

EDUCATIONAL POLICIES

2006-2007

UNIVERSITY
OF MINNESOTA

**School of
Public Health**

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1. ADMISSION TO THE SCHOOL OF PUBLIC HEALTH

1.1 Background and Rationale

Public health pursues the common good of improving the health of all people and the environments in which they live. The University of Minnesota, School of Public Health is committed to recruiting a diverse body of professional and graduate students to fulfill this mission. Diversity among the student body enriches the learning experience of all students and helps build excellence in public health leadership by educating a future work force that relates to the diversity of the nation's populations and health needs.

In seeking a diverse student body, the School considers factors such as cultural and ethnic origins, social and educational background, geography, life experience, community leadership experience and interests in public health fields. Because it is not possible to list or to anticipate every important factor regarding this mission and commitment, the School reviews its admissions policies on a regular basis.

1.2 Admissions Committees

Each MPH Major and Graduate Program will have an admissions committee composed of at least three faculty (at least two of whom hold primary appointments in the School of Public Health or Graduate Faculty). The MPH committees will evaluate each completed application and forward their recommendations to the Dean. The Graduate Committees will evaluate each completed application and forward their recommendations to the Dean of the Graduate School. The Student Services Center administers and coordinates the application process and forwards completed applications for review by the admissions committees.

1.3 Procedures

School of Public Health admissions committees review every completed application. Review includes consideration of the candidate's complete file including:

- A. **Evidence of interest and intent** (usually appearing as a letter of application, and/or essay regarding public health interests and personal directions);
- B. **Evidence of past academic performance** achieved at a properly accredited institution of higher education in the form of an official transcript of a baccalaureate degree; OR official transcript of a post-baccalaureate graduate or professional degree;
- C. **Evidence of academic potential** usually in the form of standardized test scores taken within five years previous to the application that are acceptable to the Major for graduate and professional study. Generally this will consist of GRE, GMAT or MAT examination scores although some Majors may permit Medical or Law School entrance examination scores or academic performance in the School's Core Concepts Regents' Certificate (within past three years) as sufficient evidence. Majors may also choose to accept an earned doctorate (e.g., MD, JD, PhD) or other advanced degree (e.g., MSN) as sufficient evidence of academic potential.

NOTE: Applicants must verify in advance specific documentation requirements for each major to which they intend to apply.

Applicants who have earned a Public Health Practice Certificate will be waived from the GRE requirement for admission to the Environmental Health MPH or Public Health Administration and Policy MPH major programs if they meet the following criteria:

- 1. All Public Health Certificate courses were completed on a letter grade (A-F) basis; and
- 2. The overall GPA for all Public Health Certificate courses was 3.25 or greater; and
- 3. No grade for a Public Health Certificate course was less than a B-

Note: The Public Health Administration and Policy MPH major requires students to have completed PubH 6752 as the administration core course.

- D. **Evidence of external evaluation** of the candidate in the form of letters of reference at least one of which must comment on the applicant's potential as a graduate student and public health professional.

- E. **Evidence of fluency in English** is required of International students whose primary language is not English. The operational standard for admission to the School of Public Health is a TOEFL score of 90 on the internet-based (iBT) test **OR** 600 on the paper test **OR** 250 on the computer-based TOEFL. International applicants are exempt from this requirement if they have completed 16 semester credits (or 24-quarter credits) within the past 24 months in a recognized United States institution of higher learning. Other students whose primary language is not English may submit a TOEFL score or other evidence of written and oral fluency.
- F. **Other evidence** is welcome including information about the applicant's professional and life experience and potential contribution to diversity; and compatibility with faculty expertise and program directions.

To guide applicants, the SPH program catalog provides expectations and points of reference in these areas of admissions review.

No applicant will be permitted to matriculate who has not completed a baccalaureate degree from a properly accredited university or college. There are no exceptions to this rule.

1.4 Admissions Decisions

Admissions committees may render one of three decisions in reviewing an application:

- A. **Admit the applicant.** The decision to admit an MPH applicant must be confirmed by the Major Chair and the Dean (acting through the Associate Deans for Academic Affairs or Student Affairs); and a letter of admission issued by the Dean. In the case of MS or PhD applicants, the decision to admit must be confirmed by the Director of Graduate Studies (DGS), and the Dean of the Graduate School, who also issues a letter of admission.
- B. **Do not admit the applicant.** The Major Chair informs MPH applicants who are not accepted of the reasons in writing. Unsuccessful applicants are invited to address deficiencies and to reapply in a succeeding cycle if they so desire (all application fees apply). The applicant's file will be retained by the major for one year and then transferred to the Student Services Center for an additional year. Material that is not part of the admission decision will be deleted from the file. In the case of unsuccessful MS or PhD applicants, the Director of Graduate Studies (DGS) will so inform the applicant in writing.
- C. **Conditional admission.** Under rare circumstances, an MPH admissions committee may recommend in writing to the Associate Dean for Academic Affairs that an applicant be granted conditional admission. This designation may be requested in those rare cases in which an applicant has demonstrated strong potential for public health practice or public health leadership skills, but about whom the committee expresses concerns regarding past academic performance or GRE scores.

With the Dean's approval, conditional admission will require the student in the first semester to complete a minimum of 9 credits in program core courses, of which one course must be a designated biostatistics or epidemiology core course with no less than a B- in each course and an overall GPA of 3.0. Successful completion will result in full admission. Unsuccessful completion will result in withdrawal of the conditional status and non-continuation in the program. Conditional students must register and receive letter grades (incompletes are unacceptable). All conditional students will be assigned a faculty advisor by the Major Chair with special consideration for academic need. The conditional designation is also available to MS and PhD admissions committees but is regulated separately according to the customs of the Graduate School.

Modified and recommended by the Educational Policy Committee March 21, 2005.
Approved by the Dean July 1, 2005.

This policy has been reviewed by the University of Minnesota General Counsel for compliance with University of Minnesota policies.

2. CHANGE OF STATUS

If an admitted MS or PhD public health candidate decides to discontinue their studies within the Graduate School, they have the option to make application to a Master of Public Health major, If they are admitted to an MPH major, the coursework taken as an MS or PhD public health candidate will be accepted into the MPH major as approved by the Major Chair and Associate Dean for Academic Affairs. These credits will not be counted as transfer credits.

In order to be cleared for graduation, students must satisfy a residency requirement by registering in the School of Public Health for at least one semester. This is based on the fact that they have already been enrolled under a public health major.

It is the responsibility of the student to notify the Graduate School of their intention to be discontinued in their MS or PhD program.

Modified and recommended by the Educational Policy Committee April 11, 2005.
Approved by the Dean July 1, 2005.

3. MASTER OF PUBLIC HEALTH DEGREE REQUIREMENTS

3.1 Core Requirements

Students must satisfy competency requirements in the six core areas of public health – administration, behavioral science, biostatistics, environmental health, epidemiology, and ethics by completing one of the following in each core area:

- A. Satisfactorily pass, with a grade of B- or better, one of the following pre-approved courses in each of the six core areas:

Administration

- PubH 6751 Principles of Management in Health Services Organizations – 2 credits
- PubH 6752 Public Health Management – 3 credits

Behavioral Science

- PubH 6020 Fundamentals of Social and Behavioral Science – 3 credits
- PubH 6050 Community Health Theory and Practice I [CHE students only] – 3 credits
- PubH 6914 Community Nutrition Intervention [PubH Nutr students only] – 3 credits

Biostatistics

- PubH 6414 Biostatistical Methods I – 3 credits
- PubH 6415 Biostatistical Methods II – 3 credits
- PubH 6450 Biostatistics I – 4 credits
- PubH 6451 Biostatistics II – 4 credits

Environmental Health

- PubH 6101 Environmental Health – 2 credits
- PubH 6102 Issues in Environmental and Occupational Health – 2 credits
- PubH 6103 Exposure to Environmental Hazards – 2 credits [EH students only]

Epidemiology

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

Ethics*

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

OR

- B. Pass an equivalency exam in the core area. Examinations are given at least twice each year. Equivalency exams satisfy competency requirements for the following core courses only:

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

OR

- C. Pass an advanced course in the core area as approved by the respective major chair and the Educational Policy Committee

OR

- D. 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.

* It is strongly recommended that MPH students take both courses. In addition to fulfilling the MPH ethics core requirement, 6742 also meets the research ethics training obligation of MS and PhD students in Public Health programs required by the Graduate School. If only choosing one Ethics course, please check with your major as to which course is recommended.

Note: The Educational Policy Committee will review student evaluations of pre-approved courses meeting School of Public Health core requirements at the end of each term.

3.2 Registration Requirement

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

3.3 Credits

Students must complete credit requirements as specified by the individual major with a minimum of 42 credits. A student may seek transfer of no more than 15 semester credits of graduate or professional program courses taken at the University of Minnesota or at another college or university. Course credits may be used to satisfy public health core or other program requirements as jointly approved by the Major Chair and the Associate Dean for Academic Affairs. No course credits older than 5 years from the date of the student's matriculation will be accepted for transfer.

Students admitted to the Public Health Certificate in Core Concepts program are considered officially enrolled in the School of Public Health (SPH). While successful completion of the Certificate program does not entitle recipients to future admission to SPH degree programs, recipients are free to apply to degree programs upon completion of the Certificate. Should they be admitted to an MPH major, the 15 credits qualifying for the Certificate will be accepted as fulfilling the public health core requirements, and do not count as transfer credits.

3.4 Coursework

Students must complete appropriate coursework as selected by the student with approval of the advisor and in accordance with the requirements of the specific major and of the School.

5xxx through 8xxx-level courses are considered graduate-level. 1xxx and 3xxx-level courses are for undergraduates and will not receive approval for graduate credit. Under some circumstances – with approval of the student's major field – 4xxx-level courses may also be applied toward a MPH degree as long as they are taught by a member of the graduate faculty.

3.5 Grading Policies

Grade Point Average

Students must complete their course of study with a cumulative GPA of 3.0.

Grading Options

Students must take no more than 20 percent of their course work on a pass-fail (S-N) grading basis; not including courses offered only on an S-N basis.

Public Health Core Area Courses

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

Requirements described above are effective for students matriculating in the Fall of 2005 and thereafter.

Each public health major may require higher levels of achievement for its own students in public health core courses that are also core to the major. This may include restrictions on retaking public health core courses that are also core to the major, or requiring more than a B- performance level. Students should consult their major coordinators for documentation of these requirements.

3.6 Field Experience

Students must complete a formal, supervised fieldwork experience consisting of at least 90 hours in order to graduate. Neither prior professional degrees nor prior work experience in a field not closely related to the MPH degree program are sufficient grounds for waiving the fieldwork requirement.

Each major has established requirements for completion of fieldwork. These requirements include criteria for type of experience, site selection, and preceptor; how students should initiate and arrange the fieldwork; role of faculty supervisor; method of evaluation; and credit and course enrollment. Fieldwork requirements can take whatever form is deemed appropriate to the major, including internships, master's projects completed in a practice setting, or coursework with significant field or community work done under the guidance of a community preceptor. The course number will indicate completion of fieldwork on the study plan.

The fieldwork requirements for the major should be submitted to the Educational Policy Committee for review whenever they are substantially changed.

3.7 Study Plan

Students must submit a completed study plan.

3.8 Master's Project

Students must complete a master's project, demonstrating familiarity with the tools of research or scholarship in the major, the capacity to work independently, and the ability to present the results of the investigation effectively. The master's project should involve a combined total of approximately 120 hours (the equivalent of three full-time weeks) of work. The major faculty specifies the nature and extent of the options available to satisfy this requirement and determines whether the requirement is to be satisfied in conjunction with or independent of the coursework in the student's major.

3.9 Comprehensive Examination

Students must successfully complete a written and/or oral examination as specified by the major.

3.10 Time Frame

Students must complete the MPH degree in a maximum of seven years. The seven-year period begins with the first semester of enrollment after admission to a degree program within the School. The Associate Dean for Academic Affairs reviews petitions for extension to the seven-year period in consultation with the major chair.

For students admitted prior to Fall 1981, requirements to complete a MPH will be negotiated with the major chair in consultation with the Associate Dean for Academic Affairs. Written documentation of the agreement will be kept in the student's permanent file.

Modified and recommended by the Educational Policy Committee November 14, 2005.
Approved by the Dean October 15, 2006.

4. COURSE POLICIES

4.1 Grading System

There are two distinct grading systems on each campus of the University of Minnesota – A-B-C-D-F (with pluses and minuses) and S-N. Faculty may choose to use +/- grades although there is no A+ or D-. Faculty teaching a course will select the grading option to be used to evaluate student competency.

Effective Spring 1998, the University Senate stated the amount and quality of work required for an S may not be less than that required for a C-.

4.2 Grading Options and Auditing Courses

The University of Minnesota allows the following grading options for courses:

- A-F only

- A-F or audit
- S-N only
- S-N or audit
- Student option (A-F or S-N) – no audit
- Student option (A-F or S-N or audit)

Course instructors have the prerogative to offer one of the above grading options for a particular course.

If allowed, students may choose to register officially as an auditor. With permission and in consultation with the course instructor, the student will meet the minimum requirement of attending the first class session. Students should be advised that tuition will be assessed for audited courses and instructors will submit the symbol “V” if the attendance requirement is met. The “V” will appear on the official student transcript. Audited courses do not receive a letter or pass/fail grades or credits. University of Minnesota policy states that students are not allowed to change their grading option (including audit to credit) after the second week of a particular semester. (Note: May and Summer session courses have different requirements for changing grading options. Students should consult the Summer Term Course Catalog or contact the Student Services Center for these requirements.)

Faculty wishing to change the grading option (including whether or not to allow an audit option) for a particular course should contact their Major Coordinator. Course instructors who allow audit registrations are strongly encouraged to add the auditing policy and information to their syllabus.

When the two grading options are available for a course, students should declare the choice as part of the initial registration. **Instructors are required to state in writing at the beginning of the course the criteria for each grading option.** Regardless of the grading option, instructors shall maintain a written record of the student’s performance for each graded requirement for the course.

MPH students choose the grading option for up to 20% of their total program, exclusive of those topics, seminars, and field courses offered only on an S-N basis. However, majors may specify additional requirements concerning choice of grading systems by their students.

4.3 Change of Grading Option

Students may change grading options during the initial registration period or during the first two weeks of the semester. **The grading option may not be changed after the second week of the term.**

4.4 Posting Student Grades

U.S. Department of Education guidelines (1995) specify that no confidential information about a student be tied to any “personally identifiable” information. “Personally identifiable” means data or information that includes:

- the name of the student, the student’s parent or other family members;
- the student’s address;
- a personal identifier such as a social security number or student number; or
- a list of personal characteristics or other information which would make the student’s identity easily traceable.”

Only with noncoercive written permission may there be public grade posting, return of papers, or tests.

Grade posting in public areas such as hallways or open mailboxes can be accomplished by using code words or randomly assigned numbers that only the instructor and individual student know; the order of posting must not be alphabetical.

4.5 Grades of Incomplete

A grade of incomplete “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 incomplete 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.

The incomplete is to remain on the transcript until changed by the instructor or department.

In the event a student graduates without completing a course, the grade will remain an "Incomplete." The transcript cannot be changed or updated once the degree has been posted.

4.6 Course Withdrawal

School of Public Health students may withdraw from a course **through the second week** of the semester without permission. No "W" will appear on the transcript.

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

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

After discussion with their advisor and notification to the instructor, students may withdraw up until the eighth week of the semester. There is no appeal process.

4.7 Cancellation of Courses with Low Enrollment

Criteria for Cancellation

Courses with low enrollment may be cancelled if enrollment is less than:

- nine (9) students for 3000 or 5000-level courses
- six (6) students for 6000, 7000, or 8000-level courses.

Cancellations Dates

If instructors decide to cancel a course due to low enrollment, it should be **cancelled at least five working days prior to the first day of class** unless exceptions have been agreed to in advance. Instructors should not wait until the "last minute" to cancel. This is done as an important courtesy to the students who have registered in canceled courses. It gives them at least a few days to find a suitable substitute course.

Decision Authority

Authority to cancel courses rests with the appropriate Division Head, in conjunction with Major Chair and/or Director of Graduate Studies, for which the course is taught under and involves communication with the major coordinator and the Student Services Center. Instructors should contact the Senior Associate Dean for Academic Affairs or the Student Services Center Assistant Director for questions and details regarding this policy.

4.8 Term Examinations

Examinations during the term (e.g., mid-terms) shall be given only during the regular class sessions, and may not be held at times other than the regularly scheduled class period, subject to the following conditions:

1. Exceptions may be made by instructors only for the purpose of giving a make-up exam.
2. The dean of the college must approve any examinations outside of regular class time during the term.
3. Any examinations to be held outside of regular class time must be listed in the published class schedule.
4. Accommodation must be provided to any student, who encounters an academic conflict, such as between an examination scheduled outside of regular class time and the regular class period of another course, or if two exams are scheduled to be held simultaneously outside of regular class time.
5. Take-home examinations, by their very nature, are specifically exempted from this policy.

Modified and recommended by the Educational Policy Committee June 16, 2006.
Approved by the Dean October 15, 2006.

5. USE OF HUMAN SUBJECTS IN STUDENT RESEARCH

Students at the University of Minnesota who conduct any research using human subjects are required to submit their research proposal to the Committee on the Use of Human Subjects in Research for approval prior to conducting their study. This applies to projects conducted inside or outside the University. No research may begin until approval is obtained. The Committee meets once per month. Students should complete the application well before data collection is planned, as there may be delays in approval.

Modified and recommended by the Educational Policy Committee August 6, 2002.
Approved by the Dean August 7, 2002.

6. FINAL COMPREHENSIVE EXAMINATION FOR THE MPH DEGREE

Before graduation, students will be evaluated by one **or both** of the following options. Students should consult with their academic advisor or major coordinator for specifics on their particular degree program.

Option 1: An oral comprehensive examination will be conducted for an individual student by a committee of at least three faculty members, with at least one faculty member from outside the major.

Option 2: A written comprehensive final examination will be conducted for a group of students or an individual student by the major faculty.

Modified and recommended by the Educational Policy Committee August 6, 2002.
Approved by the Dean August 7, 2002.

7. PROBATIONARY STATUS AND DISMISSAL

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

Students on probationary status who do not receive at least a 3.0 GPA for each subsequent term will be dismissed from the program.

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

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

Modified and recommended by the Educational Policy Committee March 21, 2005.
Approved by the Dean 7/1/2005.

8. ACCESS TO RECORDS

Following is a summary of the *Regents' Policy on Access to and Release of Student Education Records* as well as the University's administrative procedures and guidelines. The complete policy, procedures, and guidelines can be found at <http://onestop.umn.edu/onestop/grades.html>.

1. Applicant and enrolled student records are to be treated essentially the same.
2. Student education records will be used only for appropriate research, educational, and University administrative functions. Access to those records is allowed only to those members of the University community whose designated responsibilities reasonably require access or to persons to whom the student

has given written permission for access. Appropriate University officials may include faculty, administration, clerical and professional employees, and other persons who manage student record information. Appropriate use of files may include academic or personal advice and counsel to students; creation and maintenance of student education records; supervision and certification of student educational progress for University or government purposes, etc.

3. All information requested in the application process will be used for identification and admissions purposes. When applicable, information may also be used by majors for decisions on awarding assistantships, scholarships, traineeships, or grant funds.
4. The Associate Dean for Academic Affairs is the “custodian” of the records for the School of Public Health. “Local” designated custodians of records are the Director of Student Services Center for “incomplete” applicant files, and major coordinators for completed applicant files and enrolled student files.
5. The student (or applicant) has the right to access, inspect and obtain copies of all information in student education records except a) financial information submitted by parents and b) confidential letters and recommendations collected under established policies of confidentiality or to which the student has waived in writing the right of inspection and review.
6. Public information includes name, address, e-mail address, phone number, dates of enrollment and status (e.g. part-time, full-time, etc.), major, advisor, college and class, awards and honors, and degrees received. A student may prohibit disclosure of this information.
7. Information including (but not limited to) transcripts, test scores, advising records, disciplinary files, financial aid information, housing records, and records of educational services can ONLY be given to the student or the following: others authorized in writing by the student; persons within the University who have a legitimate interest in the information for educational, administrative, or research purposes; other educational institutions (for official transcripts, etc.); some research purposes; court orders and subpoenas; appropriate emergencies; accrediting purposes; financial aid personnel; or parents of a dependent student.
8. Students are entitled to inspect and review their records and to request amendments of such records if the student believes they are inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.
9. A record custodian may require that the request for access be in writing. Compliance with the request should be made within five days. The custodian must respond to reasonable requests for explanations and interpretations of the record, and must provide copies at a reasonable fee if requested. The record custodian should always be present with the student and file as the file is being examined

Modified and recommended by the Educational Policy Committee August 6, 2002.
Approved by the Dean August 7, 2002.

9. CRIMINAL BACKGROUND CHECKS

1. Effective October 1995, The Vulnerable Adult Act* was amended to require certain facilities licensed by the Minnesota Department of Health to obtain criminal background studies on individuals who have direct contact with patients or residents at the facility. Minnesota Statute 144.057 (1995). This means that some School of Public Health faculty, staff, and students may need to go through a criminal background check before they can have direct client contact for research or educational purposes.
2. There are two points that must be considered to understand when a person is required to submit to a criminal background check: the type of facility and the type of client contact. 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. If client contact in these facilities is direct and unsupervised (outside the hearing or vision of a supervisor at the facility) then the background check is required.
3. This law imposes no legal obligation on University of Minnesota educational programs to initiate the criminal background studies on our students/staff/faculty. The obligation rests with the licensed facility in which they are placed. As a practical matter, however, the facilities where University personnel are placed may not wish to undertake this added task and may refuse to accept University faculty/staff/students for training or placement if the background study is not handled by the University. Therefore, the School of Public Health

has the capability (authorization) to do the checking, should the facility require the student/faculty/staff to be checked as a condition of the placement.

*The complete Minnesota Vulnerable Adult Act statute can be found at www.revisor.leg.state.mn.us/stats/626/557.html.

Modified and recommended by the Educational Policy Committee August 6, 2002.

Approved by the Dean August 7, 2002.

10. ACCESS FOR STUDENTS WITH DISABILITIES

The University of Minnesota and the School of Public Health have a legal obligation to provide reasonable accommodations when requested to do so.

Any person requesting accommodations must demonstrate that he/she is a person with a disability as defined by the law and must request equal access. The first step is to provide documentation that there is a physical or mental impairment that substantially limits one or more major life activities.

Any student with a **documented** disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Instructor and Disability Services at the beginning of the semester. All discussions will remain confidential.

The University of Minnesota has an office designated to perform the functions of documenting disabilities and to make the determination of what constitutes reasonable accommodations. Disability Services has professional staff trained to work closely with all parties involved to determine reasonable accommodations.

The staff of the School of Public Health Student Services Center (SSC) may function as a resource to students, faculty, and staff. The main function of the SSC in this case is one of referral and consultation with Disability Services at their request.

Further information can be found at <http://ds.umn.edu/>.

Modified and recommended by the Educational Policy Committee August 6, 2002.

Approved by the Dean August 7, 2002.

11. AVAILABILITY OF COURSE INFORMATION

It is the responsibility of each major to have on file current information on each of its Public Health courses and, upon request, provide this information to any student. This course information will include:

I. Course Syllabus

The following list of required information for course syllabi is based upon the University of Minnesota Faculty Senate Classroom Expectation Guidelines and School of Public Health requirements.

- Course title
- Course designator
- Course number
- Number of credits
- Day, time, and place of class meetings
- Instructor's name
- Office location
- Office hours
- At least one method of contacting you (phone, email, fax)
- A brief description of the course
- Required and recommended materials and the location of the materials
- Course goals, objectives, and expectations
- Course prerequisites
- Schedule of assignments, papers, projects, etc. (note: changes should not be made after the 2nd week)
- Criteria for grading and grading standards (including the U of MN definition of grades)
- Make-up exam policy
- Senate student academic workload policy*
- Statement on accommodations for students with disabilities*
- Statement on classroom conduct

- Statement on academic misconduct*
- Statement regarding sexual harassment*
- Statement on penalties for late work
- Withdrawal policy*
- Grade Change Policy*

Standard language for required statements (noted by *) is available at www.sph.umn.edu/resourcesforfaculty.html. Senate policy **requires** on every syllabus language about the meaning of grades, student academic workload, and the penalty for cheating. For other required statements, the appropriate website can be listed in place of the full text.

In addition, the SPH student senate has requested syllabi to include a clear description of the format of tests/quizzes.

A syllabus is a description of course content, faculty expectations, student responsibilities, and methods for evaluating student performance. The syllabus should describe course procedures and policies, including (1) consequences for missing exams, turning in late assignments, missing class, and plagiarizing, (2) possibilities for revisions, make-up exams, and extra credit, (3) expectations for instructor and students respecting all viewpoints, and (4) grading criteria for class participation, etc. In addition, a course syllabus can be a tool to help students learn.

A syllabus can be enhanced beyond simply including the items listed above. The EPC encourages you to review the attached article and the on-line tutorial developed by the University's Center for Teaching and Learning Services (www.umn.edu/ohr/teachlearn/tutorials/syllabus/) to assess whether your syllabus could be improved to help you clearly communicate expectations to students and to help students get the most out of your class.

The complete syllabus will be distributed during the first week of class to each enrolled student.

II. Prerequisites

- A. Where prerequisites have been set, instructors may require that any student who has not taken the specified prerequisites for the course must withdraw. However, instructors may grant permission, on an individual basis, for a student to take a course without having taken the prerequisite(s).
- B. In the rare case when a student takes a prerequisite course after successfully completing a subsequent course that required the prerequisite, credit for the prerequisite course will be granted. Colleges and departments, at their discretion, may also allow students to receive credit by examination for the prerequisite course. (Policy taken from Senate Committee on Educational Policy minutes, April 29, 1998.)

III. Course Evaluations

A summary of the latest course evaluation forms completed by past enrollees.

Note: This information will be available in the Student Services Center.

Modified and recommended by the Educational Policy Committee March 13, 2006.
Approved by the Dean October 15, 2006.

12. DUPLICATION OF COURSES AND TEACHING EFFORTS

1. The School of Public Health shall seek to eliminate duplication of courses (excluding sections of the same course) that cannot be justified by different objectives or approaches.
2. The School of Public Health intends to increase the communication among faculty with similar teaching interests as well as to reduce the cost of the School's programs.
3. In addition, as part of its on-going process for new course review, the Educational Policy Committee (EPC) will address such duplication. Upon request, the EPC will review any cited existing duplication not related to new courses.

Modified and recommended by the Educational Policy Committee August 6, 2002.
Approved by the Dean August 7, 2002.

13. COURSE APPROVAL POLICY AND PROCEDURES

New courses and significant changes to syllabi must be reviewed and approved by the School of Public Health's Educational Policy Committee (EPC). EPC reviews syllabi to see how they relate to existing courses and meet the needs of students and existing or emerging programs in the SPH. Incomplete syllabi make this review more difficult and time consuming. Instructors and major coordinators are responsible for ensuring that this required information is in the syllabus prior to submission to EPC for review. For syllabus requirements see section 11 of this document.

1. The Educational Policy Committee must approve new courses and substantial course revisions or alterations. Substantial revisions include a request to change credit hours or course number; description; title; contact hours; etc.
2. It is the responsibility of the instructor, major chair, or director of graduate studies to ensure new or substantially changed courses are submitted to the Educational Policy Committee.
3. To request approval of a new or revised course an ECAS (Electronic Course Authorization System) form must be completed, signed by the major chair or DGS of the educational unit, and sent with a complete syllabus, to the Student Services Center.
4. The Associate Dean for Academic Affairs will review minor course changes that could include titles on topic courses and prerequisite changes.
5. For new courses or substantial course revisions, the Student Services Center will forward copies of the ECAS form and complete syllabus to all EPC members for their votes and comments based on the following criteria:
 - Is the course appropriate for the School of Public Health?
 - Is the course appropriate for the educational unit proposing it?
 - Does the course have a clearly identified audience?
 - Is the proposed workload appropriate for the proposed credit?
 - Does the course avoid unnecessary overlap with existing courses in the School of Public Health?
 - Is there a clear statement of learning objectives?
 - Does the syllabus outline determination of grades and percentage given to each area?
 - **Note:** If additional information is requested or needed by a member to assist in their decision, Associate Dean for Academic Affairs will obtain it from the instructor and forward to all committee members prior to the compilation of votes and the next EPC meeting.
6. EPC members will send their votes to the Student Services Center. Voting options are:
 - Approve
 - Conditional approval
 - Request denied
 - Defer for discussion at next EPC meeting
7. The SSC will compile all votes and comments and send results to the Associate Dean for Academic Affairs.
8. The vote will be ratified and ECAS form signed by the Associate Dean for Academic Affairs at the next EPC meeting.
9. Approved new courses or course changes will be entered in ECAS by the Student Services Center, and submitted electronically to the Office of the Registrar. A copy of the ECAS form will be forwarded to the Major Coordinator.
10. Faculty member who proposed the new or revised course has a right to appeal the decision of the Educational Policy Committee by contacting the Associate Dean for Academic Affairs or the Faculty Consultative Committee.
11. Other Information:
 - Course numbers are assigned to new courses by the major.
 - Course changes, additions, and deletions must be submitted to the EPC one full semester prior to the effective term of the change. Recognizing this may present a burden to some faculty, the EPC

encourages the use of a Topics number to offer courses that cannot be submitted in time for formal review. This practice is also encouraged for new courses in general, both to give faculty an opportunity to teach a new course at almost any time during the year and to increase the level of documentation available for the formal review.

- Under no circumstances may a course change be submitted for a term in which students are already registered for the particular course.

Modified and recommended by the Educational Policy Committee March 13, 2006.
Approved by the Dean October 15, 2006.

14. NEW MAJORS AND DUAL DEGREES

1. The Educational Policy Committee must approve all dual degree proposals.
2. Curriculum for both degree programs must be submitted to the Committee.
3. When submitting a dual degree proposal the following must be included:
 - Rationale for the program
 - Proposed student schedule
 - A list of double counted courses and their credits
 - Total number of credits for degree completion
 - Target audience and expected student enrollment
 - Expected impact on other School of Public Health course enrollment

Modified and recommended by the Educational Policy Committee August 6, 2002.
Approved by the Dean August 7, 2002.

15. MAJOR CURRICULUM REVISIONS

The Educational Policy Committee must review proposed major curriculum revisions. The following must be submitted to the Student Services Center for Educational Policy Committee review:

1. A copy of both the old and the proposed changes
2. A list of the course numbers and full titles
3. Rationale for the changes
4. Effects of the proposed changes on non-majors in the School of Public Health
5. A proposed student schedule
6. Total number of credits required
7. Where applicable, requests for various concentrations within a major must be approved by the Committee.

Modified and recommended by the Educational Policy Committee August 6, 2002.
Approved by the Dean August 7, 2002.