPH 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 as well as the ability to critically approach a topic, synthesize, interpret and successfully convey information to the appropriate audience.

Students should demonstrate familiarity with the tools of applied research or scholarship in public health practice, ability to work independently, and ability to apply skills learned in coursework by completing one of the four available options: research paper, systematic literature review, consultative report or grant proposal. MPH projects must have a demonstrable relevance to public health. The MPH Project should involve a combined total of at least 135 hours (three credits). The length of the project paper, including appendixes and references, will vary based on the project’s topic.

Please refer to appendices G and H for examples of research paradigms relevant to practice-based research and the expectations of a MPH project.

MPH Advising
DVM/MPH students may have a different advisor for the MPH project other than their academic advisor. The MPH project advisor may be another faculty person or community advisor who has the expertise or interest in the topic of the project. The student, his/her advisor, and MPH project advisor for whom the work is to be done with (if different from the advisor) decides how the MPH project requirements are to be met. Note: the MPH project advisor does not need to be faculty member at the University of Minnesota.

Students must keep in touch with their academic advisor during the course of the MPH Project, if different people. Each MPH project advisor should specify how he/she prefers to work with the student. 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.

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.

MPH Project
The topic and form of the MPH Project depend upon the student's experience and the interests of both the student and the project advisor. For example, if the student lacks experience in writing scholarly papers the student may profit from writing a systematic literature review, which 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 or College of Veterinary Medicine faculty.

Ideally, the student's work will culminate in the preparation of an article for potential publication. With approval of the project and academic advisors, students may submit the MPH project in publication format, along with appendixes of data, surveys, tables, etc. Please check with advisors for guidance.

MPH Project Proposal Form
Students are required to complete a MPH proposal form once the topic of the MPH project has been identified. The academic and project advisors sign off this form. The "MPH Project Proposal Form" is available via email from Sarah at peter415@umn.edu. A sample is provided in Appendix B. The proposal sets up a guiding framework and contract 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:

1. Project type
2. Briefly describe your proposed project and its purpose.
3. State the key project objectives.
4. What is the public health relevance of the project?
5. Briefly describe the project’s methodology.
6. Anticipated date of completion
7. Budget and Oral Committee members
The Project Proposal must be approved by the academic advisor, MPH project advisor, and DVM/MPH Program Director, and if appropriate the preceptor before beginning the project itself. For projects involving collection of information from people, the student must obtain approval from the Institutional Review Board (IRB). For projects involving the use of animals, the student must obtain approval from the Institutional Animal Care and Use Committee (IACUC).

Register for MPH project
Students must complete a minimum of three semester credits of MPH project.

DVM students are required to register for at least one credit of the MPH project through the SPH. The remaining MPH project credits can be taken through the student’s CVM or through the SPH. If needed, the Program Coordinator will provide further registration instructions and a course number.

Examples of MPH projects
- Presence of Leptospira in the Farm Environment
- Implications of Borrelia Burgdorferi Sunsu Stricto Strain Diversity on Lyme Disease Diagnosis and Pathogenesis in the US
- Prevalence of Coxiella Burnetii in Hoofstock Placentas in Zoological Collections
- MRSA in Swine Vets
- Characterization, Transport, and Proliferation of Salmonella spp. in Surface Waters Used for Tomato Crop Irrigation
- Zoonotic Avian Influenza: Characterization of Non-commercial Poultry Flocks in Tribal Communities of Colorado, Arizona, Wyoming, and New Mexico
- Novel Technique for Detection of Waterborne Toxoplasma Gondii in the Galapagos Islands, Ecuador
- Federally Inspected Slaughter and Processing Plants: Occupational Health and Safety Considerations
- Prevalence of Avian Psittacosis in Los Angeles County
- The Use of Sentinel Horse Farms for Detection of WNV and Their Ability as an Early Warning System for Humans

7.9 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.

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:

- CITI: http://www.citiprogram.org/
- HIPAA: http://www.ahc.umn.edu/privacy/training/privtraining/home.html (only if you are using 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/studentResearchers/
- Applying to IRB: http://www.research.umn.edu/irb/applying/whichform.cfm

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

http://cflegacy.research.umn.edu/irb

---

### 7.10 Animal Subjects Protection

Ensuring that animals are used appropriately and cared for humanely is a responsibility borne by both the scientific community and society at large. There are good reasons to use animals in research and in other projects, but our respect for life and our duty not to cause unnecessary harm places constraints on those activities.

Upholding the University’s responsibility toward its animals is the charge of the Institutional Animal Care and Use Committee (IACUC) (http://www.research.umn.edu/iacuc), as specified by the Regents’ Policy on Animal Care and Use (http://www1.umn.edu/regents/policies/academic/Animal_Care.pdf). The IACUC oversees all the University’s programs and facilities that either house or use animals. Its primary task is to review proposals for projects that use animals to ensure that those projects fulfill two general criteria: they must be justified by their societal benefits; and they must treat animals humanely. The scope of the IACUC’s responsibility for review covers all research or educational use of animals by faculty, staff and students at all University of Minnesota campuses.

The IACUC also regularly inspects each project and facility that uses animals, reevaluates the University’s overall animal care and use program, and helps University departments develop and deliver training and educational programs to the research community and the public on animal care and use. It carries out these tasks in concert with the University’s Research Animal Resources (http://www.ahc.umn.edu/rar), which is responsible for the acquisition, daily care, and veterinary care of all laboratory animals on the Twin Cities campus.

The IACUC has a broad responsibility. Generally, the committee reviews any use of live animals in research, teaching, service or display by faculty, staff or students affiliated with the University of Minnesota, regardless of where the activity occurs and of the activity’s funding source.

In short, all animals used by University personnel for University purposes or owned by the University of Minnesota come within the scope of the IACUC’s review. These animals are involved in a variety of uses and in a range of disciplines.

The Protecting Animals Subjects guide, available at http://www.research.umn.edu/iacuc/guides, is available to assist researchers in preparing their Animal Care and Use Protocol applications for submission to the IACUC.

All students, faculty, and staff working with animals must complete animal training certification. The certification seminar is available on-line at http://www.iacuc.umn.edu/training/index.cfm.) If you are not a
University of Minnesota employee, click the link titled Non-University Employees and inform IACUC Manager Matt Byers at (612) 626-2126 upon completion.

Students must review the IACUC policies and determine if they need to submit an application for review of a project. If students need to complete a form, please note that a University faculty is required to sign off as the PI. Questions concerning exemptions or other aspects of IACUC should be addressed to iacuc@umn.edu or 612-626-2126.

**IACUC Office of Animal Welfare**  
Mayo Mail Code 79  
D520 Mayo Memorial Bldg  
420 Delaware Street SE  
Minneapolis, MN 55455  
Phone: (612) 626-2126  
Fax: (612) 626-6061  
http://cflegacy.research.umn.edu/iacuc
Option One: Research Paper

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

A MPH Project resulting in a research paper may, but need not necessarily involve the collection of primary data by the student. A MPH Project can be completed through secondary analysis of existing 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, before beginning the MPH Project itself, this option must be discussed and approved by the advisor research advisor and preceptor early in the practicum experience. Note: all MPH projects must have a demonstrable relevance to public health.

The component parts of a MPH research paper are as follows:

I. Abstract
II. Introduction
   A. Statement of the problem and its significance (historical background)
   B. Review and synthesis of relevant literature (extent of written review dependent on nature of project)
   C. Statement of conceptual framework, hypotheses and/or focused research questions, and the underlying rationale for each
   D. Purpose of the study
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, qualitative, as appropriate
IV. Results (only the facts) - Presentation and analysis of data/information
V. Discussion
   A. Study limitations
   B. Biases
   C. Consistency with prior research
VI. Implications for public health
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)
Option Two: Systematic Literature Review

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

A MPH 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 advisor, research advisor, and Preceptor early in the practicum experience and before beginning the MPH Project itself.

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 findings
   F. Limitations
VI. Conclusions and recommendations – Implications for public health
VII. References (APA reference style or appropriate alternative)
Option Three: Consultative Report
The Consultative Report gives the student the opportunity to address an actual public health problem that is currently faced by a public health agency (public or private). 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.

By necessity, students who choose this option will need to work closely with a community preceptor as well as their advisors. 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.) and its issue and the significance of the issue
   B. Limited literature review for information relevant to this specific issue
   C. Identification of the stakeholders
III. Methodology
IV. Findings
   A. Process of consultation
   B. Sources of information and data – e.g. literature, primary data collection, surveys, interviews
   C. Analysis of information and data
V. Discussion
VI. Conclusions and recommended actions and changes and dissemination of information
VII. References (APA reference style or appropriate alternative)
Option Four: Grant Proposal

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

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

The components of a grant proposal include the following:

I. Introduction

II. Research Plan

A. Specific aims (endpoints)
B. Background and significance
   1. significance to increasing scientific knowledge
   2. significance to improving public health
   3. review of relevant literature
C. Preliminary studies
   1. provide preliminary data if available
   2. critically interpret preliminary results and relate to current proposal
D. Research design and methods
   1. description of research and study design
   2. detailed description of methods for work and analysis
   3. include charts and tables when appropriate
   4. discuss alternatives and handling of negative data

III. Special Considerations

1. Human subjects research
2. Animal care and use
3. Contractual agreements
4. 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.*
OPTION FIVE: CERTIFICATION IN PUBLIC HEALTH EXAM (CPH)

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 undertake a MPH project to meet the degree completion requirements.

Becoming a Certified Public Health Professional provides you with 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. Students choosing this option must prepare and orally present to a faculty committee to meet all requirements.

Completion of the MPH Project

The MPH project committee must involve more than one faculty member or community advisor, one as primary project advisor and at least one faculty member as a reader for the project to give feedback prior to scheduling the final oral exam. The student must submit a draft or drafts of the project to the MPH project advisor for review and comments. The student should incorporate the advisor’s revisions into the final draft of the project, which the student then resubmits to the MPH project advisor and reader. A student desiring publication of the MPH Project should discuss this with the MPH project advisor. MPH projects written in publication format may meet the program requirements with prior MPH project advisor approval. Once the MPH project advisor has approved a final version of the project, the final draft should be typed and submitted for acceptance. In addition, students must submit a final bonded copy to the Program Coordinator. Please refer to Strategies for Success – Appendix C.
7.12 Final Oral Examination/Presentation

All MPH degree candidates are required to pass a final comprehensive oral examination, after submission of the MPH project or completion of CPH Exam.

A committee composed of a minimum of three faculty members will examine the student on the content of the MPH project as well as questions on the core concepts of public health.

The examining committee will consist of a minimum of three members:

1) student’s academic advisor (who must have an appointment within the SPH)
2) another SPH faculty member
3) faculty member outside of the PHP major (this faculty person may have an appointment anywhere within the University of Minnesota
4) specialist or community advisor (optional)

The academic advisor is the designated chair of the examining committee.

Students are expected to present a professional presentation on their project (25-45 minutes) as part of the final comprehensive oral examination followed by questions. This presentation is open to the public.

Immediately following the presentation, there is a closed meeting between the candidate and the examining committee. This closed meeting will include further questions on the project, as well as questions on the core concepts of public health in relations to the project. Upon completion of the examination, the candidate is excused from the room 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 two positive votes. After successful completion of the exam, committee members will sign the student’s study plan. The signed MPH study plan is forwarded to the Program Coordinator for final processing.

7.13 Graduation Checklist

1. MPH students are required to complete an *Application for Degree for professional programs* form. There are strict monthly deadline dates before a student can be cleared for graduation. The *Application for Degree* form is available from the Program Coordinator. We strongly encourage students to submit the form in their first semester of enrollment.

2. Submit completed MPH study plan at least one semester (or earlier) prior to anticipation of presenting the MPH project. Submit it to Sarah Summerbell, Program Coordinator, for review. MPH study plan is located at: http://www.sph.umn.edu/current/assets/mphstudyplan.pdf. You may also obtain a copy from your coordinator.

3. Schedule oral exam. The student is responsible for scheduling the oral exam with the committee members and arranging for any audio-visual equipment needed for the presentation. Non-U of M, DVM/MPH students may complete their oral exam long distance/remotely via UM Connect and conference phone. Contact Sarah Summerbell for assistance in reserving a room or conference phone.

4. Provide each committee member with a copy of your MPH project AT LEAST TWO WEEKS BEFORE THE SCHEDULED DATE OF YOUR ORAL EXAM. A file will be prepared for your academic advisor including:
   a. Copy of the MPH Study Plan, plus copies of any amendments/petitions
   b. DVM and SPH transcripts
   c. MPH Project proposal

5. At the oral exam, the committee will sign the study plan. The advisor is responsible for returning the student file with the signed study plan to the Program Coordinator as well as submitting a grade change for the MPH project credits.

6. Complete all coursework and requirements for your MPH by the semester deadlines to be cleared for graduation. MPH degrees are granted each month.
7. Complete the SPH graduate survey available at http://secure.ahc.umn.edu/PublicHealth/careersurvey. Update your address on One Stop to ensure that your diploma will be mailed to your correct address.

8. Sign up to participate in the SPH Commencement (held every May) and have your name in the Commencement program. Details available from the Student Services Center.

9. **FYI: lifetime University e-mail.** You may keep your U of MN email address. After you graduate, you can use your U of M e-mail address for personal or profession. 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, you must access it at least every three months. If you let it go dormant, you can reactivate it through the alumni association for a fee.

   Service includes full access to three features:
   * University Portal https://www.myu.umn.edu/metadot/index.pl
   * AHC Portal https://my.ahc.umn.edu/metadot/userchannel.pland
   * Portfolio https://portfolio.umn.edu/portfolio/index.jsp

### 7.14 Staff and Faculty

**Public Health Practice Major Staff**

**Major Chair of Public Health Practice**
Craig Hedberg ........................................... 612-626-4757 ........................................ hedbe005@umn.edu

**DVM/MPH Program Director**
Larissa Minicucci ........................................... 612-624-3685 ........................................ minic001@umn.edu

**DVM/MPH Program Coordinator**
Sarah Summerbel ........................................... 612-626-1948 ........................................... peter415@umn.edu
7.15 Appendices

Appendix A
Field Experience Contract
Field Experience Evaluations: students and preceptors
Field Experience learning objectives sample

Appendix B
MPH Project Proposal Form

Appendix C
MPH Defense - Strategies for Success

Appendix D
MPH Study Plan

Appendix E
Transfer Courses

Appendix F
Examples of research paradigms relevant to practice-based research

Appendix G
Knowledge and experience expectations for veterinary public health MPH projects
Field experience Learning Objectives Sample

**FIELD EXPERIENCE WORKSHEET (EXAMPLE)**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Learning Resources and Strategies</th>
<th>Criteria for Evaluation and Evidence of Satisfactory Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the application of the incident command system</td>
<td>Review Board of Animal Health Emergency Response Plan; Visit with BAH director of emergency response; participate in test exercises</td>
<td>Ability to explain the BAH approach to emergency response and participation in a test exercise; notes from test exercise</td>
</tr>
<tr>
<td>Review basic risk communications principles for major exotic zoonotic diseases of public health importance</td>
<td>Critique brochures and educational materials developed by USDA, APHIS and BAH; visits with BAH Director of Communications</td>
<td>Inventory of BAH materials related to major exotic zoonoses threats; notes from meetings with Director of Communications; talking points on one disease of current interest</td>
</tr>
<tr>
<td>Identify the working relationships between BAH and public health agencies such as: MDA, MDH, FDA, FSIS, CDC</td>
<td>Interview with BAH Executive Director and key contacts from other state and Federal agencies</td>
<td>Annotated organizational chart demonstrating relationships between various government agencies and describing shared responsibilities and areas of collaboration</td>
</tr>
<tr>
<td>Analyze the current public health implications of a current veterinary issue of concern to the Board of Animal Health</td>
<td>Interview BAH personnel; MDA and MDH personnel; consult references</td>
<td>Written analysis of current issue listing public health implications</td>
</tr>
</tbody>
</table>
**Appendix B – MPH proposal**

**MPH Project Proposal Form**  
**Public Health Practice Major**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Email:</th>
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<tbody>
<tr>
<td>Project Title:</td>
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</table>

**Approvals:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name:</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>Project Advisor</td>
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<tr>
<td>Academic Advisor</td>
<td></td>
<td></td>
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<tr>
<td>DVM/MPH Program Director</td>
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</table>

1. **Project type:**
   - [ ] MPH Research Paper
   - [ ] MPH Systematic Literature Review
   - [ ] MPH Consultative Report
   - [ ] MPH Grant Proposal
   - [ ] CPH Exam

2. Briefly describe your proposed project and its purpose.

3. State the key project objectives.

4. What is the public health relevance of the project?

5. Briefly describe the project’s methodology.
   - [ ] IRB submitted/completed
   - [ ] IACUC submitted/completed

6. Anticipated date of completion: 

7. Budget

**Oral Committee Members (suggested):**

1. (project advisor) ______________________________

2. (academic advisor, if not project advisor) ______________________________

3. (faculty, subject matter expert) ______________________________
### Appendix C – MPH Defense – strategies for success

<table>
<thead>
<tr>
<th>WHAT?</th>
<th>TIMELINE and LOGISTICS</th>
<th>TIPS</th>
</tr>
</thead>
</table>
| **Committee Selection** | As soon as possible once project proposal is submitted | • three University of Minnesota faculty members required – check program requirements  
• external project advisors or community partners welcome (non-voting)  
• usual suspects are academic advisor, research advisor, program director or designate (2 of 3 need to be SPH faculty)  
• if all of the above are not UMN faculty, need to recruit additional members  
• consult with academic advisor, student guidebook, or SPH faculty guide |
| **Draft of Written Project Paper** | Distribute to committee 2-3 weeks prior to defense | • follow outline guides presented in your student handbook  
• work with your project advisor to have a polished draft before distributing to your committee  
• leave time for revisions and comments |
| **Oral Presentation** | Student presents MPH project to public audience  
Talk should last 25-40 minutes with time for questions | • design a clear Power Point presentation  
• have a committee member review your presentation  
• practice your talk  
• remember that you know your topic best |
| **Defense (closed session)** | Student is questioned about project and public health topics by committee  
Approximately 1 hour | • be able to explain you project rationale, methodology, findings, and public health significance  
• public health topics related to core courses are fair game (epidemiology, environmental health, biostatistics, management, social and behavioral sciences)  
• provide refreshments |
| **Finalize the Process** | Student may pass, pass with stipulations, or need to meet further requirements | • ensure study plan is signed and forwarded to program coordinator  
• if necessary, submit revisions promptly  
• submit final copy of MPH project paper to DVM/MPH Program Coordinator |
Appendix D - MPH Study PLAN

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

<table>
<thead>
<tr>
<th>ID #</th>
<th>Name</th>
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<tbody>
<tr>
<td>Major</td>
<td>Dual Degree with (Major/Degree)</td>
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<tr>
<th>Date Application for Degree Filed</th>
<th>Term/Year of Intended Graduation</th>
<th>Date Study Plan Filed</th>
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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.

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

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

<table>
<thead>
<tr>
<th>Designator and Course Number</th>
<th>Term/Year</th>
<th>Number of Hours</th>
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<tbody>
<tr>
<td>Advisor</td>
<td>Preceptor</td>
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<td>Name of Organization</td>
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<td>Street Address</td>
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<td>City/State/Zip</td>
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<td>Telephone and/or e-mail</td>
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</table>
C. **Course Listing:** Please List Chronologically all courses (including core requirements and field placement) used to attain your MPH.

<table>
<thead>
<tr>
<th>Term/Year Taken or Intended</th>
<th>Designator and Course Number</th>
<th>Course Title</th>
<th>Number of Credits</th>
<th>√ if Courses Double Counted</th>
<th>Grade</th>
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Please list all transfer courses below (use an additional sheet if necessary). List all CVM courses below.

<table>
<thead>
<tr>
<th>Term/Year Taken or Intended</th>
<th>Designator and Course Number</th>
<th>Course Title</th>
<th>Number of Credits</th>
<th>√ if Courses Double Counted</th>
<th>Grade</th>
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</table>
II. List MPH project(s) completed, advisor, and date accepted.

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Advisor</th>
<th>Date Accepted</th>
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</thead>
<tbody>
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</tbody>
</table>

III. Enrollment Status and Course Requirements

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

<table>
<thead>
<tr>
<th>Term/Year Admitted</th>
<th>Adult Special Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Degree Candidate Credits</th>
</tr>
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<table>
<thead>
<tr>
<th>Credits Transferred</th>
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<table>
<thead>
<tr>
<th>Total Credits</th>
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<table>
<thead>
<tr>
<th>Cumulative GPA</th>
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</table>

<table>
<thead>
<tr>
<th>Oral Examination Committee Members</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
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<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Written Examination Date</th>
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N/A

<table>
<thead>
<tr>
<th>Academic Advisor Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Major Chair Signature</th>
<th>Date</th>
</tr>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Date Degree Awarded</th>
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<tbody>
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79
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VM 648</td>
<td>Food Animal Production and Food Safety</td>
<td>2</td>
</tr>
<tr>
<td>VM 714</td>
<td>Veterinary Preventive Medicine</td>
<td>4</td>
</tr>
<tr>
<td>VM 707</td>
<td>Emerging Infectious Diseases</td>
<td>1</td>
</tr>
<tr>
<td>VM 786A</td>
<td>Junior Practicum, includes Foreign Animal Disease</td>
<td>variable</td>
</tr>
</tbody>
</table>

08/28/2015 (other courses considered on a case by case basis)
## Appendix E

### Cornell University

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VTMED 5704</td>
<td>Veterinary Practice: Public Health and Preventive Medicine</td>
<td>2</td>
</tr>
<tr>
<td>VTMED 5705</td>
<td>Veterinary Practice: Public Health and Preventive Medicine</td>
<td>1.5</td>
</tr>
<tr>
<td>VTMED 5706</td>
<td>Veterinary Practice: Professional Development</td>
<td>1.5</td>
</tr>
<tr>
<td>VTMED 6198-6798</td>
<td>Special Projects in Veterinary Medicine</td>
<td>1-4</td>
</tr>
<tr>
<td>VTMED 6199-6799</td>
<td>Research in Veterinary Medicine</td>
<td>1-4</td>
</tr>
<tr>
<td>VTMED 6420</td>
<td>Foreign and Emerging Diseases of Animals</td>
<td>1</td>
</tr>
<tr>
<td>VTMED 6421</td>
<td>Epidemiology of Infectious Diseases</td>
<td>1</td>
</tr>
<tr>
<td>VTMED 6422</td>
<td>Clinical Biostatistics for Journal Readers</td>
<td>1</td>
</tr>
<tr>
<td>VTMED 6425</td>
<td>Shelter Med I</td>
<td>1</td>
</tr>
<tr>
<td>VTMED 6434</td>
<td>Shelter Med II</td>
<td>1</td>
</tr>
<tr>
<td>VTMED 6430</td>
<td>Veterinary Perspectives on Pathogen Control in Animal Manure</td>
<td>2</td>
</tr>
<tr>
<td>VTMED 6556</td>
<td>Dairy Herd Health Epidemiology</td>
<td>1</td>
</tr>
<tr>
<td>VTMED 6602</td>
<td>Laboratory Animal Medicine</td>
<td>2</td>
</tr>
<tr>
<td>VTMED 6604</td>
<td>Quality Milk</td>
<td>2</td>
</tr>
<tr>
<td>VTMED 6610</td>
<td>Herd Health and Biosecurity Risk Evaluation Using the NYS Cattle Health Assurance Program (NYSCHAP) Model</td>
<td>2</td>
</tr>
<tr>
<td>VTMED 6723</td>
<td>Veterinary Medicine in Developing Nations</td>
<td>2</td>
</tr>
<tr>
<td>VTMED 6726</td>
<td>Introduction to Professional Literature</td>
<td>1</td>
</tr>
<tr>
<td>VTMED 6735</td>
<td>Conservation Medicine</td>
<td>1.5</td>
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</table>

08/16/2016 (other courses considered on a case by case basis)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VMPM 388</td>
<td>Public Health</td>
<td>3</td>
</tr>
<tr>
<td>VMPM 486</td>
<td>Public Health Laboratories</td>
<td>1</td>
</tr>
<tr>
<td>VMPM 536</td>
<td>Zoonoses</td>
<td>3</td>
</tr>
<tr>
<td>VCS305X</td>
<td>Shelter Medicine Course</td>
<td>1</td>
</tr>
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</table>

08/16/2016  (other courses considered on a case by case basis)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VM 533</td>
<td>Veterinary Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>VM 544</td>
<td>Veterinary Public Health</td>
<td>2</td>
</tr>
<tr>
<td>LCS 678</td>
<td>Corporate and Gov. Veterinary Practice Clerkship</td>
<td>3</td>
</tr>
<tr>
<td>PDI562</td>
<td>Emerging and Exotic Diseases of Animals Course</td>
<td>1</td>
</tr>
<tr>
<td>LCS 690</td>
<td>Veterinary Public Health Field Experience *</td>
<td>3</td>
</tr>
<tr>
<td>LCS 691</td>
<td>Veterinary Public Health Research Experience *</td>
<td>3</td>
</tr>
<tr>
<td>LCS 590</td>
<td>Independent course for Field or MPH project</td>
<td>2</td>
</tr>
<tr>
<td>LCS 647</td>
<td>Concepts of Agricultural Practice</td>
<td>1</td>
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</table>

08/16/2016 (other courses considered on a case by case basis)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPB 84000</td>
<td>Use and Care of Laboratory Animals</td>
<td>1</td>
</tr>
<tr>
<td>CPB 85400</td>
<td>Principles of Epidemiology</td>
<td>1</td>
</tr>
<tr>
<td>CPB 86200</td>
<td>Clinical Epidemiology of Companion Animals</td>
<td>1</td>
</tr>
<tr>
<td>CPB 86300</td>
<td>Epidemiology of Livestock Production</td>
<td>1</td>
</tr>
<tr>
<td>CPB 86900</td>
<td>Veterinary Public Health and Zoonosis</td>
<td>2</td>
</tr>
<tr>
<td>CPB 88300</td>
<td>Veterinary Public Health</td>
<td>3</td>
</tr>
<tr>
<td>CPB/VCS 88400</td>
<td>Laboratory Animal Medicine</td>
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<tr>
<td>VM 81000</td>
<td>Externship</td>
<td>6</td>
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<tr>
<td>VM 89000</td>
<td>Adjunct Independent Study</td>
<td>varies</td>
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<tr>
<td>VM 89100</td>
<td>Off Campus Block</td>
<td>3</td>
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<tr>
<td>VCS 89300</td>
<td>Shelter Animal Medicine</td>
<td>1</td>
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</tbody>
</table>

08/16/2016 (other courses considered on a case by case basis)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVM 6005</td>
<td>FIPCC</td>
<td>1</td>
</tr>
<tr>
<td>CVM 6030/6923</td>
<td>Public Health &amp; Community Medicine</td>
<td>2</td>
</tr>
<tr>
<td>CVM 6031</td>
<td>International Animal Diseases (part of Agents of Disease)</td>
<td>1</td>
</tr>
<tr>
<td>CVM 6220/6922</td>
<td>Clinical Epidemiology</td>
<td>1.5</td>
</tr>
<tr>
<td>CVM 6222</td>
<td>Advanced Clinical Epidemiology</td>
<td>1</td>
</tr>
<tr>
<td>CVM 6500</td>
<td>VPH Rotation</td>
<td>1</td>
</tr>
<tr>
<td>CVM 6501</td>
<td>Advanced PH Rotation</td>
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</tr>
<tr>
<td>CVM 6510</td>
<td>MPH Project - CVM</td>
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</tr>
<tr>
<td>CVM 6516</td>
<td>MPH Field Exp - CVM</td>
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</tr>
<tr>
<td>CVM 6531</td>
<td>Biosecurity &amp; Biocontainment for Food Animals</td>
<td>2</td>
</tr>
<tr>
<td>CVM 6545</td>
<td>Intro to Regulatory Medicine</td>
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</tr>
<tr>
<td>CVM 6560</td>
<td>Public Health Issues &amp; Vet Med Opportunities</td>
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<tr>
<td>CVM 6806</td>
<td>Food Animal Disease Diagnostics</td>
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<tr>
<td>CVM 6907</td>
<td>Professional Development</td>
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08/16/2016 (other courses considered on a case by case basis)
# Appendix E

## Western University of Health Sciences

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CVM 7025</td>
<td>Population Health and Production</td>
<td>2</td>
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<tr>
<td>CVM 7055</td>
<td>Veterinary Public Health</td>
<td>2</td>
</tr>
<tr>
<td>CVM 7060</td>
<td>Food and Feed Safety</td>
<td>2</td>
</tr>
<tr>
<td>CVM 7065</td>
<td>Global Animal Health</td>
<td>2</td>
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<tr>
<td>CVM 7545</td>
<td>Epidemiology Rotation</td>
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<tr>
<td>CVM 7552</td>
<td>Global Health Rotation</td>
<td>4</td>
</tr>
<tr>
<td>CVM 7553</td>
<td>Lab Animal Medicine Rotation</td>
<td>4</td>
</tr>
<tr>
<td>CVM 7559</td>
<td>Public Health Selective</td>
<td>4</td>
</tr>
<tr>
<td>CVM 7564</td>
<td>Research Rotation</td>
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<tr>
<td>CVM 7566</td>
<td>Shelter Medicine Rotation</td>
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</table>

08/16/2016 (other courses considered on a case by case basis)
# Examples of research paradigms relevant to practice-based research

<table>
<thead>
<tr>
<th>Research Paradigm</th>
<th>Description</th>
<th>Links to practice</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Research</strong></td>
<td>Basic research seeks to investigate new knowledge about phenomena, hoping to establish general principles to explain the phenomena. Its goal is to produce new knowledge and explain normal and abnormal processes.</td>
<td>Uses information derived from traditional scientific methods (e.g. epidemiology) to guide public health programs and agencies so as to protect the public and promote well-being.</td>
<td>Research on West Nile virus link from mosquitoes to American Crow (corvus brachyrhynchos) to persons</td>
</tr>
<tr>
<td><strong>Clinical research</strong></td>
<td>Clinical research is conducted using human clients or animals in an aggregated fashion to draw conclusions about phenomena.</td>
<td>Links clinical information to social behavior and social problems in the planning, development, and implementation of public health programs and policies</td>
<td>Studies on new canine tick repellant on the prevention of human tick-borne diseases</td>
</tr>
<tr>
<td><strong>Applied research</strong></td>
<td>Applied scientific research seeks to apply the information learned from basic research to develop practical use for that new knowledge</td>
<td>Uses scientific methodology to develop information aimed at clarifying or confronting an immediate societal problem</td>
<td>Local health department epidemiological investigation on ground beef contamination that supports a public advisory for food recall</td>
</tr>
<tr>
<td><strong>Evaluative research</strong></td>
<td>Evaluative research seeks to assess processes and outcomes of the treatment applied to a problem or the outcome of prevailing practices</td>
<td>Focuses on investigating the effects of an intervening public health program or policy in the short and long-term evaluation of the public health program’s utility, value, and effectiveness; engages program personnel.</td>
<td>Evaluation of the effectiveness of ServeSafe™ programs on food service worker compliance with food handling best practices</td>
</tr>
<tr>
<td><strong>Descriptive research</strong></td>
<td>Descriptive research attempts to discover facts or describes reality.</td>
<td>Allows for a more in-depth exploration of information and phenomena by public health practitioners for the purpose of gaining a fuller understanding of issues and problems that affect clients and the general public.</td>
<td>Use of a case study to analyze the roll-out process of a state that develops fanned cervid legislation and the impact of that legislation</td>
</tr>
<tr>
<td><strong>Community research</strong></td>
<td>Community research is a collaborative research approach that maximizes the equitable involvement of community members, organizational representatives, and researchers in all aspects of the research. The research may originate in a resource agency (community-oriented) or with a relevant community (community-based).</td>
<td>Starts at the point where the client is, which allows the research to more accurately target the development, implementation, and analyses of problems that directly affect clients and the general public.</td>
<td>Use of poultry veterinarians in the development and implementation of avian influenza awareness and prevention programs for backyard bird owners</td>
</tr>
<tr>
<td><strong>Systems research</strong></td>
<td>Systems research is a field of inquiry examining the organization, financing, staffing, governance, and delivery of health services at the local, state, and national levels; assesses the impact of these factors on population health; includes research on health care, public health, health policy, and law.</td>
<td>Suggests ways to improve the quality, performance, efficiency, and effectiveness of public health systems that affect community health outcomes.</td>
<td>Application of the ten risk communication best practices at the state level related to emerging zoonoses preparedness and response</td>
</tr>
</tbody>
</table>
## Appendix G

### Knowledge and Experience Expectations for Veterinary Public Health Degrees

<table>
<thead>
<tr>
<th>Degree</th>
<th>Degree Type</th>
<th>Institution awarding degree (Accreditation)</th>
<th>Research Expectation</th>
<th>Experience Expectation</th>
<th>Career Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Veterinary Medicine (DVM) (professional degree)</td>
<td>Professional non-dissertation doctorate (min 191 cr)</td>
<td>College of Veterinary Medicine (AVMA)</td>
<td>No</td>
<td>Yes, entire year of senior clinical rotations</td>
<td>Professional position in veterinary practice, government or industry</td>
</tr>
<tr>
<td>Master of Public Health (MPH) (professional degree)</td>
<td>Professional non-thesis Masters (min 42 cr)</td>
<td>School of Public Health (CEPH)</td>
<td>Yes, at least 120 hrs work (3 credits) *</td>
<td>Yes, at least 3 weeks at a site related to public health</td>
<td>Professional position in public health agency, non-profit or industry</td>
</tr>
<tr>
<td>Master of Science (MS), Plan A or B (academic degree)</td>
<td>Academic Masters with research thesis (min 30 cr)</td>
<td>Graduate School</td>
<td>Yes, Master’s thesis (10 credits)</td>
<td>No, not beyond research experience</td>
<td>Professional position or research in government or industry</td>
</tr>
<tr>
<td>Doctor of Philosophy (PhD) (academic degree)</td>
<td>Academic Doctorate with research dissertation (min 36 cr)</td>
<td>Graduate School</td>
<td>Yes, Doctoral dissertation (24 credits)</td>
<td>No, not beyond research experience</td>
<td>Research or leadership position in government, industry or academia</td>
</tr>
</tbody>
</table>

* MPH Project expectations:
  - manuscript/publication
  - report to external stakeholder