E-PHAP MPH

UNIVERSITY OF MINNESOTA
School of Public Health

EXECUTIVE PUBLIC HEALTH ADMINISTRATION AND POLICY

Division of Health Policy & Management

2015-2016
E-PHAP
Student Guidebook

UNIVERSITY OF MINNESOTA
School of Public Health

Welcome to the University of Minnesota School of Public Health!

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

Many Graduate School processes are in transition. Please stay in touch with your Program Coordinator as some paper processes 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/.

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University of Minnesota Calendar 2015-2016

The official University Calendar can be found at onestop.umn.edu.

Fall Semester 2015

August	26-28	Equivalency Exams
September	2	SPH New Student Orientation
	2	New PhD Student Reception
	7	Labor Day holiday – University closed
	8	Classes begin
November	10	Registration for Spring Semester 2016 begins
	26-27	Thanksgiving holiday – University closed
December	16	Last day of instruction
	17-19, 21-23	Final examinations
	23	End of Fall semester
	24-25	University Closed
	28	Grades due

Spring Semester 2016

January	TBA	Equivalency Exams
	18	Martin Luther King holiday – University closed
	19	Classes begin
March	14-18	Spring break – no classes
May	6	Last day of instruction
	9-14	Final examinations
	14	End of Spring Semester
	16	Graduation
	17	Grades due
	23	May Intersession begins

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 H. Humphrey School of Public Affairs, the Carlson School of Management, College of Biological Sciences, School of Social Work, 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 Office of Admissions and Student Resources

Office Hours (Fall and Spring Terms)

Monday – Friday, 8:00 AM - 4:30 PM

Office Hours (Summer)

Monday – Friday, 8:00 AM – 4:30 PM
Closed every day from 12:00 PM – 1:00 PM

Location

Mayo Memorial Building, Room A395

Telephone

612.626.3500 or 800.774.8636

Fax

612.624.4498

Email

sph-oasr@umn.edu

Mailing Address

Office of Admissions and Student Resources
School of Public Health
MMC 819, Rm A395 Mayo Bldg
420 Delaware Street SE
Minneapolis, MN 55455-0381

Office of Admissions and Student Resources (OASR)

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

We coordinate many functions including:

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

Career Services

The Career and Professional Development Center offers a variety of resources to assist you in your efforts to locate and apply for professional positions – from field experiences (internships) and residencies to fellowships to full-time career 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 development process to ensure confidence in conducting a competitive job search and helping to maximize each individual's career potential. We do so, by 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 Services Website

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

- **Jobs / Internships**: Our online job posting system listing internships, graduate assistantships and fellowships, and full-time career opportunities (ahc.umn.edu/sphjobs/).
- **Field Experiences**: This module, which is password-protected, is where students can start a new field experience learning agreement, complete a field experience scholarship application, search the database of past field experience sites, and access additional resources (sph.umn.edu/students/current/fe/).
- **Career Resources**: General career-related links and tip sheets on a variety of job-search related topics (sph.umn.edu/careers/tipsheets/).
- **Blog**: Our Career Services Blog hosts several career-related posts for students and alumni (sph.umn.edu/category/careers/).
- **Alumni Networking Database**: A searchable *Alumni Networking Directory*, to help you connect with SPH alumnae all over the world (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 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 electronically at sphcareers.appointments.umn.edu.

Recruitment Services

Recruitment Services seeks to make the School of Public Health a welcoming place to all prospective students and is the center for recruitment activities at the School of Public Health. Recruitment staff - which includes Maggie Aftahi, Director of Admissions and Student Leadership Development and Sherlonda Clarke, Coordinator for Diversity Initiatives and Programs - meets with prospective students to learn about their interests and goals, and discusses the School of Public Health's learning opportunities. Recruitment Services also coordinates preview days, information sessions, diversity events and other special events, as well as attends career fairs and recruitment venues to meet with prospective students.

OASR Staff

Career Services			
Vic Massaglia	Director of Career Services	612-626-5443	victorm@umn.edu
Darren Kaltved	Associate Director, Career Services	612-626-4448	dkaltved@umn.edu
Megan Lafontaine	Field Experience/Employer Relations	612-301-9502	meganlaf@umn.edu
Recruitment Services			
Maggie Aftahi	Director of Admissions and Student Leadership Dev.	612-624-0601	med@umn.edu
Sherlonda Clarke	Director of Diversity and Inclusion	612-624-9970	sdclarke@umn.edu
Guy Piotrowski	Coordinator for Applications and Admissions	612-624-1991	piotr005@umn.edu
Student Services			
Carol Francis	Registrar and Director of Academic and Student Affairs	612-624-6952	franc004@umn.edu
Chuck Oberg	Interim Associate Dean of Admissions and Educational Operations	612-626-5005	oberg001@umn.edu

1.3   Mentor Program

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

The School of Public Health boasts the largest mentor program of any public health school. Each fall we match about 200 students with alumni and other professionals who share their interests.

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

For more information, go to sphalumni.umn.edu/mentorprogram.

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 Office of Admissions and Student Resources (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 OASR (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 to 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 Office of Admissions and Student Resources 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 (for E-PHAP students, this is done in December).
- 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.

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 www.catalogs.umn.edu/gradmajorsalpha.html.

Interdisciplinary Concentration Areas

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

1.8   Community Engagement Agreement

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

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

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

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

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

1.9 Online Learning and E-Learning Resources

Students can access their online courses, as well as support sites for hybrid and face-to-face courses at moodle.umn.edu. All students taking SPH courses are welcome to enroll in the SPH E-Learning Resources course site at z.umn.edu/sphelearningresources. When prompted, enter the enrollment key "sphstudent" and you will have access to a variety of resources to support you in

navigating University resources, such as the Libraries and Writing Center, and refreshing the skills you need to succeed in SPH courses. You must have a university ID in order to access Moodle.

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

1.10   Course Evaluations and Yearly Student Survey

Course Evaluations

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

SPH Yearly Student Survey

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

Career Survey

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

1.11   The Roles of Your Advising team

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

Defining Advising

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

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

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

3. **Field Experience/Internship/Practicum Advising**: specific and targeted advising for field experience/internship/practicum development, placement and completion. Your faculty advisor can assist you as you select the type of field experience that would best match your goals. Career Services staff can help you to learn how to network with other students and alums to explore possible field experiences sites.

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   onestop.umn.edu

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

Email Accounts   www.umn.edu/initiate

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

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

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

Students can retrieve email messages in many locations including the SPH student commons, SPH Career Resource Center, and SPH division computer facilities. Other computer facilities are located in numerous locations on campus; see http://it.umn.edu/computer-labs-learning-spaces-testing for a list.

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

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

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

U Card   www.umn.edu/ucard

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

U Card Main Office

G22 Coffman Memorial Union
300 Washington Avenue SE
Phone 612.626.9900
Weekdays: 8:30 to 4:00pm
The U Card is your key to all sorts of campus services and facilities. Your U Card can also be used as your ATM card through TCF Bank.

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

Use your U Card for:

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

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

LinkedIn

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

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

Parking and Transportation   www.umn.edu/pts/

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

Campus Shuttle Buses

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

Metro Transit and the U Pass

Take advantage of the deeply discounted Metro Transit bus pass. U-Pass is the ultimate transit pass that provides unlimited rides 24 hours a day. It is valid on all regular bus and light-rail train routes, as well as express, local, limited-stop, or Downtown Zone routes. It may not, however, be used on some special event services. Information can be found at 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 School of Public Health students. These can be found on the 3rd floor of the Mayo building – right near the Dean's office Mayo A302, the student SPHere Mayo A150, and the 3rd floor (Lobby level) of the WBOB building.

2.3.2 Health and Well Being

Boynton Health Services   www.bhs.umn.edu

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

Clinics

- Dental Clinic
- Eye Clinic

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

Services

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

Testing Services

- HIV Testing and Counseling
- Pregnancy Testing
- STI Testing

General Care

- Pharmacy
- Physical Exams
- Primary Care/Urgent Care

Boynton also offers a variety of programs and classes including:

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

Mental Health Resources

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

- Boynton Health Service Mental Health Clinic
  www.bhs.umn.edu/services/mentalhealth.htm
- International Student and Scholar Services counseling
  www.isss.umn.edu/office/advising/personal.html

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

Smoke-free University

The University of Minnesota, Crookston, Duluth, Rochester, and Twin Cities are smoke- and tobacco-free campuses. All students, staff, faculty, and visitors are prohibited from

smoking and using, selling, free distributing, and advertising tobacco products and electronic cigarettes in all facilities and on all University property.

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

The Aurora Center   www.umn.edu/aurora

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

Nursing Mothers' Room   www.bhs.umn.edu/east-bank-clinic/nursing-mothers-room.htm

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

Recreation & Wellness Center   recwell.umn.edu/

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

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

Dining   www.dining.umn.edu/

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

2.3.3 Diversity

Diversity and Inclusiveness

The University of Minnesota (University) is committed to the principles to achieve excellence through equity and diversity. It is believed that a diverse student body enhances the academic and social environment for all students and prepares students to thrive in an increasingly diverse workforce and society. Equal education access is critical to preparing students for the responsibilities of citizenship and civic leadership in a heterogeneous

society. The University will provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. The University will also establish and nurture an environment for faculty, staff, students, and visitors that actively acknowledges and values equity and diversity and is free from racism, sexism, ageism, homophobia, and other forms of prejudice, intolerance, or harassment.

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

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

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

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

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

Disability Resource Center   diversity.umn.edu/disability/

Location: 108 McNamara Alumni Center, 200 Oak Street SE (East Bank)

Phone: (612) 626-1333 (Voice/TTY)

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

Diversity in Graduate Education   diversity.umn.edu/gradeducation/

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.

GLBTA Programs Office   diversity.umn.edu/glbta/

Location: 46 Appleby Hall, 128 Pleasant Street SE (East Bank)

Phone: (612) 625-0537

Through its various services, the Gay, Lesbian, Bisexual, Transgender, Ally (GLBTA) Programs Office is dedicated to improving campus climate for all University constituents by developing and supporting more inclusive understandings of gender and sexuality. GLBTA Programs Office seeks to build and bridge communities that welcome and affirm people to be their whole selves, honoring their multiple identities and life experiences.

International Student and Scholar Services   www.isss.umn.edu/

Location: 109 Hubert H. Humphrey School, 301 19th Avenue S (West Bank)

Phone: (612) 626-7100

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

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

Multicultural Center for Academic Excellence   diversity.umn.edu/multicultural/

Location: 140 Appleby Hall, 128 Pleasant Street SE (East Bank)

Phone: (612) 624-6386

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

Office of Equity and Diversity   diversity.umn.edu/

Location: 432 Morrill Hall, 100 Church Street SE (East Bank)

Phone: (612) 624-0594

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

1. Integrated into the work and lives of every student, faculty and staff member.

2. Recognized as core institutional values, and will inform thinking, policies and practices throughout the University.
3. Inherently intertwined with academic excellence and the development of leaders for a globally inclusive society.

Office of Equal Opportunity and Affirmative Action   diversity.umn.edu/eoaa/

Location: 274 McNamara Alumni Center, 200 Oak Street SE (East Bank)

Phone: (612) 624-9547

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

Student Conflict Resolution Center   www.sos.umn.edu/

Location: 254 Appleby Hall, 128 Pleasant St. SE (East Bank)

Phone: (612) 624-7272

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

Women's Center   diversity.umn.edu/women/

Location: 64 Appleby Hall, 128 Pleasant Street SE (East Bank)

Phone: (612) 625-9837

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

2.3.4 Academic

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

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

The Subject Librarian for the School of Public Health is Del Reed. Please email him or call to set up an appointment: reedx@umn.edu or 612-624-3128.

Center for Educational Innovation   cei.umn.edu/about/about-cei

The Center for Educational Innovation (CEI) was created in 2014 by Provost Karen Hanson to strengthen instructional and academic technology collaboration and support across the

University. By combining the Center for Teaching and Learning and the Office of eLearning, the CEI provides expertise that supports curricular and pedagogical innovation in campus classrooms and in online courses and programs.

Center for Writing writing.umn.edu/

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

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

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

Computing Services   it.umn.edu/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   myu.umn.edu

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   www.uccs.umn.edu/

Provides the following services to the University community:

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

- Academic Support Group

2.3.5 Campus Safety

Police   www.umn.edu/umpolice/

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

Security Monitor Program   www1.umn.edu/police/escort.html

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

TXT-U Emergency Notification   www1.umn.edu/prepared/txtu/

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   www.sua.umn.edu

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

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

Campus Events Website for events hosted by the University of Minnesota.	events.umn.edu/
School of Public Health Events Website for events specific to the School of Public Health.	www.sph.umn.edu/news/
Academic Health Center Events News and events specific to the Academic Health Center.	hub.ahc.umn.edu/news-capsules

2.3.6 Additional Resources

Post Office   sua.umn.edu/services/postal-stations/

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

Copies/Fax Machines   www.printing.umn.edu

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

Student Conflict Resolution Center   www.sos.umn.edu

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

Student Legal Service   www.umn.edu/usls/

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

3.   REGISTRATION

3.1   Full-Time Status

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

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

3.2   Registration Process

Step One

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

1. Log into MyU.

2. Select the **My Academics** tab, then the **My Classes** sub-tab.

3. Click on **Class Search** (in Enrollment Tools section).

4. Determine search criteria; you must select your campus (Institution), term, and at least two additional criteria. Students in the School of Public Health will find the majority of their courses listed under the subject "PUBH".

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

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

6. To continue searching, click New Search or Modify Search. If you hit the back button, you will lose your search results. Click the class number to see more details. You can search for a subject

by entering subject code or clicking Select Subject. For more search options, expand Additional Search Criteria. When you are satisfied with your criteria, click Search.

Step Two

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

- If instructor consent is necessary for any of your selected course(s), get a permission number from the course instructor or his/her designee before registering. This number permits registration for the course through the second week of the semester; after the second week, it expires. Note that the number is specific to the student it is given to and the course requiring instructor consent. Once a number is used to register, it becomes invalid and cannot be used for another course or by another student.
- You will not be able to register if you have any holds on your University record. Notice of any hold, including the name of the department or office where it may be cleared, is available at myu.umn.edu.
- 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 Office of Admissions and Student Resources 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 Office of Admissions and Student Resources at sph-oasr@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 Office of Admissions and Student Resources.

Transfer [T]

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

Withdrawal [W]

If a student officially withdraws from a course during the first two weeks of classes, there shall be no record of that course registration entered on the student's transcript. There shall be a symbol W, **withdrawal**, entered upon a student's record when the student officially withdraws from a course in accordance with procedures established by the student's college or campus*. The W will be entered on the transcript irrespective of the student's academic standing in that course if the student withdraws from the course during the third through eighth week of class (second or third weeks of summer sessions). Withdrawal in the ninth or later week of classes (fourth or later in summer sessions) shall require approval of the college and may not be granted solely because a student is failing the course; there must be extenuating non-academic circumstances justifying late withdrawal.
*See *section 3.3* for the School of Public Health withdrawal process.

Continuation [X]

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

In Progress [K]

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

Other Provisions

Course Credit Transfer Policy

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

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

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

Students must:

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

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

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

PubH 6751 Principles of Management in Health Services Organizations

Contact: Jim Begun begun001@umn.edu

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

PubH 6102 Issues in Environmental and Occupational Health

Contact: Bill Toscano tosca001@umn.edu

Number of questions on exam	200
Type of questions	Multiple choice
Open or closed book	Closed

PubH 6320 Fundamentals of Epidemiology

Contact: Rachel Widome widom001@umn.edu

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

PubH 6450 Biostatistics I

Contact: Sally Olander brown198@umn.edu

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

PubH 6741 Ethics in Public Health: Professional Practice and Policy

Contact: Sarah Gollust sgollust@umn.edu

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

Course Prerequisites

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

Grade Submission

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

Course Evaluations

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

CoursEval: http://sph.umn.edu/students/current/course-eval-grades/. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grade as soon as the faculty member renders the grade in

SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through

OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not.

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

4. TUITION, FEES, BILLING, AND FINANCES

4.1 Tuition and Fees

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

4.2 Billing

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

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

Third Party Billing   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 e-mailing helpingu@umn.edu.

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

Aid Type	Contact	Email address
Division/Major Specific Awards and Traineeships, the Dean's Scholarship	Your Program Coordinator	
Medica Scholarships, and scholarships that support specific US minority groups	SPH Student Services	sph-oasr@umn.edu
Federal Loans, Financial Aid Package	Liz Holm	holmx029@umn.edu

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, Office of Admissions and Student Resources, 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:

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.[1]

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.

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

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

University of Minnesota Board of Regents Policy

Sexual Harassment

Adopted: May 11, 2012

Supersedes: (see end of policy)

SECTION I. SCOPE.

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

SECTION II. DEFINITIONS.

(a) Sexual Harassment. *Sexual harassment* shall mean unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

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

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

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

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

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

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

 3) Transferring or assigning the individual to a lesser position in terms of wages, hours, job classification, job security, employment or academic status; (4) Informing another student, staff or

faculty member who does not have a need to know that the individual has made a complaint or participated in an investigation of a complaint of sexual harassment;

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

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

SECTION III. GUIDING PRINCIPLES.

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

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

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

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

SECTION IV. IMPLEMENTATION.

The University shall:

(a) Prohibit sexual harassment or retaliation.

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

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

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

SECTION V. MONITORING.

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

SUPERSEDES: SEXUAL HARASSMENT DATED SEPTEMBER 11, 1998

5.3   Scholastic Dishonesty and Plagiarism

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

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

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

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

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

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

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

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

5.4   University Senate Uniform Grading & Transcript Policy

A. Establishment and Use of University Grading Systems

1. There are two distinct grading systems on each campus of the University, A-B-C-D-F (with pluses and minuses as permitted by this policy) and S-N. The S-N system is a self-contained alternative to the A-F system and the two may not be combined for a particular student in a particular course. Students may receive grades or symbols only from the grading system under which they have registered for a course. This policy does not require any instructor to use pluses and minuses.
2. There are, in addition, registration symbols identified and described in this policy that carry neither grade nor credit.
3. No campus, college, or program is required to offer a course on the S-N grading system.
4. Any unit may choose to limit grades in a particular course to the A-F or the S-N system.

5. When both grading systems are available to a student, he or she must declare a choice of system as part of the initial registration for the course. The choice may not be changed after the end of the second week of classes (the first week in summer sessions).
6. Except as provided in this policy in Sections A (7) and F (12), no college may use any grading systems other than the ones established by this policy.
7. The Law School and the Medical School are exempt from the provisions of this policy, but will report their grading systems, and any changes therein, to the Faculty Senate. Any other units that believe that the national norms of their profession require a different grading system may make application to the Senate Committee on Educational Policy for an exemption from this policy. The Faculty Senate must approve all such exemptions.
8. The No Grade (NG) grading basis is used for certain graduate-level registrations as determined by the Graduate School.

B. Permanent Grades for Academic Work for Credit

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

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

2. 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.

F	"0" 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.
N	Represents no credit and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (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.

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.

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

11. All undergraduate colleges and campuses will publish each term a dean's list, consisting of students who achieved a 3.666 GPA or higher and who completed a minimum of 12 credits on the A-F grading system. There will be a transcript notation for each term that a student achieves the dean's list. Students who have chosen to suppress all their public information

(which includes academic awards and honors) will not be included on the published dean's list.

12. **Alternative grading systems.**

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

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

5.5   Health Insurance

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

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

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

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

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

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

Benefits

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

Key features of the SHBP include:

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

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

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

Long Term Care Disability Insurance Fee

www.shb.umn.edu/twincities/ahc-students/disability-insurance-plan.htm

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 $42.50—an average cost of $7.08 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 2015 if you complete the waiver process per established guidelines by **September 15, 2015.** 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 15, 2015**, 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.

Questions and More Information

Office of Student Health Benefits
University of Minnesota
410 Church Street S.E., N323
Minneapolis, MN 55455
Phone: 612-624-0627 or 1-800-232-9017
Fax: 612-626-5183 or 1-800-624-9881
E-mail: umshbo@umn.edu

www.shb.umn.edu/

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 Office of Admissions and Student Resources, A395 Mayo Memorial Building, MMC 819, 420 Delaware Street SE, Minneapolis, MN 55455.

5.7   Privacy

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

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

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

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

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

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

In addition:

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

- Student educational records are considered confidential and may not be released without written consent of the student.
- Student information stored in electronic format must be secure and available only to those entitled to access that information.

HIPAA (Health Insurance Portability and Accountability Act)

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

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

Login to www.ahc.umn.edu/privacy/training/home.html. Assigned courses are available for completion through ULearn. See the Training Instructions page for step-by-step instructions.

5.8   Immunizations

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

More details and the downloadable *Student Immunization Record* form are available from Boynton Health Service at http://www.bhs.umn.edu/index.htm 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 Office of Admissions and Student Resources 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**
>
> (612) 626-5654
>
> irb@umn.edu
>
> http://www.research.umn.edu/irb/

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

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

Additional guidelines for students involved in international fieldwork

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

How do I apply for IRB approval?

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

Before submitting your application, **you must complete online training** in the protection of

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

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

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

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

What does the IRB look for?

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

Some tips

- **Call or email the IRB if you have *any* questions. They are paid to help you and have seen thousands of studies, many just like yours!**
- Students should work closely with their faculty advisors when completing IRB forms.
- If you are collecting primary data, you will need a copy of the questions you intend to ask subjects, a protocol for collecting data, a consent form with all the elements (see website), and a plan to encrypt identifiable data. If you will be using participant recruitment materials (letters, advertisements, etc.), you must also include them along with your application.
- The IRB looks very closely at research involving children, prisoners, incapacitated persons, the elderly, deception, and higher risk interventions.
- If you're hoping to work with children, plan on getting informed consent from parents.
- All research entails some risk to subjects, even if merely boredom. It 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 qualify of your application. Incomplete or vague answers often result in "deferrals" which can greatly lengthen the time to approval.
- This page on the IRB website offers specific guidance for student researchers: http://www.research.umn.edu/IRB/guidance/student-researchers.html.

5.11   International Student Requirements

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

Global Gopher Online Orientation

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

Immigration Check-in

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

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

Student and Exchange Visitor Information System (SEVIS)

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

Academic Status

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

Address Change

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

6. GROUPS, ASSOCIATIONS AND SOCIETIES

6.1   Student Groups

School of Public Health Student Senate   https://sites.google.com/a/umn.edu/sphss/

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 2015-2016 academic year are:

Office	Name
President	Javi Monardez
VP of Communications	Maria Bitanga
VP of Operations	Daniel (Danny) Ackert
VP of Student Advancement	Kristen Werner
VP of Finance	Rebecca (Becky) Horton

Student Senate 2015-2016 Leadership Team:

Committee	Name
Social Events Committee Lead(s)	Amanda Pederson
	Ellen Howard (Pamoja)
	Jessica Leaf (Taste Diversity)
Professional Development Committee Lead(s)	Ellen Ward
	Baigalmaa Tsolmonbaatar
Community Outreach Committee Lead	Lauren Bade
Marketing Committee Lead	Jake Tanumihardjo
Academic Improvement Committee	Kathryn (Katie) Verchota

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-umntc.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   www.nih.gov

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

American College of Healthcare Executives   www.ache.org

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

6.3   Alumni Societies

School of Public Health Alumni Society   www.minnesotaalumni.org

www.sphalumni.umn.edu

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

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

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

MHA Alumni Association   www.mhaalumni.umn.edu

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

7. DIVISION OF HEALTH POLICY AND MANAGEMENT

7.1 Introduction

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

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

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

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

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

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

Policies and requirements vary by degree and program.

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

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

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

Student Mail

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

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

HPM Student Lounge and Study Areas

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

Seminar Series

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

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

7.2 Joint/Dual Degree and Collaborative Programs

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

- Joint Degree In Law, Health and Life Sciences
- Joint Degree in Law, Health, and the Life Sciences with a JD in Law and one of the following:
    - MPH in Public Health Administration and Policy (PHAP)
    - MHA in Healthcare Administration (MHA)
    - MS in Health Services Research, Policy, and Administration (HSRP&A)
    - PhD in Health Services Research, Policy, and Administration (HSRP&A)

Required Entrance Exams:

- The joint degree requires separate applications to the Law School (which includes completion of the LSAT entrance exam) and the School of Public Health.
- MS and PhD programs in HSRP&A (requires the GRE entrance exam)
- MPH in PHAP: Requires either the GRE, GMAT, LSAT, DAT, or MCAT
- MHA Requires either: GRE or GMAT

This joint degree trains experts in the legal, ethical, and policy problems that affect the delivery of health services in the 21st century. Students are educated to become leaders in managed care and health policy, intellectual property issues in biotechnology, and law. The program presents an on-going speaker's series, colloquia, and other meetings to draw scholars to campus. For more information, see www.jointdegree.umn.edu or contact the following major coordinators.

- PHAP (on-campus program) major coordinator, Andy Le at lexx0122@umn.edu .
- E-PHAP (online program) major coordinator, Mike Hahne at hahne007@ umn.edu
- MHA major coordinator, Diane McClellan at mccle005@umn.edu
- EMHA students may contact Administrative Director, Tom Gilliam at: gilli032@umn.edu.
- HSRP&A, MS and PhD major coordinator, Maureen Andrew at: andre031@umn.edu.

Medical Degree and PhD in Health Services Research, Policy and Administration

Medical School requires the completion of the MCAT entrance exam. See the Medical School website for more information at http://www.med.umn.edu/mdphd/.

To fulfill the requirements of this joint degree, students complete their first two years of Medical School prior to entrance into the PhD program in HSRP&A. Upon completion of the PhD in HSRP&A, the student returns to Medical School to complete their coursework and residency. Students may also contact the HSRP&A major coordinator, Maureen Andrew, andre031@umn.edu.

Master of Healthcare Administration and Master of Business Administration

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

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

- The Full-Time MHA Office, 612-624-9588, D262 Mayo
- The Full-Time MBA Office, 612-625-5555, 2-210 Carlson School of Management

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

Doctoral Program in Occupational Health Services, Research and Policy

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

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

Collaboration with Applied Economics and the HSRP&A Doctoral Program

The Division of Health Policy and Management is a co-sponsor of the Applied Economics Graduate Program, a unique partnership of applied economists in four units within the University of Minnesota. Students in this program major in applied economics and complete a concentration

in health economics in the Division of HPM. Interested students should contact the department of Applied Economics for more information at: apecdgs@umn.edu and see their webpage at: http://www.apecgrad.umn.edu/

7.3   HPM Student Group

Mission

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

7.4   Division Travel Funds and Policy for HPM Division Students

Funding for Travel

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

PHAP: Travel funds are available to attend a conference at which they will give an oral presentation or present a poster, or compete for a national fellowship. The amount of individual funding will depend on the number of students who request funds. Contact Andy Le for details at: lexx0211@umn.edu .

E-PHAP: A total of $2000 is available for students to present work done as part of their degree at a professional conference. For more information, contact Mike Hahne at: hahne007@umn.edu .

MS in HSRP&A: No travel funds are available for 2015-16.

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

MPH in Public Health Informatics: No travel funds for 2015-16.

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

For students without a current NRSA/AHRQ traineeship, the Division has funds for travel to conferences for PhD students who are not currently eligible for travel funds through an RA, traineeship, or dissertation grant. Funds are available once per academic year, on a first come,

first serve basis, but priority will be for first-time requests. Students are required to give either an oral presentation or poster presentation at the conference to be eligible for funding.

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

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

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

Policy for Travel Funding, Pre-approval and Reimbursement

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

Steps for pre-approval for travel:

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

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

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

7.5 Plagiarism

The Division of Health Policy and Management Prohibition against Plagiarism

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

This sort of unacceptable behavior can take several forms:

1. Taking the work of others directly and claiming it as your own. This would involve directly quoting someone else's work and providing neither references to acknowledge the source

nor quotation marks. This and subsequent categories include using material from non-print sources such as the web.

2. Taking the work of others directly and failing to show that it is a direct quote through the use of quotation marks. In this case, you might provide a reference but use someone else's words without using quotation marks.

3. Using someone else's ideas (although not their specific words) and failing to reference the source. This might include paraphrasing someone else's writing.

4. Having someone else write the work for you and claiming it as your own.

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

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

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

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

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

For Additional Information:

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

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

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

7.6 Division Policies on Graduate Assistantship**s**

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

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

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

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

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

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

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

Degree Status of Student	Salary Levels for 2015-16
Baccalaureate degree	Floor level of University range ($18.77/hr)
Master's degree	Mid-level of HPM range ($23.40/hr)
PhD student without a Master's degree who has completed all preliminary written exams	Mid-level of HPM range ($23.40/hr)
Doctoral/Professional degree (relevant field)	Up to top of University range - at Principal Investigator's discretion

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

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

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

7.7 HPM Division Faculty and Coordinator Staff

Faculty

Faculty	Title	Office Location	Phone	E-mail Address
Jean Abraham, PhD	Associate Professor	15-221 PWB	625.4375	abrah042@umn.edu
Jim Begun, PhD	Professor	D262 Mayo	624.9319	begun001@umn.edu
Lynn Blewett, PhD	Associate Professor	15-217 PWB	626.4739	blewe001@umn.edu
Mary Butler, PhD	Assistant Professor	D381 Mayo	624.6124	butl0092@umn.edu
Kathleen Call, PhD	Professor	15-223 PWB	624.3922	callx001@umn.edu
Jon Christianson, PhD	Professor	15-225 PWB	625.3849	chris001@umn.edu
Bryan Dowd, PhD	Professor	15-213 PWB	624.5468	dowdx001@umn.edu
Eva Enns, PhD	Assistant Professor	15-228 PWB	626.4581	eenns@umn.edu
Roger Feldman, PhD	Professor	15-210 PWB	624.5669	feldm002@umn.edu
Judith Garrard, PhD	Professor	A349 Mayo	625.8772	jgarrard@umn.edu
Ezra Golberstein, PhD	Assistant Professor	15-213 PWB	626.2572	egolber@umn.edu
Sarah Gollust, PhD	Assistant Professor	15-230 PWB	626-2618	sgollust@umn.edu
Leslie Grant, PhD	Assoc. Professor and Director of the Center for Aging Services Management	D384 Mayo	624-8844	grant004@umn.edu
Peter Huckfeldt, PhD	Assistant Professor	15-226 PWB	301.1320	huckfeld@umn.edu
Robert Kane, MD	Professor and Minnesota Chair in Long-Term Care	D351 Mayo	624.1185	kanex001@umn.edu

	and Aging			
Rosalie Kane, DSW	Professor	D527 Mayo	624.5171	kanex002@umn.edu
Pinar Karaca-Mandic, PhD	Assistant Professor	15-226 PWB	624.8953	pkmandic@umn.edu
Karen Kuntz, ScD	Professor, Director of Graduate Studies	D360 Mayo	625.9333	kmkuntz@umn.edu
Katy Backes Kozhimannil, PhD	Assistant Professor	D359 Mayo	626-3817	kbk@umn.edu
Donna McAlpine, PhD	Associate Professor, PHAP Program Director	15-232 PWB	625.9919	mcalp004@umn.edu
Marshall McBean, MD, MSc	Professor	A369-1 Mayo	625.6175	mcbea002@umn.edu
Jeffrey McCullough, PhD	Assistant Professor	15-231 PWB	625.9328	mccu0056@umn.edu
Ira Moscovice, PhD	Professor/ Division Head	15-205 PWB	624.8618	mosco001@umn.edu
John Nyman, PhD	Professor	15-219 PWB	626.4425	nyman001@umn.edu
Sandra Potthoff, PhD	Assoc. Professor	D262 Mayo	624.9019	potth001@umn.edu
Sripriya Rajamani MBBS, PhD, MPH	Assistant Professor	D-369 Mayo	626.5693	sripriya@um.edu
Todd Rockwood, PhD	Associate Professor	C313 Mayo	625.3993	rockw001@umn.edu
Nathan Shippee, PhD	Assistant Professor	D375 Mayo	624.3579	nshippee@umn.edu
Tetyana Shippee, PhD	Assistant Professor	D371 Mayo	626-3065	tshippee@umn.edu
Beth Virnig, PhD	Associate Professor, SPH Associate Dean	A365 Mayo	624.4426	virni001@umn.edu
Douglas Wholey, PhD, MBA	Professor	D527 Mayo	626.4682	whole001@umn.edu
Rebecca Wurtz, MD, MPH	Associate Professor and Program Director, E-PHAP	C-305 Mayo	625.1387	rwurtz@umn.edu
White, Katie, EdD	Assistant Professor	D361 Mayo	625.9169	kmwhite@umn.edu
Daniel Zismer, PhD	Associate Professor	D-362 Mayo	625.5148	Zisme006@umn.edu

○ **Teaching Program Staff**

Staff	Title	Office	Phone	E-mail
Thomas Gilliam	Associate Program Director	D262 Mayo	625.4437	gilli032@umn.edu
Maureen Andrew	HSRP&A (MS and PhD) Major Coordinator	D262 Mayo	624.9432	andre031@umn.edu
Andy Le	PHAP Major	D262 Mayo	625.7076	lexx0122@umn.edu

	Coordinator			
Mike Hahne	E-PHAP Major Coordinator	D262 Mayo	624.6664	hahne007@umn.edu
Diane McClellan	MHA Major Coordinator	D262 Mayo	626.7349	mccle005@umn.edu
Tom Gilliam	E-MHA Associate Program Director	D262 Mayo	625.4437	gilli032@umn.edu
Daniel Chan	Public Health Informatics Coordinator	D527 Mayo	626-8871	chan0876@umn.edu
Mona Rath	Communications Specialist	D262 Mayo	626.7378	mrath@umn.edu
Rebecca Johnson	Payroll	C-305 Mayo	624.9480	johns043@umn.edu
Teresa Robinson	Executive Office and Administrative Specialist	D-262 Mayo	626.1947	robinsot@umn.edu

* All phone numbers are in area code **612**

7.8 HPM Division Course Descriptions

The following courses are taught by Division faculty and are part of at least one of the four teaching program's required curriculum. Students should always refer to their program curriculum for required courses, but may want to consider any of the following for course planning.

PubH 3801   Health Economics and Policy (3 cr)

Economics of health care markets. Problems faced by consumers/health care services. Builds on principles of supply/demand for health, health care/insurance, and role of government. Theoretical/empirical models/applications. *This is an undergraduate course that cannot be applied toward a graduate degree.*

PubH 6535   Health Services Accounting (3 cr)

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

PubH 6541   Statistics for Health Management Decision Making (3 cr)

Variation; frequency distribution; probability; significance tests; estimation; trends; data handling; simple operations research applications. Statistical approach to rational administrative decision making. Lectures and lab exercises.

PubH 6542   Management of Healthcare Organizations (3 cr)

Role of the hospital in health services delivery and relationships with other elements of the healthcare system. Problems of achieving results with emphasis on governance, medical staff, and role of administrator.

PubH 6544   Principles of Problem Solving in Health Services Organizations (3 cr)

Lectures, seminars, and demonstrations on problem-solving theory and technique. Management problem solving of cases. Solving a management problem within a health services organization and presenting a report.

PubH 6577   Advanced Problem Solving in Health Services Organizations (2 cr)

Defining, analyzing, and solving significant senior management-level operational or health public policy problems by student groups in Twin Cities health services organizations.

PubH 6547   Healthcare Human Resources Management (2 cr)

Concepts in human resources management as applied to health services organizations. Relationship between human resources management and general management, nature of work and human resources, compensation and benefits, personnel planning, recruitment and selection, training and development, employee appraisal and discipline, union-management relations.

PubH 6553   Health Care Management Ethics (1cr)
Ethical issues faced by health care managers as leaders of an organization, members of a profession, and coordinators of clinical processes. Perspectives of managerial, organizational, professional, and clinical ethics.

PubH 6554   Healthcare Marketing and Strategy (2 cr)

Managing the marketing function; marketing planning, strategy, and management concepts. Identifying marketing problems and opportunities; constructing evaluating and managing a marketing plan.

PubH 6555   Topics in Health Economics (2 cr)

This course will introduce the student to the methods of health economics and demonstrate how these methods can be applied to managerial decision-making processes.

PubH 6556   Health and Health Systems (3 cr)

Sociopolitical, economic, and moral/ethical issues confronting the U.S. public health and medical care system. Trends in service provision, human resources, financing and health services organization, and implications for the public's health.

PubH 6557   Health Finance I (3 cr)

Basic principles of finance and selected insurance concepts integrated and applied to healthcare with public sector emphasis. NPV; public financing; capital and operating budgets; Medicare PPS and RBRVS; risk-adjusted capitation; healthcare reform.

PubH 6558   Health Finance II (3 cr)

Principles of financial management and insurance are integrated and applied to the health field. Topics include: health care capital and operating budgets; health care payment methods, including Medicare's payment systems for hospitals and physicians, and risk-adjusted capitation payment systems; population- based health care finance and managed care; and financing

aspects of public health policy. Experience with computerized spreadsheets such as EXCEL is necessary.

PubH 6560   Operations Research & Quality in Health Care (2 cr)

Decision-making framework for both operating and control systems in the hospital environment. Basic modeling techniques and examples of actual hospital applications.

PubH 6562   Information Technology in Healthcare (2 cr)

How to analyze organization information needs, incorporate these needs into information technology (IT) policy and planning, and implement IT policies.

PubH 6563   Integrated Delivery Systems (2 cr)
This course examines the integrated models of health care delivery with an emphasis on: organizational design, governance, operations, strategy, resource development, and the role of "embedded medical practice." A practical and applied "case-based" approach will be applied.

PubH 6564   Private Purchasers of Health Care: Roles of Employers and Health Plan in U.S. Health Care System (2 cr)

Development and organization of HMOs: risk-sharing, provider contracts, utilization management, quality improvement. HMO and PPO marketing and new product development; employer relations; Medicare and Medicaid contracting; budget processing; financial performance; pricing; government regulation.

PubH 6565   Health Care Delivery Design and Innovation (2 cr)

Designing/creating health care delivery services/experiences. Innovation process, methodologies/tools of innovation design, strategies/processes to ensure execution.

PubH 6568   Interprofessional Teamwork in Health Care (2 cr)

Leading/participating in interdisciplinary teams. Team communication, problem solving, conflict management, organizational support.

PubH 6571   Leading Performance Improvement (2 cr)

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

PubH 6573   The Nature of Clinical Care (2 cr)

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

PubH 6574   Managing Medical Practices as Components of Integrated Health Systems (2 cr)

This course focuses on the management of medical practices that are owned and operated by integrated health systems; to design, strategy and operation of medical practices integrated with hospitals and other components of comprehensive systems of health care; the "embedded: medical practices.

PubH 6578   Negotiation Strategies (2 cr)

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

PubH 6589   Medical Technology Evaluation and Market Research (2 cr)

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

PubH 6596   Legal Considerations in Health Services Organizations (3 cr)

Laws affecting administration of hospitals and other healthcare organizations; administrative law, corporate and business law, labor law, civil liability, tax-related issues. Legal issues relevant to administration, decision-making, and planning process.

PubH 6700   Foundations of Public Health (3 cr)

Organization of public health, predominately in the United States. Role of public health administration. Problem-solving skills necessary for effective administration.

PubH 6702   Integrative Leadership Seminar (3 cr)

Offers training in leadership theory and civic engagement, stimulating students to apply their knowledge by developing ideas to resolve real-world case studies. Meets with OLPD 6402 section 001, PA 5150, and MGMT 6402 section 060

PubH 6711   Public Health Law (2 cr)

Basic concepts of law, legislative process, and legal bases for existence/administration of public health programs. Legal aspects of current public health issues/controversies, regulatory role of government in health services system.

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

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

Overview of health care delivery, finance systems within public health context. Components of health care system: financing, role of employers/public programs, health care delivery system, managed care. Collaborative interventions between managed care, public health.

PubH 6727   Health Leadership and Effecting Change (2 cr)

Applications of a broad theoretical base in planned change to solve managerial/organizational problems in health professions.

PubH 6729   Public Health Leadership (1cr)

Designed for MPH students interested in enhancing ability to improve public's health by inspiring/mobilizing others. Core concepts of leadership theory/key competencies of effective public health leaders.

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

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

PubH 6742   Ethics in Public Health: Research and Policy (1 cr)

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

PubH 6751   Principles of Management in Health Services Organizations (2 cr)

Role of health-care services administrators, principles of management, administrative process. Lectures, case studies.

PubH 6755   Planning and Budgeting for Public Health (2 cr)

The basic principles of budgeting, planning, forecasting and analyzing with a focus on nonprofit and government organizations are applied to health care administration and public health in a single course.

PubH 6758   Managing Public Health Systems (2 cr)

Three essential skills are developed within the context of managing and organizing public health core functions and essential services: Problem Solving, Process Management and Quality Improvement, and Collaboration and Partnership Management.

PubH 6762   Health Finance Applications (2 cr)

Top management perspective of healthcare financial management responsibility in context of strategic issues. Emphasizes balancing theory and applications. Capstone course.

PubH 6765   Continuous Quality Improvement: Methods and Techniques (3 cr)

Understanding and applying statistical process control techniques to health care management and clinical problems. Provides a comprehensive overview of the history, methods, and issues in quality within the health care system.

PubH 6772   Health Disparities Capstone Seminar (1 cr)
This is the capstone course for second year MPH students completing the SPH Health Disparities Interdisciplinary Concentration (HDIC).

PubH 6780   Topics: Public Health Administration and Policy (1-4 cr)

New courses or topics of interest in public health administration/policy.

PubH 6800   Topics: Health Services Research, Policy and Administration (1-4 cr)

New courses or topics of interest in Health Services Research, Policy and Administration.

PubH 6800   Using Medicare Data in Research (2 cr)

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

PubH 6801   Health and Human Rights (2 cr)

Explores the relationship of health and human rights in the context of public health. It examines philosophical frameworks and groundings of human rights, development of the nexus between

health and human rights, and a variety of historical and contemporary topics at the crossroads of health and human rights.

PubH 6802 Managing Electronic Health Information (3 cr)

Overview of data collection tools in health care studies. Workflow design. Scanned/faxed, web-based forms. Voice response, palmtop computers, relational databases. Managing workflow. Selecting tools to ensure data quality and low cost. Case studies.

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

PubH 6804 Community Mental Health (3 cr)

Provides an overview of social and social-psychological processes that shape the experience of mental health and illness and the consequences of disorders for individuals, families, and communities, and examines these issues in the context of public health rather than attributes of individuals

PubH 6805 Introduction to Project Management for Health Professionals (2cr)

Many public health interventions and information systems are implemented using projects and project teams. This course introduces you to the core concepts and skills for managing these projects effectively – making sure they are completed on time, within budget, and meeting performance objectives.

PubH 6806   Principles of Public Health Research (2 cr)

Evaluation of public health research literature and planning for independent research projects. Formulation of research question, research design, sampling techniques, use of research concepts, and data analysis. Data collection techniques, including questionnaires, interviews, and data analysis.

PubH 6808 Professional Practice in Health Intelligence & Analysis (2 cr)

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

PubH 6809 Advanced Methods in Health Decision Science (3 cr)

Methods applicable to issues of medical decision making. Analyses of environmental/safety decisions. How to apply methods at cutting-edge of clinical decision science.

PubH 6810   Survey Research Methods (3 cr)

Theory/application of survey research in data collection. Sampling, item development, instrument design/administration to conduct survey or be aware of issues related to design/implementation. Identification of sources of error in survey research.

PubH 6811   Health Disparities Research: Measures, Methods and Data (2 cr)

Explore research methods using publicly available data sources. Course covers conceptualization of disparities, measurement and analytic choices, and debates strengths and weaknesses within topic areas to produce sound decisions in disparities research.

PubH 6812   Applied Projects in Health Intelligence & Analysis (1 cr)

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

PubH 6813   Managing Electronic Health Information (2 cr)

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

PubH 6814   Data and Information for Population Health Management (2 cr)

This course describes the organizational context of health information and how to use health data to manage population health. Sources and types of health information, organizational processes affecting information quality, consistency, completeness, and accuracy, methods for organizing information, and use of information will be discussed.

PubH 6832   Economics of the Health Care System (3 cr)

Development of traditional issues in health economics. Production of health, demand for health capital and health care, insurance theory and markets, managed care, pricing, physician's services, production and costs in health care institutions, role of government, cost effectiveness analysis, reform.

PubH 6835   Health Services Policy (2 cr)

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

PubH 6845   Using Demographic Data for Policy Analysis (3 cr)

How to pose researchable policy questions, locate existing data, turn data into a usable format, understand data documentation, analyze data, communicate findings according to standards of the professional policy community. Quantitative issues.

PubH 6852   Program Evaluation in Health and Mental Health Settings (3 cr)

Provides an overview of evaluation, models of evaluation, objectives of an evaluative study, sampling of subjects, methods of data collection, methodological designs, interpretation of data, preparation of final report, ethical/political considerations.

PubH 6855   Medical Sociology (3 cr)

Introduction to common theoretical/empirical approaches used by sociologists to study health/illness. How content reflects social inequalities in health/illness. Social processes that shape experience of health/illness.

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

Government regulations. New technologies. Diagnosis/treatment protocols. Strengths, limitations, appropriateness of different approaches.

PubH 6863   Understanding Health Care Quality (2 cr)

Introduction to assessing/assuring quality of care. Emphasizes both process and outcomes approaches, paralleling interest in appropriateness/effectiveness of care. Issues around creating needed behavioral changes.

PubH 6864   Conducting Health Outcomes Research (3 cr)

Major concepts/principles in conducting health outcomes research that evaluates medical care. Developing study designs matched to research questions. Frequently used study designs. Evaluating health outcomes. Analytical approaches.

PubH 6876   Public Health Systems Analysis and Development (2 cr)

This course is designed to give you the opportunity to learn the basic knowledge and skills to design, develop, and implement public health information systems. The course will cover the systems development lifecycle, including problem definition, feasibility analysis, logical model, system architecture and implementation.

PubH 6877   Public Health Systems Analysis and Development: Practicum

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

PubH 6880   Introduction to Public Health Informatics (2cr)

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

PubH 7535   Health Services Accounting (3 cr)

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

PubH 7536   Health Finance I (3 cr)

Basic principles of finance and selected insurance concepts integrated and applied to healthcare with public sector emphasis. NPV; public financing; capital and operating budgets; Medicare PPS and RBRVS; risk-adjusted capitation; healthcare reform.

PubH 7537   Health Finance II (3 cr)

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

PubH 7541   Statistics for Health Management Decision Making (3 cr)

Variation; frequency distribution; probability; significance tests; estimation; trends; data handling; simple operations research applications. Statistical approach to rational administrative decision making. Lectures and lab exercises.

PubH 7547   Healthcare Human Resources Management (2 cr)

Concepts in human resources management as applied to health services organizations. Relationship between human resources management and general management, nature of work and human resources, compensation and benefits, personnel planning, recruitment and selection, training and development, employee appraisal and discipline, union-management relations.

PubH 7551   Principles of Management in Health Services Organizations (2 cr)

Role of the hospital in health services delivery and relationships with other elements of the healthcare system. Problems of achieving results with emphasis on governance, medical staff, and role of administrator.

PubH 7553   Health Care Management Ethics (1cr)

Ethical issues faced by health care managers as leaders of an organization, members of a profession, and coordinators of clinical processes. Perspectives of managerial, organizational, professional, and clinical ethics.

PubH 7555   Topics in Health Economics (2 cr)

This course will introduce the student to the methods of health economics and demonstrate how these methods can be applied to managerial decision-making processes.

PubH 7556   Health and Health Systems (2 cr)

Sociopolitical, economic, and moral/ethical issues confronting the U.S. public health and medical care system. Trends in service provision, human resources, financing and health services organization, and implications for the public's health.

PubH 7557   Competitive Marketing and Strategy in Healthcare (3 cr)

Managing the marketing function; marketing planning, strategy, and management concepts. Identifying marketing problems and opportunities; constructing evaluating and managing a marketing plan.

PubH 7560   Operations Research & Quality in Health Care (3cr

Decision-making framework for both operating and control systems in the hospital environment. Basic modeling techniques and examples of actual hospital applications.

PubH 7562   Information Technology in Healthcare (2 cr)

How to analyze organization information needs, incorporate these needs into information technology (IT) policy and planning, and implement IT policies.

PubH 7564   Private Purchasers of Health Care: Roles of Employers and Health Plan in U.S. Health Care System (2 cr)

Development and organization of HMOs: risk-sharing, provider contracts, utilization management, quality improvement. HMO and PPO marketing and new product development; employer relations; Medicare and Medicaid contracting; budget processing; financial performance; pricing; government regulation.

PubH 7565   Health Care Delivery Design and Innovation (2cr)

Designing/creating health care delivery services/experiences. Innovation process, methodologies/tools of innovation design, strategies/processes to ensure execution.

PubH 7566   Henry Capstone Project (2cr)

Seminar course supporting students as they complete their capstone project.

PubH 7568   Interprofessional Teamwork in Health Care (2cr)

Leading/participating in interdisciplinary teams. Team communication, problem solving, conflict management, organizational support.

PubH 7569   Healthcare Policy (1cr)

Public policy environment surrounding health care and public health systems. Political context of health policy. Approaches to policy formation/analysis. Tools/strategies for influencing health policy outcomes.

PubH 7571   Organizational Integration in Health Cares (2 cr)

Introduction to integrated healthcare and integrated health systems. Design, governance, operations, strategy and the models for effectively integrating and aligning physicians and other medical professionals in interprofessional teams.

PubH 7576   Legal Considerations in Health Services Organizations (2 cr)

Laws affecting administration of hospitals and other healthcare organizations; administrative law, corporate and business law, labor law, civil liability, tax-related issues. Legal issues relevant to administration, decision-making, and planning process.

PubH 7596   MHA Clerkship (2 cr)

Survey and solution of management problems within a local health services organization, preparation of a formal report.

PubH 7784   Master's Project Seminar: PHAP (1 cr)

Students participate in exercises to improve written/verbal communication, enhance skills related to giving constructive feedback. Ways that public health administration/policy is practiced. How to integrate knowledge into individually designed master's project.

PubH 7794   Plan B Master's Project: Public Health Administration and Policy (2 cr)

Students work with their adviser to complete one of three types of master's projects: research project, critical literature review, or applied field project.

PubH 7796   Field Experience: Public Health Administration and Policy (2 cr)

Supervised public health administration and policy field study in health or public health setting under academic/professional supervision. Emphasizes application of acquired knowledge/skills to relevant issues/problems.

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

Integrated overview of U.S. health services policy. Related theoretical/empirical literature. Analysis of alternative policy-making models, political/philosophical underpinnings of those models.

PubH 8802   Health Services Policy Analysis: Applications (2 cr)

Emphasizes relationships between health services research and policy, and uses case studies to examine how research influences policy and vice versa.

PubH 8803   Long-Term Care: Principles, Programs, and Policies (2 cr)

Long-term care policy for functionally impaired persons, particularly the elderly. Team taught from healthcare and social services perspective; grounded in research literature on evidence of program effects. Innovative programs addressing current fragmentation of services.

PubH 8804   Advanced Quantitative Methods Seminar (3 cr)

This course teaches students to understand and competently use advanced quantitative methods in applied social science, policy, and demographic research.

PubH 8805   Sociology of Health and Illness (3 cr)

Affect of social structure on health outcomes/behaviors. Current/historical events/issues from perspective of sociological/social psychological theories. Students apply theories to a topic they identify.

PubH 8810   Research Studies in Health Care (3 cr)

Introduction to philosophy of science, conceptual modeling, experimental design, survey/sample design, issues relevant to health services research.

PubH 8811   Research Methods in Health Care (3 cr)

Research methods commonly used in analysis of health services research and health policy problems.

PubH 8813   Measurement of Health-Related Social Factors (3 cr)

How social factors such as innovativeness, compliance, religiosity, and stress are measured and tested for reliability and validity. Relationships between theory, concepts, variables, data.

PubH 8820   Health Economics I (3 cr)

Application of microeconomic theory to healthcare decisions of consumers and producers under different assumptions about market structure and behavior.

PubH 8821   Health Economics II (3 cr)

Examines application of microeconomic theory to health services research through selected reading from published and unpublished health economics literature.

PubH 8830   Writing for Research (2 cr)

This is the first course in a two-course sequence for doctoral students to develop the requisite skills for writing research grants and articles.

PubH 8831   Writing for Research (2 cr)

This is the second course in a two-course sequence for doctoral students to develop the requisite skills for writing research grants and articles.

8. EXECUTIVE PUBLIC HEALTH ADMINISTRATION AND POLICY MPH PROGRAM

8.1 Mission

The Executive Public Health Administration and Policy (E-PHAP) major is designed for working public health professionals with at least three years of experience. The program prepares individuals for senior leadership positions in administration, information management and analysis, and policy development and advocacy in public and population health organizations. The curriculum places a strong emphasis on public health administration, policy, and using research to solve public health problems.

8.2 Educational Objectives

The E-PHAP program has 5 educational objectives (so-called "competencies"). Graduates of the program should be "fully competent" to define or perform the objectives. Graduates of the E-PHAP program have or can…

- Theoretical and practical knowledge of the history and principles of delivery systems relevant to public health policy and administration.
- Manage and lead public health care organizations, programs, and systems.
- Apply high quality, scientifically rigorous research to address problems in public health policy and administration.
- Develop and analyze public health policy.
- Communicate effectively as a leader, manager, and advocate.

Achievement of the educational objectives is assessed through coursework evaluation, evaluation of the student during his/her field experience, evaluation of the master's project written and oral presentations, and self-assessment by each student at several points during the program.

8.3 E-PHAP Graduation Requirements

Coursework and Credits

Students must complete a total of 42 credits of required coursework: 6 core public health courses, 9 E-PHAP required courses, 2 electives, the field experience, and the master's project.

Core Public Health Courses

Students must complete the equivalent of a course in six core areas of public health – administration/management, behavioral science, biostatistics, environmental health, epidemiology, and ethics. There are 4 ways to do that:

1. Satisfactorily pass one of the pre-approved courses in the core area (see pre-approved course list below),

2. Pass an equivalency exam in the core area. The program coordinator has a schedule of equivalency exams,

3. Pass an advanced course in the core discipline (options listed below), *OR*

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

Core MPH Courses (and advanced alternatives)

Administration/Management

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

Behavioral Science

PubH 6020   Fundamentals of Social and Behavioral Science; 3 cr.

Biostatistics

PubH 6414   Biostatistical Literacy; 3 cr.
or
PubH 6415   Biostatistical Methods II; 3 cr.
or
PubH 6450   Biostatistics I; 4 cr.
or
PubH 6451   Biostatistics II; 4 cr.

Environmental Health

PubH 6101   Environmental Health; 2 cr.
or
PubH 6102   Issues in Environmental and Occupational Health; 2 cr.

Epidemiology

PubH 6320   Fundamentals of Epidemiology; 3 cr.
or
PubH 6341   Epidemiologic Methods I; 3 cr.

Ethics

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

E-PHAP Required Courses

In addition to MPH core courses, students take 4 required on-campus E-PHAP courses

- PubH 6780 Setting Priorities and Framing Public Health issues, 4 days on campus instruction; 2 cr.
- PubH 6780 Data to Drive Public Health, 4 days on campus instruction; 2 cr.
- PubH 6780 Laws, Rules, and Regulations for Public Health, 3 days on-campus instruction; 1 cr.
- PubH 6780 Health Leadership and Effecting Change, 4 days on-campus instruction; 2 cr.

and 5 required online courses…

- PubH 6700 Foundations of Public Health; 3 cr.
- PubH 6724 The Health Care System and Public Health; 3 cr.
- PubH 6835 Principles of Health Policy; 2 cr.
- PubH 6765 Continuous Quality Improvement; 3 cr.
- PubH 6755 Planning and Budgeting for Public Health; 2 cr.

E-PHAP Electives

Most students take two elective courses (for a total of 4 credits). Students who waive the field experience take a total of 6 elective credits. See the separate document "E-PHAP and Electives" for options to complete the elective credits.

Field Experience

All students also complete a field experience (or receive a waiver, if they have prior public health experience). See the separate document "E-PHAP Field Experience Guide."

- PubH 7796 Field Experience; 2 cr

Master's Project

All students must complete a master's project. See the separate document "E-PHAP Master's Project Guide."

- PubH 7794 Master's Project presentation; 2 cr

S-N Grade Option

Public health core and E-PHAP required core courses must be taken for a grade (A-F) unless otherwise noted. The field experience course is offered only as an S/N (satisfactory/not satisfactory) course.

Transfer Credits

A student may seek to transfer up to 40% of the total number of credits required to complete the MPH degree.

Requests to transfer credits for core MPH courses (epi, biostat, environmental health, administration/management, behavioral/social health, and ethics) need approval from the SPH administration. Requests to transfer credits for core E-PHAP courses will be reviewed by the program director.

Credits approved for transfer must be graduate or professional degree level courses taken at an accredited institution within the last 7 years. Courses older than 7 years may be allowed for individuals with prior earned advanced degrees who have been actively working in their field of study as demonstrated by their current resume. UMN SPH public health certificate students admitted to E-PHAP can use certificate credits to fulfill the public health core requirements; these credits do not count as "transfer" credits.

In order to see if previously-earned course credit can be used to satisfy the course requirements for the E-PHAP degree, the student must:

1. Obtain a copy of his/her transcript and a syllabus of the course at the time the student took the course (e.g., if the student took "Epidemiology 101" at the University of Washington SPH in 2010, he/she must get the 2010 syllabus, not the 2015 syllabus).
2. Review the documentation with the program coordinator. The coordinator will make the initial determination about whether the credit is potentially transferable.
If the coordinator thinks the credit(s) may be transferable, the student completes the Academic Policy Petition available at http://policy.umn.edu/forms/otr/otr172.pdf; the student should attach the transcript and the syllabus and submit to the coordinator.
3. The coordinator will review with the program director. Requests for transfer credits for core E-PHAP courses will be considered by the program director. Requests for transfer credits

for core MPH cores will be reviewed by the program director and referred to the SPH administration.

Incompletes

All SPH courses (with the exception of field experience and master's project) must be completed during the academic term of registration.

If the student plans to wrap up the course within 2 weeks of when grades are due, the registrar prefers that faculty enter the grade that the student has earned up to the time of entering grades and once the student has completed all the required coursework for the course, then the faculty can change the grade. Otherwise an "I" contract needs to be completed.

An instructor can assign a grade of incomplete, "I," 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 initiated and completed by the student before the last day of class,** and signed by both the student and the instructor. For more information and to initiate an incomplete contract, student should go to www.sph.umn.edu/grades.

The contract describes the course requirements that need to be completed and the dates by which they must be completed. This form serves as a template for the required contract. **It is recommended that the contract allow a period of no longer than one year to complete the course requirements**. If the student does not complete the course requirements by the deadline(s) in the contract, then the Instructor is no longer obligated to accept make-up work. At his/her discretion, the Instructor can convert the "I" to a letter grade, including the possibility of a grade of "F".

Field experience, internship, and master's projects that are not completed by the end of the academic term will receive a grade of "K" indicating "work in progress". An incomplete contract is not required to receive a grade of "K".

A copy of an I-Contract, signed by both the Instructor and the Student, will be forwarded to the SPH Student Services Office.

Grade Point Average

E-PHAP students must achieve a cumulative grade point average of no less than 3.0 (B) across their entire program to receive an MPH degree and receive no grade less than B- in the MPH core courses. Additionally, E-PHAP students must maintain a semester GPA of at least 3.0.

Probation/Dismissal

At the end of each semester, the Student Services Center will identify all SPH students with a cumulative GPA of less than 3.0. These students will be placed on probation and informed that they must maintain a term GPA of 3.0 for each subsequent term and to be awarded a degree. Students must achieve letter grades for all courses (incompletes are unacceptable while on probationary status). Students on probationary status who do not receive at least a 3.0 GPA for each subsequent term will be dismissed from the program by the Associate Dean of Academic Affairs.

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

Time Frame to Complete Degree

The maximum time allowed by the School of Public Health for completion of an MPH degree is seven years. The seven year period begins with the first term of enrollment after admission to a degree program.

Application for Degree

MPH students are required to complete a *Professional School Degree Application* form (http://policy.umn.edu/Forms/otr/otr177.pdf). Students ***must*** turn in their paperwork by the first business day of the month in which they wish to graduate. The program coordinator will remind students about deadlines.

8.4 Miscellaneous Policies

Missing On-Campus Sessions

The on-campus sessions are an integral part of the Executive PHAP degree. The schedule for on-campus sessions is available through 2019. Applicants should review the on-campus session dates, and should consider enrolling in a subsequent cohort if they know that they will not be able to attend one or more the on-campus sessions.

If an emergency prevents attendance at an on-campus session, the program reserves the right to require the student to make up the work by attending the missed session when it is offered again. This may delay the student's graduation by 9 months or more.

8.5 E-PHAP Awards and Honors

The **HPM E-PHAP SCHOLARSHIPS** are awarded annually by the E-PHAP admissions committee to one or more incoming E-PHAP students who shows financial need and high promise of early achievement as a leader in the practice of public health administration.

The **DELTA OMEGA NOMINATION** of an E-PHAP student in the national honorary society for graduate studies in public health. Membership in Delta Omega reflects the dedication of an individual to quality in the field of public health and to protection and advancement of the health of all people.

8.6 PHAP/E-PHAP Community Advisory Board

The PHAP/E-PHAP Community Advisory Board assists the PHAP and E-PHAP programs in a variety of ways, including program evaluation, field experience and job placement, and student professional development. The Board is comprised of public health professionals, many of whom are alumni of the UMN SPH. Its mission is to advise both the traditional and executive programs on matters related to public health priorities, trends in public health practice, curriculum needs, and professional development and networking opportunities. The Community Advisory Board helps to ensure that students are fully prepared with the knowledge and skills necessary to meet the current demands of the public health workforce.