Welcome to the University of Minnesota School of Public Health!

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

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

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

EnHS Student Mailboxes – 1215-1 Mayo Building
Student mailboxes are located in the interior hallway of Room 1215 in 1215-1 Mayo. Check your mailbox regularly for communication from faculty and accounting (important letters you may need to sign and return ASAP).

Division of Environmental Health Sciences
Administrative Contacts:

Division Head – Bruce Alexander, PhD 612-625-7934 (balex@umn.edu)
Director of Graduate Studies – Elizabeth Wattenberg, PhD 612 626.0184 (watte004@umn.edu)
*Major Chair (MPH) – Matt Simcik, PhD 612.626.6269 (msimcik@umn.edu)
Graduate Program Coordinator – Khosi Nkosi. Med, MA 612 625.0622 (enhsss@umn.edu or nkosi001@umn.edu)
*Also known as Program Director

Our Mission
The primary mission of the Division of Environmental Health Sciences is to provide excellence in the education of environmental and occupational health professionals, in the conduct of research, and in the service to the people of the State of Minnesota and the world. These aims are achieved through:

Education: Masters’ and doctoral education programs
Research: Research and scholarly activities
Service: Professional practice and service
Outreach: Continuing education, and outreach programs that include collaborative efforts with faculty in colleges throughout the university, and through collaboration with health care organizations, industry and government agencies.

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

1.1 Division Resources

Websites

EnHS websites for:

- EnHS Division News and Events
- Student Support Services Useful links (EnHS website)
- EnHS Calendars
- Environmental Health Blog
- EnHS LinkedIn Group
- EnHS Faculty

Academics:

- MPH Program Curriculum ; MPH Study Plan
- Interdisciplinary Concentrations/Minor (Health Disparities, Public Health Policy) available to MPH students only
- Resources (SPH and University wide)

Websites relevant to MS and PhD only

- MS Program Curriculum
- PhD Program Curriculum
- MS and PhD Grad School Forms, Policies and Procedures

Other important related websites for all:

- All SPH Faculty Directory
- Career Services
- Resources
- SPH Course syllabi
- Questions about tuition and fees
- Immunization and immunization Holds

Have news to share? Website questions or submissions should be sent to Joy Archibald at archi009@umn.edu OR post on facebook here:

Facebook search: UMN SPH - Environmental Health Sciences OR
Click: UMN SPH - Environmental Health Sciences Facebook Page

EnHS Student Mailboxes – 1215-1 Mayo Building

Student mailboxes are located in the interior hallway in 1215-1 Mayo. Students are expected to check mailboxes regularly for messages from faculty and staff. Faculty mailboxes are located on the left in room outside of 1150 Mayo.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>E-Mail</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1260 Mayo</td>
</tr>
<tr>
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<td>624-6222</td>
<td>1239 Mayo</td>
</tr>
<tr>
<td>Silvia Balbo, PhD</td>
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<td><a href="mailto:balbo006@umn.edu">balbo006@umn.edu</a></td>
<td>624-4240</td>
<td>2-145 CCRB</td>
</tr>
<tr>
<td>Timothy Church, PhD, MS</td>
<td>Professor</td>
<td><a href="mailto:churc001@umn.edu">churc001@umn.edu</a></td>
<td>626-1494</td>
<td>1162 Mayo</td>
</tr>
<tr>
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<td>Assistant Professor Lab: HumNat</td>
<td><a href="mailto:matteoc@umn.edu">matteoc@umn.edu</a></td>
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<td>1132 Mayo</td>
</tr>
<tr>
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<tr>
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</tr>
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<tr>
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<td>1234 Mayo</td>
</tr>
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<td>760D CCRB</td>
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<td>Ramirez, Marizen PhD</td>
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<td>624-3143</td>
<td>1210 Mayo</td>
</tr>
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<td>Karen Brademeyer</td>
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</tbody>
</table>

**EnHS Division Awards**

Each spring the students vote for recipients of two awards. The Herbert M. Bosch Award honors the student who "best exemplifies the traits of kindness and regard for the welfare of humanity". The Faculty Excellence Award recognizes a professor of Environmental Health for excellence of graduate instruction and progress in the professional development of the graduate students in the past academic year.

**Herbert M. Bosch Award**

This award is presented to the student who best represents the traits of scholarship, honesty, integrity of character, humaneness and concern for community, to name a few. The class of 1963 felt that the inscription on the plaque, "...who best exemplifies the traits of kindness and regard for the welfare of humanity..." is the most important single guide to be followed by the class in selecting one of their fellow students for this award. The Environmental Health class of 1963 created the Herbert M. Bosch Award as a living memorial to the man who had done much to further the cause of humanity.

To be eligible for consideration for this award, each candidate must be a full-time student in the Environmental Health program (minimum six credits all MS, PhD and MPH students). The class of 1963 established that any subsequent class may modify these criteria after discussion and consultation with the program director and a two-thirds majority vote by the class. It was hoped that any modification would strengthen the integrity of the award. The class of 1964 established the following procedures for nominating a candidate:

1. The nominating ballot will list those persons who are Environmental Health students this will also be the list of the eligible voters; At least 50% of the eligible voters need to vote for the ballot to continue.
2. Each eligible voter may select up to two names for the nomination;
3. The three names that occur most frequently will constitute the final nominating ballot;
4. The eligible voters will then vote for one candidate among the three nominated.

**Faculty Excellence Award**

This award is presented by the graduating class to a professor of Environmental Health for excellence of graduate instruction and progress in the professional development of the graduate students in the past
academic year. It was initiated by the Environmental Health Class of 1966. The selection of one of the candidates for this award in a previous year shall not prejudice the selection either for or against the candidate. Each year’s selection shall be on the merit of the candidate in the previous twelve months and shall be independent of selections in previous years. It shall be the duty of the class officers and of the faculty to inform the graduate students of the terms of this award early in fall semester and at least one more time before the date of balloting.

All students registered for a graduate program with a major in the Division of Environmental Health Sciences are eligible to vote. It shall be the duty of the class officers to encourage all those eligible to vote to participate in this selection. The past two votes were conducted successfully via survey monkey.

**Delta Omega - Honorary Society in Public Health**

Delta Omega is the national honorary society for graduate studies in public health. (It is equivalent to Phi Beta Kappa for undergraduate studies in letters or Alpha Omega Alpha in medicine.) The society was founded in 1924, when only a few graduate schools of public health existed in the United States, and now has chapters at the majority of 25 or more such schools providing advanced public health degrees in 1990.

The Constitution and By-Laws were adopted in 1927, and amended occasionally since then. Policies are made by the National Council, composed of elected officers and representatives of each chapter, meeting annually. The annual meeting includes a scientific, as well as a business, program. It is usually held in conjunction with the Annual Meeting of the American Public Health Association.

The principle Delta Omega activities are conducted by each chapter. The chapter elects new members each year from three groups: (1) students who are candidates for a graduate degree in public health, (2) faculty members at the school of public health, and (3) alumni actively engaged in public health work. Election from all three groups is based on outstanding performance - scholarship in students, teaching and research in faculty members, and community service in alumni.

Election to membership in Delta Omega is intended not only to recognize merit, but also to encourage further excellence in and devotion to public health work.

More on EnHS Awards can be found here: [http://enhs.umn.edu/current/award_descriptions.htm](http://enhs.umn.edu/current/award_descriptions.htm)

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**1.2 Overview of Degree Programs**

**Degree Options:** We offer MPH, MS, and PhD degrees and several areas of emphasis or concentrations. See [Degree options and curriculum listings at the following websites](#).

- **MPH:** [http://www.sph.umn.edu/academics/programs/mph/enhs/](http://www.sph.umn.edu/academics/programs/mph/enhs/)
- **MS:** [http://www.sph.umn.edu/academics/programs/ms/enhs/](http://www.sph.umn.edu/academics/programs/ms/enhs/)
- **PhD:** [http://www.sph.umn.edu/academics/programs/phd/enhs/](http://www.sph.umn.edu/academics/programs/phd/enhs/)

**Students may focus in one of the following areas:**

- General (MPH, MS)
- Environmental Chemistry (MS, PhD)
- Environmental and Occupational Epidemiology (MPH, MS, PhD)
- Environmental Infectious Diseases (MPH, MS, PhD)
- Environmental Toxicology (PhD)
- Exposure Sciences (MS)
- Global Environmental Health (MPH, MS)
- Industrial Hygiene (MPH, MS, PhD)
- Injury and Violence Prevention and Control (PhD)
- Occupational and Environmental Health Nursing ((MPH, PhD))
- Occupational and Environmental Medicine (MPH)
- Occupational Health Services Research and Policy (PhD)
- Regulatory Toxicology and Risk Assessment (MPH, MS)

**Doctoral Training Grants housed in the Midwest Center for Occupational Health and Safety (MCOH)**

EnHS offers two doctoral training programs; each of which supports and enhances the Ph.D. training of students in multidisciplinary fields of study and research:

- Occupational Health Services Research and Policy (Read more: OHSRP)
- Occupational Injury Prevention Research Training (Read more: OIPRT)

MCOHS is an **Education and Research Center**, one of 18 nationwide, was designed in response to a mandate of the National Institute for Occupational Safety and Health (NIOSH) -- to provide an adequate supply of qualified personnel to carry out the purposes of the Occupational Health and Safety Act and reduce the national burden of work-related injury and illness. The MCOHS, recognized regionally, nationally and internationally for its impact, has a service area that includes Minnesota, Wisconsin, and North and South Dakota.

MCOHS provides graduate academic and research training programs, continuing education and outreach activities, including research-to-practice, and serves as a regional resource for industry, labor, federal, state, and local government agencies, agriculture, and other interested parties.

An innovative administrative structure supports enhanced efforts in interdisciplinary research, education, and outreach, and strengthens diversity recruitment for the next generation of professionals.

**Dual Degrees**

The Division also offers the following joint degrees in collaboration with other university schools:

- JDP/MPH with the Law School
- MD with the Medical School

### 1.3 Academic Advising, Advising Team Collaboration; Expectations

The School of Public Health provides advising that promotes collaboration among students, faculty and staff 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. We do this by providing you with wide network of resources for you to take advantage of. We are part of your network.
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), field experience and master’s project selection and or career planning. Students find their faculty advisors, coordinators and career services staff all helpful in answering parts of 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. **Culminating Experience/Master’s Projects/Plan B 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.

**GRADUATE ADVISING EXPECTATIONS FOR STUDENTS**

All 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 and EnHS 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 1 – 3 business days).
- Behave in a professional and courteous manner; fulfill educational and advising commitments, such as appointments, project deadlines, etc.

Similar guidelines are posted by the University of Minnesota Office of Graduate Education for Academic and Professional Programs here: http://www.gradvising.umn.edu/

**ACADEMIC ADVISING FOR FACULTY**

Excerpt from: University of Minnesota Office of Graduate Education for Academic and Professional Programs here:

The work of the graduate faculty in preparing the next generation of scholars and professionals doesn’t stop with classroom teaching. Advising, tutoring, supporting and supervising are all part of the faculty role as stewards of the profession and mentors to graduate students. Mentoring future professionals and professors, therefore, requires a commitment that goes well beyond the capacity of a single individual
advisor. Best practices in graduate education indicate that graduate and professional students’ multiple professional and personal development needs are most effectively met by a network of people. These resources, developed by the Work Group on Advising & Mentoring, are provided to help you maximize your relationships with your advisees, deal constructively with conflicts that may arise, and address ways to communicate more effectively to minimize misunderstandings.

**Diversity of Student Body**

The School of Public Health embraces the University of Minnesota’s position that promoting and supporting diversity among the student body is central to the academic mission of the University. We define diversity to encompass many characteristics including but not limited to: economic disadvantage, special talents, evidence of leadership qualities, race or ethnicity, sexual orientation, a strong work record, and disability. A diverse student body enriches graduate education by providing a multiplicity of views and perspectives that enhance research, teaching, and the development of new knowledge. A diverse mix of students promotes respect for, and opportunities to learn from, others with the broad range of backgrounds and experiences that constitute modern society. Higher education trains the next generation of leaders of academia and society in general, and such opportunities for leadership should be accessible to all members of society.

1.4 EnHS Program Curriculum

Most MPH/MS students require two years to complete their degree program. Students should consult with their advisor regarding the time required for their subspecialty; PhD students should also consult with their advisor to determine their curriculum and course of study.
General Public Health Core Coursework [required of MPH and MS]

Students are required to register for these courses A/F unless otherwise noted.

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Offered</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PubH 7194</td>
<td>Culminating Experience/Master’s Project (S-N grade basis only)</td>
<td>Any term</td>
<td>3-5</td>
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<tr>
<td>PubH 6103</td>
<td>Exposure to Environmental Hazards</td>
<td>Fall</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6104</td>
<td>Environmental Health Effects: Introduction to Toxicology</td>
<td>Fall</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6105</td>
<td>Environmental and Occupational Health Policy</td>
<td>Spring</td>
<td>2</td>
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One of the following courses in Epidemiology

<table>
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<th>Title</th>
<th>Offered</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PubH 6320 or PubH 6341</td>
<td>Fundamentals of Epidemiology</td>
<td>Any term</td>
<td>3</td>
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<tr>
<td></td>
<td>Epidemiologic Methods I</td>
<td>Fall</td>
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One of the following courses in Biostatistics

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<th>Credits</th>
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<tbody>
<tr>
<td>PubH 6414 or PubH 6450 or PubH 6451</td>
<td>Biostatistical Literacy (in class and online)</td>
<td>Any term</td>
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<tr>
<td></td>
<td>Biostatistics I</td>
<td>Fall/Spring</td>
<td>4</td>
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<tr>
<td></td>
<td>Biostatistics II</td>
<td>Spring</td>
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One of the following courses in Ethics

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<tr>
<td>PubH 6741 or PubH 6742</td>
<td>Ethics in Public Health: Professional Practice &amp; Policy</td>
<td>Any term</td>
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<tr>
<td></td>
<td>Ethics in Public Health: Research and Policy</td>
<td>Any term</td>
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PubH 6741 is recommended for MPH students and 6742 for MS/PhD students (meets the Graduate School requirement for Ethics training for Research Assistants)

General Public Health Core Coursework [required of MPH students only]

Note: Students are required to register for these courses on an A/F grade basis unless otherwise noted.

More on Public Health Core Online and In person: http://sph.umn.edu/programs/ehsmph/

<table>
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<th>Title</th>
<th>Offered</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PubH 6020</td>
<td>Fundamentals of Social and Behavioral Science</td>
<td>Any term</td>
<td>3</td>
</tr>
<tr>
<td>PubH 7196</td>
<td>Field Experience (S-N grade basis only)</td>
<td>Any term</td>
<td>3-5</td>
</tr>
<tr>
<td>PubH 6751</td>
<td>Principles of Management in Health Services Organizations</td>
<td>Fall/Spring</td>
<td>2</td>
</tr>
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</table>

Remember: you are expected to meet with your advisor at least once a semester

Recommended Field Experience Timeline begins with research the first semester

<p>| Year 1: Fall Semester (12cr)                                                                 |
| SPH Core | PubH 6320 or 6450 or 6414 or 6020, or 6341, or ... | 3.0            |
| PubH 6103 | Exposure to Environmental Hazards (required)             | 2.0            |</p>
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<td>PubH 6104</td>
<td>Environmental Health Effects: Introduction to Toxicology (required)</td>
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**Year 1: Spring Semester (12.0 cr)**

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<td>PubH 6320</td>
<td>Fundamentals of Epidemiology</td>
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<td>PubH 6105</td>
<td>Environmental and Occupational Health Policy</td>
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<td>PubH 6751</td>
<td>Principles of Management in Health Services</td>
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In March submit your Self-Assessment Report to your advisor and major coordinator.

**Year 1: May/Summer Semester (3.0 cr)**

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<tr>
<td>PubH 7196</td>
<td>Field Experience in Environmental Health</td>
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<td>PubH 7194</td>
<td>Culminating Experience (submit proposal if eligible)</td>
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**Year 2: Fall Semester (9.0 cr)**

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<td>PubH 6414/6450</td>
<td>Biostatistics</td>
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<td>Surveillance of Foodborne Diseases and Food Safety</td>
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<td>PubH 6181</td>
<td>Hazards</td>
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<tr>
<td>PubH 6112</td>
<td>Env Hlth Risk Analysis: Apps to Human Exposure to Chemicals</td>
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<tr>
<td>PubH 7194</td>
<td>Culminating Experience/Master’s Project</td>
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NOTE: All specialty tracks are now referred to as Concentrations except for the Industrial Hygiene.
1.5 SPH EnHS Division Core Course Schedule

Typical Fall Semester

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Note: School of Public Health and Environmental Health Core requirements in red bold.
Note: Single section 6414 and 6450 lab options in blue.

Typical Spring Semester

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Note: Single section 6414 and 6450 lab options in blue.
1.6   EnHS Division Course List

Course Syllabi can be found here:  [http://www.sph.umn.edu/academics/syllabi/](http://www.sph.umn.edu/academics/syllabi/)

3102 Issues in Environmental and Occupational Health  
(3 cr) Lee  
Scope of the field of environmental health. Concepts upon which environmental interventions are based. Consulting literature to identify appropriate interventions for community environmental health problems. **Fall: online**

3104 Intro to Toxicology  
(2cr) Wattenberg  
Toxicology is a multidisciplinary experimental science that combines chemistry, biology, and physiology to determine whether substances we are exposed to in the environment are likely to harm our health. Students will learn how toxicology is used to understand how humans respond to chemicals in the environment. In addition, students will learn how toxicology is applied to protect human health through safety evaluation. **Spring offering; in class only.**

3106/6106 Making Sense of Health Studies  
(2cr) Maldonado  
How to critically evaluate health news (and the health research reports on which they are based) to make good, well informed decisions about your health and well-being. Pairs with 6106 Making Sense of Health Studies discussion. Fulfills public health minor requirements for CLA.  
**Fall and Spring: 12:20pm -2:15pm Th**

3107 Global Public Health and the Environment  
(2cr) Alexander  
Environmental determinants of health/well-being of populations. Role of environment in public health, resulting population burden of disease. Variation of environmental public health determinants across globe. Interconnectedness of activities/actions of people in different countries. Fulfills public health minor requirements for CLA  
**Fall only: 3:55pm-5:30pm Tu**

For 3120 see 6120; 3121 see 6121; 3123 see 6123

6100 Topics: Environmental Health  
(0.5-4 cr; prereq EH major or #)  
New course offerings or topics of interest in environmental health.

6101 Environmental Health  
(2 cr) Toscano  
Principles of environmental health relating to macro- and micro-environments and to products consumed or used by people.  
**Fall and Spring: 6:00pm-9:00pm MW (first seven weeks)**

6102 Issues in Environmental and Occupational Health  
(2 cr; prereq grad student or EH major) Lee, Simcik
The field, the current issues and the principles and methods of environmental and occupational health practice. Independent field study to observe, view, and analyze environmental/occupational health programs, contacts on a discussion group on EnHS web page and completion of a take home exam are required.

**Fall and Spring: 1:25pm-3:20pm MW (first half of semester) - Fall, Spring, Summer online options.**

**6103 Exposure to Environmental Hazards**  
(2 cr) Raynor  
Nature, effects, and regulation of exposure to biological, physical, and chemical hazards in the environment, placing these in the context of the inter- and multi-disciplinary scientific field of environmental health as an essential component of the wider field of public health. The course will comprise lectures, presentation of example case studies, and group discussions.  
**Fall: 5:45pm-7:40pm TuTh (first half of semester)**

**6104 Environmental Health Effects: Introduction to Toxicology**  
(2cr) Wattenberg  
To identify the mechanisms and effects of environmental agents on human health.  
**Fall: 5:45pm-7:40pm TuTh (last seven weeks of fall semester)**

**6105 Environmental and Occupational Health Policy**  
(2 cr; prereq EH major or #) McGovern  
This is an introductory course designed to provide graduate students with a survey of environmental and occupational health policy, acquaint them with the public policy process in the United States and introduce conceptual frameworks for analyzing public policy alternatives. Students will be encouraged to apply course content to their professional career in public health and to contribute to policy that advances the health of the public. Students will develop an understanding of environmental and occupational health policies, laws, key concepts and principles, proposals and approaches for regulatory reform, approaches to policy analysis, and overall phases and issues in the policy making process.  
**Spring: 6:00pm-7:55pm Tu**

**6106 Making Sense of Health Studies**  
(2cr) Maldonado  
How to critically evaluate health news (and the health research reports on which they are based) to make good, well informed decisions about your health and well-being. Pairs with 3106 Making Sense of Health Studies lecture. Fulfills public health minor requirements for CLA.  
**Fall, Spring: 12:20pm -2:15pm Th**

**6112 Environmental Health Risk Assessment: Application to Human Health Risks from Exposure to Chemicals**  
(2 cr; prereq Intro courses in toxicology/exposure analysis e.g., PubH 6104 Environmental Health Effects: Introduction to Toxicology, PubH 6103 Exposure to Environmental Hazards or equivalent) Wattenberg  
Introduction to risk in the context of regulatory decision-making.  
**Spring: 6:00pm-8:00pm Th**

**6115 Worker Protection Law**  
(1 cr) Austin  
The course will focus on the role of government in protecting rights of citizens. Labor movement history will serve as a starting point for a discussion of modern systems for protecting workers from unsafe work
places and compensating them for injuries that do occur. Law will be reviewed that protects individuals against class-based discrimination and creates a "right" to work.

**Fall: 4:40pm-6:35pm W**

6116 Environmental Law  
(1 cr) Austin  
Several difficult legal questions arise when pollution protection law conflicts with policy encouraging use of natural resources. Conflict also arises when the government restricts the use of property without compensating its owner. Course also considers the increasing authority of government agencies to audit business to assure compliance.

**Spring: 4:40pm-6:35pm W**

6120 Injury Prevention in the Workplace, Community, and Home  
(2 cr) Gerberich  
Injury epidemiology: analysis of major injury problems affecting the public in the workplace, community, and home using the epidemiologic model and conceptual framework; emphasis on strategies/program development for prevention and control.

**Spring: 1:25pm-3:20pm M**

6121 Topics: Injury Prevention in the Workplace, Community, and Home  
(1-2 cr; prereq 6120, 6330 or 6341) Gerberich  
Selected projects relevant to injury problems.

**Spring TBA**

6123 Violence Prevention and Control: Theory, Research, and Application  
(2 cr) Ramirez  
Analyses and critique of major theories and epidemiological research pertinent to violence, including characteristics of violence and relevant risk factors, reporting and treatment protocols, and current/potential intervention efforts and prevention initiatives; emphasis on interdisciplinary contributions to violence prevention and control.

**Spring: 1:25pm-3:20pm M**

6130 Occupational Medicine: Principles and Practice  
(2 cr; prereq Grad student or EH major) Mandel  
Pathogenesis of diseases caused by occupational hazards, evaluating work-related illnesses, overall regulatory framework governing occupational health and safety.

**Spring: 5:00pm-7:00pm W**

6131 Working in Global Health  
(2 cr) TBA  
Major factors influencing health worldwide, and the interdependence of the developed and developing world in addressing health problems from a global perspective.

**Spring: 6:00pm-8:30pm W**

6132 Air, Water, Health  
(2 cr) Simcik  
In this course we will explore the issues related to providing adequate levels of clean air and water. Specific issues include local water quantity and quality and local air quality in both the developed and developing world, as well as global air and water quality, and policies meant to protect these resources.
Fall: 9:05am-11:00am W

6133 Global Health Seminar
(1 cr)
This seminar course will explore various aspects of global health from a public health perspective.
Spring: 5:45pm-7:45pm M

6134 Sustainable Development and Global Public Health
(2 cr) No Prereqs; Toscano
This course will focus on the effect of globalization on social and sustainable development on global health from a public health perspective. Topics will include the interplay between global stressors such as population, war, economics, urbanization, environment, water and sanitation, communicable and non-communicable conditions and their effects on human health globally. This course is intended for students who do not have extensive public health training.
Fall: 1:25pm – 3:20pm TuTh (first half of the semester)

6140 Occupational and Environmental Epidemiology
(2 cr; prereq basic course in epidemiology and biostatistics) Kim
Principles and concepts in identifying health effects in the workplace; strategies for identifying excess risk, evaluating strengths and weaknesses of research techniques, assessing bias and confounding.
Spring: 9:05am-11:00am Th

6150 Interdisciplinary Evaluation of Occupational Health and Safety Field Problems
(3 cr; prereq PubH 6170 or instr consent) Arnold
Guided evaluation of potential health and safety problems at the worksite, recommendations and design criteria for correction; and evaluation of occupational health and safety programs.
Spring: 10:10am-1:10pm Tu

PubH 6151 OEHN Nursing Seminar
(1cr) McGovern
Seminar focuses on professional role and skill development, competency assessment, and development and implementation of field experiences and plan B research papers. Depending on the student cohort each semester, the seminar will be a group learning activity or individualized mentoring based on the instructor’s assessments of students’ learning needs.
Fall, Spring TBA

PubH 6154 Climate Change and Global Health
(3 cr) Simcik
This course explores the interconnected relationships between global climate change and human health. During this course students will develop computer models to predict climate change from natural and anthropogenic forces, predict human health outcomes as a result of a changing climate, and combine them to investigate different policy scenarios.
Spring: 1:00pm-2:15pm TuTh

6160 Systems Toxicology (formerly “Metabolomics”)
(3 cr; prereq Biochem, mol biol, org chem or #) Peterson
Pharmacokinetics/toxicokinetics and xenobiotic metabolism. Mechanisms by which phase I and phase II enzymes bioactivate and detoxify xenobiotics. Implications of these biochemical reactions for human health.
Spring: 3:35pm-4:50pm MW

6161 Regulatory Toxicology
(2 cr; prereq some background in [toxicology or pharmacology or related field] is recommended) Balbo
In-depth introduction to laws (and associated regulations) of U.S. federal regulatory agencies, such as
CPSC, EPA, FDA, OSHA, and DOT, that both require and use toxicological data/information in their mission
of protecting human and environmental health.
Spring Th 5:30pm -7:30pm

PubH 6162 Biomarkers
(2 cr) Stepanov
Biomarkers are invaluable tools in identifying and preventing human disease. Due to significant concerns
over the risk of human exposure to airborne pollutants, persistent organic pollutants, heavy metals, and
other environmental agents, the potential of molecular markers is especially high in identifying susceptible
individuals and preventing environmentally-induced disease. This course will introduce current status of
molecular biomarker research, including biomarkers of chemical exposures, genetic toxicity markers,
genomics-based biomarkers of susceptibility, and organ and systems biomarkers. The progression of
biomarker development and application from the laboratory environment to the clinical or population-
based settings and to the development of public health policies and interventions will be discussed. The
course will include a collaborative project.
Fall: 5:45pm-7:40pm M

6170 Introduction to Occupational Health and Safety
(3 cr; prereq EH major or #) McGovern
Introduction to major concepts and issues in occupational health and safety. Apply public health principles
and decision-making process in relation to prevention of injury and disease, health promotion of adults
and protection of worker populations from environmental hazards.
Fall: 2:30pm-5:30pm W

6173 Exposure to Physical Agents
(2 cr; prereq grad student or EH major, IH specialty or equiv preparation) Raynor
Nature, health effects, monitoring and control of physical agents in working and living environments,
ionizing/non-ionizing radiations (including lasers and ultraviolet, visible and infrared light), noise and
vibration, and heat and cold stress; dose, response and engineering interventions.
Spring: 4:40pm-6:40pm M

6175 Environmental Measurements Laboratory
(2 cr; prereq PubH 6171 or #) Simcik
Broad treatment of occupational health field. Role of industrial hygienist. Emphasizes practical application
of industrial hygiene concepts/methods. Lectures/demonstrations, lab exercises, project.
Spring: 12:20pm-4:25pm W

6181 Surveillance of Foodborne Diseases and Food Safety Hazards
(2 cr; prereq PubH 6320 or PubH 6341) Hedberg
Surveillance of food borne disease and food safety.
Fall: 3:30pm-5:30pm M

6182 Emerging Infectious Diseases: Current Issues, Policies, and Controversies
(3.0 cr; Prereq-AHC student, #; A-F spring, every year) Osterholm

**Spring: 10:10am-1:10pm M**

6183 Theory and Practice in Foodborne Disease Outbreak Detection, Investigation and Control (1 cr)

**Hedberg**

This course focuses on the practical basis for developing and implementing methods for foodborne disease outbreak detection, investigation and control; using recent outbreaks to highlight underlying principles. The course will review biological characteristics of major foodborne disease pathogens, clinical features of the illnesses they cause and epidemiologic presentations of foodborne outbreaks. The implications of these characteristics will be discussed in a problem solving, seminar format that examines theory and practice in the context of recent outbreaks. Strategies to promote timely decision-making will be emphasized. **Spring We 4:00-6:00pm**

6190 Environmental Chemistry (3 cr; prereq gen chem, org chem or #)

**Simcik**

Overview of chemistry of air, water and soil, pertinent environmental problems; human and ecological multi-media exposures to chemicals in the environment. **Fall: 9:45am-11:00am TuTh**

6192 Measurement and Properties of Air Contaminant (2 cr Prereq: Good grasp of [elementary physics, chemistry, mathematics including calculus])

This course explores the physical nature of gaseous and particulate air contaminants, their occurrence in workplaces, the factors governing generation and dispersal, the criteria, rationales and standards under which practical measurement in the workplace is conducted, the principles underlying industrial hygiene measurement techniques; processes of inhalation and deposition of aerosols and their ultimate fate, and scenarios linking exposure with aerosol-related ill-health. **Fall: 12:20pm-2:15pm WF (first half of the semester)**

6193 Advanced Topics in Exposure Sciences (2 cr A-F only; prereq 6192 or instr consent)

**Fall: 12:15pm-2:20pm WF (second half of the semester)**

7193 Directed Study: Environmental Health (1-4 cr; prereq grad student, EH major, #) EnHS Faculty

Directed study in a topic at discretion of faculty member. Usually students and faculty agree upon an area they feel could enhance the advanced masters’ students’ educational experience. **Independent Study**

Fall, Spring, **Summer**

7194 Master’s Project: Environmental Health (1-5 cr; prereq EH major or #) EnHS Faculty

Directed projects or examination in environmental and occupational health. **Independent Study**

Fall, Spring, **May session, Summer**

7196 Field Experience: Environmental Health (1-5 cr; prereq EH major or #) EnHS Faculty

Directed practicum in environmental and occupational health. **Independent Study**

Fall, Spring, **May session, Summer**
7200 and 72XX Topics Courses Public Health Institute
May Session single day or three week intense courses. http://www.sph.umn.edu/ce/institute/

8100 Topics: Environmental and Occupational Health
(1-6 cr; prereq #) EnHS Faculty
New course offerings or topics of interest in environmental and occupational health.
Fall, Spring, May session, Summer; Time and place to be arranged

8120 Occupational Health and Safety Research Seminar
(1 cr; prereq EH major, OIPRTP specialty or equiv, PubH 6120, 6330 or 6341, 6450) Gerberich, Alexander
Facilitate student research efforts in occupational injury epidemiology and control through roundtable discussions and interdisciplinary involvement.
Fall: 9:00am-11:00am F; Spring: 12:20pm-2:30pm F

8141 Doctoral Seminar in Observational Inference
(2 cr) Maldonado
This seminar course in observational inference is designed for doctoral students in public health who are interested in practicing the fundamentals of epidemiologic inference, including methods for designing, analyzing, and interpreting epidemiologic studies. Class time will be spent critically discussing methods papers and applied papers and designing studies or parts of studies related to various areas of observational inference, including environmental and occupational health.
Fall, Spring: 1:00pm-3:00pm F (when offered)

8142 Epidemiology Uncertainty Analysis
(2 cr; prereq PubH 8140) Maldonado
The course will focus on the techniques of non-probabilistic and probabilistic (Monte Carlo) sensitivity analysis. This course builds on the concepts discussed in PubH 8140.
Spring: 12:20pm-2:15pm Tu F (when offered)

8160 Advanced Toxicology
(2 cr; prereq biochem, molecular biol, PubH 6160, #) Peterson
Cellular and molecular mechanisms by which xenobiotics cause toxicity; investigative approaches to current research problems in toxicology and carcinogenesis.
Fall: 4:00pm-6:00pm W

8161 Current Literature in Toxicology
(1 cr; S-N only, prereq - 6104) Peterson
The objective of this course is for students to critically read and discuss current toxicological literature. The topics covered in this course will change every semester with the goal to learn modern methods in toxicology and develop critical thinking skills.
Fall: 4:25pm-5:15pm M

8166 Experiences in Toxicology Research
(3.0 cr; Prereq-Environmental health PhD student in toxicology concentration; A-F only) Peterson
Students complete research projects in labs of toxicology program graduate faculty members. Independent Study
Spring TBA
8194 Directed Research: Environmental and Occupational Health
(1-6 cr; prereq grad student, EH major) EnHS Faculty
Opportunities to pursue research in environmental and occupational stresses on human health.
Independent Study
Fall, Spring, May session, Summer; Time and place to be arranged

VMED 5180 Ecology of Infectious Diseases
(3cr; no credits if student for VMED 5180 if students has previously taken PubH 6180, PubH 6380 or CMB 5180.) Singer
This course focuses on the ways in which host, agent and environmental interactions influence the transmission of infectious agents. Specific topics related to these microbes include: transmission probability, herd immunity, evolution of virulence, host specificity, host-agent co-evolution, antimicrobial resistance, environmental dissemination, eradication and control, and use of analytical and molecular tools.
Fall: 9:45 – 11:00 TuTh

VMED 5181 Spatial Analysis in Infectious Disease Epidemiology
(3cr; preq intro to Epi, statistics) Singer
Knowledge of the spatial distribution of disease events (exposures and outcomes), and factors that determine where disease occurs, is a foundation of epidemiology and public health. Although disease maps have a long history of use in public health, it is only recently that methods for analysis of spatial disease data have become widely available. This course will provide students with a framework for analyzing spatial disease data, and illustrate the importance of such techniques in public health, geography and epidemiology. With this knowledge, students should be able to design, analyze and report on their own studies. The course will focus on human and animal health-related examples. The course will focus primarily on the spatial distribution of infectious diseases, but the principles discussed apply equally well to non-infectious diseases.
Spring: 9:00-12:00 F

2. EnHS MPH Degree Requirements

2.1 SPH Requirements, Program Curriculum - Coursework and Credits

MPH Students must complete a minimum of 42 credits in the following areas: General SPH Core courses, EnHS Core courses, focus/concentration area and electives. MPH students must also complete an approved Field Experience and Master's Project (see section 8.4 in this guidebook)
Students must maintain a minimum GPA of 3.00 during all semesters to remain in good standing to earn an MPH degree. Students are expected to meet with faculty advisors at least once a semester. Students can request a meeting via email or walk-in with the administrative advisor (major coordinator) at any time in the semester.

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

- Satisfactorily pass one of the pre-approved courses in the core area with a B- or better (see pre-approved course list below) Course will have to be repeated if a lesser grade is received; OR
• Pass an equivalency exam in the core area. OR
• Pass an advanced course in the core area as approved by the division head or the Educational Policy Committee, OR
• Complete a graduate level course, with a grade of B or better, at an accredited university or college that meets the competencies defined by CEPH. The Educational Policy Committee, upon petition of the student, will determine acceptance of a course for transfer.

Petition form.

Pre-approved SPH Core Courses:

Administration
PubH 6751  Principles of Management in Health Services Organizations – 2 cr. (6752 is currently not offered)

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

Biostatistics
PubH 6414  Biostatistical Methods I – 3 cr.
PubH 6450  Biostatistics I – 4 cr.
PubH 6451  Biostatistics II – 4 cr.

Environmental Health
PubH 6103  Exposure to Environmental Hazards – 2 cr.
PubH 6104  Introduction to Toxicology – 2cr

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

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

2.2 Course Transfer, Credits, Substitutions, Waivers, Grading Policies, Residency Petitions

Students must complete credit requirements as specified by the individual major with a minimum of 42 credits. A student may seek transfer of up to 40% of the total number of credits required to complete the MPH degree. Courses approved for transfer into the program must be graduate or professional degree level courses taken at an accredited institution within the last five years. Courses older than 5 years may be allowed for individuals with prior earned advanced degrees who have been actively working in their field of study as demonstrated by their current resume. Course credits may be used to satisfy public health core or other program requirements as jointly approved by the appropriate Major Chair and/or Educational Policy Committee and Associate Dean for Academic Affairs.

MPH students who have completed graduate-level coursework at the University of Minnesota or another college or university may petition to transfer those courses in toward their MPH degree. Courses taken
before the awarding of a baccalaureate degree cannot be transferred. To be considered for transfer, graduate level coursework must have been taken at an accredited graduate institution within the last five years and earned at a B- or better level.

Process: Students

1. Meet with their advisor to discuss if the course is petition-able. If the petition is acceptable to the advisor, the student will complete and sign the Petition form, obtain the advisor’s signature, and attach an official transcript on which the final grade has been posted. Petition form is available at: http://policy.umn.edu/forms/otr/otr172.pdf

2. Submit the petition form to the Program Coordinator for processing.

3. The Program Coordinator will forward the petition to the major chair and then to the Associate Dean for final evaluation and/or approval.

Students admitted to the Public Health Certificate in Core Concepts program are considered officially enrolled in the School of Public Health. 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 if courses are passed with a B- or better fulfilling the public health core requirements, and do not count as transfer credits.

Course Substitutions and Waivers

All student requests that deviate from the degree curriculum requirements outlined in this Guidebook must be made on a Petition form

Students should note that the process for approving a course substitution or waiver could take up to one month, so plan accordingly. Do not register for an equivalent course until you know if your petition was denied.

Course Substitution Procedures:
The following process should be followed when requesting that a course substitute for a required course in your degree program.

1. Gather the course syllabi of the required course in your degree program and the proposed substitute course and a transcript on which the proposed course grade has been posted (if the proposed course has already been completed).

2. Complete the Petition form with the following information in each section:
   - REQUEST SECTION: describe the course requested for substitution including the course title, number of credits, term and year taken, and the name of the institution where the course was taken. Also list the course/requirement in your degree program for which you are asking for the substitution.
   - REASON/EXPLANATION SECTION: Indicate what skills and/or content overlaps between the required course(s) and the proposed substitute course(s).

3. Compile the above materials and have the request reviewed by your advisor. He/she will complete the Department section of the Petition form and indicate whether or not they approve of the request.

4. After the advisor has made his/her recommendations, the student should submit these materials to the Major Coordinator who will forward it to the appropriate Credentials Committee for review. The student will be notified via e-mail of the committee’s decision.
5. If the substitute course is to replace a School of Public Health Core course (administration-PubH 6751, behavioral/social science-PubH 6020, biostatistics-PubH 6414/6450, environmental health-PubH 6101/6102, epidemiology-PubH 6320/6341, ethics-PubH 6741/6742), there is an additional step to get School level approval. To complete this next step, provide two additional copies of the above materials. All of those materials should be submitted to your Major Coordinator. Upon receipt of those materials, the Major Coordinator will review the request with the Major Chair and then if approved by the Major Chair, all copies of the request will be forwarded to Carol Francis to be presented to the appropriate SPH Educational Policy committee members. The student will be notified via e-mail of the committee’s decision. If the Major Chair does not approve of the request, the Major Coordinator will inform the student that the request will not be forwarded to the SPH Educational Policy Committee for review.

PETITION form (click to access)

### SPH Grading Policies

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

#### S-N Grade Option
MPH students may take no more than 20% of their coursework on an S-N grading basis, exclusive of those topics, seminars, and field experience courses offered only on an S-N basis.

#### Public Health Core 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. Courses may not be repeated more than once.

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

### SPH Residency -Minimum Registration Requirement

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

#### Course Numbers and Graduate Credit
5xxx, 6xxx, 7xxx and 8xxx-level courses are considered graduate-level. 1xxx and 3xxx-level courses are for undergraduates and will not receive approval for graduate credit. Under some circumstances – with approval of the student’s Major Chair – 4xxx level courses may also be applied toward a MPH degree as long as they are taught by a member of the graduate faculty. Courses taken before the awarding of a baccalaureate degree cannot be applied toward a MPH degree.
2.3 Field Experience and Learning Agreement Online Module: PubH 7196 Registration

Field Experience: All students matriculating in the MPH program must complete a formal, supervised fieldwork experience, sometimes referred to as an internship. The FE should consist of at least 135 hours for a 3 cr registration. (S/N grade option only) under your academic advisor’s section of PubH 7196.

The purpose of the field experience is to help students develop practical skills and competencies as well as provide an opportunity for the student to enhance job placement in the environmental health sciences field following completion of the degree.

NOTE:

All MPH students must complete a Field Experience Learning Agreement online: This includes all domestic and international field experiences. International field experiences require more planning time and more steps than domestic ones – at least 3-4 months of planning ahead.

Travel to countries on the U.S. State Department travel warning list: University policy requires students, and faculty/staff leading students, traveling to countries on the U.S. Department of State's travel warning list to seek special permission from the University's International Travel Risk Assessment and Advisory Committee.

For general information about the field experience requirement and help with finding a field experience or how to complete the online Learning Agreement and for a suggested timeline for the field experience (when should I start planning for a field experience?) visit the FE homepage—an excellent resource. The details of the field experience and goals and objectives can be found online on the SPH website

Learning Objectives:

- Learn first-hand about the organization, operations, and special activities of selected agencies, institutions, and industries concerned with environmental health (EnHS) or related programs.
- Gain insight into programs, personnel management, governmental relations, public relations, legislative support and, particularly, knowledge of special investigations conducted by these organizations.
- Participation in activities of EnHS programs external to the University adds a dimension of experience to the curriculum that enriches the student’s training and will be beneficial in seeking employment.

Requirements:

- Each major has established requirements for completion of field experience.
- Student must negotiate terms of the Learning Agreement with academic adviser and preceptor.
- Register under PubH 7196 for a minimum of 3 credits, 45 hours per credit for a total of 135 hours (S/N grade option).

MPH students MUST complete a Field Experience Learning Agreement online AFTER negotiating terms of the Learning Agreement with your advisor and preceptor. Contact the Program Coordinator for a
registration permission number which will be set up uniquely for you. **Be sure to check the signature box and click the submit button on the online Learning Agreement** for your Learning Agreement to route appropriately to your advisor and preceptor for approval - **this has to be done before requesting a permission number to register for PubH 7196.**

**For FE planning resources and FE online Learning Agreement go to:**

As a first step in finding your ideal field experience, students are encouraged to set up a meeting with the field experience associate (sphfield@umn.edu). Students must in addition seek approval from their academic advisor to ensure that the FE will meet EnHS goals for the FE.

FE online **Learning Agreement** process: fillable online form provides streamlined, comprehensive information for the student, their preceptors, and faculty advisor.

The completed form is automatically routed electronically after the student initiates, completes and signs the online form—this means **check the box for a signature before submitting the form.** Form routes automatically to:

1) preceptor email address- preceptor logs on and reviews form and may ask for modifications before approving and signing off. Discussions and several meetings prior to completion of the form helps.
2) advisor email address – advisor approves or asks for modification
3) To major coordinator reviews and approves
4) Student emails major coordinator and requests permission number to register for PubH 7196 via email. Include your student ID number, section of the course you wish to register for, name of instructor who will enter a grade for you and who reviewed the agreement; specify semester to register for.

To route the agreement first check the signature box at the bottom of the learning agreement **and click "Submit"**, the agreement form will automatically move to the next step in the process. Forgetting to click the submit button and or skipping checking the signature box will cause the agreement to stall and not route to preceptor, advisor and major coordinator. An email alert will be sent to them with instructions and a log-in link for reviewers to review, edit, and sign the agreement. At the end of the FE period—student and preceptor must complete an online evaluation for the student to obtain a grade to be posted by the instructor.

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.
Field Experience: EnHS Specific Requirements

Background
Part of the curriculum for the master's degree includes an opportunity for students to learn first-hand about the organization, operations, and special activities of selected agencies, institutions, and industries concerned with environmental health (EnHS) or related programs.

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

Various governmental units are involved with EnHS programs in the Twin Cities metropolitan area. Some examples of agencies with which students might seek affiliation for field experience include: Minnesota State Health Department, Minnesota Pollution Control Agency, Environmental Quality Board, Minnesota State Planning Agency, US Food and Drug Administration, Minnesota Department of Natural Resources, St. Paul Water Department, Metropolitan Council, Minneapolis Water Department, and the Metropolitan Waste Control Commission. There may also be possibilities for assignments with local health department units of the cities of Minneapolis, Bloomington, Edina, St. Louis Park, Fridley, and Richfield, or with the Anoka, Ramsey, or Scott County Health Departments, etc. In some cases students may wish to select affiliation with an EnHS program in a local industry or with a hospital facility. A number of out of state positions are also available during the summer.

Please be aware that certain facilities are required by Minnesota law to submit paperwork for a criminal background check for all personnel with direct, unsupervised client contact; see section 5.9 of this guidebook.

Requirements
1. All MPH majors are required to complete field experience as part of their degree program (also encouraged for MS students).
2. Students, in consultation with their advisor, should select the particular organization with which they wish to work. Selection of the organization, contact with it and the designation of a preceptor in the organization may be arranged any time during the academic year.
3. Field experience must be for a minimum of 3 credits. These credits may be taken during one semester, or divided among several semesters. As a guideline, a minimum effort of 45 hours per credit is expected.
4. A maximum of 5 credits (with advisor’s consent) earned for the agency experience may be applied toward the fulfillment of degree credit requirements as determined by the faculties of the Graduate School and the School of Public Health.
5. To be eligible to register for field experience, PubH 7196, a student should first complete a learning agreement form, available online.
6. The form routes electronically to be signed by the person the student will work with at the agency, and the student's advisor as soon as arrangements are completed for the agency assignment. The form is intended to avoid misunderstandings concerning expectations on the part of all parties involved.

7. Students must submit a field experience evaluation/report(s) to their academic advisor to obtain a grade. The nature and extent of the report(s) is determined by the advisor. If an agreement is not completed that semester, the advisor will assign a grade of “K” to be changed to “S” or “N” once the evaluations are in.

8. Some students may find certain aspects of the agency activity of sufficient interest to do a "Plan B or Plan C" project while assigned to the agency. This requires study that is more extensive, an appropriate literature review, and an expansion of the subject beyond the field experience. The ultimate feasibility of such arrangements should be decided jointly by the student, the advisor, and the preceptor. This applies to also to a student wishing to use their place of employment to do a master’s project.

9. Grades for PubH 7196 are submitted when the major advisor has accepted and approved the report(s) on the field experience. **S/N is the only grading option available.**

### 2.4 Progress Review/Annual Review, Study Plan

MPH Study Plan form is available here: [http://sph.umn.edu/site/docs/degrees-programs/mha/MPH-MHA_StudyPlan.pdf](http://sph.umn.edu/site/docs/degrees-programs/mha/MPH-MHA_StudyPlan.pdf)

Students are required to submit a completed MPH Study Plan to their Major Program Coordinator at least one semester prior to their anticipated completion of coursework. Earlier submission (e.g. in the second to last semester) is suggested to allow the SPH and major coordinators to review the study plan and notify students if they are missing any requirements prior to their last term of study. Complete the Word doc version, save and email to your advisor and major coordinator.

**Progress Review**

a. **Annual Review** Per university policies and guidelines programs must review the progress of each master’s student annually. Students deemed not to be in good standing must be informed of the results of the review in writing, with a copy to the student’s advisor. See annual review self-assessment form –Appendix A.

### 2.5 MPH Master’s Culminating Experience/Project Proposal Form: PubH 7194 Registration

The use of the word Masters’ Project signifies a planned undertaking involving studious inquiry or examination. Typically, the product of that undertaking is a formal, written, scholarly report that demonstrates writing proficiency; and the ability to critically approach a topic, synthesize, interpret, and
successfully convey information to the appropriate audience. Other formats for presenting the results of the project can be used in consultation with the faculty advisor.

Students are expected to demonstrate familiarity with the tools of applied research or scholarship in the field of environmental and occupational health, the ability to work independently, and the ability to apply skills learned in coursework by completing a Plan B Project or a Culminating Experience Report. The Project must involve more than one faculty member, one as primary Research Advisor and at least two faculty members (a preceptor with an MPH is eligible to serve as the third member and subject matter experts readers for the project to give feedback prior to the scheduling of the final oral exam. The Masters' Project requires a total effort of not less than 180 hours for 3 credits (3-5 semester credits -S/N only).

Students, their research advisor, and the faculty member for whom the work is to be done (if different from the Research Advisor) decide how the Masters’ Project requirement is to be met. Students are responsible for consulting with and acquiring approval from their academic advisor and or research advisor to confirm that the project meets the requirements of their program of study. The topic and form of the Masters’ Project paper depends upon the student's experience and the interests of both the student and the faculty advisor. If a student lacks experience in writing scholarly papers, the student may profit from writing one or more Plan B Literature Reviews each of which involves a critical synthesis and interpretation of the literature on an environmental or occupational health topic. However, those students with demonstrated writing skills and an interest in research might profit from working on a Plan B Research Paper involving collaboration with faculty on a data based project.

The student's work could culminate in the preparation of an article for potential publication. Guidelines for a Plan B research paper and a Plan B literature review are included in this guidebook. If the student has had considerable experience in writing papers, as evidenced by some published material, and has had little experience in laboratory or other kinds of field activities a Masters’ Project developed to provide some experience in this area would be beneficial. This approach may be associated with the PubH 7196 field experience.

Students should register for the Masters’ Project 3-5cr - PubH 7194 Master’s Project: Environmental Health. Students obtain a permission number from the major coordinator after getting the master’s proposal approved by the research advisor and then register for PubH 7194 under the academic advisor’s section on onestop.

Approval Process (before requesting a permission number to register for PubH 7194 master’s project) do this:

In order to maximize the benefit from the research advisor's input, students must have their topic approved by their faculty research advisor and academic advisor. Approval must be received in writing before work can begin on the project proposal. After receiving the research advisor's approval on the topic, the student should begin to develop the project proposal. The Masters’ Project Proposal Form is considered a useful guide for proceeding with an agreed upon approach to the master’s project. The proposal sets up a guiding framework for the project and establishes a timeline for completion that is mutually satisfactory to students and their advisor. The project proposal should include at the minimum, the following:

- Statement of purpose or the idea for the project
- Indication of culminating product: Plan B Research Paper or Plan B Literature Review
- Statement of key research questions to be addressed and rationale
- List of associated objectives for the project
- Brief description of the project's methodology
- Proposed timeline
- Project budget (if applicable)

The research advisor will determine if there are other preferred additions or subtractions.

Completion of the Masters’ Project/Culminating Experience

Students must keep in touch with their research and academic advisor(s) and third committee member during the course of the Masters’ Project. Each advisor should specify how he/she prefers to work with the student. Students should know that faculty may decline working with a student's project that is out of their area of expertise or if the student's timeline does not work out for the faculty member. Therefore, students are encouraged to seek information and ideas from other faculty members as well. A draft or drafts of the project should be submitted to the research advisor for review and comments at least two to three weeks in advance. Comments should be incorporated into the final draft of the project, and resubmitted to the research advisor and readers. Students desiring publication of the master's project should discuss this with their advisor. Master's projects written in publication format meet the program requirements with prior research advisor approval. Once the research advisor has approved a final version of the project, the final draft should be typed and submitted for acceptance.

Complete Master’s proposal form next page
EnHS Master’s Project Approval Form (PubH 7194) 3-5cr S/N grade only

The student’s Master’s Project (also now known as The Culminating Experience Project) must be pre-approved before extensive effort has been spent on implementing the chosen topic and before requesting a permission number to register for 7194. Submit this form to the major coordinator upon completing the form. Refer to Guidebook for more guidelines.

Student’s Name: ___________________  Student ID #: ___________________

Project Title: ____________________________________________________________

*Plan B Project Type: check applicable
- Critical Literature Review
- Research Project

*Plan C ___________________________________________________________
- Grant Proposal

Semester of PubH 7194 registration__________ Section # ____________ Number of credits _______

*See Appendix B.2 (p. 81) for revised options

Research Advisor: _______________________________________________________

Academic Advisor: _____________________________________________________

3rd Committee Member (outside EnHS)_____________________________________

1. Briefly describe your proposed project and its purpose.

2. State the key research question(s) and hypotheses (if applicable) to be addressed.

3. Briefly list your objectives for the project.

4. Briefly describe the project’s methodology.

5. Timeline and anticipated date of completion:

6. Budget (if any)

7. Is this project being carried out in conjunction with a fieldwork (practicum) experience?
   - NO
   - YES

If yes- Preceptor Approval: __________ Date: __________
2.6 Master’s Project Culminating Experience Plan B and Plan C options

For broader Plan B options see: Appendix B.2 at the end of the guidebook page 81

Guidelines for Masters’ Projects resulting in Plan B Research Papers
The Plan B Research Paper will focus on pertinent questions or issues in environmental or occupational health. This Masters’ Project option provides students with an opportunity to apply research skills to pertinent issues and questions under faculty supervision. For Public Health librarian Lisa McGuire guidance see: [http://www.screencast.com/t/ZTY2NjNkN](http://www.screencast.com/t/ZTY2NjNkN). For her course “How to Navigate A Master’s Project” PUBH 7200: [http://www.lib.umn.edu/course/PUBH/7200](http://www.lib.umn.edu/course/PUBH/7200) New PubH librarian is

The component parts of a Plan B Research Paper are as follows:

I. Abstract

II. Introduction
   A. Statement of the problem and its significance (historical background)
   B. Review and synthesis of relevant literature (extent of written review dependent on nature of project)
   C. Statement of conceptual framework, hypotheses and/or focused research questions, and the underlying rationale for each
   D. Purpose of the study

III. Methodology
   A. Study design
   B. Sample selection and description of sample characteristics - including nature of response and non-response, as appropriate
   C. Description of data/information collection procedures, study site and instrumentation, as appropriate
   D. Analytic technique used - quantitative, qualitative, as appropriate

IV. Results (only the facts)
   A. Presentation and analysis of data/information

V. Discussion
   A. Study limitations
   B. Biases
   C. Consistency with prior research

VI. References (APA reference style or appropriate alternative)

VII. Tables

VIII. Figures

IX. Appendices
   A. Data collection instruments and letters
   B. Institutional Review Board permission (as appropriate)

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

The Plan B Literature Review will focus on pertinent questions or issues in environmental or occupational health. This Masters’ Project option provides students with an opportunity to apply analytical skills in the synthesis and interpretation of the literature under faculty supervision.

The component parts of a Plan B Literature Review are as follows:

I. Abstract
II. Introduction
   A. Statement of the problem and its significance (historical background)
   B. Statement of focused research questions and the underlying rationale for each
III. Conceptual framework
IV. Methodology (how is the search of the literature being conducted)
V. Comprehensive Literature Review including analysis and synthesis of
   A. Data source characteristics (e.g. death certificates, survey data)
   B. Type of study (e.g. case-control study, cross-sectional survey)
   C. Target population, number in target population, sample selection and description of sample characteristics
   D. Description of data/information collection procedures, study site and instrumentation, as appropriate
   E. Analytic technique used (e.g. quantitative, qualitative)
   F. Response rate including nature of response and non-response, as appropriate
   G. Major Limitations
VI. Conclusions and recommendations
   A. Significance to the field of environmental and occupational health
VII. References (APA reference style or appropriate alternative)

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

Human Subjects Protections

All students at the University of Minnesota who conduct any research using human subjects are required to submit their research proposal to the University of Minnesota Institutional Review Board (IRB) for approval prior to conducting their study. The approval process can take up to two months. This time must be accounted for when developing the proposal timeline. No contacts with potential or actual study participants, including recruitment, or other research may occur until final IRB approval. After the outline has been approved, each student should allow a minimum of six months to complete all the tasks involved in preparing the IRB application and getting approval, conducting the project and preparing the final draft.

See first section of this Guidebook book for IRB procedures and further information or IRB website.
Final Oral Examination

All Master’s Degree candidates are required to pass a final comprehensive oral examination to be taken after submission of the Plan B project(s).

For MPH and MS candidates, a committee composed of a minimum of three faculty members will examine students. The examining committee will consist of at least two representatives from the EH major (the research advisor and academic advisor or reader) and at least one faculty member from outside the EH major/EnHS Division.

Students are expected to present a 20-30 minute professional seminar on their Plan B project(s) as part of the final comprehensive oral exam, followed by questions. This seminar will be open to guests and advertised to the faculty and students in the Division of Environmental Health Sciences two weeks in advance of the final exam date.

A closed meeting between the candidate and the examining committee immediately follows the seminar. This closed meeting may include further questions on the Plan B project(s), as well as general areas of environmental health. Upon completion of the examination, the candidate is then excused and a formal vote of the committee is taken on whether the candidate passed the examination. In order to pass the examination, the candidate must receive no more than one negative vote.

After the successful completion of the exam, committee members will sign the Final Exam Report (MS) or Study Plan (MPH). The signed Final Exam Report is returned to the Graduate School; the signed Study Plan is forwarded to the EnHS Major Program Coordinator.

Comprehensive Examination

MPH students must complete an oral examination as specified by the major. For EnHS the oral exam based on the student’s written result of the project—referred to as the master’s thesis. All students are expected register S/N for PubH 7196 Master’s project credits (3-5cr) and to hold a thesis defense in order to get a grade for the registration. A project not completed within the same term of registration can be continued by the instructor with a “K” grade posted on the transcript.

2.7 Time Frame, Application for Degree and Graduation

New: Students must now complete and have the degree awarded within five calendar years after initial enrollment in the graduate program - effective January 2013. Previous maximum was 7 years.

With full time study the MPH can be completed in 2 years.

Graduation checklist
1. Submit completed Study Plan to the major coordinator at least one semester prior to the anticipated completion of coursework your coursework: http://sph.umn.edu/site/docs/degrees-programs/mha/MPH-MHA_StudyPlan.pdf

2. Submit to major coordinator an Application for Degree form by the end of the first business day of the month in which you intend to graduate: http://policy.umn.edu/Forms/otr/otr177.pdf

3. Complete all coursework and requirements by noon on the last business day of the month in which they wish to have their degree conferred.

4. Complete the Master’s Project
5. Circulate the Master’s Project paper and schedule the oral exam at least two weeks before the scheduled oral examination date.

6. Notify Major Program Coordinator of the date of the oral exam at least two weeks prior to the exam.

7. Submit a pdf copy of the Master’s Project paper and abstract to Program Coordinator at enhsss@umn.edu
3. **Appendix A: Annual Progress Review (Self-Assessment Report) Form for ALL degrees**

**All EnHS MS, MPH, PhD Students:** Use this form to initiate an annual progress review meeting with your academic advisor.

**Annual Review 2014-2015 End of Year Self-Assessment Report Form**
Early in March schedule an appointment to meet with your advisor to discuss your accomplishments and goals for the following year. Complete this self-assessment form and return it as a Word doc attachment to your advisor before your appointment by April 11 or sooner. In your appointment with your advisor review your self-assessment report form and ask for feedback. Your advisor will write a letter to summarize your meeting. A copy of the letter must be cc-ed MPH and MS/PhD directors (Matt Simcik and Betsy Wattenberg respectively) and the major coordinator. Your self-assessment report and advisor progress letter will become part of your file. Include timeline and goals for following academic year.

Fillable document follows.

<table>
<thead>
<tr>
<th>Student's Name:</th>
<th>Id #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor:</td>
<td>Degree sought:</td>
</tr>
<tr>
<td>Concentration rack:</td>
<td>Credits completed:</td>
</tr>
<tr>
<td>Entry term and year:</td>
<td>Term #:</td>
</tr>
<tr>
<td>Cum gpa:</td>
<td>Anticipated graduation term/yr:</td>
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</tbody>
</table>

**MPH: Study plan:**

**Field Experience (MPH or MS):**

**PhD Timeline and Forms:**
[http://www.grad.umn.edu/students/doctoral/index.html](http://www.grad.umn.edu/students/doctoral/index.html)

**MS Timeline and forms:**
[http://www.grad.umn.edu/students/masters/index.html](http://www.grad.umn.edu/students/masters/index.html)

**Answer questions below—use as many lines as needed and or attached additional pages if needed:**

1. List below accomplishments this year:
2. List missed accomplishments this year:
3. Map timeline and goals for next year:
4. Degree program plan or study plan submitted? If not, when?
5. 
6. For PhD students: When do you plan to begin and finish taking your thesis credits (PubH 8888).

7. **Comments to help your advisor give you feedback:**

Attach your finished Word.doc report and email it to your advisor, and DGS and program coordinator at nkosi001@umn.edu.
Appendix B: Resources for MPH Students

Petition form: [http://policy.umn.edu/sites/policy.umn.edu/files/forms/otr190.pdf](http://policy.umn.edu/sites/policy.umn.edu/files/forms/otr190.pdf)

Field Experience Contract: [http://sph.umn.edu/students/current/fe/](http://sph.umn.edu/students/current/fe/)


Self-Assessment Report Form: See Appendix A

Application For Degree: [http://policy.umn.edu/Forms/otr/otr177.pdf](http://policy.umn.edu/Forms/otr/otr177.pdf)

Graduation Checklist (Appendix G)

Timeline/Time Frame for MPH degree. See also Sample registration on page 54 of this Guidebook.

Year 1
- Take SPH core courses, EnHS courses and concentration courses
- Sign up for field experience
- Complete field experience

Year 2
- Take more cores courses and EnHS courses and electives
- Select committee for your defense
- File Study plan and application for degree
- Complete or revise study plan
- Complete field experience and master project
- Schedule and present your master’s project

Appendix B.1: Environmental Health MPH Degree Competency Statements

The EH MPH major is central to understanding the interplay of biological, chemical, physical and behavioral environmental factors on human health or ecological balances. In addition to obtaining a broad background in core courses, EnHS students select a focus area based on their academic goals. EnHS graduate educational programs are organized into three core areas that reflect the inter- and multi-disciplinary scientific fields of environmental health as an essential component of the wider field of public health. Focus areas in Health Effects, Environmental Exposures, and Environmental Health Policy emphasize training in the assessment, management, and communication of environmental health hazards with a focus on preventing the occurrence and spread of disease. The core competencies promulgated by ASPH and APHA were considered in the development of our curriculum. Course grid available as a separate attachment.

Appendix B.2: *Options for Master’s Projects/ of Culminating Experiences- MPH (PubH 7194) Plan B & Plan C

*From EPC Manual 2011-2012 page 7 – 9

*MPH Master’s Plan B Project: Modified and recommended by the SPH Education Policy Committee March 2011

Types of culminating experiences* (PubH 7194)
Each student must complete a culminating experience where they are required to synthesize and integrate knowledge acquired in coursework and other learning experiences and apply theory and principles in a context that reflects an aspect of professional practice. The culminating experience must be used as a means by which faculty judge whether the student has mastered the body of knowledge and can demonstrate proficiency in the required competencies through written and oral presentation (see Appendix A, CEPH Accreditation Criteria).

The six options major programs can choose to offer to students are:
1) systematic review of the literature
2) primary collection of data or secondary analysis of data
3) analysis of a policy or professional practice issue
4) interdisciplinary practicum
5) comprehensive examination
6) a comprehensive knowledge and skill-based portfolio development
It is up to each program faculty as a whole to decide which of the six options are available for students in their program. Programs can decide to have one or a few options or all six.

Written and oral demonstration of the culminating experience
The School of Public Health complies with all aspects of the University of Minnesota’s policy.

The written and oral demonstration of the culminating experience can be conducted for an individual student or a group of students. The accountable faculty person (advisor) renders the final grade.

A committee composed of at least three examiners of which two are faculty members from within the SPH for the written and oral demonstration of the culminating experience. The committees do not need to be the same for both the written and oral portions of the culminating experience. Individuals holding the title of instructor, assistant professor, associate professor, or full professor are considered faculty members. The program will determine the qualifications of the third examiner which could be another faculty person from inside or outside the program or a qualified health professional in practice. Minimum qualifications of the third examiner include a master’s or higher degree. In rare instances, the program may elect to waive this requirement if the most appropriate committee member has extensive relevant experience but no formal degree at the master’s level or higher.

*These options are consistent with the new CEPH requirements for the culminating experience for graduate professional degree programs. May 24, 2011.

**Detail on the culminating experience options**

While it is up to the individual program to determine which options are available to their students and the specific requirements of each option, below are examples of how the different culminating experience options might be completed for both the written and oral components. While some page-length guidelines are given below, the written component should focus on the quality of the writing and synthesis of concepts and ideas, not on the number of pages.

**Systematic Review of the Literature:** This option allows students to synthesize published information on a research question or a public health problem. It requires a final written report of approximately 15-25 double spaced pages of text, not including title page, tables, figures, references, etc.

**Primary Collection of Data or Secondary Analysis of Data:**

This option allows students to learn about the research process and possibly be involved in primary research. It requires a final written report of approximately 15-25 double-spaced pages of text, not including title page, tables, figures, references, etc.

**Analysis of a Policy or Professional Practice Issue:** This option may take several forms, including a case study, policy analysis, historical or ethical inquiry, or others. This option allows review and synthesis of literature relevant to the public health topic and application of the gained knowledge toward a practical solution or a recommendation for, support of, or a change in, practice and/or policy. It requires a final written report of approximately 15-25 double-spaced pages of text, not including title page, tables, figures, references, etc.

**Inter-disciplinary Practicum:** This option may take several forms. It can build on the field experience with focus on a specific topic area to inform the practice community. It can also be an individual or team project, with a defined community organization and/or research group, where the individual or team negotiates a set of “deliverables” based on the real-world needs of the community or research partners. Deliverables may include: literature reviews, a community assessment report, a community forum, a program planning document, a grant proposal, policy briefs, intervention materials, campaigns, programs, curricula, or an evaluation report. The group or individually written report is the deliverable and requires an interdisciplinary approach to a solution.

**Comprehensive Examination:** The exam evaluates a student’s comprehension, application, and synthesis of principles and theory from the core competencies of public health (ASPH MPH Core Competency Model). Students can use a passing score on the National Board of Public Health Examiners (NBPHE) exam for the comprehensive exam. The oral portion of this culminating experience option could be an individual presentation to a small or large group or a poster presentation on a topic related to the student’s field experience requiring synthesis and application of public health. The exam could also be in conjunction with a capstone course in which students synthesize and integrate knowledge acquired in their coursework.

**Portfolio Development:** This option requires a synthesis/analysis of a student’s individual program of study and skill and knowledge formation in their program of study by developing a portfolio of their graduate work. Specific objectives might be to
consider how various aspects of their course work inform their summary evaluation of the field experience and describe how course work, the field experience and other activities relate to explicit competencies for the program, as well as specific career goals and objectives. Students can use their original statement of purpose, field placement experience, course work within the SPH and their program, competencies, and related additional work, research or internship experiences when compiling evidence of accomplishment of the objectives and preparing the reflective summary paper. The oral portion of the options above could be an oral presentation of the student’s report in either a small group setting or larger seminar format or a poster presentation, such as at SPH Research Day. It is up to each program faculty as a whole to decide the exact nature of the oral portion of the culminating experience. 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.

*Modified and recommended by the Education Policy Committee March 2011*

*Approved by the Dean June 2011*
Appendix C: Career Services Resources

HTTP://WWW.SPH.UMN.EDU/CAREERS/

It is the mission of Career Services at the University of Minnesota, School of Public Health, to foster the career development of our students and alumni by providing them with the tools and resources necessary to successfully manage their careers, beginning when they first enroll in the SPH and continuing as they become established public health professionals.

Serving - STUDENTS & ALUMNI:
- Improve resume and cover letter writing skills.
- Hone interviewing and negotiating strategies.
- Seek graduate assistantships or internships, while enrolled in the SPH.
- Explore career possibilities.
- Begin or carry on their job search.
- Explore salary statistics for public health program areas.

Offers - JOB SEARCH RESOURCES:
- Job Postings, specifically for public health students.
- GoldPASS, the University-wide job postings system.
- Links to other internship and job search websites

Assists with - CAREER DEVELOPMENT RESOURCES:
- Online Career-Related PowerPoint Workshops
- U of MN Libraries - Careers & Jobs Development Resources
- InterviewStream for students to practice their interviewing skills.
- A month-by-month Career Calendar
- Tip Sheets to help you with your job search.
- A well-established Mentor Program
Appendix D

Graduation CHECKLIST- All degrees

**You must** complete the following steps or your degree clearance may be delayed by one month or more.

☐ **MPH:** Turn in your *Study Plan* if you have not already done so. This form is due the semester before you plan to graduate but if you missed this deadline you must turn in this form immediately. This form is available-use attached or at [http://sph.umn.edu/site/docs/degrees-programs/mha/MPH-MHA_StudyPlan.pdf](http://sph.umn.edu/site/docs/degrees-programs/mha/MPH-MHA_StudyPlan.pdf)

**MS/PhD:** Complete and submit your degree plan: [http://policy.umn.edu/forms/otr/otr198.pdf](http://policy.umn.edu/forms/otr/otr198.pdf)

☐ **MPH ONLY:** Turn in the *Application for Degree Form* by the first University business day of the month you plan to graduate. This form is available at [http://policy.umn.edu/Forms/otr/otr177.pdf](http://policy.umn.edu/Forms/otr/otr177.pdf)

**MS/PhD:** Follow Steps here: [http://www.grad.umn.edu/current-students/gssp](http://www.grad.umn.edu/current-students/gssp)

☐ Check your transcript to make sure your field experience grade has been submitted. A grade of “K” is not a final grade so if you see this grade you should contact your instructor to find out why your final grade has not been submitted

☐ After your oral defense, you should check your transcript again to make sure your project advisor has submitted your final grade. A grade of “K” is not a final grade so if you see this grade you should contact your project advisor to find out why your final grade has not been submitted

☐ Complete the *Graduate Follow-Up Survey* at [https://idp2.shib.umn.edu/idp/umn/login](https://idp2.shib.umn.edu/idp/umn/login)

☐ Provide your Major Coordinator with an electronic copy of your final project by e-mail. This paper is due by noon on the last business day of the month you plan to graduate.

**Reminders**

☐ Attend Grad Fair where you can order your Cap and Gown and meet with Financial Aid – March XX, Coffman Union (unless you have walked already.)

☐ Register for Commencement - see SPH website (unless you have walked already).

☐ Clean out locker

☐ Consider taking the Public Health Certification Exam

☐ Update your contact info. so we can keep in touch

☐ Make an appointment with Career Services for a final review of your resume, interview practice or other job search guidance, Call 612-626-3500.

☐ Join the SPH Alumni Society

☐ Lifetime University e-mail. Keep and use your U of MN email address. You can use your U of M e-mail address for personal or professional purposes even after you graduate. Imagine never having to subscribe to an e-mail Service includes full access to three features:

   University Portal [https://www.myu.umn.edu](https://www.myu.umn.edu)
Environmental Health Sciences
School of Public Health
MS degree only

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

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

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

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

EnHS Student Mailboxes – 1215-1 Mayo Building
Student mailboxes are located in the interior hallway of Room 1215 in 1215-1 Mayo. Check your mailbox regularly for communication from faculty and accounting (important letters you may need to sign and return ASAP).

Division of Environmental Health Sciences
Administrative Contacts:
Division Head – Bruce Alexander, PhD 612-625-7934 (balex@umn.edu)
Director of Graduate Studies – Elizabeth Wattenberg, PhD 612 626.0184 (watte004@umn.edu)
*Major Chair (MPH) – Matt Simcik, PhD 612.626.6269 (msimcik@umn.edu)
Major Program Coordinator – Khosi Nkosi 612 625.0622 (enhsss@umn.edu or nkosi001@umn.edu)
*Also known as Program Director

Our Mission
The primary mission of the Division of Environmental Health Sciences is to provide excellence in the education of environmental and occupational health professionals, in the conduct of research, and in the service to the people of the State of Minnesota and the world. These aims are achieved through:

Education: Masters’ and doctoral education programs
Research: Research and scholarly activities
Service: Professional practice and service
Outreach: Continuing education, and outreach programs that include collaborative efforts with faculty in colleges throughout the university, and through collaboration with health care organizations, industry and government agencies.

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

C: Career Services

D: Graduation Checklist for all degrees
1. Division of Environmental Health Services (EnHS)

1.1 Division Resources

Websites

EnHS websites for:

- EnHS Division News and Events
- Student Support Services Useful links
- EnHS Calendars
- Environmental Health Blog
- EnHS Faculty

Other Resources

- Resources

Websites relevant to MS only

- MS Program Curriculum

Other important related websites for all:

- All SPH Faculty Directory
- Career Services
- Resources
- SPH Course syllabi
- Questions about tuition and fees
- Immunization and immunization Holds

Have news to share? Website questions or submissions should be sent to Joy Archibald at archi009@umn.edu

EnHS Student Mailboxes – 1215-1 Mayo Building

Student mailboxes are located in the interior hallway in 1215-1 Mayo. Students are expected to check mailboxes regularly for messages from faculty and staff. Faculty mailboxes are located on the left in room outside of 1150 Mayo.
<table>
<thead>
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<th>Name</th>
<th>Title</th>
<th>E-Mail</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bruce Alexander, PhD</td>
<td>Professor, Division Head, Director of UMASH</td>
<td><a href="mailto:balex@umn.edu">balex@umn.edu</a></td>
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<tr>
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## Staff

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<td>Info Tech Specialist</td>
<td><a href="mailto:fxs@cccs.umn.edu">fxs@cccs.umn.edu</a></td>
<td>624-3710</td>
<td>1151 Mayo</td>
</tr>
<tr>
<td>Ellen Jerome</td>
<td>Student Worker</td>
<td><a href="mailto:jerom058@umn.edu">jerom058@umn.edu</a></td>
<td>626-0900</td>
<td>1260 Mayo</td>
</tr>
</tbody>
</table>

## EnHS Division Honors and Awards

Each spring the students vote for recipients of two awards. The Herbert M. Bosch Award honors the student who "best exemplifies the traits of kindness and regard for the welfare of humanity". The Faculty Excellence Award recognizes a professor of Environmental Health for excellence of graduate instruction and progress in the professional development of the graduate students in the past academic year.

### Herbert M. Bosch Award

This award is presented to the student who best represents the traits of scholarship, honesty, integrity of character, humaneness and concern for community, to name a few. The class of 1963 felt that the inscription on the plaque, "...who best exemplifies the traits of kindness and regard for the welfare of humanity..." is the most important single guide to be followed by the class in selecting one of their fellow students for this award. The Environmental Health class of 1963 created the Herbert M. Bosch Award as a living memorial to the man who had done much to further the cause of humanity.

To be eligible for consideration for this award, each candidate must be a full-time student in the Environmental Health program (minimum six credits all MS, PhD and MPH students). The class of 1963 established that any subsequent class may modify these criteria after discussion and consultation with the program director and a two-thirds majority vote by the class. It was hoped that any modification would strengthen the integrity of the award. The class of 1964 established the following procedures for nominating a candidate:

1. The nominating ballot will list those persons who are Environmental Health students this will also be the list of the eligible voters; At least 50% of the eligible voters need to vote for the ballot to continue.
2. Each eligible voter may select up to two names for the nomination;
3. The three names that occur most frequently will constitute the final nominating ballot;
4. The eligible voters will then vote for one candidate among the three nominated.

Faculty Excellence Award
This award is presented by the graduating class to a professor of Environmental Health for excellence of graduate instruction and progress in the professional development of the graduate students in the past academic year. It was initiated by the Environmental Health Class of 1966. The selection of one of the candidates for this award in a previous year shall not prejudice the selection either for or against the candidate. Each year's selection shall be on the merit of the candidate in the previous twelve months and shall be independent of selections in previous years. It shall be the duty of the class officers and of the faculty to inform the graduate students of the terms of this award early in fall semester and at least one more time before the date of balloting.

All students registered for a graduate program with a major in the Division of Environmental Health Sciences are eligible to vote. It shall be the duty of the class officers to encourage all those eligible to vote to participate in this selection. The past two votes were conducted successfully via survey monkey.

Delta Omega - Honorary Society in Public Health
Delta Omega is the national honorary society for graduate studies in public health. (It is equivalent to Phi Beta Kappa for undergraduate studies in letters or Alpha Omega Alpha in medicine.) The society was founded in 1924, when only a few graduate schools of public health existed in the United States, and now has chapters at the majority of 25 or more such schools providing advanced public health degrees in 1990.

The Constitution and By-Laws were adopted in 1927, and amended occasionally since then. Policies are made by the National Council, composed of elected officers and representatives of each chapter, meeting annually. The annual meeting includes a scientific, as well as a business, program. It is usually held in conjunction with the Annual Meeting of the American Public Health Association.

The principle Delta Omega activities are conducted by each chapter. The chapter elects new members each year from three groups: (1) students who are candidates for a graduate degree in public health, (2) faculty members at the school of public health, and (3) alumni actively engaged in public health work.

Election from all three groups is based on outstanding performance - scholarship in students, teaching and research in faculty members, and community service in alumni.

Election to membership in Delta Omega is intended not only to recognize merit, but also to encourage further excellence in and devotion to public health work.

More on EnHS Awards can be found here: http://enhs.umn.edu/current/award_descriptions.htm

1.2 Overview of EnHS Degree Programs

Degree Options: We offer MPH, MS, and PhD degrees and several areas of emphasis or concentrations. See Degree options and curriculum listings at the following websites.
MPH: http://www.sph.umn.edu/academics/programs/mph/enhs/
MS: http://www.sph.umn.edu/academics/programs/ms/enhs/
PhD: http://www.sph.umn.edu/academics/programs/phd/enhs/
Students may focus in one of the following areas:

- General (MPH, MS)
- Environmental Chemistry (MS, PhD)
- Environmental and Occupational Epidemiology (MPH, MS, PhD)
- Environmental Infectious Diseases (MPH, MS, PhD)
- Environmental Toxicology (PhD)
- Exposure Sciences (MS)
- Global Environmental Health (MPH, MS)
- Industrial Hygiene (MPH, MS, PhD)
- Injury and Violence Prevention and Control (PhD)
- Occupational and Environmental Health Nursing ((MPH, PhD))
- Occupational and Environmental Medicine (MPH)
- Occupational Health Services Research and Policy (PhD)
- Regulatory Toxicology and Risk Assessment (MPH, MS)

**Doctoral Training Grants housed in the Midwest Center for Occupational Health and Safety (MCOH)**

EnHS offers two doctoral training programs: each of which supports and enhances the Ph.D. training of students in multidisciplinary fields of study and research:

- Occupational Health Services Research and Policy (Read more: OHSRP)
- Occupational Injury Prevention Research Training (Read more: OIPRT)

MCOHS is an Education and Research Center, one of 18 nationwide, was designed in response to a mandate of the National Institute for Occupational Safety and Health (NIOSH) -- to provide an adequate supply of qualified personnel to carry out the purposes of the Occupational Health and Safety Act and reduce the national burden of work-related injury and illness. The MCOHS, recognized regionally, nationally and internationally for its impact, has a service area that includes Minnesota, Wisconsin, and North and South Dakota.

MCOHS provides graduate academic and research training programs, continuing education and outreach activities, including research-to-practice, and serves as a regional resource for industry, labor, federal, state, and local government agencies, agriculture, and other interested parties.

An innovative administrative structure supports enhanced efforts in interdisciplinary research, education, and outreach, and strengthens diversity recruitment for the next generation of professionals.

**Dual Degrees**

The Division also offers the following joint degrees in collaboration with other university schools:

- JDP/MPH with the Law School
- MD with the Medical School
1.3 Academic Advising, Roles and Expectations

The School of Public Health provides advising that promotes collaboration among students, faculty and staff 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. We do this by providing you with wide network of resources for you to take advantage of. We are part of your network.

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), field experience and master’s project selection and or career planning. Students find their faculty advisors, coordinators and career services staff all helpful in answering parts of 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. **Culminating Experience /Master’s Projects/Plan 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.

**Graduate Advising Expectations for Students**

All 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 and EnHS 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 1 – 3 business days).
- Behave in a professional and courteous manner; fulfill educational and advising commitments, such as appointments, project deadlines, etc.

Similar guidelines are posted by the University of Minnesota Office of Graduate Education for Academic and Professional Programs here: [http://www.gradvising.umn.edu/](http://www.gradvising.umn.edu/)
ACADEMIC ADVISING FOR FACULTY
Excerpt from: University of Minnesota Office of Graduate Education for Academic and Professional Programs here:

The work of the graduate faculty in preparing the next generation of scholars and professionals doesn’t stop with classroom teaching. Advising, tutoring, supporting and supervising are all part of the faculty role as stewards of the profession and mentors to graduate students. Mentoring future professionals and professors, therefore, requires a commitment that goes well beyond the capacity of a single individual advisor. Best practices in graduate education indicate that graduate and professional students’ multiple professional and personal development needs are most effectively met by a network of people. These resources, developed by the Work Group on Advising & Mentoring, are provided to help you maximize your relationships with your advisees, deal constructively with conflicts that may arise, and address ways to communicate more effectively to minimize misunderstandings.

Diversity of Student Body

The School of Public Health embraces the University of Minnesota’s position that promoting and supporting diversity among the student body is central to the academic mission of the University. We define diversity to encompass many characteristics including but not limited to: economic disadvantage, special talents, evidence of leadership qualities, race or ethnicity, sexual orientation, a strong work record, and disability. A diverse student body enriches graduate education by providing a multiplicity of views and perspectives that enhance research, teaching, and the development of new knowledge. A diverse mix of students promotes respect for, and opportunities to learn from, others with the broad range of backgrounds and experiences that constitute modern society. Higher education trains the next generation of leaders of academia and society in general, and such opportunities for leadership should be accessible to all members of society.

Read more.

MPH/MS/PhD Academic Advising

Expectations:
1. All faculty members will serve as academic advisors and will accept advisees from all majors in which they participate.
2. Meet with advisees at least once per semester.
3. Respond in a timely manner to requests from advisees for meetings or responses by telephone or e-mail.
4. Provide general guidance to students about coursework, fieldwork, project selection, and career planning.
5. Make students feel welcome to the Division.
6. Act as a contact person for the student and help direct the student to the appropriate resources in the Division given particular issues or problems the student may have.
7. Act as a resource for the student when bureaucratic or political problems in the University, School or Division may be interfering with the student’s effective progress toward his or her degree.

GENERAL GUIDELINES:

Given that most faculty members do not keep track of changes in University and College procedural rules, below are areas for which academic advisors and administrative advisors work collaboratively:
Administrative Advisors:
College and University Rules and Regulations
Guidance to course planning and course changes
Petition Process for Transferring courses or requests for exception
Student Progress, Milestones, Forms and Degree Clearance
And more....

Academic Advisors:
Concentration requirements, electives, field experience and culminating experience
Approving electives
Career planning in conjunction with the careers services staff and office
Guiding coursework selections to meet career goals
Special approvals- transfers, etc. Discuss appropriateness of choice considering student’s emphasis in program.

Guidelines for Changing Advisors
Master’s Students
At the master’s level, students may change academic advisors when necessary at the early stages of their program. Students should consult with their major coordinator and or consult with their major chair or DGS.
1.4 EnHS Program Curriculum

Most MPH/MS students require two years to complete their degree program. Students should consult with their advisor regarding the time required for their subspecialty; PhD students should also consult with their advisor to determine their curriculum and course of study.

General Public Health Core Coursework [required of MPH and MS]

Students are required to register for these courses A/F unless otherwise noted.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Offered</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PubH 7194</td>
<td>Culminating Experience/Master’s Project [S-N grade basis only]</td>
<td>Any term</td>
<td>3-5</td>
</tr>
<tr>
<td>PubH 6103</td>
<td>Exposure to Environmental Hazards</td>
<td>Fall</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6104</td>
<td>Environmental Health Effects: Introduction to Toxicology</td>
<td>Fall</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6105</td>
<td>Environmental and Occupational Health Policy</td>
<td>Spring</td>
<td>2</td>
</tr>
</tbody>
</table>

One of the following courses in Epidemiology

| PubH 6320 or PubH 6341 | Fundamentals of Epidemiology | Any term | 3       |
| PubH 6341 | Epidemiologic Methods I | Fall | 3       |

One of the following courses in Biostatistics

| PubH 6414 or PubH 6450 or PubH 6451 | Biostatistical Literacy (in class and online) | Any term | 3       |
| PubH 6414 or PubH 6450 or PubH 6451 | Biostatistics I | Fall/Spring | 4       |
| PubH 6451 | Biostatistics II | Spring | 4       |

One of the following courses in Ethics

| PubH 6741 or PubH 6742 | Ethics in Public Health: Professional Practice & Policy | Any term | 1       |
| PubH 6742 | Ethics in Public Health: Research and Policy | Any term | 1       |

PubH 6741 is recommended for MPH students and 6742 for MS/PhD students (meets the Graduate School requirement for Ethics training for Research Assistants)

General Public Health Core Coursework [required of MPH students only]

Note: Students are required to register for these courses on an A/F grade basis unless otherwise noted. More on Public Health Core Online and In person: http://sph.umn.edu/programs/ehsmph/

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PubH 6020</td>
<td>Fundamentals of Social and Behavioral Science</td>
<td>Any term</td>
<td>3</td>
</tr>
<tr>
<td>PubH 7196</td>
<td>Field Experience [S-N grade basis only]</td>
<td>Any term</td>
<td>3-5</td>
</tr>
<tr>
<td>PubH 6751</td>
<td>Principles of Management in Health Services Organizations</td>
<td>Fall/Spring</td>
<td>2</td>
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</tbody>
</table>
**Sample Two-Year MS Registration (30-36 Cr)**

*Remember: you are expected to meet with your advisor at least once a semester*

**Recommended - Field Experience Timeline** begins with research the first semester

### Year 1: Fall Semester (x)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>PubH Core 6320/6341; 6742, 6450/6414</td>
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</tr>
<tr>
<td>PubH 6103 Exposure to Environmental Hazards (required)</td>
<td>2.0</td>
</tr>
<tr>
<td>PubH 6104 Environmental Health Effects: Introduction to Toxicology (required)</td>
<td>2.0</td>
</tr>
<tr>
<td>other course/elective courses (e.g. 6100, 6106, 6162)</td>
<td>x</td>
</tr>
</tbody>
</table>

**Total**

**To Do:** Meet with your advisor at least once each semester. Spring Registration begins early November (complete immunizations well ahead to avoid a hold on your record)

### Year 1: Spring Semester (12.0 cr)

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<td>PubH 6320 Fundamentals of Epidemiology</td>
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<td>PubH 6105 Environmental and Occupational Health Policy</td>
<td>2.0</td>
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<tr>
<td>PubH 6751 Principles of Management in Health Services Organizations Electives</td>
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<tr>
<td>Electives</td>
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**Total** 12.0

In March submit your Self-Assessment Report to your advisor and major coordinator

### Year 1: May/Summer Semester (3.0 cr)

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<th>Course</th>
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<tr>
<td>PubH 7196 Field Experience in Environmental Health</td>
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<td>PubH 7194 Culminating Experience (submit proposal if eligible)</td>
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### Year 2: Fall Semester (9.0 cr)

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<tbody>
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<td>PubH 6414/6450 Biostatistics</td>
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<td>Surveillance of Foodborne Diseases and Food Safety</td>
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<td>PubH 6181 Hazards</td>
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<tr>
<td>PubH 6741 Ethics in Public Health Professional Practice and Policy Electives</td>
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**Total** 9.0

### Year 2: Spring Semester (8.0 Cr)

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<tbody>
<tr>
<td>PubH 6112 Env Hlth Risk Analysis: Apps to Human Exposure to Chemicals</td>
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<tr>
<td>PubH 7194 Culminating Experience/Master’s Project Electives as needed</td>
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</tr>
<tr>
<td>Electives as needed</td>
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</tbody>
</table>

**Total** 8.0

### Year 2: May/Summer Semester (0.0 cr)

**Total** 0.0

**Total** 42.0
NOTE: All specialty tracks are now referred to as Concentrations except for the Industrial Hygiene.
### Typical Fall Semester

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### Typical Spring Semester

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Note: School of Public Health and Environmental Health Core requirements in red bold.
Note: Single section 6414 and 6450 lab options in blue.
1.6  EnHS Division Course List

Course Syllabi can be found here:  http://www.sph.umn.edu/academics/syllabi/

3102 Issues in Environmental and Occupational Health  
(3 cr) Lee  
Scope of the field of environmental health. Concepts upon which environmental interventions are based. Consulting literature to identify appropriate interventions for community environmental health problems.  
Fall: online

3104 Intro to Toxicology  
(2cr) Wattenberg  
Toxicology is a multidisciplinary experimental science that combines chemistry, biology, and physiology to determine whether substances we are exposed to in the environment are likely to harm our health. Students will learn how toxicology is used to understand how humans respond to chemicals in the environment. In addition, students will learn how toxicology is applied to protect human health through safety evaluation.  
Spring offering: in class only.

3106/6106 Making Sense of Health Studies  
(2cr) Maldonado  
How to critically evaluate health news (and the health research reports on which they are based) to make good, well informed decisions about your health and well-being. Pairs with 6106 Making Sense of Health Studies discussion. Fulfills public health minor requirements for CLA.  
Fall and Spring: 12:20pm -2:15pm Th

3107 Global Public Health and the Environment  
(2cr) Alexander  
Environmental determinants of health/well-being of populations. Role of environment in public health, resulting population burden of disease. Variation of environmental public health determinants across globe. Interconnectedness of activities/actions of people in different countries. Fulfills public health minor requirements for CLA  
Fall only: 3:55pm-5:30pm Tu

For 3120 see 6120; 3121 see 6121; 3123 see 6123

6100 Topics: Environmental Health  
(.5-4 cr; prereq EH major or #)  
New course offerings or topics of interest in environmental health.

6101 Environmental Health  
(2 cr) Toscano  
Principles of environmental health relating to macro- and micro-environments and to products consumed or used by people.  
Fall and Spring: 6:00pm-9:00pm MW (first seven weeks)
6102 Issues in Environmental and Occupational Health  
(2 cr; prereq grad student or EH major) **Lee, Simcik**  
The field, the current issues and the principles and methods of environmental and occupational health practice. Independent field study to observe, view, and analyze environmental/occupational health programs, contacts on a discussion group on EnHS web page and completion of a take home exam are required.  
**Fall and Spring: 1:25pm-3:20pm MW (first half of semester) - Fall, Spring, Summer online options.**  

6103 Exposure to Environmental Hazards  
(2 cr) **Raynor**  
Nature, effects, and regulation of exposure to biological, physical, and chemical hazards in the environment, placing these in the context of the inter- and multi-disciplinary scientific field of environmental health as an essential component of the wider field of public health. The course will comprise lectures, presentation of example case studies, and group discussions.  
**Fall: 5:45pm-7:40pm TuTh (first half of semester)**  

6104 Environmental Health Effects: Introduction to Toxicology  
(2cr) **Wattenberg**  
To identify the mechanisms and effects of environmental agents on human health.  
**Fall: 5:45pm-7:40pm TuTh (last seven weeks of fall semester)**  

6105 Environmental and Occupational Health Policy  
(2 cr; prereq EH major or #) **McGovern**  
This is an introductory course designed to provide graduate students with a survey of environmental and occupational health policy, acquaint them with the public policy process in the United States and introduce conceptual frameworks for analyzing public policy alternatives. Students will be encouraged to apply course content to their professional career in public health and to contribute to policy that advances the health of the public. Students will develop an understanding of environmental and occupational health policies, laws, key concepts and principles, proposals and approaches for regulatory reform, approaches to policy analysis, and overall phases and issues in the policy making process.  
**Spring: 6:00pm-7:55pm Tu**  

6106 Making Sense of Health Studies  
(2cr) **Maldonado**  
How to critically evaluate health news (and the health research reports on which they are based) to make good, well informed decisions about your health and well-being. Pairs with 3106 Making Sense of Health Studies lecture. Fulfills public health minor requirements for CLA.  
**Fall, Spring: 12:20pm -2:15pm Th**  

6112 Environmental Health Risk Assessment: Application to Human Health Risks from Exposure to Chemicals  
(2 cr; prereq Intro courses in toxicology/exposure analysis e.g., PubH 6104 Environmental Health Effects: Introduction to Toxicology, PubH 6103 Exposure to Environmental Hazards or equivalent) **Wattenberg**  
Introduction to risk in the context of regulatory decision-making.  
**Spring: 6:00pm-8:00pm Th**  

6115 Worker Protection Law  
(1 cr) **Austin**
The course will focus on the role of government in protecting rights of citizens. Labor movement history will serve as a starting point for a discussion of modern systems for protecting workers from unsafe workplaces and compensating them for injuries that do occur. Law will be reviewed that protects individuals against class-based discrimination and creates a "right" to work.

**Fall: 4:40pm-6:35pm W**

6116 Environmental Law
(1 cr) Austin
Several difficult legal questions arise when pollution protection law conflicts with policy encouraging use of natural resources. Conflict also arises when the government restricts the use of property without compensating its owner. Course also considers the increasing authority of government agencies to audit business to assure compliance.

**Spring: 4:40pm-6:35pm W**

6120 Injury Prevention in the Workplace, Community, and Home
(2 cr) Gerberich
Injury epidemiology: analysis of major injury problems affecting the public in the workplace, community, and home using the epidemiologic model and conceptual framework; emphasis on strategies/program development for prevention and control.

**Spring: 1:25pm-3:20pm M**

6121 Topics: Injury Prevention in the Workplace, Community, and Home
(1-2 cr; prereq 6120, 6330 or 6341) Gerberich
Selected projects relevant to injury problems.

Spring TBA

6123 Violence Prevention and Control: Theory, Research, and Application
(2 cr) Ramirez
Analyses and critique of major theories and epidemiological research pertinent to violence, including characteristics of violence and relevant risk factors, reporting and treatment protocols, and current/potential intervention efforts and prevention initiatives; emphasis on interdisciplinary contributions to violence prevention and control.

**Spring: 1:25pm-3:20pm M**

6130 Occupational Medicine: Principles and Practice
(2 cr; prereq Grad student or EH major) Mandel
Pathogenesis of diseases caused by occupational hazards, evaluating work-related illnesses, overall regulatory framework governing occupational health and safety.

**Spring: 5:00pm-7:00pm W**

6131 Working in Global Health
(2 cr) TBA
Major factors influencing health worldwide, and the interdependence of the developed and developing world in addressing health problems from a global perspective.

**Spring: 6:00pm-8:30pm W**

6132 Air, Water, Health
(2 cr) Simcik
In this course we will explore the issues related to providing adequate levels of clean air and water. Specific issues include local water quantity and quality and local air quality in both the developed and developing world, as well as global air and water quality, and policies meant to protect these resources.

**Fall: 9:05am-11:00am W**

**6133 Global Health Seminar**
(1 cr)
This seminar course will explore various aspects of global health from a public health perspective.

**Spring: 5:45pm-7:45pm M**

**6134 Sustainable Development and Global Public Health**
(2cr) No Prereqs; **Toscano**
This course will focus on the effect of globalization on social and sustainable development on global health from a public health perspective. Topics will include the interplay between global stressors such as population, war, economics, urbanization, environment, water and sanitation, communicable and non-communicable conditions and their effects on human health globally. This course is intended for students who do not have extensive public health training.

**Fall: 1:25pm – 3:20pm TuTh (first half of the semester)**

**6140 Occupational and Environmental Epidemiology**
(2 cr; prereq basic course in epidemiology and biostatistics) **Kim**
Principles and concepts in identifying health effects in the workplace; strategies for identifying excess risk, evaluating strengths and weaknesses of research techniques, assessing bias and confounding.

**Spring: 9:05am-11:00am Th**

**6150 Interdisciplinary Evaluation of Occupational Health and Safety Field Problems**
(3 cr; prereq PubH 6170 or instr consent) **Arnold**
Guided evaluation of potential health and safety problems at the worksite, recommendations and design criteria for correction; and evaluation of occupational health and safety programs.

**Spring: 10:10am-1:10pm Tu**

**PubH 6151 OEHN Nursing Seminar**
(1cr) **McGovern**
Seminar focuses on professional role and skill development, competency assessment, and development and implementation of field experiences and plan B research papers. Depending on the student cohort each semester, the seminar will be a group learning activity or individualized mentoring based on the instructor’s assessments of students’ learning needs.

Fall, Spring TBA

**PubH 6154 Climate Change and Global Health**
(3 cr) **Simcik**
This course explores the interconnected relationships between global climate change and human health. During this course students will develop computer models to predict climate change from natural and anthropogenic forces, predict human health outcomes as a result of a changing climate, and combine them to investigate different policy scenarios.

**Spring: 1:00pm-2:15pm TuTh**

**6160 Systems Toxicology (formerly “Metabolomics”)**
(3 cr; prereq Biochem, mol biol, org chem or #) **Peterson**
Pharmacokinetics/toxicokinetics and xenobiotic metabolism. Mechanisms by which phase I and phase II enzymes bioactivate and detoxify xenobiotics. Implications of these biochemical reactions for human health. 

**Spring: 3:35pm-4:50pm MW**

**6161 Regulatory Toxicology**
(2 cr; prereq some background in [toxicology or pharmacology or related field] is recommended) **Balbo**
In-depth introduction to laws (and associated regulations) of U.S. federal regulatory agencies, such as CPSC, EPA, FDA, OSHA, and DOT, that both require and use toxicological data/information in their mission of protecting human and environmental health.

**Spring Th 5:30pm -7:30pm**

**PubH 6162 Biomarkers**
(2 cr) **Stepanov**
Biomarkers are invaluable tools in identifying and preventing human disease. Due to significant concerns over the risk of human exposure to airborne pollutants, persistent organic pollutants, heavy metals, and other environmental agents, the potential of molecular markers is especially high in identifying susceptible individuals and preventing environmentally-induced disease. This course will introduce current status of molecular biomarker research, including biomarkers of chemical exposures, genetic toxicity markers, genomics-based biomarkers of susceptibility, and organ and systems biomarkers. The progression of biomarker development and application from the laboratory environment to the clinical or population-based settings and to the development of public health policies and interventions will be discussed. The course will include a collaborative project.

**Fall: 5:45pm-7:40pm M**

**6170 Introduction to Occupational Health and Safety**
(3 cr; prereq EH major or #) **McGovern**
Introduction to major concepts and issues in occupational health and safety. Apply public health principles and decision-making process in relation to prevention of injury and disease, health promotion of adults and protection of worker populations from environmental hazards.

**Fall: 2:30pm-5:30pm W**

**6173 Exposure to Physical Agents**
(2 cr; prereq grad student or EH major, IH specialty or equiv preparation) **Raynor**
Nature, health effects, monitoring and control of physical agents in working and living environments, ionizing/non-ionizing radiations (including lasers and ultraviolet, visible and infrared light), noise and vibration, and heat and cold stress; dose, response and engineering interventions.

**Spring: 4:40pm-6:40pm M**

**6175 Environmental Measurements Laboratory**
(2 cr; prereq PubH 6171 or #) **Simcik**
Broad treatment of occupational health field. Role of industrial hygienist. Emphasizes practical application of industrial hygiene concepts/methods. Lectures/demonstrations, lab exercises, project.

**Spring: 12:20pm-4:25pm W**

**6181 Surveillance of Foodborne Diseases and Food Safety Hazards**
(2 cr; prereq PubH 6320 or PubH 6341) **Hedberg**
Surveillance of food borne disease and food safety.
Fall: 3:30pm-5:30pm M
6182 Emerging Infectious Diseases: Current Issues, Policies, and Controversies
(3.0 cr; Prereq-AHC student, #; A-F spring, every year) Osterholm

Spring: 10:10am-1:10pm M
6183 Theory and Practice in Foodborne Disease Outbreak Detection, Investigation and Control (1 cr) Hedberg

This course focuses on the practical basis for developing and implementing methods for foodborne disease outbreak detection, investigation and control; using recent outbreaks to highlight underlying principles. The course will review biological characteristics of major foodborne disease pathogens, clinical features of the illnesses they cause and epidemiologic presentations of foodborne outbreaks. The implications of these characteristics will be discussed in a problem solving, seminar format that examines theory and practice in the context of recent outbreaks. Strategies to promote timely decision-making will be emphasized. Spring We 4:00-6:00pm

6190 Environmental Chemistry
(3 cr; prereq gen chem, org chem or #) Simcik
Overview of chemistry of air, water and soil, pertinent environmental problems; human and ecological multi-media exposures to chemicals in the environment.

Fall: 9:45am-11:00am TuTh
6192 Measurement and Properties of Air Contaminant
(2 cr Prereq: Good grasp of [elementary physics, chemistry, mathematics including calculus]
This course explores the physical nature of gaseous and particulate air contaminants, their occurrence in workplaces, the factors governing generation and dispersal, the criteria, rationales and standards under which practical measurement in the workplace is conducted, the principles underlying industrial hygiene measurement techniques; processes of inhalation and deposition of aerosols and their ultimate fate, and scenarios linking exposure with aerosol-related ill-health
Fall: 12:20pm-2:15pm WF (first half of the semester)

6193 Advanced Topics in Exposure Sciences
(2 cr A-F only; prereq 6192 or instr consent)
Fall: 12:15pm-2:20pm WF (second half of the semester)

7193 Directed Study: Environmental Health
(1-4 cr; prereq grad student, EH major, #) EnHS Faculty
Directed study in a topic at discretion of faculty member. Usually students and faculty agree upon an area they feel could enhance the advanced masters’ students’ educational experience. Independent Study
Fall, Spring, Summer

7194 Master’s Project: Environmental Health
(1-5 cr; prereq EH major or #) EnHS Faculty
Directed projects or examination in environmental and occupational health. Independent Study
Fall, Spring, May session, Summer
7196 Field Experience: Environmental Health
(1-5 cr; prereq EH major or #) EnHS Faculty
Directed practicum in environmental and occupational health. *Independent Study*
Fall, Spring, May session, Summer

7200 and 72XX Topics Courses Public Health Institute
May Session single day or three week intense courses. http://www.sph.umn.edu/ce/institute/

8100 Topics: Environmental and Occupational Health
(1-6 cr; prereq #) EnHS Faculty
New course offerings or topics of interest in environmental and occupational health.
Fall, Spring, May session, Summer; Time and place to be arranged

8120 Occupational Health and Safety Research Seminar
(1 cr; prereq EH major, OIPRTP specialty or equiv, PubH 6120, 6330 or 6341, 6450) Gerberich, Alexander
Facilitate student research efforts in occupational injury epidemiology and control through roundtable discussions and interdisciplinary involvement.
Fall: 9:00am-11:00am F; Spring: 12:20pm-2:30pm F

8141 Doctoral Seminar in Observational Inference
(2 cr) Maldonado
This seminar course in observational inference is designed for doctoral students in public health who are interested in practicing the fundamentals of epidemiologic inference, including methods for designing, analyzing, and interpreting epidemiologic studies. Class time will be spent critically discussing methods papers and applied papers and designing studies or parts of studies related to various areas of observational inference, including environmental and occupational health.
Fall, Spring: 1:00pm-3:00pm F (when offered)

8142 Epidemiology Uncertainty Analysis
(2 cr; prereq PubH 8140) Maldonado
The course will focus on the techniques of non-probabilistic and probabilistic (Monte Carlo) sensitivity analysis. This course builds on the concepts discussed in PubH 8140.
Spring: 12:20pm-2:15pm Tu F (when offered)

8160 Advanced Toxicology
(2 cr; prereq biochem, molecular biol, PubH 6160, #) Peterson
Cellular and molecular mechanisms by which xenobiotics cause toxicity; investigative approaches to current research problems in toxicology and carcinogenesis.
Fall: 4:00pm-6:00pm W

8161 Current Literature in Toxicology
(1 cr; S-N only, prereq - 6104) Peterson
The objective of this course is for students to critically read and discuss current toxicological literature. The topics covered in this course will change every semester with the goal to learn modern methods in toxicology and develop critical thinking skills.
Fall: 4:25pm-5:15pm M

8166 Experiences in Toxicology Research
(3.0 cr; Prereq-Environmental health PhD student in toxicology concentration; A-F only) Peterson
Students complete research projects in labs of toxicology program graduate faculty members. *Independent Study*
Spring TBA

**8194 Directed Research: Environmental and Occupational Health**
(1-6 cr; prereq grad student, EH major) EnHS Faculty
Opportunities to pursue research in environmental and occupational stresses on human health. *Independent Study*
Fall, Spring, May session, Summer; Time and place to be arranged

**VMED 5180 Ecology of Infectious /Diseases**
(3cr; no credits if student for VMED 5180 if students has previously taken PubH 6180, PubH 6380 or CMB 5180.) Singer
This course focuses on the ways in which host, agent and environmental interactions influence the transmission of infectious agents. Specific topics related to these microbes include: transmission probability, herd immunity, evolution of virulence, host specificity, host-agent co-evolution, antimicrobial resistance, environmental dissemination, eradication and control, and use of analytical and molecular tools.
Fall: 9:45 – 11:00 TuTh

**VMED 5181 Spatial Analysis in Infectious Disease Epidemiology**
(3cr; preq intro to Epi, statistics) Singer
Knowledge of the spatial distribution of disease events (exposures and outcomes), and factors that determine where disease occurs, is a foundation of epidemiology and public health. Although disease maps have a long history of use in public health, it is only recently that methods for analysis of spatial disease data have become widely available. This course will provide students with a framework for analyzing spatial disease data, and illustrate the importance of such techniques in public health, geography and epidemiology. With this knowledge, students should be able to design, analyze and report on their own studies. The course will focus on human and animal health-related examples. The course will focus primarily on the spatial distribution of infectious diseases, but the principles discussed apply equally well to non-infectious diseases.
Spring: 9:00-12:00 F

2. **Master of Science (MS) Degree Requirements**

**Program Plans**
Three options for the Master’s Degree are offered: Plan A (rarely an option) (uses registrations PubH 8777 10 cr required; NG –no grade), involves a thesis, Plan B and C ( registration of PubH 7194- S/N grade only; 3-5 cr). In addition to the requirements listed below, it is the responsibility of each student to meet all degree requirements published in the “Students” section of the Graduate School online website at:
https://www.grad.umn.edu/current-students-graduate-student-services-progress/masters

New forms and new policies have been added and or implemented since the transitioning of the Graduate School to the new Graduate Education Office. The restructuring is still on-going. Its primary goal is enhancing the student experience. Changes include streamlining and digitizing many student administrative processes.
2.1 MS Requirements, Program Curriculum

MS Students are responsible for following closely administrative requirements listed by the Graduate School Policies & Governance here:

http://www.policy.umn.edu/Policies/Education/Education/MASTERSPERFORMANCE.html

MS students must be registered fall and spring semester each year to remain active in the program. Students must then continue to register every fall and spring term until they complete all degree requirements and graduate. Grad 999 is not automatically available for EnHS students to maintain their active status toward the MS degree. If you are within three months or less, you may request permission from the DGS. Exceptions are granted on a one-time basis only. Should a student not finish that term student must register for a regular credit to finish.

2.2 Course Transfers, Substitutions, Petition Process

Each program has its own specific credit requirements. See: EnHS Curriculum website:
http://www.sph.umn.edu/academics/divisions/enhs/degrees/

Coursework and Credits

Students must complete a minimum of 30-36 credits, includes at least 3 credits for Plan B project (PubH 7194) and 10cr of PubH 8777 for Plan A.

Degree Program Plan: Complete one at least one semester before graduation

Satisfactory Progress: Meet with your advisor at least once a semester. Complete the annual self-assessment report and submit that to your advisor, major coordinator and DGS. Ask for annual review letter if you don’t get one from your advisor. Maintain a 3.0 cumulative GPA, finish milestones in a timely manner.

Select electives in consultation with advisor; select examining committee (minimum of 3) with your advisor and project advisor.

2.3 Graduate Degree Plan (GDP), Annual Review Requirement

With approval of the advisor and Director of Graduate Studies, up to 40 percent of degree credits may be transferred from one program to another. Instructions for transferring coursework can be found here:
https://policy.umn.edu/education/gradcreditdegree

Coursework from another institution being used to fulfill degree requirements should be included on the first page of your Graduate Degree Plan. An official transcript should be attached to the form unless a transcript showing that coursework is already on file at the Graduate School. If your Graduate Degree Plan is already approved, you must submit a petition along with an official transcript of the other institution. Transferred coursework will appear on your transcript.

2.4 Responsible Conduct of Research

The Graduate School requires all MS and PhD students to receive training in the responsible conduct of research. This includes exposure to the concepts and issues surrounding conflict of interest, authorship, code of conduct, use of animal and human subjects in research, data management, intellectual property
and copyright, history of ethics in research, plagiarism, fiscal responsibility, mentorship, environmental health and safety, and social responsibility. This training must occur once during the student’s degree program. Taking PUBH 6742 will satisfy the Graduate School requirement.

2.5 MS Culminating Experience/Masters Project Plans, Completion Steps, Check List and Forms

Refer to: [http://www.grad.umn.edu/students/masters/index.html](http://www.grad.umn.edu/students/masters/index.html)

At least one term prior to graduation, file a Degree Plan form with your major coordinator. This form must be approved and signed by your advisor and DGS. Once the Degree Plan is filed, changes to the program are made by petition. The Graduate Degree Plan (GDP) form can be downloaded from: [http://policy.umn.edu/Forms/otr/otr198.pdf](http://policy.umn.edu/Forms/otr/otr198.pdf)

**MS Plan B and Plan C Master’s Culminating Experience (with paper and presentation)**

Plan B Project (research paper – not thesis)
Plan B projects or papers should be discussed with advisor early in the program.

Final Oral Examination
Students must pass a final oral examination and should discuss the oral examination with their advisor. The final exam report form is in the Masters Graduation Packet. The packet is available online now only at [https://apps.grad.umn.edu/secure/gradpacket/](https://apps.grad.umn.edu/secure/gradpacket/)

2.6 Time Frame, Satisfactory Progress Requirements, Annual Review Requirement

Students are expected to meet with the academic advisors at least once a semester. The spring semester meeting must include an annual performance review resulting in a letter to the student after student and advisor discuss past accomplishments and missed milestones. Student and advisor then craft a plan for the coming year with specific timelines. Use Self-Report form in Appendix A.

All requirements for the master’s degree must be completed within seven years for those entering before January 2013. The seven-year period begins with the earliest courses listed on the official degree program, including any transfer of credits. For all entering after January 2013 the limit now is 5 calendar years.

**Guidelines for timely progress towards the MS**

See steps and forms and policies on Graduate School website: [http://www.grad.umn.edu/students/index.html](http://www.grad.umn.edu/students/index.html)

**Minimum Requirements:**

- Plan B: 30-36 minimum credits includes PUBH 7194: Master’s Project: Environmental Health.

**Other Requirements:**

- Consult with your advisor about specific required and elective courses.
• All requirements for the master’s degree must be completed and the degree awarded within 5 years.
• Students are expected to submit the Degree Program form at least one term prior to graduation.

**Suggested Timeline:**

**Year 1**
• Plan for and register for courses in consultation with your advisor.
• Plan for and begin master’s project; register for PubH 8777 master’s thesis credits for Plan A or register for master’s project- PubH 7194 for Plan B.

**Year 2**
• Complete course requirements and file Degree Plan (Step 1: [http://policy.umn.edu/Forms/otr/otr198.pdf](http://policy.umn.edu/Forms/otr/otr198.pdf))
• Register for and complete courses and master’s project/thesis credits. Select examining committee in consultation with advisor and form online form: [http://www.grad.umn.edu/students/assignmasterscommittee/index.html](http://www.grad.umn.edu/students/assignmasterscommittee/index.html)
• Request graduation packet from Grad School.
• Complete master’s project paper and present findings. Submit electronic copy to major coordinator.

### 2.7 Finishing, Examining Committees, Degree Clearance

NEW: Advisor and committee workflows and degree program form
For complete guidance and more current forms and policies visit: [http://www.grad.umn.edu/students/assignmasterscommittee/index.html](http://www.grad.umn.edu/students/assignmasterscommittee/index.html)

1. Consult with your academic advisor to identify the faculty members who will serve on your examining committee
Most graduate programs require that committee members have Graduate Education Responsibilities (GER) in the field they represent (major field or minor/outside of the major field).
Check here to verify faculty have GER in the major field and/or minor/outside of the major field.
2. Review the committee composition requirements for master's degree committees
3. Determine who will serve as: chair of the committee, outside/minor field examiner
4. Obtain the internet ID or employee ID number for each member of your committee
   • Internet IDs can be found in the University Directory
   • Employee IDs can be obtained from your graduate program
5. Submit and or update your master's final examination committee assignment (or update) online. Refer to Grad School main website.

### Degree Clearance

Degrees are granted monthly. To qualify for graduation students must complete the Application for Degree on or before the first workday of the month and notify both the Graduate School and Division office of their intention to graduate in order to receive up-to-date information on graduation requirements. The
Application for Degree form is available in the Graduation Packet ordered online through the Graduate School Office (160 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 or their website by requesting a graduation packet. Plan A Masters must file a Thesis Title page with the Graduate School. When filed, a Reviewers Report Form will be issued.

Final Oral Examination

All master’s degree candidates are required to pass a final oral examination.

MS exam committees compose of three faculty members. The examining committee will consist of at least two representatives from the EH major (the research advisor and academic advisor or reader) and at least one faculty member from outside the EH major/EnHS Division or professional member of public health outside the university.

Students are expected to present a 20-30 minute professional seminar on their research project(s) as part of the final oral exam.

A closed meeting between the candidate and the examining committee immediately follows the seminar. This closed meeting may include further questions on the research project(s), as well as general areas of environmental health. Upon completion of the examination, the candidate is then excused and a formal vote of the committee is taken on whether the candidate passed the examination. In order to pass the examination, the candidate must receive no more than one negative vote.

After the successful completion of the exam, committee members will sign the Final Exam Report. The signed Final Exam Report is returned to the Graduate School.

Career Follow-up Survey – necessary part for degree clearance –All Degrees

Students must complete the Career Survey prior to receiving their degree or certificate. Students complete the process online at the Career Survey link at: http://secure.ahc.umn.edu/PublicHealth/careersurvey/

All graduates will receive a three-month and six-month e-mail message asking them to update survey information (e.g., employment). This is through secure access and coordinators will not be able to input on students’ behalf.
3. Appendix A: Annual Progress Review (Self-Assessment Report) Form for MS degrees

All EnHS MS Students: Use this form to initiate an annual progress review meeting with your academic advisor.

Annual Review End of Year Self-Assessment Report Form
Early in March schedule an appointment to meet with your advisor to discuss your accomplishments and goals for the following year. Complete this self-assessment form and return it [as a Word doc attachment-] to your advisor before your appointment by April 11 or sooner. In your appointment with your advisor review your self-assessment report form and ask for feedback. Your advisor will write a letter to summarize your meeting. A copy of the letter must be cc-ed MPH and MS/PhD directors (Matt Simcik and Betsy Wattenberg respectively) and the major coordinator. Your self-assessment report and advisor progress letter will become part of your file. Include timeline and goals for following academic year Fillable document follows

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Id #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor:</td>
<td>Degree sought:</td>
</tr>
<tr>
<td>Concentration rack:</td>
<td>Credits completed:</td>
</tr>
<tr>
<td>Entry term and year:</td>
<td>Term #:</td>
</tr>
<tr>
<td>Cum gpa:</td>
<td>Anticipated graduation term/yr:</td>
</tr>
</tbody>
</table>

MS Timeline and forms:
http://www.grad.umn.edu/students/masters/index.html

Field Experience:
http://www/sph.umn.edu/current/fe/

Answer questions below-use as many lines as needed and or attached additional pages if needed:

1. List below accomplishments this year:

2. List missed accomplishments this year:

3. Map timeline and goals for next year:

4. Degree program plan or study plan submitted? If not, when?

5. 

6. For PhD students: When do you plan to begin and finish taking your thesis credits (PubH 8888).

7. Comments to help your advisor give you feedback:

Attach your finished Word.doc report and email it to your advisor, and DGS and program coordinator at nkosi001@umn.edu
Appendix B: Resources for MS Students

Petition form:
Degree Plan- See step 1 here under Master’s Plan B or C: http://www.grad.umn.edu/sites/grad.umn.edu/files/MastersB.pdf

Appendix B: Environmental Health MS Competency Statement

The MS degree focuses on the science of environmental health, and emphasizes training in the biological mechanisms, assessment, management, and communication of environmental health hazards with a focus on preventing the occurrence or spread of disease. In addition to obtaining a broad background through core courses, EnHS students select a focus area based on their academic goals. EnHS graduate educational programs are organized into three core areas that reflect the trans- and multi-disciplinary scientific fields of environmental health as an essential component of the wider field of public health: Environmental Exposure Science (chemistry, infectious disease, industrial hygiene, injury prevention); Environmental Health Effects (toxicology, epidemiology); and Environmental Health Policy (risk assessment, management, communication, policy formation). MS students are expected to develop research skills in their respective focus area. Upon graduation, a student with an MS should be able to interpret published data, conduct environmental health research, and identify the interplay between biological, chemical, physical and behavioral environmental factors on human health and ecological balances. Course grid available as a separate attachment upon request.
Appendix C: Career Services Resources

HTTP://WWW.SPH.UMN.EDU/CAREERS/

It is the mission of Career Services at the University of Minnesota, School of Public Health, to foster the career development of our students and alumni by providing them with the tools and resources necessary to successfully manage their careers, beginning when they first enroll in the SPH and continuing as they become established public health professionals.

Serving - STUDENTS & ALUMNI:
• Improve resume and cover letter writing skills.
• Hone interviewing and negotiating strategies.
• Seek graduate assistantships or internships, while enrolled in the SPH.
• Explore career possibilities.
• Begin or carry on their job search.
• Explore salary statistics for public health program areas.

Offers- JOB SEARCH RESOURCES:
• Job Postings, specifically for public health students.
• GoldPASS, the University-wide job postings system.
• Links to other internship and job search websites

Assists with- CAREER DEVELOPMENT RESOURCES:
• Online Career-Related PowerPoint Workshops
• U of MN Libraries - Careers & Jobs Development Resources
• InterviewStream for students to practice their interviewing skills.
• A month-by-month Career Calendar
• Tip Sheets to help you with your job search.
• A well-established Mentor Program
Appendix D

MS Graduation CHECKLIST-

You must complete the following steps or your degree clearance may be delayed by one month or more.

☐ Register every fall and spring semesters to be considered active in the program

☐ Follow ALL Steps sequentially to avoid delays in paperwork being processed:
  http://www.grad.umn.edu/current-students/gssp

☐ Apply for degree online in the University Portal https://www.myu.umn.edu
  At least one month before expected month of graduation.

☐ Check your transcript to make sure your courses have grades. A grade of “K” is not a final grade so if you see this grade you should contact your instructor to request a final grade (S/N)

☐ Complete the Graduate Follow-Up Survey at
  https://idp2.shib.umn.edu/idp/umn/login ----

☐ Provide your Major Coordinator with an electronic copy of your final project by e-mail. This paper is due by noon on the last business day of the month you plan to graduate.

Reminders

☐ Attend Grad Fair where you can order your Cap and Gown and meet with Financial Aid – March XX, Coffman Union (unless you have walked already.)
☐ Register for Commencement - see SPH website (unless you have walked already).
☐ Clean out locker
☐ Consider taking the Public Health Certification Exam
☐ Update your contact info. so we can keep in touch
☐ Make an appointment with Career Services for a final review of your resume, interview practice or other job search guidance, Call 612-626-3500.
☐ Join the SPH Alumni Society
☐ Lifetime University e-mail. Keep and use your U of MN email address. You can use your U of M e-mail address for personal or professional purposes even after you graduate. Imagine never having to subscribe to an e-mail
  Service includes full access to three features:
  University Portal https://www.myu.umn.edu
Environmental Health Sciences
School of Public Health
PhD degree only

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

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

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

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

EnHS Student Mailboxes – 1215-1 Mayo Building

Student mailboxes are located in the interior hallway of Room 1215 in 1215-1 Mayo. Check your mailbox regularly for communication from faculty and accounting (important letters you may need to sign and return ASAP).

Division of Environmental Health Sciences

Administrative Contacts:

Division Head – Bruce Alexander, PhD 612-625-7934 .......... (balex@umn.edu)
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Our Mission

The primary mission of the Division of Environmental Health Sciences is to provide excellence in the education of environmental and occupational health professionals, in the conduct of research, and in the service to the people of the State of Minnesota and the world. These aims are achieved through:

Education: Masters’ and doctoral education programs
Research: Research and scholarly activities
Service: Professional practice and service
Outreach: Continuing education, and outreach programs that include collaborative efforts with faculty in colleges throughout the university, and through collaboration with health care organizations, industry and government agencies.

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

1.1 Division Resources

EnHS has a special group email for all PhD students. Membership is by invitation only.

EnHS websites:

- EnHS Division News and Events
- Student Support Services Useful links (EnHS website)
- EnHS Calendars
- Environmental Health Blog
- EnHS LinkedIn Group
- EnHS Faculty

Websites relevant to PhD only

- PhD Program Curriculum
- PhD Grad School Forms, Policies and Procedures

Other important related websites for all:

- All SPH Faculty Directory
- Career Services
- Resources
- SPH Course syllabi
- Questions about tuition and fees
- Have news to share? Website questions or submissions should be sent to Joy Archibald at archi009@umn.edu

EnHS Student Mailboxes – 1215-1 Mayo Building

Student mailboxes are located in the interior hallway in 1215-1 Mayo. Students are expected to check mailboxes regularly for messages from faculty and staff. Faculty mailboxes are located on the left in room outside of 1150 Mayo.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>E-Mail</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bruce Alexander, PhD</td>
<td>Professor, Division Head, Director of UMA SH</td>
<td><a href="mailto:balex@umn.edu">balex@umn.edu</a></td>
<td>625-7934</td>
<td>1260 Mayo</td>
</tr>
<tr>
<td>Susan Arnold, PhD, CIH</td>
<td>Assistant Professor</td>
<td><a href="mailto:Arnol353@umn.edu">Arnol353@umn.edu</a></td>
<td>624-6222</td>
<td>1239 Mayo</td>
</tr>
<tr>
<td>Silvia Balbo, PhD</td>
<td>Assistant Professor</td>
<td><a href="mailto:balbo006@umn.edu">balbo006@umn.edu</a></td>
<td>624-4240</td>
<td>2-145 CCRB</td>
</tr>
<tr>
<td>Timothy Church, PhD, MS</td>
<td>Professor</td>
<td><a href="mailto:churc001@umn.edu">churc001@umn.edu</a></td>
<td>626-1494</td>
<td>1162 Mayo</td>
</tr>
<tr>
<td>Matteo Convertino, PhD</td>
<td>Assistant Professor</td>
<td><a href="mailto:matteoc@umn.edu">matteoc@umn.edu</a></td>
<td>624-0132</td>
<td>1132 Mayo</td>
</tr>
<tr>
<td>Susan Gerberich, PhD, MS</td>
<td>Professor, Director of MCOHS &amp; ERC</td>
<td><a href="mailto:gerbe001@umn.edu">gerbe001@umn.edu</a></td>
<td>625-5934</td>
<td>1156 Mayo</td>
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<tr>
<td>Craig Hedberg, PhD, MS</td>
<td>Professor</td>
<td><a href="mailto:hedbe005@umn.edu">hedbe005@umn.edu</a></td>
<td>626-4757</td>
<td>1214 Mayo</td>
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<tr>
<td>Huyn Kim, ScD</td>
<td>Assistant Professor</td>
<td><a href="mailto:kimx4804@umn.edu">kimx4804@umn.edu</a></td>
<td>626-0435</td>
<td>1116 Mayo</td>
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<tr>
<td>George Maldonado, PhD, MS</td>
<td>Associate Professor</td>
<td><a href="mailto:gmphd@umn.edu">gmphd@umn.edu</a></td>
<td>626-2104</td>
<td>1114 Mayo</td>
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<tr>
<td>Jeff Mandel, MD, MPH</td>
<td>Associate Professor</td>
<td><a href="mailto:mand0125@umn.edu">mand0125@umn.edu</a></td>
<td>626-9308</td>
<td>1240 Mayo</td>
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<tr>
<td>Patricia McGovern, PhD, MPH, RN</td>
<td>Bond Professor of Environmental and Occupational Health Policy</td>
<td><a href="mailto:pmcg@umn.edu">pmcg@umn.edu</a></td>
<td>625-7429</td>
<td>1112 Mayo</td>
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<tr>
<td>Jonathan Oliver, PhD</td>
<td>Assistant Professor</td>
<td><a href="mailto:joliver@umn.edu">joliver@umn.edu</a></td>
<td></td>
<td>1234 Mayo</td>
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<tr>
<td>Lisa Peterson, PhD</td>
<td>Professor</td>
<td><a href="mailto:peter431@umn.edu">peter431@umn.edu</a></td>
<td>626-0164</td>
<td>760D CCRB</td>
</tr>
<tr>
<td>Ramirez, Marizen PhD</td>
<td>Associate Professor</td>
<td><a href="mailto:mramirez@umn.edu">mramirez@umn.edu</a></td>
<td>624-3143</td>
<td>1210 Mayo</td>
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<tr>
<td>Pete Raynor, PhD, MS</td>
<td>Associate Professor</td>
<td><a href="mailto:praynor@umn.edu">praynor@umn.edu</a></td>
<td>625-7135</td>
<td>1242 Mayo</td>
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<tr>
<td>Matt Simcik, PhD, MS</td>
<td>Associate Professor</td>
<td><a href="mailto:simci001@umn.edu">simci001@umn.edu</a></td>
<td>626-6269</td>
<td>1108 Mayo</td>
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<tr>
<td>Irina Stepanov, PhD</td>
<td>Assistant Professor</td>
<td><a href="mailto:stepa011@umn.edu">stepa011@umn.edu</a></td>
<td>624-4998</td>
<td>760 CCRB</td>
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</table>
EnHS Division Awards

Each spring the students vote for recipients of two awards. The Herbert M. Bosch Award honors the student who "best exemplifies the traits of kindness and regard for the welfare of humanity". The Faculty Excellence Award recognizes a professor of Environmental Health for excellence of graduate instruction and progress in the professional development of the graduate students in the past academic year.

**Herbert M. Bosch Award**

This award is presented to the student who best represents the traits of scholarship, honesty, integrity of character, humaneness and concern for community, to name a few. The class of 1963 felt that the inscription on the plaque, "...who best exemplifies the traits of kindness and regard for the welfare of humanity..." is the most important single guide to be followed by the class in selecting one of their fellow students for this award. The Environmental Health class of 1963 created the Herbert M. Bosch Award as a living memorial to the man who had done much to further the cause of humanity.

To be eligible for consideration for this award, each candidate must be a full-time student in the Environmental Health program (minimum six credits all MS, PhD and MPH students). The class of 1963 established that any subsequent class may modify these criteria after discussion and consultation with the program director and a two-thirds majority vote by the class. It was hoped that any modification would strengthen the integrity of the award. The class of 1964 established the following procedures for nominating a candidate:

1. The nominating ballot will list those persons who are Environmental Health students this will also be the list of the eligible voters; At least 50% of the eligible voters need to vote for the ballot to continue.
2. Each eligible voter may select up to two names for the nomination;
3. The three names that occur most frequently will constitute the final nominating ballot;
4. The eligible voters will then vote for one candidate among the three nominated.
**Faculty Excellence Award**
This award is presented by the graduating class to a professor of Environmental Health for excellence of graduate instruction and progress in the professional development of the graduate students in the past academic year. It was initiated by the Environmental Health Class of 1966. The selection of one of the candidates for this award in a previous year shall not prejudice the selection either for or against the candidate. Each year’s selection shall be on the merit of the candidate in the previous twelve months and shall be independent of selections in previous years. It shall be the duty of the class officers and of the faculty to inform the graduate students of the terms of this award early in fall semester and at least one more time before the date of balloting.

All students registered for a graduate program with a major in the Division of Environmental Health Sciences are eligible to vote. It shall be the duty of the class officers to encourage all those eligible to vote to participate in this selection. The past two votes were conducted successfully via survey monkey.

**Delta Omega - Honorary Society in Public Health**
Delta Omega is the national honorary society for graduate studies in public health. (It is equivalent to Phi Beta Kappa for undergraduate studies in letters or Alpha Omega Alpha in medicine.) The society was founded in 1924, when only a few graduate schools of public health existed in the United States, and now has chapters at the majority of 25 or more such schools providing advanced public health degrees in 1990.

The Constitution and By-Laws were adopted in 1927, and amended occasionally since then. Policies are made by the National Council, composed of elected officers and representatives of each chapter, meeting annually. The annual meeting includes a scientific, as well as a business, program. It is usually held in conjunction with the Annual Meeting of the American Public Health Association.

The principle Delta Omega activities are conducted by each chapter. The chapter elects new members each year from three groups: (1) students who are candidates for a graduate degree in public health, (2) faculty members at the school of public health, and (3) alumni actively engaged in public health work. Election from all three groups is based on outstanding performance - scholarship in students, teaching and research in faculty members, and community service in alumni.

Election to membership in Delta Omega is intended not only to recognize merit, but also to encourage further excellence in and devotion to public health work.

More on EnHS Awards can be found here: [http://enhs.umn.edu/current/award_descriptions.htm](http://enhs.umn.edu/current/award_descriptions.htm)
1.2 Overview of EnHS Degree Programs

**Degree Options:** MPH, MS, and PhD degrees and areas of emphasis or concentrations.

Students may focus in one of the following areas:

- General (MPH, MS)
- Environmental Chemistry (MS, PhD)
- Environmental and Occupational Epidemiology (MPH, MS, PhD)
- Environmental Infectious Diseases (MPH, MS, PhD)
- Environmental Toxicology (PhD)
- Exposure Sciences (MS)
- Global Environmental Health (MPH, MS)
- Industrial Hygiene (MPH, MS, PhD)
- Injury and Violence Prevention and Control (PhD)
- Occupational and Environmental Health Nursing ((MPH, PhD))
- Occupational and Environmental Medicine (MPH)
- Occupational Health Services Research and Policy (PhD)
- Regulatory Toxicology and Risk Assessment (MPH, MS)
- Environmental Toxicology (PhD)

Some concentrations are funded through a NIOSH training grant. For more details see: [http://www.mcohs.umn.edu/](http://www.mcohs.umn.edu/)

**Doctoral Training Grants housed in the Midwest Center for Occupational Health and Safety (MCOH)**

EnHS offers two doctoral training programs: each of which supports and enhances the Ph.D. training of students in multidisciplinary fields of study and research:
- Occupational Health Services Research and Policy (Read more: OHSRP)
- Occupational Injury Prevention Research Training (Read more: OIPRT)

MCOHS is an Education and Research Center, one of 18 nationwide, was designed in response to a mandate of the National Institute for Occupational Safety and Health (NIOSH) -- to provide an adequate supply of qualified personnel to carry out the purposes of the Occupational Health and Safety Act and reduce the national burden of work-related injury and illness. The MCOHS, recognized regionally, nationally and internationally for its impact, has a service area that includes Minnesota, Wisconsin, and North and South Dakota.

MCOHS provides graduate academic and research training programs, continuing education and outreach activities, including research-to-practice, and serves as a regional resource for industry, labor, federal, state, and local government agencies, agriculture, and other interested parties.

An innovative administrative structure supports enhanced efforts in interdisciplinary research, education, and outreach, and strengthens diversity recruitment for the next generation of professionals.

**Dual Degrees**

- JD/MPH with law School and PhD/MD with the Medical School
1.3 Advising, Roles, and Expectations

The School of Public Health and the University of Minnesota are committed to providing advising that promotes collaboration among students, faculty and staff 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. We do this by providing you with wide network of resources for you to take advantage of. EnHS is a part of that network.

- **University of Minnesota**: Extensive guidelines have been provided and posted to the web and university policy library about expectations for both students and faculty [Read More], and SPH and EnHS.
- **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 types of questions. Coordinator endeavors to keep abreast of policy and procedural changes with SPH and the University as a whole.

2. **Faculty Academic Advising**: general guidance on topics related to program/major including, but not limited to: program focus (includes help with identifying appropriate course work options), advice on professional memberships or other extracurricular activities to prepare students meet their career and professional goals as needed and available. Students find their faculty advisors, coordinators and career services staff all helpful in answering parts of these questions.

3. **Career and Professional Development- services provided university-wide**: Building Success in Graduate School and Beyond: http://www.grad.umn.edu/current-students/apd
   No matter what your career plans are, your graduate school experience must encompass more than just coursework, research, presentations, and publications. The Graduate School provides programs, resources, and events to help you with every step along the way—from identifying potential career paths, to developing skills to compete for them, to managing your career. [Click to Read More]

4. **Prelims and Dissertation Advising**: Specific and targeted direction on milestones, projects and PhD dissertation guidance including, but not limited to development, completion and in some cases publications. Your faculty advisor will assist you in developing a direction for your project or dissertation.

5. **Other Important Networks**: Graduate School Resources; Graduate Education Academic and Professional Development Resources; Connections with the Office of Equity and Diversity [click to read more]
GRADUATE ADVISING EXPECTATIONS FOR STUDENTS

All EnHS students are expected to:

- Regularly read and respond to University email (ideally once per day); university email accounts are 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 and EnHS 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 1 – 3 business days).
- Behave in a professional and courteous manner; fulfill educational and advising commitments, such as appointments, project deadlines, etc.

Similar guidelines are posted by the University of Minnesota Office of Graduate Education for Academic and Professional Programs here. (live link)

ACADEMIC ADVISING FOR FACULTY

Excerpt from: University of Minnesota Office of Graduate Education for Academic and Professional Programs here.

The work of the graduate faculty in preparing the next generation of scholars and professionals doesn’t stop with classroom teaching. Advising, tutoring, supporting and supervising are all part of the faculty role as stewards of the profession and mentors to graduate students. Mentoring future professionals and professors, therefore, requires a commitment that goes well beyond the capacity of a single individual advisor. Best practices in graduate education indicate that graduate and professional students’ multiple professional and personal development needs are most effectively met by a network of people. These resources, developed by the Work Group on Advising & Mentoring, are provided to help you maximize your relationships with your advisees, deal constructively with conflicts that may arise, and address ways to communicate more effectively to minimize misunderstandings.

Diversity of Student Body

The School of Public Health embraces the University of Minnesota’s position that promoting and supporting diversity among the student body is central to the academic mission of the University. We define diversity to encompass many characteristics including but not limited to: economic disadvantage, special talents, evidence of leadership qualities, race or ethnicity, sexual orientation, a strong work record, and disability. A diverse student body enriches graduate education by providing a multiplicity of views and perspectives that enhance research, teaching, and the development of new knowledge. A diverse mix of students promotes respect for, and opportunities to learn from, others with the broad range of backgrounds and experiences that constitute modern society. Higher education trains the next generation of leaders of academia and society in general, and such opportunities for leadership should be accessible to all members of society. Read more.
PhD Academic Advising

Faculty will
1. Serve as academic advisors and will accept advisees from all majors in which they participate.
2. Meet with advisees regularly; write an annual review letter at the end of each academic year to inform students of their progress or lack of timely towards PhD milestones.
3. Respond in a timely manner to requests from advisees for meetings or responses by telephone or e-mail.
4. Provide guidance to students about coursework, fieldwork, project selection, and career planning.
5. Make students feel welcome to the Division.
6. Act as a contact person for the student and help direct the student to the appropriate resources in the division and beyond given particular issues or problems the student may have.
7. Act as a resource for the student when bureaucratic or political problems in the University, School or Division may be interfering with the student’s effective progress toward his or her degree. University resources to consult with: Office of Conflict Resolution: http://ocr.umn.edu/; Student Mental Health Resources: http://www.mentalhealth.umn.edu/

GENERAL GUIDELINES:
Given that most faculty members do not keep track of changes in University and College procedural rules, below are areas for which academic advisors and administrative advisors work collaboratively:

**Administrative Advisors:**
- College and University Rules and Regulations
- Guidance to course planning and course changes
- Petition Process for Transferring courses or requests for exception
- Student Progress, Milestones, Forms and Degree Clearance
- And more....

**Academic Advisors:**
- Concentration requirements, electives, prelims and dissertation guidance
- Approving electives
- Career planning in conjunction with the careers services staff and office
- Special approvals- transfers, etc. Discuss appropriateness of choice considering student’s emphasis in program.

Ph.D. Students Guidelines for Changing Advisors

Many Ph.D. students shift their courses of study and focus over their graduate careers, but doing so does not necessarily require a change in advisors. Faculty advisors can facilitate students’ academic development, which may include changes in intellectual focus, by working directly with them or by encouraging them to gain experience with other faculty members (e.g., through research or teaching assistantships or grant-writing opportunities). Sometimes students work more closely with one (or more) members of their committees than with their advisors. Faculty advisors can also suggest changes in committee membership to accommodate a change in dissertation focus.

Once Ph.D. students have begun work on their dissertation, changing advisors should be rare, and limited to circumstances of personality conflicts, major ethical problems, or substantial shifts in areas of interest. Students wishing to change graduate advisors should consult the DGS. Likewise, faculty who are considering a change in their role as an advisor should consult with the DGS. Changes in graduate advisors should be approved by the DGS and forwarded to the major coordinator.
1.4 EnHS Core Program Curriculum

Most MPH/MS students require two years to complete their degree program. Students should consult with their advisor regarding the time required for their subspecialty; PhD students should also consult with their advisor to determine their curriculum and course of study.

**General Public Health Core Coursework [expected if not taken in a previous master’s program]**

Students are required to register for these courses A/F unless otherwise noted.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PubH 6103</td>
<td>Exposure to Environmental Hazards</td>
<td>Fall</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6104</td>
<td>Environmental Health Effects: Introduction to Toxicology</td>
<td>Fall</td>
<td>2</td>
</tr>
<tr>
<td>PubH 6105</td>
<td>Environmental and Occupational Health Policy</td>
<td>Spring</td>
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**One of the following courses in Epidemiology**

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<td>PubH 6341</td>
<td>Epidemiologic Methods I</td>
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<tr>
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**One of the following courses in Biostatistics**

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<tbody>
<tr>
<td>PubH 6414</td>
<td>Biostatistical Literacy (in class and online)</td>
<td>Any term</td>
<td>3</td>
</tr>
<tr>
<td>PubH 6450</td>
<td>Biostatistics I</td>
<td>Fall/Spring</td>
<td>4</td>
</tr>
<tr>
<td>PubH 6451</td>
<td>Biostatistics II</td>
<td>Spring</td>
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**One of the following courses in Ethics**

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<th>Title</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>PubH 6742*</td>
<td>Ethics in Public Health: Research and Policy</td>
<td>Any term</td>
<td>1</td>
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</tbody>
</table>

*PubH 6742 meets the Graduate School requirement for Ethics training for Research Assistants*

---

**Responsible Conduct of Research**

The Graduate School requires all PhD students to receive training in the responsible conduct of research. This includes exposure to the concepts and issues surrounding conflict of interest, authorship, code of conduct, use of animal and human subjects in research, data management, intellectual property and copyright, history of ethics in research, plagiarism, fiscal responsibility, mentorship, environmental health and safety, and social responsibility. This training must occur once during the student’s degree program. Taking PubH 6742 will satisfy the Graduate School requirement.
### 1.5 SPH EnHS Division Core Course Schedule

#### Fall 2015

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Note: School of Public Health and Environmental Health Core requirements in red bold.
Note: Single section 6414 and 6450 lab options in blue.

### Spring 2016

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1.6 EnHS Division Course List

Course Syllabi can be found here: http://www.sph.umn.edu/academics/syllabi/

3102 Issues in Environmental and Occupational Health
(3 cr) Lee
Scope of the field of environmental health. Concepts upon which environmental interventions are based. Consulting literature to identify appropriate interventions for community environmental health problems.
Fall and sometime Spring: online

3104 Intro to Toxicology
(2cr) Wattenberg
Toxicology is a multidisciplinary experimental science that combines chemistry, biology, and physiology to determine whether substances we are exposed to in the environment are likely to harm our health. Students will learn how toxicology is used to understand how humans respond to chemicals in the environment. In addition, students will learn how toxicology is applied to protect human health through safety evaluation. Spring offering: in class only. (moving to fall in 2017)

3106/6106 Making Sense of Health Studies
(2cr) Maldonado
How to critically evaluate health news (and the health research reports on which they are based) to make good, well informed decisions about your health and well-being. Pairs with 6106 Making Sense of Health Studies discussion. Fulfills public health minor requirements for CLA.
Fall and Spring: 12:20pm -2:15pm Th

3107 Global Public Health and the Environment
(2cr) Alexander
Environmental determinants of health/well-being of populations. Role of environment in public health, resulting population burden of disease. Variation of environmental public health determinants across globe. Interconnectedness of activities/actions of people in different countries. Fulfills public health minor requirements for CLA
Fall only: 3:55pm-5:30pm Tu

3120 see 6120
3121 see 6121
3123 see 6123

6100 Topics: Environmental Health
(.5-4 cr; prereq EH major or #) All Faculty
New course offerings or topics of interest in environmental health.

6101 Environmental Health
(2 cr) Toscano
Principles of environmental health relating to macro- and micro-environments and to products consumed or used by people.
Fall and Spring: 6:00pm-9:00pm MW (first seven weeks)
6102 Issues in Environmental and Occupational Health
(2 cr; prereq grad student or EH major) Lee (Fall, Spring and Summer-online only); Simcik fall only – in class: Current issues and the principles and methods of environmental and occupational health practice.

6103 Exposure to Environmental Hazards
(2 cr) Raynor
Nature, effects, and regulation of exposure to biological, physical, and chemical hazards in the environment, placing these in the context of the inter- and multi-disciplinary scientific field of environmental health as an essential component of the wider field of public health. The course will comprise lectures, presentation of example case studies, and group discussions.
Fall: 5:45pm-7:40pm TuTh (first half of semester)

6104 Environmental Health Effects: Introduction to Toxicology
(2cr) Wattenberg
To identify the mechanisms and effects of environmental agents on human health.
Fall: 5:45pm-7:40pm TuTh (last seven weeks of fall semester)

6105 Environmental and Occupational Health Policy
(2 cr; prereq EH major or #) McGovern
This is an introductory course designed to provide graduate students with a survey of environmental and occupational health policy, acquaint them with the public policy process in the United States and introduce conceptual frameworks for analyzing public policy alternatives. Students will be encouraged to apply course content to their professional career in public health and to contribute to policy that advances the health of the public. Students will develop an understanding of environmental and occupational health policies, laws, key concepts and principles, proposals and approaches for regulatory reform, approaches to policy analysis, and overall phases and issues in the policy making process. Spring: 6:00pm-7:55pm Tu

6106 Making Sense of Health Studies
(2cr) Maldonado
How to critically evaluate health news (and the health research reports on which they are based) to make good, well informed decisions about your health and well-being. Pairs with 3106 Making Sense of Health Studies lecture. Fulfills public health minor requirements for CLA.
Fall, Spring: 12:20pm -2:15pm Th

6112 Environmental Health Risk Assessment: Application to Human Health Risks from Exposure to Chemicals
(2 cr); Wattenberg
Prereq Intro courses in toxicology/exposure analysis e.g., PubH 6104 Environmental Health Effects, Introduction to Toxicology, PubH 6103 Exposure to Environmental Hazards or equivalent)
Introduction to risk in the context of regulatory decision-making.
Spring: 6:00pm-8:00pm Th

6115 Worker Protection Law
(1 cr) Austin
The course will focus on the role of government in protecting rights of citizens. Labor movement history will serve as a starting point for a discussion of modern systems for protecting workers from unsafe work
places and compensating them for injuries that do occur. Law will be reviewed that protects individuals against class-based discrimination and creates a "right" to work.

**Fall: 4:40pm-6:35pm W**

**6116 Environmental Law**  
(1 cr) **Austin**  
Several difficult legal questions arise when pollution protection law conflicts with policy encouraging use of natural resources. Conflict also arises when the government restricts the use of property without compensating its owner. Course also considers the increasing authority of government agencies to audit business to assure compliance.

**Spring: 4:40pm-6:35pm W**

**6120 (with 3120) Injury Prevention in the Workplace, Community, and Home**  
(2 cr) **Gerberich**  
Injury epidemiology: analysis of major injury problems affecting the public in the workplace, community, and home using the epidemiologic model and conceptual framework; emphasis on strategies/program development for prevention and control.

**Spring: 1:25pm-3:20pm M**

**6121 (with 3121) Topics: Injury Prevention in the Workplace, Community, and Home**  
(1-2 cr; prereq 6120, 6330 or 6341) **Gerberich**  
Selected projects relevant to injury problems.

Spring TBA

**6123 (with 3123) Violence Prevention and Control: Theory, Research, and Application**  
(2 cr) **Ramirez**  
Analyses and critique of major theories and epidemiological research pertinent to violence, including characteristics of violence and relevant risk factors, reporting and treatment protocols, and current/potential intervention efforts and prevention initiatives; emphasis on interdisciplinary contributions to violence prevention and control.

**Spring: 1:25pm-3:20pm M**

**6130 Occupational Medicine: Principles and Practice**  
(2 cr; prereq Grad student or EH major) **Mandel**  
Pathogenesis of diseases caused by occupational hazards, evaluating work-related illnesses, overall regulatory framework governing occupational health and safety.

**Spring: 5:00pm-7:00pm W**

**6131 Working in Global Health**  
(2 cr) **TBA**  
Major factors influencing health worldwide, and the interdependence of the developed and developing world in addressing health problems from a global perspective.

Spring: 6:00pm-8:30pm W

**6132 Air, Water, Health**  
(2 cr) **Simcik**  
In this course we will explore the issues related to providing adequate levels of clean air and water. Specific issues include local water quantity and quality and local air quality in both the developed and developing world, as well as global air and water quality, and policies meant to protect these resources.
Fall: 9:05am-11:00am W

6133 Global Health Seminar
(1 cr) This seminar course will explore various aspects of global health from a public health perspective.
Spring: 5:45pm-7:45pm Not offered Spr 2017

6134 Sustainable Development and Global Public Health
(2cr) No Prereqs; Toscano
This course will focus on the effect of globalization on social and sustainable development on global health from a public health perspective. Topics will include the interplay between global stressors such as population, war, economics, urbanization, environment, water and sanitation, communicable and non-communicable conditions and their effects on human health globally. This course is intended for students who do not have extensive public health training.
Fall: 1:25pm – 3:20pm TuTh (first half of the semester)

6140 Occupational and Environmental Epidemiology
(2 cr; prereq basic course in epidemiology and biostatistics) Kim
Principles and concepts in identifying health effects in the workplace; strategies for identifying excess risk, evaluating strengths and weaknesses of research techniques, assessing bias and confounding.
Spring: 9:05am-11:00am Th

6150 Interdisciplinary Evaluation of Occupational Health and Safety Field Problems
(3 cr; prereq PubH 6170 or instr consent) Arnold
Guided evaluation of potential health and safety problems at the worksite, recommendations and design criteria for correction; and evaluation of occupational health and safety programs.
Spring: 10:10am-1:10pm Tu

PubH 6151 OEHN Nursing Seminar
(1cr) McGovern
Seminar focuses on professional role and skill development, competency assessment, and development and implementation of field experiences and plan B research papers. Depending on the student cohort each semester, the seminar will be a group learning activity or individualized mentoring based on the instructor’s assessments of students’ learning needs.
Fall, Spring TBA

PubH 6154 Climate Change and Global Health
(3 cr) Simcik
This course explores the interconnected relationships between global climate change and human health. During this course students will develop computer models to predict climate change from natural and anthropogenic forces, predict human health outcomes as a result of a changing climate, and combine them to investigate different policy scenarios.
Spring: 1:00pm-2:15pm TuTh

6160 Systems Toxicology (formerly “Metabolomics”)
(3 cr; prereq Biochem, mol biol, org chem or #) Peterson
Pharmacokinetics/toxicokinetics and xenobiotic metabolism. Mechanisms by which phase I and phase II enzymes bioactivate and detoxify xenobiotics. Implications of these biochemical reactions for human health.
Spring: 3:35pm-4:50pm MW
**6161 Regulatory Toxicology**
(2 cr) Balbo  
Prereq: some background in [toxicology or pharmacology or related field] is recommended  
In-depth introduction to laws (and associated regulations) of U.S. federal regulatory agencies, such as CPSC, EPA, FDA, OSHA, and DOT, that both require and use toxicological data/information in their mission of protecting human and environmental health.  
**Spring Th 5:30pm - 7:30pm**

**PubH 6162 Biomarkers**  
(2 cr) Stepanov  
Biomarkers are invaluable tools in identifying and preventing human disease. Due to significant concerns over the risk of human exposure to airborne pollutants, persistent organic pollutants, heavy metals, and other environmental agents, the potential of molecular markers is especially high in identifying susceptible individuals and preventing environmentally-induced disease. This course will introduce current status of molecular biomarker research, including biomarkers of chemical exposures, genetic toxicity markers, genomics-based biomarkers of susceptibility, and organ and systems biomarkers. The progression of biomarker development and application from the laboratory environment to the clinical or population-based settings and to the development of public health policies and interventions will be discussed. The course will include a collaborative project.  
**Fall: 5:45pm-7:40pm M**

**6170 Introduction to Occupational Health and Safety**  
(3 cr; prereq EH major or #) McGovern  
Introduction to major concepts and issues in occupational health and safety. Apply public health principles and decision-making process in relation to prevention of injury and disease, health promotion of adults and protection of worker populations from environmental hazards.  
**Fall: 2:30pm-5:30pm W**

**6173 Exposure to Physical Agents**  
(2 cr; prereq grad student or EH major, IH specialty or equiv preparation) Raynor  
Nature, health effects, monitoring and control of physical agents in working and living environments, ionizing/non-ionizing radiations (including lasers and ultraviolet, visible and infrared light), noise and vibration, and heat and cold stress; dose, response and engineering interventions.  
**Spring: 4:40pm-6:40pm M**

**6175 Environmental Measurements Laboratory**  
(2 cr; prereq PubH 6171 or #) Simcik  
Broad treatment of occupational health field. Role of industrial hygienist. Emphasizes practical application of industrial hygiene concepts/methods. Lectures/demonstrations, lab exercises, project.  
**Spring: 12:20pm-4:25pm W**

**6181 Surveillance of Foodborne Diseases and Food Safety Hazards**  
(2 cr; prereq PubH 6320 or PubH 6341) Hedberg  
Surveillance of food borne disease and food safety.  
**Fall: 3:30pm-5:30pm M**

**6182 Emerging Infectious Diseases: Current Issues, Policies, and Controversies**  
(3.0 cr; Prereq-AHC student, #; A-F spring, every year) Osterholm  
Issues/controversies surrounding emerging infectious diseases. Framework for considering
realistic/innovative policies. Bioterrorism, public health preparedness. Pandemic influenza preparedness, smallpox vaccination, antibiotic resistance.

Spring: 10:10am-1:10pm M

6183 Theory and Practice in Foodborne Disease Outbreak Detection, Investigation and Control (1 cr) Hedberg

This course focuses on the practical basis for developing and implementing methods for foodborne disease outbreak detection, investigation and control; using recent outbreaks to highlight underlying principles. The course will review biological characteristics of major foodborne disease pathogens, clinical features of the illnesses they cause and epidemiologic presentations of foodborne outbreaks. The implications of these characteristics will be discussed in a problem solving, seminar format that examines theory and practice in the context of recent outbreaks. Strategies to promote timely decision-making will be emphasized. Spring We 4:00-6:00pm

6190 Environmental Chemistry
(3 cr; prereq gen chem, org chem or #) Simcik
Overview of chemistry of air, water and soil, pertinent environmental problems; human and ecological multi-media exposures to chemicals in the environment.
Fall: 9:45am-11:00am TuTh

6192 Measurement and Properties of Air Contaminant
(2 cr Prereq: Good grasp of [elementary physics, chemistry, mathematics including calculus]
This course explores the physical nature of gaseous and particulate air contaminants, their occurrence in workplaces, the factors governing generation and dispersal, the criteria, rationales and standards under which practical measurement in the workplace is conducted, the principles underlying industrial hygiene measurement techniques; processes of inhalation and deposition of aerosols and their ultimate fate, and scenarios linking exposure with aerosol-related ill-health
Fall: 12:20pm-2:15pm WF (first half of the semester)

6193 Advanced Topics in Exposure Sciences
(2 cr A-F only; prereq 6192 or instr consent)
Fall: 12:15pm-2:20pm WF (second half of the semester)

7193 Directed Study: Environmental Health
(1-4 cr; prereq grad student, EH major, #) EnHS Faculty
Directed study in a topic at discretion of faculty member. Usually students and faculty agree upon an area they feel could enhance the advanced masters’ students’ educational experience. Independent Study
Fall, Spring, Summer

7194 Master’s Project: Environmental Health
(1-5 cr; prereq EH major or #) EnHS Faculty
Directed projects or examination in environmental and occupational health. Independent Study
Fall, Spring, May session, Summer

7196 Field Experience: Environmental Health
(1-5 cr; prereq EH major or #) EnHS Faculty
Directed practicum in environmental and occupational health. Independent Study
Fall, Spring, May session, Summer

7200 and 72XX Topics Courses Public Health Institute
May Session single day or three week intense courses. http://www.sph.umn.edu/ce/institute/

8100 Topics: Environmental and Occupational Health
(1-6 cr; prereq #) EnHS Faculty
New course offerings or topics of interest in environmental and occupational health.
Fall, Spring, May session, Summer; Time and place to be arranged

8120 Occupational Health and Safety Research Seminar
(1 cr; prereq EH major, OIPRTTP specialty or equiv, PubH 6120, 6330 or 6341, 6450) Gerberich, Alexander
Facilitate student research efforts in occupational injury epidemiology and control through roundtable discussions and interdisciplinary involvement.
Fall: 9:00am-11:00am F; Spring: 12:20pm-2:30pm F

8141 Doctoral Seminar in Observational Inference
(2 cr) Maldonado
This seminar course in observational inference is designed for doctoral students in public health who are interested in practicing the fundamentals of epidemiologic inference, including methods for designing, analyzing, and interpreting epidemiologic studies. Class time will be spent critically discussing methods papers and applied papers and designing studies or parts of studies related to various areas of observational inference, including environmental and occupational health.
Fall, Spring: 1:00pm-3:00pm F (when offered)

8142 Epidemiology Uncertainty Analysis
(2 cr; prereq PubH 8140) Maldonado
The course will focus on the techniques of non-probabilistic and probabilistic (Monte Carlo) sensitivity analysis. This course builds on the concepts discussed in PubH 8140.
Spring: 12:20pm-2:15pm Tu F (when offered)

8160 Advanced Toxicology
(2 cr; prereq biochem, molecular biol, PubH 6160, #) Peterson
Cellular and molecular mechanisms by which xenobiotics cause toxicity; investigative approaches to current research problems in toxicology and carcinogenesis.
Fall: 4:00pm-6:00pm W

8161 Current Literature in Toxicology
(1 cr; S-N only, prereq - 6104) Peterson
The objective of this course is for students to critically read and discuss current toxicological literature. The topics covered in this course will change every semester with the goal to learn modern methods in toxicology and develop critical thinking skills.
Fall: 4:25pm-5:15pm M

8166 Experiences in Toxicology Research
(3.0 cr; Prereq-Environmental health PhD student in toxicology concentration; A-F only) Peterson
Students complete research projects in labs of toxicology program graduate faculty members. Independent Study
Spring TBA
8194 Directed Research: Environmental and Occupational Health  
(1-6 cr; prereq grad student, EH major) EnHS Faculty  
Opportunities to pursue research in environmental and occupational stresses on human health.  
*Independent Study*  
Fall, Spring, May session, Summer; Time and place to be arranged

VMED 5180 Ecology of Infectious Diseases  
(3cr; no credits if student for VMED 5180 if students has previously taken PubH 6180, PubH 6380 or CMB 5180.) Singer  
This course focuses on the ways in which host, agent and environmental interactions influence the transmission of infectious agents. Specific topics related to these microbes include: transmission probability, herd immunity, evolution of virulence, host specificity, host-agent co-evolution, antimicrobial resistance, environmental dissemination, eradication and control, and use of analytical and molecular tools.  
Fall: 9:45 – 11:00 TuTh

VMED 5181 Spatial Analysis in Infectious Disease Epidemiology  
(3cr; preq intro to Epi, statistics) Singer  
Knowledge of the spatial distribution of disease events (exposures and outcomes), and factors that determine where disease occurs, is a foundation of epidemiology and public health. Although disease maps have a long history of use in public health, it is only recently that methods for analysis of spatial disease data have become widely available. This course will provide students with a framework for analyzing spatial disease data, and illustrate the importance of such techniques in public health, geography and epidemiology. With this knowledge, students should be able to design, analyze and report on their own studies. The course will focus primarily on the spatial distribution of infectious diseases, but the principles discussed apply equally well to non-infectious diseases.  
Spring: 9:00-12:00 F
2. PhD Degree Program

Maintaining Active Status in the Graduate School - Registration Requirements
PhD students must be registered each fall and spring semester each year to remain active in the Graduate School. Graduate School also offers a Leave of Absence Option (LOA) for students need to stop the clock and not be active for extenuating circumstances. See policy here: http://policy.umn.edu/education/readmissionloa

Use of Grad 999 to maintain active status is restricted and requires DGS approval only when a student is close to finishing (requires a timeline signed off also by the faculty advisor. This exception is granted on a one-time-only basis.

Students are advised to read carefully the Graduate School rules regarding Graduate School registration polices as they relate to active/inactive students. Active status is required for students to be able to register for courses, take exams, submit milestone forms, file for graduation, or otherwise participate in the University community as a Graduate School student. Students must then continue to register every fall and spring term until they complete all degree requirements and graduate.

It is the responsibility of each student to meet all degree requirements published by the Graduate School at: http://www.grad.umn.edu/students/doctoral/index.html

New forms and new policies are constantly being implemented improve the student experience and the creation of a comprehensive electronic record for the student. This came with the creation of the Graduate Education Office which was part of the restructuring of the Graduate School.

2.1 Program Curriculum, Milestones and Minors or Supporting Field

Program Curriculum
Program Curriculum is predetermined in consultation with the student’s faculty advisor and or project advisor. In some cases doctoral students may need to fulfill the requirements of the master’s program in the area of their concentration.

Graduate School Course Credits Requirement
PhD students must complete a minimum of 24 course credits with a mandatory 12 credits taken after being enrollment in the program. Students may use the other 12 credits from transferred coursework or courses from a supporting field or minor from outside the major.

Milestones
PhD Students can find a comprehensive list of milestones on the GSSP website – consists of 12 steps to be completed sequentially: Read more: https://www.grad.umn.edu/current-students-graduate-student-services-progress/doctoral

Step 1: PhD students are expected to file a Grade Degree Plan (GDP) at least by the second year in the program. This has to be done and approved by the Graduate School before the student can move on to

Step 2 (Selecting a committee- this is online form) Student select a prelims committee with the help of the advisor

For now the GDP is a form available on the Grad School Support and Progress Office (GSSP) website as step
1. In the next year or two – this will become an online form connect directly to a student transcript. It will then be call the GPAS.

Here is a snapshot of the main resource for forms also: http://www.grad.umn.edu/current-students-forms/formsdoctoral

### 2.2 Course Transfer, Substitutions, Petition and Waivers

Courses approved for transfer into the program must be graduate or professional degree level courses taken at an accredited institution within the last five years. Courses older than 5 years may be allowed for individuals with prior earned advanced degrees who have been actively working in their field of study as demonstrated by their current resume.

With approval of the advisor and Director of Graduate Studies, 12 credits of graduate credit by non-admitted students may be transferred to the doctoral program; see the transfer of credits section in the Graduate School Bulletin for transfer from other graduation institutions.

Course substitution and waivers are approved by consultation with the student advisor via a petition form found [here](#).

### 2.3 PhD Forms, Degree Progress Checklist

Please visit the links below for up-to-date information, forms and policies and procedures. When in doubt check with your major coordinator.

[http://www.grad.umn.edu/students/doctoral/index.html](http://www.grad.umn.edu/students/doctoral/index.html)

Students are expected to file an official degree plan form at least two terms before their preliminary oral exam. All Graduate School forms can be downloaded at the link above under Step 1.

Here is a snapshot of the main resource for forms also: [http://www.grad.umn.edu/current-students-forms/formsdoctoral](http://www.grad.umn.edu/current-students-forms/formsdoctoral)

Degree Progress:

- Assign/Update Advisor (program staff only)
- Graduate Degree Plan
- Petition Form
- Time Extension Request Form
- Preliminary Examination Information
  - Record Preliminary Written Exam Results (program staff only)
  - Assign/Update Preliminary Oral Examination Committee
- Quick Start Guide
- Preliminary Oral Examination Scheduling
- Final Examination Information
  - Assign/Update Final Oral Examination Committee
- Quick Start Guide
- Final Oral Examination Scheduling
- Foreign Language Certification:
  - Language Certification by Language Department
2.4 Process for Declaring a Minor

Many other degree programs throughout the University offer minors that can be pursued our students. For further information about the availability of and requirements for a minor in a specific degree program, see the degree program descriptions in the Graduate School Catalog. Some minors are not associated with a major. These minors are listed in the Minors Only section of the Graduate School Catalog. To request a minor, CLICK HERE

For a supporting field there is no formal paperwork - just an agreement between you and your advisor.

2.5 Thesis or Dissertation Credits PubH 8888 (24cr minimum required credits)

All PhD students must complete 24 thesis credits (PubH 8888). As of January 2012 a PhD student already working on their dissertation research while fulfilling other program requirement may write to the DGS requesting exception to register early for thesis credits. Contact your advisor and the DGS and or Program Coordinator for guidelines to an exception to the policy.

Grad 0999 is not automatically available for EnHS students to register for in order to maintain active status. The DGS may approve use of Grad 999 as a one-time only option after advisor indicates that a student is on target to complete in that semester.

2.6 Preliminary Written and Oral Exams and Other Requirements

All doctoral students are required to pass a written and oral examination. The results of the written examination are reported by the primary faculty advisor to the program coordinator (via email at nkosi001@umn.edu) as soon as the results are decided upon. The preliminary oral examination is scheduled online and a form will be sent to the student after graduate school approves the prelim written results and that Grad School has determined that all other requirements have been met. After successfully passing the oral preliminary exam the student and had attained advanced status, and all coursework and thesis/dissertation credit registration has been completed, a student can request to begin registering for
I. Introduction

The purpose of the written preliminary exam is to help determine if a student is prepared to pursue independent research in Environmental Health. This exam consists of a research proposal written by the student. Individual program areas may also require a take-home exam in addition to the research proposal (please see the note at the end of this document for an explanation of the take-home exam).

The research proposal will be written in the format specified by a granting agency, such as the NIH, NSF, or EPA. The student and the advisor will select the appropriate granting agency. The proposal should demonstrate the student’s ability to do the following: 1) Formulate a thoughtful and logical approach for investigating a research problem; 2) Understand advantages and limitations of the experimental approach; 3) Master the literature in a field of research in Environmental Health; and 4) Write a clear, well-organized research proposal.

The examining committee will consist of three members of a graduate faculty. At least two committee members must be members of the graduate faculty of Environmental Health, and at least one of these two must be a regular faculty member of the Division of Environmental and Occupational Health. The thesis advisor may not be a member of the examining committee, except when the student has both an advisor and a co-advisor. In this case, an advisor or co-advisor who does not directly guide the student’s research may be a member of the examining committee. While the thesis advisor may guide the student as he or she prepares the research proposal, the advisor must be careful not to write the proposal for the student. When the student’s research proposal is based on the advisor’s research project, the advisor should write a letter, to be included with the research proposal, that indicates which aspects of the student’s research proposal are original and which are adapted from other proposals. The reviewers will evaluate the research proposal on both form and content, considering the guidelines listed in the following section. The proposal will be graded as either pass, pass with revisions, or fail. If the grade is a pass with revisions, the student will be given three months to revise and resubmit the research proposal. Students are encouraged to consult with the advisor and committee members while revising the research proposal. The revised proposal will be graded either pass or fail.

Grading will be done as follows. First, each committee member will read and grade the proposal. The reviewers are also encouraged to write constructive criticism of the proposal. Next, the committee members will meet to discuss the proposal and agree on a final grade. The thesis advisor will be present at this committee meeting and will act as a non-voting chair of the committee. As chair, the advisor is responsible for convening the committee meeting and for meeting with the student to discuss the committee’s comments on the proposal and to guide the student’s efforts at any revisions.
II. Guidelines for Grading the Preliminary Written Exam

A. Content
1. Does the proposal state a non-trivial, original hypothesis or research objective about an unsolved problem within the area of the student’s thesis research? Does the proposal also discuss alternative hypotheses?
2. Are statements in the body of the proposal adequately supported with data, citations, etc.?
3. Does the student discuss data gaps?
4. Is there a thorough discussion of previous research?
5. Is the significance of the proposed research clear? For example, is it clear how this study will advance scientific knowledge and affect the concepts or methods that drive this field?
6. Is there a clear description of methods and experimental approach?
7. Is there a clear and thorough discussion of data analysis and interpretation? Is there an explanation of the most important expected results?
8. Is there a demonstrated understanding of the larger perspective of how this research fits into or makes a contribution to broad fields, including public health and environmental and occupational health?
9. Does the student discuss future research directions?

B. Form
1. Readability
   a. Is the proposal well-organized and easy to follow?
   i) Is the hypothesis or research objective clearly stated in the introduction?
   ii) Is there a preview of the manner in which the hypothesis or research objective will be addressed?
   iii) Does the background information inform the reader without overwhelming or confusing him or her?
   iv) Is the proposal written clearly and concisely?
   v) Are the mechanics of writing correct (spelling, grammar, punctuation, etc.)?
   vi) Are footnotes and references present and correctly cited?
   vii) Are data presented clearly in figures and tables with informative figure legends?

2. Format
The proposal must conform to the instructions provided for each student. The student will be given instructions that will specify page limits, margins, font size, type density, line spacing, format of citations and references, etc. A copy of the instructions will also be given to the examining committee.

III. Tips for Students
A successful research proposal will convince your committee of the following:

- Your proposed research addresses important questions in your field.
Your proposed research plan will address those questions convincingly.

You know and understand the contemporary research literature in your field.

You are well-qualified to conduct this research. For example, you have sufficient mastery of all the relevant techniques or methods needed to execute your research plan, or you have a reasonable plan to learn or develop the relevant techniques or methods; you have preliminary data to demonstrate your expertise and the likely success of the proposed research; you have consultants and collaborators to assist you in areas where you lack expertise.

You have access to all the equipment, reagents, or other resources needed to execute your research plan.

You will analyze and interpret your data thoughtfully and honestly.

You will complete your studies within the proposed timeline.

Note: The written preliminary exam will have, as a minimum, the written research proposal, and in some instances (at the discretion of the thesis advisor) an additional take-home exam. The student will have to obtain a "pass" grade on both components of the preliminary exam.

This take-home exam will be coordinated by the thesis advisor, and will comprise a series of questions posed by the examining committee. The thesis advisor will also obtain clear guidelines from the examining committee on the expectations and the requirements for obtaining a pass grade for each question. Grading of each question will be done by the committee member who posed that specific question. The grades for individual questions will be synthesized by the thesis advisor into an overall grade for the take-home exam.

Criteria for Questions:

a. The exam would typically be of the "open-book", "take-home" variety.

b. Questions should test the ability of the student to synthesize knowledge from the broad area of environmental health as well as more specific program areas.

c. The question should not be confined to the prior coursework undertaken by the student, and indeed should test the student for his/her potential to become a Doctor of Philosophy. Thus extra reading may be recommended for the student on advanced concepts that may not have been dealt with in routine coursework.

2.7 One Credit FTE Registration (PubH 8444)

Students who have completed all their course requirements including passing both the prelim written exam and the prelim oral exam (have attained candidacy in their PhD program) and still need to maintain full-time status (minimum 6cr course load) may request to register for PubH 8444 a One Credit FTE Registration for student with advanced standing. This is a registration exception that is overseen by the Department of Education. To be compliant a student must complete the required form "Application for ADVANCED DOCTORAL STATUS" each semester and obtain advisor and DGS signatures and file the form with the program coordinator BEFORE registering. Form can be downloaded from here: http://policy.umn.edu/sites/policy.umn.edu/files/forms/otr195.pdf

NOTE: The prelims MUST be completed in the prior semester in order to be eligible for this exception.
2.8 Time Frame, Annual Review and Satisfactory Progress Requirement

Effective January 2012 all requirements for doctoral degrees must be completed and the degree awarded within five to eight calendar years. For more on new revised policy see: http://www.grad.umn.edu/students/doctoral/index.html

Annual Review Requirement and Satisfactory Progress

University policy requires that students meet with their academic advisors regularly and at minimum at least once a semester. In the spring student and faculty advisor shall meet with the purpose of determining if goals have been met for the current year and set goals for the upcoming year. All students must submit a Self-Assessment Report to their advisor, DGS and major program coordinator by April 15 to receive timely feedback about satisfactory or unsatisfactory progress. Use form in Appendix A of this Guidebook. Faculty advisor will then write a comprehensive review letter to the student with a copy to DGS.

Overview of Requirements:

• 24 course credits (12 credits can be transferred credits; 12 credits required for residency after enrolling in the program); 24 thesis credits (PubH 8888). For steps and forms required below refer to: http://www.grad.umn.edu/students/doctoral/index.html
• Prelim written, Prelim oral exam (in this order) and final oral exam.
• Final oral exam

Other Requirements:

• Consult with your advisor about specific required and elective courses.
• All requirements for the PhD must be completed and the degree awarded within 5-8 years. If otherwise, file for an extension- follow procedures.
• Students are expected to submit the Degree Program at least one term prior to the Preliminary Oral Exam.
• Submit the Preliminary Written Exam form at least one week before the Preliminary Oral Exam.
• Schedule the Preliminary Oral Exam online (NEW) with The Graduate School at least one week in advance of the exam.
• The Preliminary Oral Exam must take place at least one academic term (15 weeks) before the Final Oral Defense.
• Submit the signed Preliminary Oral Examination Report form within one working day of completion of the Prelim Oral exam.
• Submit the signed Thesis Reviewer’s Report form and schedule the Final Oral Defense at least one week prior to the exam.
• Return the signed Final Oral Examination Report form no later than one working day following completion of the Final Oral Defense.
• For dissertation submission and formatting refer to:
2.9 Final Oral, Committees, Dissertation Formatting, Degree Clearance

Students are to work closely with the faculty advisor and the Graduate School to ensure that policies are being followed correctly.

Final Orals must be completed within the approved timeline from start to start - 8 years.

Degrees are granted at the end of each month. To qualify for graduation students must complete the Application for Degree before the first workday of the month student intends to graduate. The Application for Degree is available by requesting the graduation packet at website https://apps.grad.umn.edu/secure/gradpacket/

3. Appendix A: Annual Progress Review (Self-Assessment Report) Form for ALL degrees

All PhD Students: use this form to initiate an annual progress review meeting with your academic advisor.

Annual Review End of Year Self-Assessment Report Form

Early in March schedule an appointment to meet with your advisor to discuss your accomplishments and goals for the following year. Complete this self-assessment form and return it [as a Word doc attachment] to your advisor before your appointment by April 11 or sooner. In your appointment with your advisor review your self-assessment report form and ask for feedback. Your advisor will write a letter to summarize your meeting. A copy of the letter must be cc-ed to DGS Betsy and the major coordinator. Your self-assessment report and advisor progress letter will become part of your file. Include timeline and goals for following academic year.

Fillable document follows

<table>
<thead>
<tr>
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<tbody>
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<td>Credits completed:</td>
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<tr>
<td>Entry term and year:</td>
<td>Term #:</td>
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<tr>
<td>Cum gpa:</td>
<td>Anticipated graduation</td>
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</tbody>
</table>
Number of Thesis/Dissertation credits PubH 8888 taken/pending

PhD Timeline and Forms: http://www.grad.umn.edu/students/doctoral/index.html

Answer questions below-use as many lines as needed and or attached additional pages if needed:

1. List below accomplishments this year:

2. List missed accomplishments this year:

3. Map timeline and goals for next year:

4. Degree program plan or study plan submitted? If not, when?

5. 

6. For PhD students: When do you plan to begin and finish taking your thesis credits (PubH 8888).

7. Comments to help your advisor give you feedback:

Attach your finished Word.doc report and email it to your advisor, and DGS and program coordinator at nkosi001@umn.edu

Appendix B: Resources for PhD Students

http://policy.umn.edu/sites/policy.umn.edu/files/appendix/doctoralcompletion_appa.pdf
Appendix B.1: Environmental Health PhD Competency Statement

The PhD degree focuses on the science of environmental health, and emphasizes training to conduct research in the biological mechanisms, assessment, management, and communication of environmental health hazards with a focus on preventing the occurrence or spread of disease. EnHS students select a focus area based on their academic goals. EnHS graduate educational programs are organized into three core areas that reflect the trans- and multi-disciplinary scientific fields of environmental health as an essential component of the wider field of public health: Environmental Exposure Science (chemistry, infectious disease, industrial hygiene, injury prevention); Environmental Health Effects (toxicology, epidemiology); and Environmental Health Policy (risk assessment, management, communication, policy formation). PhD students are expected to develop academic research skills in their respective focus area. Upon graduation, a student with a PhD should be able to integrate biological, chemical, physical and behavioral environmental factors on human health and ecological balances, independently develop original hypotheses and design research studies to test hypotheses, publish original research, prepare a grant application, and evaluate the impact of environmental health studies. Course grid available as a separate attachment.

Appendix C: Career Services Resources

HTTP://WWW.SPH.UMN.EDU/CAREERS/

It is the mission of Career Services at the University of Minnesota, School of Public Health, to foster the career development of our students and alumni by providing them with the tools and resources necessary
to successfully manage their careers, beginning when they first enroll in the SPH and continuing as they become established public health professionals.

Serving - STUDENTS & ALUMNI:
- Improve resume and cover letter writing skills.
- Hone interviewing and negotiating strategies.
- Seek graduate assistantships or internships, while enrolled in the SPH.
- Explore career possibilities.
- Begin or carry on their job search.
- Explore salary statistics for public health program areas.

Offers- JOB SEARCH RESOURCES:
- Job Postings, specifically for public health students.
- GoldPASS, the University-wide job postings system.
- Links to other internship and job search websites

Assists with- CAREER DEVELOPMENT RESOURCES:
- Online Career-Related PowerPoint Workshops
- U of MN Libraries - Careers & Jobs Development Resources
- InterviewStream for students to practice their interviewing skills.
- A month-by-month Career Calendar
- Tip Sheets to help you with your job search.
- A well-established Mentor Program

Appendix D
Graduation CHECKLIST- All degrees

You must complete the following steps or your degree clearance may be delayed by one month or more.

☐

☐ PhD: Follow Steps here: http://www.grad.umn.edu/current-students/gssp

☐ Check your transcript to make sure your field experience grade has been submitted. A grade of “K” is not a final grade so if you see this grade you should contact your instructor to find out why your final grade has not been submitted

☐ After your oral defense, you should check your transcript again to make sure your project advisor has submitted your final grade. A grade of “K” is not a
final grade so if you see this grade you should contact your project advisor to find out why your final grade has not been submitted

☐ Complete the Graduate Follow-Up Survey at
  https://idp2.shib.umn.edu/idp/umn/login ----

☐ Provide your Major Coordinator with an electronic copy of your final project by e-mail. This paper is due by noon on the last business day of the month you plan to graduate.

Reminders

☐ Attend Grad Fair where you can order your Cap and Gown and meet with Financial Aid – March XX, Coffman Union (unless you have walked already.)
☐ Register for Commencement - see SPH website (unless you have walked already).
☐ Clean out locker
☐ Consider taking the Public Health Certification Exam
☐ Update your contact info. so we can keep in touch
☐ Make an appointment with Career Services for a final review of your resume, interview practice or other job search guidance, Call 612-626-3500.
☐ Join the SPH Alumni Society
☐ Lifetime University e-mail. Keep and use your U of MN email address. You can use your U of M e-mail address for personal or professional purposes even after you graduate. Imagine never having to subscribe to an e-mail
  Service includes full access to three features:
  University Portal https://www.myu.umn.edu
School of Public Health

(SPH portion only; refer to other guidebooks for MPH, MS and PhD EnHS specific guidelines)

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

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

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

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

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

This publication can be made available in alternative formats for people with disabilities. Direct requests to the Student Services Center, School of Public Health, MMC 819 Mayo, 420 Delaware Street SE, Minneapolis, MN 55455; 612.626-3500 or 800.774.8636.
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3
University of Minnesota Calendar 2016-2017

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

**Fall Semester 2016**

<table>
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<td>1</td>
<td>New PhD Student Reception</td>
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<td>5</td>
<td></td>
<td>Labor Day holiday – University closed</td>
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<tr>
<td>6</td>
<td></td>
<td>Classes begin</td>
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<tr>
<td>November</td>
<td>8</td>
<td>Registration for Spring Semester 2016 begins</td>
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<td></td>
<td>24-25</td>
<td>Thanksgiving holiday – University closed</td>
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**Spring Semester 2017**

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<td>17</td>
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<td>March</td>
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1. THE SCHOOL OF PUBLIC HEALTH

1.1 About the School

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

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

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

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

Notable accomplishments:

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

Academic Health Center (AHC)

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

1.2 School of Public Health Student Services Center

<table>
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<tr>
<td>Monday – Friday, 8:00 AM - 4:30 PM</td>
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<table>
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<th>Email</th>
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<tr>
<td>612.626.3500 or 800.774.8636</td>
<td><a href="mailto:sph-oasr@umn.edu">sph-oasr@umn.edu</a></td>
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<td>MMC 819, Rm A395 Mayo Bldg</td>
</tr>
<tr>
<td>420 Delaware Street SE</td>
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<td>Minneapolis, MN 55455-0381</td>
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School of Public Health Student Services Center (SSC)

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

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

We coordinate many functions including:

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

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<tr>
<td>Associate Dean for Learning Systems and Student Affairs</td>
<td>Dr. Kristin Anderson</td>
<td><a href="mailto:ander116@umn.edu">ander116@umn.edu</a></td>
<td></td>
</tr>
<tr>
<td>STUDENT SERVICES</td>
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<tr>
<td>Senior Director for the Student Services Center</td>
<td>Tim Kamenar</td>
<td><a href="mailto:kamen001@umn.edu">kamen001@umn.edu</a></td>
<td>(612) 626-5005</td>
</tr>
<tr>
<td>Registrar and Director of Academic and Student Affairs</td>
<td>Carol Francis</td>
<td><a href="mailto:franc004@umn.edu">franc004@umn.edu</a></td>
<td>(612) 624-6952</td>
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<tr>
<td>Receptionist/Student Services Specialist</td>
<td>Lee Vue</td>
<td><a href="mailto:vuexx097@umn.edu">vuexx097@umn.edu</a></td>
<td>(612) 624-7660</td>
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<tr>
<td>CAREER SERVICES</td>
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<tr>
<td>Director of Career and Professional Development Center</td>
<td>Vic Massaglia</td>
<td><a href="mailto:victorm@umn.edu">victorm@umn.edu</a></td>
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<tr>
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<td>Recruitment and Enrollment Manager</td>
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<tr>
<td>Coordinator of Diversity and Inclusion</td>
<td>Vacant for now – SPH is searching.</td>
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<tr>
<td>Coordinator for Student Recruitment and Engagement</td>
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<td><a href="mailto:espa0018@umn.edu">espa0018@umn.edu</a></td>
<td>(612) 624-6915</td>
</tr>
</tbody>
</table>
Career Services

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

Career and Professional Development Website

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

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

**Programming**

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

**Appointments**

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

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

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

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

1.4 SPH Student SPHere

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

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

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

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

Printing in the SPHere

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

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

1.5 Complaints and Grievances

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

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

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

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

1.6 Field Experience Learning Agreement

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

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

1.7 Minors and Interdisciplinary Concentration Areas

Minors

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

Interdisciplinary Concentration Areas

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

1.8 Community Engagement Agreement

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

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

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

- Name of the organization
- Address
- Organization phone number
- Supervisor within the organization
- Description of the activity
- Description of how this activity relates to their development as a public health professional
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 decsphr@umn.edu.

1.10 Course Evaluations and Yearly Student Survey

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

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

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

1.11 The Roles of Your Advising team

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

DEFINING ADVISING

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

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

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

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

4. **Masters Project/Thesis/Plan A&B/Dissertation Advising**: specific and targeted direction on a master’s project or a PhD dissertation including, but not limited to development, completion and in some cases publication. Your faculty advisor will assist you in developing a direction for your project or dissertation.

**ADvising Expectations for Students**

SPH students are expected to:

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

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

**1.12 Commencement Eligibility**

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

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

**2. The University of Minnesota**

**2.1 Mission**

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

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

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

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

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

2.2 Twin Cities Campus

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

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

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

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

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

2.3 U of M Services

2.3.1 First Steps

One Stop

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

Email Accounts

Each student attending the University of Minnesota must set-up a student internet/email account by going to www.umn.edu/initiate 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,
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/](http://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](http://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/](http://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](http://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](http://www.housing.umn.edu)

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

**Maps**

[camusmaps.umn.edu/tc/](http://campusmaps.umn.edu/tc/)

Find the way to any University building.

**Digital Signage**

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

**2.3.2 Health and Well Being**

**Boynton Health Services**
[www.bhs.umn.edu](http://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](http://www.bhs.umn.edu/services/mentalhealth.htm).
International Student and Scholar Services counseling. [www.isss.umn.edu/office/advising/personal.html](http://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](http://www.umn.edu/aurora)
The Aurora Center for Advocacy and Education provides crisis intervention and advocacy services to victim/survivors of sexual and relationship violence, harassment and stalking. The staff and volunteers are also available to provide prevention training and education on a variety of issues.

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

Recreation & Wellness Center [recwell.umn.edu/](http://recwell.umn.edu/)
The University Recreation and Wellness Center opened its doors in 1993, and is commonly referred to by students as the Rec Center. An expansion to the original building opened in 2013. Located on the University of Minnesota’s East Bank Campus, the facility serves between 3,000 and 5,000 patrons on an average weekday during the academic year. The Department of Recreational Sports also offers opportunities for the following:
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](regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf)
- Office for Equity and Diversity - [diversity.umn.edu/eoaa/home](diversity.umn.edu/eoaa/home)
- SPH website on Diversity in Minnesota - [www.sph.umn.edu/prospective/diversity/](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** - [disability.umn.edu](disability.umn.edu)
Location: 108 McNamara Alumni Center, 200 Oak Street SE (East Bank)
Phone: (612) 626-1333 (Voice/TTY)

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

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

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

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

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

International Student and Scholar Services (ISSS) is the office dedicated to serving the University international community. Its primary mission is to assist international students and scholars in successfully accomplishing the goals that brought them to the University, by using all available resources. Services include:
- Counseling and advising
- Immigration and visa regulation advising
- Newsletters
- Career services
- Academic opportunities for university students
- Tax return information

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

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

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

The mission of the Office of Equity and Diversity (OED) is to leverage the transformative power of equity and diversity to advance excellence in teaching, research and community engagement at the University of Minnesota. OED envisions a University where equity and diversity are:
1. Integrated into the work and lives of every student, faculty and staff member.
2. Recognized as core institutional values, and will inform thinking, policies and practices throughout the University.
3. Inherently intertwined with academic excellence and the development of leaders for a globally inclusive society.

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

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

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

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

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

### 2.3.4 Academic

**University Libraries**
[https://www.lib.umn.edu/biomed](https://www.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](https://www.lib.umn.edu/math)), located in Vincent Hall, contains materials in the area of mathematics and statistics.

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

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

**Center for Educational Innovation**
[cei.umn.edu/about/about-cei](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](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
The University’s Academic and Distributed Computing Services (ADCS) website provides a wealth of information and services available to students including:

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

myU Portal
The myU web portal permits you to:
- Sign-in once to access all major applications.
- Receive personalized information.
- Register for classes
- See Student Account information including finances and grades

University Counseling and Consulting Services
Provides the following services to the University community:

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

2.3.5 Campus Safety

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

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

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

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

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

2.3.6 Social

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

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

| **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.

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### 3. Registration

#### 3.1 Full-Time Status

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

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

#### 3.2 Registration Process

**Step One**

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

To view available courses:

1. Log into MyU.

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

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

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

**Note:** 5000 through 8000-level courses are considered graduate-level. 1000 and 3000-level courses are for undergraduates and will not receive approval for graduate credit. Under some circumstances – with approval of the student's major field – 4000–level courses may also be applied toward a MPH degree as long as they are taught by a member of the graduate faculty.
5. View your search results. To see only classes that are open, select Show Open Classes Only.

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

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

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

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

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

3.3 Grade Option Changes, Course Additions, Withdrawal and Evaluations

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

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

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

Course Cancellation and Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.
Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-SSC@umn.edu for further information.

**Repeat and Bracket Course Policy**

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

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

Only courses with the same catalog number may be bracketed.

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

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

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

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

*Students can consult with their advising team for alternative core course options.*

**Other Transcript symbols**

**Incomplete [I]**

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

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

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

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

**Transfer [T]**

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

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

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

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

Other Provisions

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

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

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

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

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

Equivalency Exams
Equivalency examinations are given at least twice each year (January and August). Students have the option of taking the equivalency exams in any of the following core areas; however, students can only take the exam one time in each core area. Students who pass the exam(s) are waived from taking the required course and must make up the credits per their area of study and degree requirements. A notation on the student's transcript will be documented if the student passes an equivalency exam. Students who do not pass the exam(s) are required to take the appropriate core course area to satisfy the competency requirements. Equivalency exams satisfy competency requirements for the following core courses only:
### PubH 6020 Fundamentals of Social and Behavioral Science

**Contact:** Toben Nelson tfnelson@umn.edu

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

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

**Contact:** Jim Begun begun001@umn.edu

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

### PubH 6102 Issues in Environmental and Occupational Health

**Contact:** Bill Toscano tosc001@umn.edu

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

### PubH 6320 Fundamentals of Epidemiology

**Contact:** Rachel Widome widom001@umn.edu

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

### PubH 6450 Biostatistics I

**Contact:** Sally Olander brown198@umn.edu

<table>
<thead>
<tr>
<th>Number of questions on exam</th>
<th>60-75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of questions</td>
<td>Multiple choice, short answer, and show-your-work problems</td>
</tr>
<tr>
<td>Open or closed book</td>
<td>Open</td>
</tr>
</tbody>
</table>

### PubH 6741 Ethics in Public Health: Professional Practice and Policy

**Contact:** Sarah Gollust sgollust@umn.edu

<table>
<thead>
<tr>
<th>Number of questions on exam</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of questions</td>
<td>Short answer</td>
</tr>
<tr>
<td>Open or closed book</td>
<td>Open (no internet access)</td>
</tr>
</tbody>
</table>

### 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 CourseEval: 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
When an organization, not owned by you or a family member, makes a commitment to pay your educational expenses, they are considered a third party sponsor by the University of Minnesota. When payment is due on your student account, the sponsor is billed by the University. This payment process is termed "third party billing."

Sponsor’s payments are subject to the same federal reporting requirements as other financial aid. Some sponsorships don't require a billing invoice and are administered by the University through One Stop Student Services. Whether you are a student or a sponsor, you will find answers in the frequently asked questions (FAQ) about how the third party billing processes these payments at the links on the left. In addition, you can view current tuition and fee information.

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

4.3 Financial Aid and Scholarships
A variety of resources to assist students in financing their education can be found at sph.umn.edu/admissions/paying/. Information specific to SPH Divisions and/or Programs may be found in the Division and/or degree program sections of this guidebook.
Information on financial aid can be found at onestop.umn.edu or by mailing helpingu@umn.edu.

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

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

**Loan Deferment**

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

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

**Financial Aid Exit Counseling**

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

You are required to complete exit counseling when you:

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

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

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

**4.4 Graduate Assistantships**

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

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

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

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

5.1 **Student Responsibility and Conduct**

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

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

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

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

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

3. **Present your work honestly**
   Plagiarism is defined as the presentation of another's writing or ideas as your own. For a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: [http://writing.umn.edu/tww/preventing/definitions.html](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](http://www.umn.edu/regents/policies.html).

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

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**University of Minnesota Board of Regents Policy**

**Student Conduct Code**

*Adopted:* July 10, 1970  
*Amended:* December 13, 1974; March 11, 1994; June 13, 2003; December 8, 2006; October 11, 2012  
*Supersedes:* (see end of policy)
SECTION I. GUIDING PRINCIPLES.
(a) The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University.
(b) The University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.
(c) The University is dedicated to responsible stewardship of its resources and to protecting its property and resources from theft, damage, destruction, or misuse.
(d) The University supports and is guided by state and federal law while also setting its own standards of conduct for its academic community.
(e) The University is dedicated to the rational and orderly resolution of conflict.

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

SECTION III. DEFINITIONS.
Subd. 1. Academic Environment. Academic environment shall mean any setting where a student is engaged in work toward academic credit, satisfaction of program-based requirements, or related activities including but not limited to on line courses, learning abroad, and field trips.
Subd. 2. Campus. Campus shall mean all University premises, including all land, buildings, facilities, and other property owned, possessed, leased, used, or controlled by the University, and adjacent streets and sidewalks.
Subd. 3. Plagiarism. Plagiarism shall mean representing the words, creative work, or ideas of another person as one’s own without providing proper documentation of source. Examples include, but are not limited to:
• Copying information word for word from a source without using quotation marks and giving proper acknowledgement by way of footnote, endnote, or in-text citation;
• Representing the words, ideas, or data of another person as one’s own without providing proper attribution to the author through quotation, reference, in-text citation, or footnote;
• Producing, without proper attribution, any form of work originated by another person such as a musical phrase, a proof, a speech, an image, experimental data, laboratory report, graphic design, or computer code;
• Paraphrasing, without sufficient acknowledgment, ideas taken from another person that the reader might reasonably mistake as the author’s; and
• Borrowing various words, ideas, phrases, or data from original sources and blending them with one’s own without acknowledging the sources.
It is the responsibility of all students to understand the standards and methods of proper attribution and to clarify with each instructor the standards, expectations, and reference techniques appropriate to the subject area and class requirements, including group work and internet use. Students are encouraged to seek out information about these methods from instructors and other resources and to apply this information in all submissions of academic work.
Subd. 4. Student. Student shall mean any person taking courses at the University or enrolled in a University program; any person participating as a student in University activities prior to the start of classes; any student who is not enrolled or registered for a particular term but has a continuing relationship with the University; any student who withdraws, transfers, or graduates after an alleged violation of the Student Conduct Code; and any already graduated student when the conduct at issue implicates the student’s University degree.
Subd. 5. Student Organization. Student organization shall mean any organization of students that is or has been registered as a University student organization under applicable University policies or procedures.
Subd. 6. University-Sponsored Activities. University-sponsored activities shall mean any program or event sponsored by the University, including but not limited to those sponsored by student organizations, or athletics.

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

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

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

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

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

SECTION V. THE RESPONSIBILITIES OF DUAL MEMBERSHIP.

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

SECTION VI. DISCIPLINARY OFFENSES.

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

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

Subd. 2. Disruption of the Academic Environment. Disruption of the academic environment means engaging in behavior that substantially or repeatedly interrupts either the instructor’s ability to teach and/or a student's ability to learn.

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

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

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

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

Subd. 7. Bullying. Bullying means aggressive behavior directed at another person, either in person or through electronic means, that causes stress or harm and that is repeated over time, including but not limited to assaulting, defaming, terrorizing, making obscene gestures, or invading privacy.
Subd. 8. Sexual Assault. Sexual assault means actual, attempted or threatened sexual contact with another person without that person’s consent. Sexual assault is a criminal act that can be prosecuted under Minnesota state law, as well as under the Student Conduct Code and employee discipline procedures.

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION VII. SANCTIONS.
Student and student organizations found responsible for disciplinary offenses under the Student Conduct Code are subject to sanctions. Factors to consider in determining appropriate sanctions include: the nature of the offense, the severity of the offense, the culpability of the student or student organization, the impact on other students or members of the University community, and the opportunity for student development. Separation from the University through suspension or expulsion is a serious sanction that may be appropriate for: repeated violations of the Code, for serious scholastic dishonesty, and for misconduct that constitutes a threat to community safety or well-being (including, but not limited to harm to person and sexual assault), or significantly disrupts the rights of others or the operations of the University. The following sanctions may be imposed upon students or student organizations found to have violated the Code:

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

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

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

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

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

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

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

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

Subd. 9. University Housing Expulsion. University housing expulsion means permanent separation of the student from University Housing.

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

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

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

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

SECTION VIII. INTERIM SUSPENSION.

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

SECTION IX. HEARING AND APPEALS OF STUDENT DISCIPLINE.

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

SECTION X. DELEGATION OF AUTHORITY.

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

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

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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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
<td>Represents achievement that is outstanding relative to the level necessary to meet course requirements</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
<td></td>
</tr>
<tr>
<td>A+</td>
<td>3.333</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td>Represents achievement that is significantly above the level necessary to meet course requirements</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td>Represents achievement that meets the course requirements in every respect</td>
</tr>
</tbody>
</table>
2. These definitions apply to grades awarded to students who are not enrolled in graduate, post-baccalaureate, and professional programs, but the grade points are the same no matter the level or course of enrollment.

3. Instructors are permitted to hold graduate and undergraduate students who are in the same class to different standards of academic performance and accomplishment. The syllabus must make clear what the different standards will be for the different groups of students who may be enrolled in the class.

4. These are the general University standards. In connection with all symbols of achievement instructors will define for a class, at one of its earliest meetings and as explicitly as possible, the performance that will be necessary to earn each.

C. Permanent Grades for Academic Work for which No Credit is Given

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

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

2.

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

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

D. Incompletes

1. There will be a symbol I (incomplete) awarded to indicate that the work of the course has not been completed. The I will be assigned at the discretion of the instructor when, due to extraordinary circumstances (as determined by the instructor), the student who has successfully completed a substantial portion of the course’s work with a passing grade was prevented from completing the work of the course on time.
2. The assignment of an I requires a written agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements. In no event may any such written agreement allow a period of longer than one year to complete the course requirements (except as provided in section D (8)).

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

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

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

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

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

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

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

E. Other Transcript Symbols

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

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

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

**F. Other Provisions**

1. **Zero-credit courses.** Courses that carry zero credits do not count in either term or cumulative grade point averages. Such courses carry normal tuition and fee charges.

2. All grades for academic work are based on the quality of the work submitted, not on hours of effort. Instructors have the responsibility and authority to determine how final grades are assigned, including, in classes where they use numeric scores, the method that will be used to translate numeric scores into letter grades. (Examples: the instructor may decide that 90% equals an A, 80% a B, and so on, or the instructor may decide that the top 10% of the scores will receive an A, the next 20% a B, and so on.)

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

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

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

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

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

8. **Final grade due date.** Final grades will be submitted to the Registrar no later than three business days after the last day of the final examination period.
9. This policy may be modified from time to time but existing transcripts will not be modified when there are changes in policy. Changes to the grading and transcript policy will be reflected on the legend on the back of the official transcript.

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

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

12. **Alternative grading systems.**
   a. Only the Senate Committee on Educational Policy will have the authority to grant to individual colleges or campuses permission to use alternative grading methods outside the provisions of this official University system, for a specified period (but no longer than five years), and only for the purpose of experimenting with a new grading system for possible system-wide adoption. Such permission may be granted if the proposal does not interfere significantly with the registration options of students from other colleges, campuses, and programs. Such alternative systems will be reported for information to the University Senate as soon as permitted and, after the specified period, will be re-evaluated, either to be discontinued, or with University Senate approval on recommendation from the Senate Committee on Educational policy, made part of the system-wide policy. Except for the provisions of this section 6, no college or program may use any grading system except for the one contained in this policy.
   b. Because alternative grading systems, once used, must be maintained by the University forever afterward (to preserve the integrity of the transcripts), the Senate Committee on Educational Policy will rarely grant permission for alternative grading systems. It will consider doing so only when (1) those who propose it can make a persuasive case that the alternative is a more accurate and effective way to measure and record student academic performance, and (2) there is strong reason to believe that the proposal will be useful to all colleges and campuses of the University (except the Law School and Medical School).

### 5.5 Health Insurance

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

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

All students who are 1) admitted to a degree program*, and 2) registered for six or more credits per semester (or three or more credits during summer term) that count towards the automatic assessment of the Student Services Fee, are required by the University of Minnesota to have health plan coverage. Students who meet both of these criteria are automatically enrolled in the University-sponsored Student Health Benefit Plan. Students may choose to waive the University-sponsored Student Health Benefit Plan by providing proof of enrollment in an alternative Eligible Health Plan.
*Non-degree seeking, certificate-seeking, and distance learning students are not eligible to enroll in the University-sponsored Student Health Benefit Plan. Please contact the Office of Student Health Benefits to determine exact eligibility status.

The University also requires all international students and their dependents to purchase the University-sponsored Student Health Benefit Plan unless they are eligible for a waiver. International scholars visiting the University for more than 31 days are also required to enroll in the University-sponsored Student Health Benefit Plan. Scholars who will be at the University for 31 days or less may choose not to enroll in the University-sponsored Student Health Benefit Plan, but are required to carry their own health plan coverage for the duration of their visit to the University (must meet J-1 U.S. Federal regulation requirements).

**Benefits**

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

Key features of the SHBP include:

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

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

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

**Long Term Care Disability Insurance Fee**

[https://shb.umn.edu/students-and-scholars/ahc-disability](https://shb.umn.edu/students-and-scholars/ahc-disability)

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

**Waiver**

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

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

**To waive enrollment in the SHBP** please submit details of your active health plan coverage when you register for classes, by providing the following:
1. the name of your insurance company,
2. your member ID number,
3. your group number, and
4. your payer ID number.

This information can be entered provided online through the deadline in the MyU Student Center.

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
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 Student Services Center, A395 Mayo Memorial Building, MMC 819, 420 Delaware Street SE, Minneapolis, MN 55455.

5.7 Privacy

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

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

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

FERPA (Family Educational Rights and Privacy Act): Student records
FERPA grants four specific rights to a post-secondary student:
1. To see the information that the institution is keeping on the student.
2. To seek amendment to those records and in certain cases append a statement to the record.
3. To consent to disclosure of his/her records.
4. To file a complaint with the FERPA Office in Washington.

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

**HIPAA (Health Insurance Portability and Accountability Act)**

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

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

Login to [www.ahc.umn.edu/privacy/training/home.html](http://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](http://www.bhs.umn.edu/index.htm) and click on immunizations.

### 5.9 Criminal Background Checks

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

### 5.10 Use of Human Subjects in Research

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

The IRB is a committee of faculty, students, and community members that follows federal regulations and ethical principles in order to protect human research subjects. Learn more about the IRB here: [http://www.research.umn.edu/irb](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 quality of your application. Incomplete or vague answers often result in "deferrals" which can greatly lengthen the time to approval.
- This page on the IRB website offers specific guidance for student researchers: [http://www.research.umn.edu/IRB/guidance/student-researchers.html](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](http://www.isss.umn.edu).

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

**Immigration Check-in**

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

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

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

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

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

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

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

6. **GROUPS, ASSOCIATIONS AND SOCIETIES**

6.1 **Student Groups**

**School of Public Health Student Senate**
www.sph.umn.edu/current/senate/
The Student Senate is comprised of graduate students of the University of Minnesota, School of Public Health. The Senate serves two main functions:

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

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

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

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<tr>
<th>Office</th>
<th>Name</th>
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<tbody>
<tr>
<td>President</td>
<td>Keerthanaa Jeeva</td>
</tr>
<tr>
<td>VP of Communications</td>
<td>Kusha Mohammadi</td>
</tr>
<tr>
<td>VP of Operations</td>
<td>Meghan (Meggie) Howell</td>
</tr>
<tr>
<td>VP of Student Advancement</td>
<td>Valentina Lin</td>
</tr>
<tr>
<td>VP of Finance</td>
<td>Subin Jang</td>
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</tbody>
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Student Senate 2016-2017 Leadership Team:

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

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

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

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

Minnesota International Student Association (MISA)  http://www.misa-umn.edu/
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 (ASPSPH) 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 through various activities, including the SPH Mentor Program, partnering with SPH Student Senate, and bringing alumni to students to bridge professional opportunities.

MHA Alumni Association
www.mhaalumni.umn.edu

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.