



Public Health Nutrition

MPH Degree Program

Division of Epidemiology and Community Health

2017-2018

STUDENT GUIDEBOOK

SCHOOL OF
PUBLIC HEALTH

UNIVERSITY OF MINNESOTA

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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UNIVERSITY OF MINNESOTA CALENDAR 2017-2018

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

FALL SEMESTER 2017

August	23,24,25	Equivalency Exams
	30	SPH New Student Orientation
September	1	New PhD Student Reception
	4	Labor Day holiday – University closed
	5	Classes begin
November	14	Registration for Spring Semester 2017 begins
	23-24	Thanksgiving holiday – University closed
December	13	Last day of instruction
	15-16,18-21	Final examinations
	21	End of Fall semester
	25-26	University Closed
	28	Grades due

SPRING SEMESTER 2018

January	TBA	Equivalency Exams
	15	Martin Luther King holiday – University closed
	16	Classes begin
March	12-16	Spring break – no classes
April	10	Registration for Summer term 2018 begins
May	4	Last day of instruction
	7-12	Final examinations
	12	End of Spring Semester
	15	Grades due
	21	May Intersession begins

1. THE SCHOOL OF PUBLIC HEALTH

1.1 ABOUT THE SCHOOL

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

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

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

This interdisciplinary approach allows us to collaborate with many other schools throughout the University, including the College of Veterinary Medicine, the School of Dentistry, the College of Pharmacy, the Medical School, the 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

Office Hours

Monday – Friday, 8:00 AM - 4:30 PM

Location

Mayo Memorial Building, Room A395

Telephone

612.626.3500 or 800.774.8636

Fax

612.624.4498

Email

sph-ask@umn.edu

Mailing Address

Student Services Center
School of Public Health
MMC 819, Rm A395 Mayo Bldg
420 Delaware Street SE
Minneapolis, MN 55455-0381

School of Public Health Student Services Center

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

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

We coordinate many functions including:

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

School of Public Health Student Services Center Staff

TITLE	NAME	EMAIL	PHONE
Associate Dean for Learning Systems and Student Affairs	Dr. Kristin Anderson	ander116@umn.edu	
STUDENT SERVICES			
Senior Director of Student Services	Tim Kamenar	kamen001@umn.edu	(612) 626-5005
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Assistant to the Registrar	Mercedes Taneja	estra021@umn.edu	
Student Services Office Manager			(612) 624-7660
CAREER SERVICES			
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Associate Director of Career and Professional Development Center	Darren Kaltved	dkaltved@umn.edu	(612) 626-4448
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RECRUITMENT, ENGAGEMENT, DIVERSITY AND INCLUSION			
Recruitment and Enrollment Manager	Jenna Egan	egan0056@umn.edu	(612) 624-0601
Coordinator of Diversity, Equity, and Inclusion	Lauren Eldridge	leldridg@umn.edu	(612) 624-9970
Coordinator for Student Recruitment and Engagement	Crystal Esparza	espa0018@umn.edu	(612) 624-6915
Coordinator for Applications and Admissions	Jennifer Arntzen	arntz007@umn.edu	(612) 624-1991

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/> has many links to help you start your new career, including:

- **One-on-one Career Coaching:** 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. Appointments are also available via Video or Phone. To schedule an appointment, please visit <http://sphcareers.appointments.umn.edu> or email sphcareers@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/>).
- **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/>. In addition, individual appointments for field experience questions can be scheduled with the Field Experience Coordinator at: <http://sphfield.appointments.umn.edu/>.
- **Career Resources:** General career-related links, guides and tip sheets on a variety of job-search related topics (www.sph.umn.edu/careers/students/)
- **Career Connect 2018:** Through personal interaction with a variety of organizations, School of Public Health (SPH) students will network with organizational representatives and will have the opportunity to effectively communicate their unique experiences, interests, strengths and skills. Students will also learn more about the many career options in public health. Regardless of where you are at in your program, this is a great opportunity to meet face-to-face with public health organizations. In turn, organizations will meet talented students and potential candidates for employment opportunities, and have the opportunity to further develop collaborations across SPH

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 500 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 <http://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 each Fall and Spring semesters on your U Card. **This value can ONLY to be used in the SPHere computer lab (Mayo A-151) and is not valid in any other campus computer lab, including libraries.**

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

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 Registrar and Director of Academic and Student Affairs.

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

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

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

1.9 ONLINE LEARNING AND E-LEARNING RESOURCES

Students can access their online courses, as well as support sites for hybrid and face-to-face courses at <https://myu.umn.edu>. All students taking SPH courses are welcome to enroll in the SPH E-Learning Resources course site at <https://z.umn.edu/sphelearningresources>. You will have access to a variety of resources to support you in navigating University resources, such as the Libraries and Writing Center, and be able to refresh the skills you need to succeed in SPH courses. You must have a university ID in order to access Moodle or Canvas (the two learning management systems in use at the University).

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 decsp@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 Student Engagement Survey

Students also are strongly encouraged to evaluate and comment on the school and its programs through our annual SPH Student Engagement 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 EXPECTATIONS FOR CLASS PARTICIPATION

“Good discussion involves people trying to build on, and synthesize comments from others, and on showing appreciation for others’ contributions. It also involves inviting others to say more about what they are thinking.”

- Dr. Stephen Brookfield of St. Thomas University, Minneapolis, MN

Employers expect their employees to work effectively on teams and this has led to a competency required for an MPH degree: “Perform effectively on interprofessional teams.” Thus, a portion of your grade in class may be based on quality participation in group-based activities. We are providing the following examples* to let you know what we expect for all communications in the class. These apply to in-person or online discussions and to interactions between students and between students and members of the teaching team.

- Imagine your interactions are with colleagues in a workplace.
- Show you are interested in what another person wrote or said.
- Encourage another person to elaborate on something they have already said.
- Provide a resource (a reading, web link, video) not covered in the syllabus that adds new information/perspectives to our learning.
- Summarize conversations so far and/or suggest new directions and questions to be explored in future.
- Summarize several people’s contributions and reflects a recurring theme in the discussion.
- Comment that you found another person’s ideas interesting or useful; be specific as to why.
- Paraphrase, at least partly, a point someone has already made.
- Seek assistance from others in understanding course content.
- Offer your explanations or solutions to others seeking help in understanding course content.
- Be succinct; avoid extraneous information.
- Address the point of the discussion; stay on topic.
- Provide constructive criticism where feedback or a critique is required.
- Avoid sarcasm, particularly in an online environment where it can create confusion.
- Avoid vitriol, this can create a hostile environment and does not add information.
- Keep your communication professional and refrain from using rude or offensive language.

*We thank Dr. Brookfield of St. Thomas University, Minneapolis, for some of these tips.

1.13 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 U OF M BASICS

University Identification Numbers and Accounts

<http://umn.edu/initiate>

All students and employees at the University of Minnesota are issued two unique identifiers. One is a seven digit student ID number which is sent to students in their acceptance letter. The other is an Internet ID (sometimes referred to as your "X.500"). Your U of M internet ID is the key to online services such as your University email account, Google apps, registration, library access, tuition, billing statements, and more.

Your ID number and Internet ID stay the same on all coordinate campuses and through any role changes (student to staff, staff to student, faculty to staff, etc) and they will never be reassigned to another person. 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).

Email

<https://mail.umn.edu>

The University provides students with an email account upon the student's matriculation to the institution. Your University email address is: [your Internet ID]@umn.edu. This account is free of charge and currently is active as long as the student remains active. The Office of Information Technology posts information on their website about "end of life" account policies. Please see <http://it.umn.edu/google-account-end-life-policies> for details about access after graduation or other times you may be an inactive student.

A University assigned student email account is the University's official means of communication with all students.

Students are responsible for all information sent to them via their University assigned 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.

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.

If a student chooses to forward the provided University email account, the student is responsible for all information, including attachments, sent to any other email account. Because of this, it is strongly recommended that students use their U of M email account and do not transfer it to a personal email account.

One Stop

<http://onestop.umn.edu/>

One Stop Student Services is your go-to resource for how things work at the central University. One Stop refers to both a website and the campus unit that manages it. It falls under the umbrella of Academic Support Resources (ASR), which supports many functions for the University of Minnesota system campuses and Twin Cities Graduate School and Professional Schools. ASR also includes the Office of the Registrar, the Office of Student Finance, Office of Classroom Management, ASR- IT, and Continuity and Compliance.

The One Stop website is your source for general information about registration, financial aid, tuition and billing, grades and transcripts, dates and deadlines, financial wellness, veteran's benefits and many other University resources.

One Stop counselors are available to help you in-person at any of their three service centers: on the East Bank in Bruininks Hall, in the West Bank Skyway, or on the St. Paul campus in Coffey Hall. They provide walk-in service to students, no appointments necessary! You can also get your questions answered by calling or e-mailing One Stop. One Stop Counselors are also certified financial managers and are available for confidential, one-on-one financial wellness appointments that cover a range of topics from budgeting, spending plans, credit and much more - call or email One Stop to learn more about this FREE service.

MyU

<http://myu.umn.edu>

While you will contact One Stop or visit the One Stop website seek out information, you will use the MyU website to complete your University business. MyU is the official University of Minnesota web portal, personalized for you. It's where you'll register for classes, manage financial aid and billing, maintain your personal info and much more.

U Card

<http://www.umn.edu/ucard/>

Your U Card is your official University of Minnesota ID. Your U Card can give you access to campus buildings and different accounts based on your role/status at the University. 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.

Accounts on the U Card

- Meal Plan
- Student Account
- Gopher GOLD Account
- FlexDine Account
- Library Account
- TCF U Card Checking Account (Optional Account)

Additional services with your U Card

- Parking and Transportation Services (Bus & Metro Pass) - Purchase pass after you get your U Card
- Discounts
- Department/College Printing
- Attendance verification card

Building Access with U Card

- Residential Halls
- Recreation and Wellness Center
- Secured Buildings

2.3 CAMPUS SERVICES

Parking and Transportation

<http://www1.umn.edu/pts/>

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

▪ Campus Shuttle Buses

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

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

Housing

<https://housing.umn.edu/>

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

Maps

<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.

Dining

<http://www.dining.umn.edu/>

University Dining Services offers a wide variety of dining experiences throughout the Twin Cities campus.

2.4 HEALTH AND WELL BEING

University-sponsored Student Health Benefit Plan

<https://shb.umn.edu/>

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. This requirement is University-wide and not specific to the School of Public Health.

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.

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

Long Term Care Disability Insurance Fee

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

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

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

Immunizations

<http://www.bhs.umn.edu/immunization-requirements.htm>

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/> and click on immunizations.

Boynton Health Services

<http://www.bhs.umn.edu>

Located on the University of Minnesota Twin Cities campus, Boynton Health is a primary health care clinic serving the U community—students, staff, and faculty. We accept clients from most health insurance plans.

Boynton provides quality, comprehensive health care services, counseling, and education, beyond the scope of most primary health care clinics:

- Primary and urgent care;
- Mental health services;
- Dental and eye clinics;
- Pharmacy needs;
- Women's health;
- Physical and massage therapy; and
- Health promotions such as flu shots and nutrition services.

Student Mental Health Resources

<http://www.mentalhealth.umn.edu>

The Provost's Committee on Student Mental Health developed a website to provide mental health information and resources related to the University of Minnesota-Twin Cities campus, for students, their parents, faculty, and staff.

The website helps connect students to crisis help, counseling services, support groups, and offers tips on helping others who are experiencing stressful events and/or mental health challenges.

If you (or someone you know) is having a mental health crisis and/or is in immediate danger, please call 911.

If the mental health crisis you are experiencing is not dangerous, but you wish to talk to someone immediately for assistance about what to do next, call this 24-hour help line:

Crisis Connection
612-301-4673

U of M Textline
Text "UMN" to 61222

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

<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.

Lactation Spaces

<http://lacspaces.umn.edu/>

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. If you have questions and concerns about lactation spaces or resources, please contact Susan Warfield (warfi002@umn.edu).

Recreation & Wellness Center

<http://www.recwell.umn.edu/>

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

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

2.5 DIVERSITY

Diversity and Inclusiveness

The University of Minnesota (University) is committed to achieving excellence through equity and diversity. We believe 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. Equitable access to education is critical to preparing students for the responsibilities of citizenship and civic leadership in a heterogeneous society. The University strives to provide equitable access and opportunity in its programs, facilities, and employment. The University will also establish and nurture an environment for faculty, staff, students, and visitors that actively acknowledges and values difference 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. The student led *Diversity Matters*, and faculty led *Health Equities Work Group* organizations are designed to address and explore issues of diversity that impact public health professionals.

We also strive to create a community that is actively engaging in the areas of diversity and inclusiveness to create an excellent educational environment. The SPH defines inclusiveness as all-embracing of the fullness of humanity. Our goal is to recognize differences, address disparities, and to help cultivate understanding 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 of person's attributes as well as their intersections.

The SPH Coordinator of Diversity, Equity and Inclusion, Lauren Eldridge, works with students, staff, faculty, and community members to advance equity and diversity within the SPH. Her office is located in A395-3 Mayo Memorial Building or you can contact her at leldridg@umn.edu or at 612-624-9970.

For more information please visit:

- University policy on Equity & Diversity - http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf
- Office for Equity and Diversity - <https://diversity.umn.edu/eoaa/home>
- SPH info and resources for Diversity & Inclusion - <http://www.sph.umn.edu/about/diversity-inclusion/>

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<https://diversity.umn.edu/disability/>

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

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

Diversity in Graduate Education<https://diversity.umn.edu/gradeducation/>

Location: 333 Johnston Hall, 101 Pleasant Street SE (East Bank)
Phone: (612) 625-6858

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

The Gender and Sexuality Center for Queer and Trans Life<https://diversity.umn.edu/glbta/>

Location: 46 Appleby Hall, 128 Pleasant Street SE (East Bank)
Phone: (612) 625-0537

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

International Student and Scholar Services<http://www.iss.umn.edu/>

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

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

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

Multicultural Center for Academic Excellence<https://diversity.umn.edu/multicultural/>

Location: 140 Appleby Hall, 128 Pleasant Street SE (East Bank)
Phone: (612) 624-6386

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

Office of Equity and Diversity<https://diversity.umn.edu/>

Location: 432 Morrill Hall, 100 Church Street SE (East Bank)
Phone: (612) 624-0594

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

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

Office of Equal Opportunity and Affirmative Action

<https://diversity.umn.edu/eoaa/>

Location: 274 McNamara Alumni Center, 200 Oak Street SE (East Bank)
Phone: (612) 624-9547

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

Student Conflict Resolution Center

<http://www.sos.umn.edu/>

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

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

Women's Center

<http://diversity.umn.edu/women/>

Location: 64 Appleby Hall, 128 Pleasant Street SE (East Bank)
Phone: (612) 625-9837

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

2.6 ACADEMIC RESOURCES

University Libraries

<http://hsl.lib.umn.edu/biomed>

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

Information on other University libraries and collections can be found at <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.

Bookstore

<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.

Center for Educational Innovation

<http://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

<http://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

<http://it.umn.edu/services/>

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

Computer Lab Locations

Computer Rental

Internet Services and Email Accounts

Computers and Software for Purchase

Training

Support and Help Services

Resources and Useful Links

Security

2.7 CAMPUS SAFETY

Police

<http://www.umn.edu/umpolice/>

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

Security Monitor Program

<https://publicsafety.umn.edu/home/security>

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

<http://www1.umn.edu/prepared/txtu/>

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

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

Campus Wide Emergency Alert System

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

2.8 ADDITIONAL RESOURCES

Post Office

<https://sua.umn.edu/locations/postal-stations/>

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

Copies/Fax Machines

<http://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

<http://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

<http://www.umn.edu/usls/>

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

3. REGISTRATION

3.1 FULL-TIME STATUS

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

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

3.2 REGISTRATION PROCESS

Step One

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

1. Log into [MyU](#).
2. Select the **My Academics** tab, then the **My Classes** sub-tab.
3. Click on **Class Search** (in Enrollment Tools section).
4. Determine search criteria; you must select your campus (Institution), term, and at least two additional criteria. Students in the School of Public Health will find the majority of their courses listed under the subject "PUBH".

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

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

Step Two

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

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

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.

Course Prerequisites

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

Grade Submission

All grades for all courses each term shall be submitted to the Office of the Registrar no later than 72 hours after the last final examination for that term. Students can view their grades online at <http://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: <http://www.sph.umn.edu/grades>. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not.

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

3.4 TRANSFER CREDIT

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.

3.5 EQUIVALENCY EXAMS

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

PubH 6020 Fundamentals of Social and Behavioral Science

Contact: Toben Nelson tfnelson@umn.edu

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

PubH 6751 Principles of Management in Health Services Organizations

Contact: Jim Begun begun001@umn.edu

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

PubH 6102 Issues in Environmental and Occupational Health

Contact: Bill Toscano tosca001@umn.edu

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

PubH 6320 Fundamentals of Epidemiology

Contact: Rachel Widome widom001@umn.edu

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

PubH 6450 Biostatistics I

Contact: Sally Olander brown198@umn.edu

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

PubH 6741 Ethics in Public Health: Professional Practice and Policy

Contact: Sarah Gollust sgollust@umn.edu

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

4. TUITION, FEES, BILLING, AND FINANCES

4.1 MY FINANCES TAB ON MYU

The My Finances tab in MyU.umn.edu is where you'll find information about billing, payment and financial aid.

On the left side is where you will view account charges and billing statements. It is also where you can submit an online payment using the preferred and free e-check method and don't forget to sign up for Direct Deposit. . And for those of you from Wisconsin, North Dakota, South Dakota, and Manitoba, remember to apply for reciprocity through your home state or province right way so your bill will have the correct amounts.

On the right side you will see our 5 steps to receiving financial aid, from completing the Free Application for Federal Student Aid, the "FAFSA", to having funds disburse to your student account. Your status will update as you progress through the steps.

4.2 TUITION AND FEES

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

4.3 BILLING

Your billing statement details your amount due (tuition, fees, housing, books, and other campus charges) and your payment due date. You will receive a notice in your University email account when it is ready to view. If you have account charges on more than one campus, you will receive separate billing notices for each campus.

The first fall billing statement for 2017-2018 will be published on September 3, you will receive a notice sent to your University email address. The bill will be due on September 16. You may opt into a payment plan when the bill is available, which will divide your payments over three billing periods throughout the semester. Make sure you always pay your bills on time to avoid late fees or cancellation of future class registration

Your billing statement is a snapshot of the charges and credits applied to your account as of the date the statement was created. For the most up-to-date account activity information, you can check your student account on the My Finances tab in MyU.

Third Party Billing

http://onestop.umn.edu/finances/pay/third_party_billing/index.html

When an organization, not owned by you or a family member, makes a commitment to pay your educational expenses, they are considered a third party sponsor by the University of Minnesota. When payment is due on your student account, the sponsor is billed by the University. This payment process is termed "third party billing."

Sponsor's payments are subject to the same federal reporting requirements as other financial aid. Some sponsorships don't require a billing invoice and are administered by the University through One Stop Student Services.

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

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

4.4 FINANCIAL AID AND SCHOLARSHIPS

A variety of resources to assist students in financing their education can be found at <http://www.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 <http://onestop.umn.edu/> or by -mailing onestop@umn.edu.

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

AID TYPE	CONTACT	EMAIL ADDRESS
Division/Major Specific Awards and Traineeships, the Dean's Scholarship	Your Program Coordinator	
Medica Scholarships, and scholarships that support specific US minority groups	SPH Student Services	sph-ask@umn.edu
Federal Loans, Financial Aid Package	Liz Holm	holm029@umn.edu

Loan Deferment

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

Students requesting a loan deferment can get their form signed by One Stop Student Services http://onestop.umn.edu/contact_us/index.html.

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 :
http://onestop.umn.edu/contact_us/student_account_assistance.html

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

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 POLICIES

As part of the larger University of Minnesota community, students in the School of Public Health are responsible for abiding by the Board of Regents policies and other University-wide administrative policies. These policies can be found in full at <http://policy.umn.edu/>.

This policy library holds policies that apply to the entire University system (all five campuses), as well as policies that apply to the Twin Cities campus. The site also displays Board of Regents policies, which are managed through the Board office.

In an effort to avoid potential duplication, omission, or transcription errors, we direct SPH students to read the policies at the original source. We encourage you to particularly become aware of the following:

Student Conduct Code

This policy governs the expected standards of behavior for students and applies to all students and student organizations at the University of Minnesota, whether or not the University is in session.

The Office for Community Standards is the unit of the university that works to educate the community about the policies governing student behavior and resolve reported violations of the Student Conduct Code. The process they follow is designed to resolve issues in a way that is fair to all community members.

<https://communitystandards.umn.edu/>

Below are the Student Conduct Code's 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.
- f) Students are entitled to the rights and responsibilities of other citizens with regard to freedom of speech, peaceable assembly, and right to petition. Students are entitled to exercise their rights to inquire and dissent, speak freely, and peaceably assemble and protest to the extent permissible under both the First Amendment and the Student Conduct Code.
- g) Students are entitled to due process and procedural fairness protections, including the prompt notification of charges, the opportunity to respond, the right to an advocate of choice, and the right to the resolution of a case within a reasonable period of time.

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

1. Scholastic Dishonesty.
2. Disruption of the Academic Environment.
3. Falsification.
4. Refusal to Identify and Comply.
5. Attempt to Injure or Defraud.
6. Harm to Person.
7. Bullying.
8. Sexual Misconduct.
9. Disorderly Conduct.
10. Illegal or Unauthorized Possession or Use of Weapons.
11. Illegal or Unauthorized Possession or Use of Drugs or Alcohol.

- | | |
|------------------------------------------------------------|---------------------------------------------------------------|
| 12. Providing Alcohol to Minors. | 17. Hazing. |
| 13. Unauthorized Use of University Facilities or Services. | 18. Rioting. |
| 14. Theft, Property Damage, or Vandalism. | 19. Violation of University Rules. |
| 15. Unauthorized Access. | 20. Violation of Local, State, or Federal Laws or Ordinances. |
| 16. Disruptive Behavior. | 21. Persistent Violations. |

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 for Community Standards.

The University's Student Conduct Code defines scholastic dishonesty as "plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course 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."

- 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: <https://communitystandards.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 <https://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 in the School of Public Health are referred to the Associate Dean for Learning Systems and Student Affairs.

Sexual Harassment

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

Research Involving Human Subjects

This policy governs all research involving human subjects conducted at the University of Minnesota or by University faculty, staff, or student researchers.

Grading & Transcript Policy

This policy covers University-wide grading standards and the meaning of transcript symbols. A standard grading system establishes a common understanding of the meaning of grades and promotes uniformity in assigning them. Defining grades and their associated meaning (grade points and assessment of achievement) allows for comparison and for computation of the term and cumulative grade point average.

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.

5.3 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 <http://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 <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.

5.4 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.

5.5 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. Any research involving human subjects must be reviewed by the IRB.

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.

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.

IRB Contact Information

(612) 626-5654

irb@umn.edu

<https://research.umn.edu/units/irb>

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 culminating experience 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.**

5.6 INTERNATIONAL STUDENT REQUIREMENTS

Note: International student requirements may change over time. For up-to-date information go to <http://www.iss.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 <http://www.iss.umn.edu/> for directions, office hours, and services. ISSS will review immigration documents, register new students for the International Student Orientation Program, and provide information on how to release registration holds. These processes are mandated by the Department of Homeland Security (DHS); formerly known as Immigration and Naturalization Service (INS).

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

Student and Exchange Visitor Information System (SEVIS)

SEVIS is an electronic reporting system that provides the Department of Homeland Security with information on international students and scholars in the United States who hold F, J, and M visas. This internet-based record-keeping system maintains electronic data on all international students. The system 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 <http://www.iss.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 <https://isss.umn.edu/INSGen/address.html>

6. GROUPS, ASSOCIATIONS AND SOCIETIES

6.1 STUDENT GROUPS

School of Public Health Student Senate

<http://www.sph.umn.edu/current/senate/>

The Student Senate is comprised of graduate students of the University of Minnesota, School of Public Health.

The SPH Student Senate is the representative organization for the graduate and professional student body of the School of Public Health. The Student Senate seeks to improve all aspects of graduate and professional education by working to create a positive environment for students to learn, work, and socialize in the School of Public Health.

The SPH Student Senate welcomes input from all students from the school and invites 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 2017-2018 academic year are:

Office	Name
President	Sarah Moon
Vice President	Tolulope Odebunmi
Director of Finance	Mosunmoluwa Oyenuga
Secretary	Haley Miller
Director of Communications	Samantha Alch

Professional Student Government

<http://www.umnpsg.org/>

The professional student governance on the Twin Cities campus of the University of Minnesota rests with the Professional Student Government (PSG). All currently registered professional students at the University of Minnesota are members of PSG.

PSG represents and serves students in the Carlson School of Management, Law School, Medical School, Dental School, School of Nursing, College of Pharmacy, School of Public Health, College of Veterinary Medicine, College of Education and Human Development, and Humphrey School of Public Affairs. PSG is a resource for its 10 member Councils, the primary contact point for administrative units, a professional student policy-making and policy-influencing body, and as a center of inter- and intra-collegiate interaction among professional students.

Council of Graduate Students (COGS)

<http://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)

<http://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)

<https://gopherlink.umn.edu/organization/184>

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

<http://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.

If you are interested in forming a group within the School of Public Health, please contact Crystal Esparza, Coordinator for Student Recruitment and Engagement at espa0018@umn.edu.

6.2 PUBLIC HEALTH RELATED ASSOCIATIONS AND AGENCIES

Minnesota Public Health Association

<http://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

<http://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

<http://www.aspph.org/>

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

Centers for Disease Control and Prevention

<http://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

<http://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

<http://www.ache.org>

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

6.3 ALUMNI SOCIETIES

School of Public Health Alumni Society

<http://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

mhaalumni.umn.edu

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

7. PUBLIC HEALTH NUTRITION MPH DEGREE PROGRAM

7.1 FALL 2017 STANDARD PROGRAM CURRICULUM (STND)

Note: See section 1.2 below for the Coordinated Master's Program (CMP) curriculum.

See section 1.3 below for the Nutritional Epidemiology emphasis curriculum.

- STND track for nutrition/dietetics undergrad majors = 44 total credits
- STND track for non-nutrition/dietetics undergrad majors = 50-55 total credits

Guide to curriculum notes:

Some courses have very specific grade and grading basis requirements. For this reason, please pay close attention to the following notes.

- ① Courses must be taken for a letter grade (A/F) and you must obtain a grade of B- or above.
- ② Not required if taken at an undergraduate level prior to matriculation.
- ③ Also available in an on-line version at least once per academic year.

Public Health Nutrition Core [13 credits]				
Course	Notes	Title	Offered	Credits
PubH 6901	①	Foundations of Public Health Nutrition Leadership	Fall	2
PubH 6914	①	Community Nutrition Intervention	Spring	3
PubH 6915	①	Nutrition Assessment	Fall	2
PubH 6933	①	Nutrition and Chronic Diseases	Spring	2
All STND Track students must take two courses from the following list:				
PubH 6907	①	Maternal, Infant, Child and Adolescent Nutrition	Fall/Summer	3
PubH 6904	①	Nutrition and Aging (on-line)	Summer	2
PubH 6906		Global Nutrition	Spring	2
Research Methods [6 total credits]				
PubH 7994		Culminating Experience	Any Term	1-2
Plus 4-5 research methods credits from the following list of courses				
PubH 6034		Evaluation	Spring	3
PubH 6035		Applied Research Methods [prerequisite 6034]	Fall	3
PubH 6325		Data Processing with PC-SAS	Fall/Spring	1
PubH 6342		Epidemiologic Methods II [prerequisite 6341]	Spring	3
PubH 6420		Introduction to SAS Programming	Fall/Summer	1
PubH 6451		Biostatistics II [prerequisite 6450]	Spring	4
PubH 6617		Practical Methods for Secondary Data Analysis	Fall	3
PubH 6636		Qualitative Research Methods in Pub Hlth Prac	Spring	2
PubH 6638		Excel and Access in Public Health Settings	Spring	1
PubH 6803		Conducting a Systematic Literature Review	Spring	2
PubH 6806		Principles of Public Health Research	Fall	2
PubH 6852		Program Evaluation in Health and Mental Health Settings	Spring	2
PubH 6389		Nutritional Epidemiology [prerequisite 6341 or 6320]	Fall	2
PubH 7250		Designing and Conducting Focus Group Interviews	Spring	1
Nurs 8171		Qualitative Research Design and Methods	Spring	3-4

Field Experience [2 credits]				
PubH 7996		Field Experience	Fall/Spring/Sum	2

Public Health Core [12-14 credits]

Note: courses designated as part of the public health core must be taken for a letter grade (A/F)

Course	Notes	Title	Offered	Credits
PubH 6101 or PubH 6102	①③	Environmental Health Issues in Environmental and Occupational Health	Fall/Spring Spring/Summer	2 2
PubH 6320 or PubH 6341	①③	Fundamentals of Epidemiology Epidemiologic Methods I	Fall/Spring/Summer Fall	3 3
PubH 6414 or PubH 6450	①③ ①③	Biostatistical Literacy Biostatistics I	Fall/Spring/Summer Fall/Spring	3 4
PubH 6741 or PubH 6742	①③ ①③	Ethics in Public Health: Professional Practice & Policy Ethics in Public Health: Research & Policy	Fall/Spring/Summer Fall/Spring/Summer	1 1
PubH 6751	①③	Principles of Mgmt in Health Service Organizations	Fall/Spring/Summer	2

Electives [11-12 credits]

- A. Students in the STND for non-nutr/dietetics track take the required additional nutrition science courses listed below **in addition to** enough electives to get to 50-55 credits
- B. Students choosing the School of Public Health Interdisciplinary Concentration, Public Health Policy, which requires a minimum of 12 credits can use those courses as electives
- C. Students can elect to complete other related Regents Certificates or Minors
- D. Examples of recommended courses for electives include (but are not limited to):
 - Public Health Nutrition Content
 - Program Development and Evaluation
 - Health Behavior and Policy
 - Research Methodology
 - Sustainable Food Systems/Environmental Nutrition

Additional Nutrition Science Courses for the STND non-nutr/dietetics track [6-10 credits]

PubH 6355	①②	Pathophysiology of Human Disease	Fall	4
FScN 4621W	①	Nutrition and Metabolism	Fall	4

7.2 FALL 2017 COORDINATED MASTER'S PROGRAM CURRICULUM (CMP)

Note: See *section 1.3* below for the Nutritional Epidemiology emphasis curriculum.

- CMP track for non-nutrition/dietetics undergrad majors = 64 credits
- CMP track for nutrition/dietetics undergrad majors = 61 credits

Guide to curriculum notes:

Some courses have very specific grade and grading basis requirements. For this reason, please pay close attention to the following notes.

- ① Courses must be taken for a letter grade (A/F) and you must obtain a grade of B- or above.
- ② Not required if taken at an undergraduate level prior to matriculation.
- ③ Also available in an on-line version at least once per academic year.

Public Health Nutrition Core [14-16 credits]				
Course	Notes	Title	Offered	Credits
PubH 6901	①	Foundations of Public Health Nutrition Leadership	Fall	2
PubH 6914	①	Community Nutrition Intervention	Spring	3
PubH 6915	①	Nutrition Assessment	Fall	2
PubH 6933	①	Nutrition and Chronic Diseases	Spring	2
PubH 6920		Foundations of Interprofessional Communication and Collaboration	Fall	1
Non-nutr/dietetics undergrad students must take both courses from the following list with the ① note:				
Nutr/dietetics undergrad students must take two courses from the following list:				
PubH 6907	①	Maternal, Infant, Child and Adolescent Nutrition	Fall/Summer	3
PubH 6904	①	Nutrition and Aging (on-line)	Summer	2
PubH 6906		Global Nutrition	Spring	2
Research Methods [6 total credits]				
PubH 7994		Culminating Experience	Any Term	2
Plus 4 research methods credits from the following list of courses				
PubH 6034		Evaluation	Spring	3
PubH 6035		Applied Research Methods [prerequisite 6034]	Fall	3
PubH 6325		Data Processing with PC-SAS	Fall/Spring	1
PubH 6342		Epidemiologic Methods II [prerequisite 6341]	Spring	3
PubH 6420		Introduction to SAS Programming	Fall/Summer	1
PubH 6451		Biostatistics II [prerequisite 6450]	Spring	4
PubH 6617		Practical Methods for Secondary Data Analysis	Fall	3
PubH 6636		Qualitative Research Methods in Pub Hlth Prac	Spring	2
PubH 6638		Excel and Access in Public Health Settings	Spring	1
PubH 6803		Conducting a Systematic Literature Review	Spring	2
PubH 6806		Principles of Public Health Research	Fall	2
PubH 6852		Program Eval in Hlth and Mental Hlth Settings	Fall/Spring	2
PubH 6389		Nutritional Epidemiology [prerequisite 6341 or 6320]	Fall	2
PubH 7250		Designing and Conducting Focus Group Interviews	Spring	1
Nurs 8171		Qualitative Research Design and Methods	Spring	3-4

Field Experience & Independent Study [25 credits]				
PubH 7996		Coordinated Program Field Experiences (one credit each for four semesters)	Fall/Spring	4
PubH 7991		Independent Study: Public Health Nutrition (one credit each for four semesters)	Fall/Spring	4
PubH 6995		Community Nutrition Practicum	Summer	8
PubH 6996		Clinical Nutrition Practicum	Summer	9

Public Health Core [11-12 credits]

Note: courses designated as part of the public health core must be taken for a letter grade (A/F)

Course	Notes	Title	Offered	Credits
PubH 6101 or PubH 6102	① ①③	Environmental Health Issues in Environmental and Occupational Health	Fall/Spring Spring/Summer	2 2
PubH 6320 or PubH 6341	①③ ①	Fundamentals of Epidemiology Epidemiologic Methods I	Fall/Spring/Summer Fall	3 3
PubH 6414 or PubH 6450	①③ ①	Biostatistical Literacy Biostatistics I	Fall/Spring/Summer Fall/Spring	3 4
PubH 6741 or PubH 6742	①③ ①③	Ethics in Public Health: Professional Practice & Policy Ethics in Public Health: Research & Policy	Fall/Spring/Summer Fall/Spring/Summer	1 1
PubH 6751	①③	Principles of Mgmt in Health Service Organizations	Fall/Spring/Summer	2

Electives [5-6 credits]

- A. Students choosing the School of Public Health Interdisciplinary Concentration, Public Health Policy, which requires a minimum of 12 credits can use those courses as electives
- B. Students can elect to complete other related Regents Certificates
- C. Students in CMP non-nutr/dietetics track take an additional Life Cycle course, and the additional food science and nutrition courses listed below in addition to enough electives to get to the minimum number of credits to graduate
- D. Examples of recommended courses for electives include (but are not limited to):
 - Public Health Nutrition Content
 - Program Development and Evaluation
 - Health Behavior and Policy
 - Research Methodology
 - Sustainable Food Systems/Environmental Nutrition

Additional Nutrition Science Courses for CMP non-nutr/dietetics track Students [6 credits]

FScN 4665	①	Medical Nutrition Therapy I	Fall	3
FScN 4666	①	Medical Nutrition Therapy II	Spring	3

7.3 FALL 2017 NUTRITIONAL EPIDEMIOLOGY PROGRAM CURRICULUM (NEP)

- NEP track for nutrition/dietetics undergrad majors = 44 total credits
- NEP track for non-nutrition/dietetics undergrad majors = 48-54 total credits

Guide to curriculum notes:

Some courses have very specific grade and grading basis requirements. For this reason, please pay close attention to the following notes.

- ① These courses must be taken for a letter grade (A/F) and you must receive a grade of B- or above
- ② Also available in an on-line version at least once per academic year.

Public Health Nutrition Core [11-17 credits]				
Course	Notes	Title	Offered	Credits
PubH 6901	①	Foundations of Public Health Nutrition Leadership	Fall	2
PubH 6914	①	Community Nutrition Intervention	Spring	3
PubH 6915	①	Nutrition Assessment	Spring	2
PubH 6933	①	Nutrition and Chronic Diseases	Spring	2
One course from the following list:				
PubH 6907	①	Maternal, Infant, Child and Adolescent Nutrition	Fall/Summer	3
PubH 6904	①	Nutrition and Aging (on-line)	Summer	2
PubH 6906	①	Global Nutrition	Spring	2
The following course is ONLY required for NEP Track for non-nutr/dietetics undergrad majors:				
FScN 4621W		Nutrition and Metabolism [prerequisite FScN 4612 & PubH 6355 or Phsl 3051 or equiv]	Fall	4
Epidemiology Core [24 or 28 credits]				
PubH 6341	①	Epidemiologic Methods I	Fall	3
PubH 6342	①	Epidemiologic Methods II	Spring	3
PubH 6343	①	Epidemiologic Methods III	Fall	4
PubH 6350	①	Epidemiologic Methods III Lab	Fall	1
PubH 6325 or PubH 6420		Data Processing with PC-SAS Introduction to SAS Programming	Fall/Spring Fall/Summer	1 1
PubH 6389	①	Nutritional Epidemiology	Fall	2
PubH 6355		Pathophysiology of Human Disease [not required if physiology taken at the undergrad level]	Fall	4
PubH 6450	①	Biostatistics I	Fall	4
PubH 6451		Biostatistics II	Spring	4
Plus one of the following four courses:				
PubH 6381		Genetics in Public Health in the Age of Precision Medicine	Fall	2
PubH 6385		Epi & Control of Infectious Diseases	Spring	2
PubH 6386		PubH Aspects of Cardiovascular Disease	Fall	2
PubH 6387		Cancer Epidemiology	Spring	2
PubH 6605		Reproductive and Perinatal Health	Spring '18/'20	2
Field Experience/Master's Project [4 credits]				
PubH 7996		Field Experience	Any term	2
PubH 7994		Culminating Experience	Any term	2

Public Health Core [5 credits]				
<input type="checkbox"/> Note: courses designated as part of the public health core must be taken for a letter grade (A/F) <input type="checkbox"/>				
Course	Notes	Title	Offered	Credits
PubH 6101 or PubH 6102	① ①②	Environmental Health Issues in Environmental and Occupational Health	Fall/Spring Fall/Spring/Summer	2 2
PubH 6741 or PubH 6742	①②① ②	Ethics in Public Health: Professional Practice & Policy Ethics in Public Health: Research & Policy	Fall/Spring/Summer Fall/Spring/Summer	1 1
PubH 6751	①②	Principles of Mgmt in Health Service Organizations	Fall/Spring/Summer	2

Recommended Competency Areas can be found at: <http://z.umn.edu/epichcomp1415>. Please scroll down the list to find the Public Health Nutrition MPH list

7.4 OTHER MPH DEGREE REQUIREMENTS

Public Health Core Area Requirements

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

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

Pre-approved Courses Meeting Public Health Core Area Requirements

Administration

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

Behavioral Science

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

PubH 6914 Community Nutrition Intervention – 3 cr. (public health nutrition students only)

Biostatistics

PubH 6414 Biostatistical Literacy – 3 cr.

PubH 6450 Biostatistics I – 4 cr.

PubH 6451 Biostatistics II – 4 cr.

Environmental Health

PubH 6101 Environmental Health – 2 cr.

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

Epidemiology

PubH 6320 Fundamentals of Epidemiology – 3 cr.

PubH 6341 Epidemiologic Methods I – 3 cr.

Ethics

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

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

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 Program Director – 4xxx-level courses may also be applied toward a MPH degree as long as they are taught by a member of the graduate faculty.

SPH Grading Policies

Grade Point Average

Students must achieve a cumulative 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, field experience, and culminating 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.

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 Student Advising Manager for documentation of these requirements.

Field Experience

All students matriculating in a MPH program must complete a formal, supervised fieldwork experience see *section 1.6-1.8*.

MPH Study Plan

Students are required to submit a completed MPH Study Plan to the Student Advising Manager 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 Student Advising Manager to review the study plan and notify students if they are missing any requirements prior to their last term of study.

Culminating Experience

MPH students must complete a culminating experience, see *section 1.9*.

Comprehensive Examination

MPH students must complete a written and/or oral examination as specified by the major; see *section 1.10*.

Time Frame

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

Course Transfer Credits

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

MPH 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 MPH degree. To be considered for transfer, graduate level coursework must have been taken at an accredited graduate institution. Students must:

1. The student will complete and sign the *Petition* form, attach an official transcript on which the final grade has been posted.
2. Submit the *Petition* form to the Student Advising Manager for processing. The *Petition* form can be found at <http://policy.umn.edu/forms/otr/otr172.pdf>

The Student Advising Manager will forward the petition to the Program Director and then to the Associate Dean for final evaluation and/or approval.

Course Substitutions and Waivers

All student requests that deviate from the degree curriculum requirements outlined in this Guidebook must be made on a *Petition* form. The *Petition* form can be obtained at <http://policy.umn.edu/forms/otr/otr172.pdf>.

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

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:
 - Briefly state the exception or approval to be considered: 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.
 - Provide an explanation or reason to grant your request below: 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 Student Advising Manager 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 Student Advising Manager. Upon receipt of those materials, the Student Advising Manager will review the request with the Program Director and then if approved by the Program Director, all copies of the request will be forwarded to the School of Public Health staff to be presented to the appropriate SPH Educational Policy committee members. The student will be notified by Carol Francis via e-mail of the committee's decision. If the Program Director does not approve of the request, the Student Advising Manager will inform the student that the request will not be forwarded to the SPH Educational Policy Committee for review.

Application for Degree

MPH students are required to submit an *Application for Degree* form. There are strict deadline dates before a student can be cleared for graduation. **You must submit the on-line the form by the end of the first business day of the month in which you want your degree cleared.** To complete the form go to MYU.umn.edu click on ACADEMICS:DEGREE PROGRESS:APPLY TO GRADUATE.

7.5 SAMPLE SCHEDULES

Standard Program Option for nutrition/dietetics undergrad majors [44 credits]

Fall Semester I

Course	Title	Credits
PubH 6101	Environmental Health [1 st half semester]	2
PubH 6414	Biostatistical Literacy	3
PubH 6751	Principles of Management in Health Services Organizations [2 nd half semester]	2
PubH 6901	Foundations of Public Health Nutrition Leadership	2
PubH 6907	Maternal, Infant, Child and Adolescent Nutrition	3
	Electives	2

Spring Semester I

PubH 6320	Fundamentals of Epidemiology	3
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PubH 6914	Community Nutrition Intervention	3
PubH 6933	Nutrition and Chronic Diseases	2
PubH 7250	Designing and Conducting Focus Group Interviews	1
PubH 6034	Evaluation	3

May Session I

	Electives	3
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Summer Session I

PubH 6904	Nutrition and Aging (on-line)	2
PubH 7996	Field Experience	2

Fall Semester II

PubH 6741	Ethics in Public Health: Professional Practice & Policy [1 st half semester]	1
PubH 6915	Nutrition Assessment	2
PubH 7994	Culminating Experience	1-2
	Electives	6-7

Standard Track for non-nutrition/dietetics undergrad majors [50-55 credits]

Fall Semester I

Course	Title	Credits
PubH 6355	Pathophysiology of Human Disease--not required if taken at the undergraduate level and must be taken in the first semester to avoid conflicting with another required course in the second fall semester	4
PubH 6414	Biostatistical Literacy	3
PubH 6901	Foundations of Public Health Nutrition Leadership	2
PubH 6907	Maternal, Infant, Child and Adolescent Nutrition	3
	Electives	2

Spring Semester I

PubH 6034	Evaluation	3
PubH 6101	Environmental Health [2 nd half-semester]	2
PubH 6320	Fundamentals of Epidemiology	3
PubH 6751	Principles of Management in Health Services Organizations	2
	Electives	3

May Session I

	Electives	2
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Summer Session I

PubH 6904	Nutrition and Aging (on-line)	2
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Fall Semester II

FScN 4621W	Nutrition and Metabolism	4
PubH 6741	Ethics in Public Health: Professional Practice & Policy [1 st half semester]	1
PubH 6915	Nutrition Assessment	2
PubH 7996	Field Experience	2
	Electives	4

Spring Session II

PubH 6914	Community Nutrition Intervention	3
PubH 6933	Nutrition and Chronic Diseases	2

PubH 7250	Designing and Conducting Focus Group Interviews	1
PubH 7994	Culminating Experience	1-2
	Electives	4

CMP for non-nutrition/dietetics undergrad majors [64 credits]

Fall Semester I

Course	Title	Credits
PubH 6414	Biostatistical Literacy	3
PubH 6901	Foundations of Public Health Nutrition Leadership	2
PubH 6920	Foundations of Interprofessional Communication and Collaboration	1
PubH 7991	Independent Study: Public Health Nutrition Professional Development	1
PubH 7996	Field Experience	1
FScN 4665	Medical Nutrition Therapy I—not required if taken at the undergraduate level	3

Spring Semester I

PubH 6320	Fundamentals of Epidemiology	3
PubH 6034	Evaluation	3
PubH 6914	Community Nutrition Intervention	3
PubH 7991	Independent Study: Public Health Nutrition	1
PubH 7996	Field Experience	1
FScN 4666	Medical Nutrition Therapy II*	3
	*not required if taken at the undergraduate level	

Summer Session I

PubH 6995	Community Nutrition Practicum	8
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Fall Semester II

PubH 6751	Principles of Mgmt. in Hlth. Svc. Orgs. (on-line)	2
PubH 6907	Maternal, Infant, Child and Adolescent Nutrition	3
PubH 6915	Nutrition Assessment	2
PubH 7991	Independent Study: Public Health Nutrition	1
PubH 7996	Field Experience	1

Spring Semester II

PubH 6101	Environmental Health [2 nd half-semester]	2
PubH 6741	Ethics in Public Health: Professional Prac. & Policy (on-line)	1
PubH 6933	Nutrition and Chronic Diseases	2
PubH 7250	Designing and Conducting Focus Group Interviews	1
PubH 7991	Independent Study: Public Health Nutrition	1
PubH 7994	Culminating Experience	2
PubH 7996	Field Experience	1

Summer Session II

PubH 6904	Nutrition and Aging (on-line)	2
PubH 6996	Clinical Nutrition Practicum	9

CMP for nutrition/dietetics undergrad majors [61 credits]

Fall Semester I

Course	Title	Credits
PubH 6920	Foundations of Interprofessional Communication and Collaboration	1
PubH 6414	Biostatistical Literacy	3
PubH 6901	Foundations of Public Health Nutrition Leadership	2
PubH 6907	Maternal, Infant, Child and Adolescent Nutrition	3
PubH 7991	Independent Study: Public Health Nutrition	1
PubH 7996	Field Experience	1
	Electives	2

Spring Semester I

PubH 6034	Evaluation	3
PubH 6320	Fundamentals of Epidemiology	3
PubH 6914	Community Nutrition Intervention	3
PubH 7991	Independent Study: Public Health Nutrition	1
PubH 7996	Field Experience	1
	Electives	2

Summer Session I

PubH 6904	Nutrition and Aging	2
PubH 6996	Clinical Nutrition Practicum	9

Fall Semester II

PubH 6102	Issues in Environmental Health [1 st half semester]	2
PubH 6741	Ethics in Public Health: Professional Practice & Policy	1
PubH 6751	Principles of Mgmt. in Health Services Organizations [2 nd half semester]	2
PubH 6915	Nutrition Assessment	2
PubH 7991	Independent Study: Public Health Nutrition	1
PubH 7996	Field Experience	1

Spring Semester II

PubH 6933	Nutrition and Chronic Diseases	2
PubH 7250	Designing and Conducting Focus Group Interviews	1
PubH 7991	Independent Study: Public Health Nutrition	1
PubH 7994	Culminating Experience	2
PubH 7996	Field Experienced	1
	Electives	1

Summer Session II

PubH 6995	Community Nutrition Practicum	8
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Nutritional Epidemiology Program for nutrition/dietetics undergrad majors [44 credits]

Fall Semester I

Course	Title	Credits
PubH 6325 or PubH 6420	Data Processing with PC-SAS Introduction to SAS Programming	1 1
PubH 6341	Epidemiologic Methods I	3
PubH 6450	Biostatistics I	4
PubH 6751	Principles of Management in Health Services Organizations [2nd half semester]	2
PubH 6901	Foundations of Public Health Nutrition Leadership	2

Spring Semester I

PubH 6102	Issues in Environmental Health	2
PubH 6342	Epidemiologic Methods II	3
PubH 6451	Biostatistics II	4
PubH 6914	Community Nutrition Intervention	3
PubH 6933	Nutrition and Chronic Diseases	2

Summer Session I

PubH 6904	Nutrition and Aging (on-line)	2
PubH 7996	Field Experience	2

Fall Semester II

PubH 6343	Epidemiologic Methods III	4
PubH 6350	Epidemiologic Methods III lab	1
PubH 6381	Genetics in Public Health in an Age of Precision Medicine	2
PubH 6389	Nutritional Epidemiology	2
PubH 6741	Ethics in Public Health: Practice & Policy [1 st half semester]	1
PubH 6915	Nutrition Assessment	2
PubH 7994	Culminating Experience	2

Nutritional Epidemiology Program for non-nutrition/dietetics undergrad majors [48-54 credits]

Fall Semester I

Course	Title	Credits
PubH 6341	Epidemiologic Methods I	3
PubH 6355	Pathophysiology of Human Disease--not required if taken at the undergraduate level AND must be taken in year one to avoid a conflict with another required course fall semester of year two	4
PubH 6450	Biostatistics I	4
PubH 6901	Foundations of Public Health Nutrition Leadership	2
	Electives	2

Spring Semester I

PubH 6101	Environmental Health [1 st half-semester]	2
PubH 6325	Data Processing with PC-SAS	1
PubH 6342	Epidemiologic Methods II	3
PubH 6451	Biostatistics II	4
PubH 7996	Field Experience	2

Summer Session

PubH 6751	Principles of Management in Health Services Organizations (on-line)	2
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PubH 6904	Nutrition and Aging (on-line)	2
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Fall Semester II

FScN 4621W	Nutrition and Metabolism	4
PubH 6343	Epidemiologic Methods III	4
PubH 6350	Epidemiologic Methods III lab	1
PubH 6389	Nutritional Epidemiology	2
PubH 6915	Nutrition Assessment	2

Spring Semester II

PubH 6387	Cancer Epidemiology	2
PubH 6910	Critical Review of Research in Pub Hlth Nutrition [2 nd half-semester]	1
PubH 6914	Community Nutrition Intervention	3
PubH 6933	Nutrition and Chronic Diseases	2
PubH 6741	Ethics in Public Health: Practice & Policy [1 st half-semester]	1
PubH 7994	Culminating Experience	2

7.6 FIELD EXPERIENCE FOR STANDARD TRACK AND NUTRITIONAL EPI TRACK STUDENTS

The following guidelines are based on

- Mixon, H. and Dodds, J., Haughton, B., Guidelines for Community Nutrition Supervised Experiences. 2nd Edition. Public Health/Community Nutrition Practice Group, American Dietetic Association, 2003.
- Strategies for Success: Curriculum Guide (Didactic and Experiential Learning). Association of Graduate Programs in Public Health Nutrition, 2002.

Students are covered by University liability insurance during the periods of field experience (as specified in the *Field Experience Learning Agreement* form). Therefore, the Learning Agreement must be signed and submitted in before starting the field experience.

Field experiences help students try new skills and to see themselves in a practice setting. They allow for integration of theory and practice in an agency setting; they are a joint venture between the Major in Public Health Nutrition and the field agency. The effectiveness of future practitioners of public health nutrition depends on collaboration between the field faculty and the Major in Public Health Nutrition in the development of productive and meaningful field experiences.

Goals

The broad goals of field experience are to help the Public Health Nutrition graduate students strengthen their philosophy and understanding of public health and to identify themselves as professionals in public health. These goals are achieved by introducing the student in a health related field agency to:

- The broad practice and philosophy of public health as it relates to nutrition;
- The organizational framework for nutrition programs and services at the federal, state, and local levels;
- The application of theory to practice through work experiences.

Because field experiences provide opportunities for personal involvement in developing, planning, executing, and evaluating activities with and for professional and nonprofessional groups and individuals, a goal for students is increased self-awareness and self-confidence through accomplishment of these activities.

Field experience can contribute to the student's learning by offering the opportunity to apply knowledge and abilities within the framework of a public health agency.

PLANNING & procedures for the Field Experience

A list of agencies that have provided field experiences is available at <http://www.ahc.umn.edu/SPHFieldExp/index.cfm>. Students should start thinking about their field experience and making arrangements as early as possible in order to have adequate time to accomplish all objectives. It is also advantageous to have a few different field ideas and agencies in mind, in case one does not work out. Field experiences are designed to expose students to public health practice in the community; therefore field experiences within the University of Minnesota are not appropriate. An exception to this rule would be made in the case of a student who is

working in the community on a U of MN funded project. These exceptions require prior approval by the Public Health Nutrition Program Director.

1. During Fall Semester in PubH 6901, students are guided to assess their personal, educational and professional goals in order to develop a plan to become a leader in Public Health Nutrition which includes potential field experiences. Students meet with their academic advisor to discuss these goals and current field experience opportunities that would assist the students in achieving these goals. It is the student's responsibility to make final arrangements for field placement with the field preceptor who will be supervising them in the community setting. The academic advisor is available to facilitate placement. The Student Worksheet, *Overall Objectives for Field Experience (PubH 7996)*, should serve as a guide to plan field experiences. Students should meet with their field preceptor early in the semester. Students present a resume and discuss goals and objectives for the field experience. The field preceptor provides an orientation and overview of the agency. After negotiating mutually acceptable goals and timelines, finalized objectives for the field experience are established.
2. Before beginning field experience work, final objectives for the field experience should be recorded on the *Field Experience Learning Agreement Contract* on-line, be reviewed and approved by the student, field preceptor, academic advisor and the Student Advising Manager. The student initiates the contract, available at <http://www.ahc.umn.edu/sphfieldexp/index.cfm>. **Students may NOT start work on their actual field experience until the preceptor, advisor and Student Advising Manager have approved the field experience Learning Agreement.**
3. Near the midway point of the field experience, students should set aside time for discussion and evaluation of progress toward outlined objectives with their field preceptor.
4. At the end of the field experience, students should be evaluated by their field preceptor using the on-line *Preceptor Evaluation of Field Experience/Internship* form. Students should also evaluate their experience using the on-line *Student Evaluation of Field Experience/Internship* form.
5. Students are responsible to guide the preceptor to the on-line Preceptor Evaluation form. The contract, report, and evaluation must be completed no later than the last day of finals week in order to avoid a grade of "K" representing work in progress.
6. Generally, field experiences are planned to coincide with the University semester schedule. Field experiences are based on 45-60 hours (usually 3-4 hours/week for the 15 week semester) per credit hour. However, since program activities in field agencies do not necessarily lend themselves to this schedule, flexibility is allowed. Field preceptors are encouraged to notify the public health nutrition major when they have a project or opportunity for student involvement regardless of the time.
7. Regular communication is essential for all involved. Students should notify their academic advisor or Student Advising Manager of problems immediately. When in doubt about whether the placement is appropriate, contact your academic advisor or Student Advising Manager by phone or email to discuss the placement.
8. The on-line Field Experience Contract, Preceptor Evaluation Form and Student Evaluation form are available at <http://www.ahc.umn.edu/sphfieldexp/index.cfm>. **You must have a contract in place before beginning your field work and before you can register.**
9. Certain facilities are required by Minnesota law to submit paperwork for a criminal background check for all personnel with direct, unsupervised client contact. If their field experience or culminating experience project is in such a facility, students may be asked by the institution to submit paperwork.

Overall Guidelines for Field Experience credits

[Standard and Nutritional Epidemiology Program Options]

- Standard Track and Nutritional Epidemiology Track students need to complete 2 field experience credits. They may do additional field experience credits as electives.

Relationship Between the Field Experience and the Culminating Experience

The culminating experience and field experience should represent separate activities, though they may be related. The culminating experience should involve more independent work than the field experience. A culminating experience could evolve from a field experience with an organization, but should be defined separately; the same work cannot be counted for both. If they are related, careful consideration must be given in wording the contract to differentiate the requirements of the field experience from the culminating experience.

We suggest that students do an internship at one organization, and their culminating experience project with a different organization. While it is not required, doing them with different organizations has several advantages. It gives the student an insight into multiple organizations, expands the number of people the student can use for future references for jobs, and increases the number of places that may turn into a job opportunity.

7.7 COORDINATED PROGRAM FIELD EXPERIENCE

Students in the Coordinated Master's Program (CMP) fulfill 4 field experiences during the program. These are design to complete the competencies outlined in the "ACEND Accreditation Standards for Dietetic Education Programs Leading to the RD Credential", effective June 1, 2012 and updated on July 31, 2013. All experiences are assigned by the CMP director, who notifies students of their assigned rotation several weeks prior to the start of the semester or summer term. Students are covered by University liability insurance during the periods of field experience (as specified in the *Field Experience Contract* form). Therefore, contract forms must be signed and turned in before starting the field experience.

Field experiences help students try new skills and to see themselves in a practice setting. In addition, field experiences count toward the Accreditation Council for Education in Nutrition and Dietetics (ACEND) required supervised practice hours.

Goals

The broad goals of field experiences are to help Public Health Nutrition Coordinated Program graduate students strengthen their philosophy and understanding of public health and to identify themselves as dietetics professionals in public health. These goals are achieved by introducing the student in a health related field agency to:

- The broad practice and philosophy of public health as it relates to nutrition;
- The organizational framework for nutrition programs and services at the federal, state, and local levels;
- The application of theory to practice through work experiences.

Because field experiences provide opportunities for personal involvement in developing, planning, executing, and evaluating activities with and for professional and nonprofessional groups and individuals, a goal for students is increased self-awareness and self-confidence through accomplishment of these activities.

Field experiences can contribute to the student's learning by offering the opportunity to apply knowledge and abilities within the framework of a public health agency.

Planning & procedures for the Field Experience for students in the Coordinated Masters Program (CMP)

The CMP director will assign students to a field experience for each semester, for a total of four field experiences. Each field experience accounts for at least 60 hours of supervised practice, for a total of 240 hours or more by the completion of the CMP.

The four field experiences include: 1) Food Service Management and Wellness, 2) Women, Infant and Children (WIC) services, 3) Food Assistance, Community or Outpatient Programs and 4) a Long-Term Care Experience.

1. Before the start of each semester, students meet with the CMP director to discuss their assigned field experience. ACEND competencies that can be met through the field experience are discussed as well as overall goals and objectives of each field experience. Students should meet with their field preceptor early in the semester. Students present a resume and discuss goals and objectives for the field experience. The field preceptor provides an orientation and overview of the agency. After negotiating mutually acceptable goals and timelines, finalized objectives for the field experience are established.
2. Before beginning field experience work, final objectives for the field experience should be recorded on the *Field Experience/Internship Contract* on-line form, be reviewed and approved by the student, field preceptor, CMP Director and the Student Advising Manager. The student initiates the contract, available at <http://www.ahc.umn.edu/sphfieldexp/index.cfm>. **Students may NOT start work on their actual field experience until the preceptor, advisor and Student Advising Manager have approved the field experience contract.** The Student Advising Manager provides a permission number to the student which allows the student to register for a 1 credit Field Experience (PubH 7996).
3. Near the midway point of the field experience, students should set aside time for discussion and evaluation of progress toward outlined objectives with their field preceptor.
4. At the end of the field experience, students should be evaluated by their field preceptor using the on-line *Preceptor Evaluation of Field Experience/Internship* form. Students should also evaluate their experience using the on-line *Student Evaluation of Field Experience/Internship* form.
5. Students are responsible to guide the preceptor to the on-line Preceptor Evaluation form. The contract, report, and evaluation must be completed no later than the last day of finals week in order to avoid a grade of "K" representing work in progress.
6. Generally, field experiences are planned to coincide with the University semester schedule. Field experiences are based on at least 60 hours (usually 4 hours/week for the 15 week semester), and are one credit each. However, since program

activities in field agencies do not necessarily lend themselves to this schedule, flexibility is allowed. Field preceptors are encouraged to notify the public health nutrition major when they have a project or opportunity for student involvement regardless of the time.

7. Regular communication is essential for all involved. Students should notify the CMP director of problems immediately. When in doubt about whether the placement is appropriate, contact the CMP director by phone or email to discuss the placement.
8. The on-line Field Experience Contract, Preceptor Evaluation Form and Student Evaluation form are available at <http://www.ahc.umn.edu/sphfieldexp/index.cfm>. **You must have a contract in place before beginning your field work and before you can register for your field experience/supervised practice credits.**
9. Certain facilities are required by Minnesota law to submit paperwork for a criminal background check for all personnel with direct, unsupervised client contact. If their field experience or master's project is in such a facility, students may be asked by the institution to submit paperwork.

7.8 COORDINATED PROGRAM SUPERVISED PRACTICUM EXPERIENCE

Students in the CMP complete two 10-week practicum experiences during the program. The clinical and community management practicums are scheduled during the summer after the student has completed all necessary prerequisite course work. Prerequisite courses for the clinical practicum include pathophysiology, nutrition assessment (PubH 6915) and 2 courses in medical nutrition therapy. Recommended prerequisite courses for the community management practicum include principles of management, community nutrition intervention (PubH 6914) and at least 1 course in lifecycle nutrition. Each practicum will consist of a total of 392 hours of supervised practice (a minimum of 40-hours a week at an assigned facility minus 8 hours to account for the July 4th holiday).

Overview:

The community nutrition management practicum is the primary community nutrition and administrative management rotation in the Coordinated Master's Program. This 10-week supervised practice experience will allow students to gain knowledge and skills related to the planning, implementation, evaluation, monitoring and administration of public health and community nutrition programs and services. The community nutrition management practicum will be supplemented by field experiences in public health nutrition to provide a wide-range of public health and community nutrition experiences for students.

The clinical nutrition practicum is the primary clinical nutrition rotation in the Coordinated Master's Program. While the focus of the MPH program is public health nutrition, a strong foundation in clinical nutrition is essential for public health nutritionists as the trend in health care is toward a more integrated model of treatment and prevention outside of inpatient settings. Therefore it is essential that students participate fully in the clinical nutrition practicum, to prepare them for the registration examination for dietitians and for future positions in public health.

Additional information can be found in the **CMP Companion Guidebook**, distributed to CMP students during orientation.

7.9 CULMINATING EXPERIENCE

Purpose

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. The program views well-developed investigation and communication skills as essential if Public Health Nutrition professionals are to be effective in advancing the health and well-being of populations and at-risk groups.

Project Options

The Public Health Nutrition program allows four options for culminating experiences, however not all options are available to students in the Coordinated Master's Program and the Nutritional Epidemiology track. The table below illustrates the available options by track.

Track	Primary collection/ analysis of data or secondary data analysis	Systematic review of the literature <i>(as taught in PubH 6933 or 6803)</i>	Technical Field Report	Successful completion of the CPH exam plus oral presentation
Standard	X	X	X	X
Coordinated Master's Program	X	X	X	<i>not available</i>
Nutritional Epidemiology	required	<i>not available</i>	<i>not available</i>	<i>not available</i>

Students should choose their culminating experience option in consultation with their advisor. The diversity and number of research and professional practice/policy questions related to Public Health Nutrition are large. Students are encouraged to decide upon a topic early in their program. Ideally, students with a nutrition/dietetics undergraduate degree should select a general area of interest they would like to pursue for their culminating experience by the end of their first fall semester. Students in all other tracks are recommended to select a general topic by the end of their first year. This should be followed by further specification of the topic for investigation and a decision about the project options. Discussions with the faculty advisor should be used to explore opportunities and alternatives.

Students choose their topics through different avenues including:

- Prior experience that has stimulated an interest in a particular area of Public Health Nutrition.
- A formal course that stimulates interest in a specific area.
- Field placement projects that include sufficient scope and scholarly activity to constitute a culminating experience.
- Announcements from community organizations or public health agencies that have contacted the Public Health Nutrition program or SPH Career Center.
- The student's advisor or other member of the faculty may be involved in a research study of interest to the student. The student may be given the opportunity to use data from a faculty research study for their culminating experience.

Once you have identified a topic of interest, talk to faculty members who have similar interests to identify a project advisor. Many times your academic advisor may serve as a students' project advisor. However, in other instances, another faculty member may be a more appropriate project advisor based on their content or methodological expertise. In this case, discuss your interests with that faculty member and ask them to serve as your project advisor. Once a faculty person agrees to serve as your project advisor, make sure you inform your academic advisor.

Option 1: Research Project [required for Nutrition Epidemiology track students]

This option is available for students who would like to apply research skills and analyze data (either primary or secondary). The research project will focus on pertinent questions or issues in public health nutrition. The project includes the following objectives:

- Demonstrates the student's ability to plan and conduct research using appropriate scientific methods;
- Demonstrates the student's ability to do quantitative or qualitative analysis utilizing primary or secondary data; and
- Demonstrates the student's ability for assessing the relevance of the findings of the project and translating this knowledge into future research, policy, and programmatic implications.

Approval for the research needs to be obtained from the Human Subjects Committee (Institutional Review Board).

The research project should include the following components:

- I. Title and Approval Page
- II. Abstract - not to exceed 250 words
- III. Acknowledgments
- IV. Table of Contents
- V. Introduction
 - A. Statement and development of problem, including its rationale and significance to public health and public health nutrition

- B. Conceptual model or theoretical framework (if appropriate)
- C. Statement of purpose
- VI. Literature Review
- VII. Methodology
 - A. Study design
 - B. Description of data base, target population, and/or sample selection procedures including nature of response and non-response, as appropriate
 - C. Definition of variables/indicators, description of data collection procedures, study site and instrumentation, as appropriate
 - D. Analytic technique used – quantitative, qualitative, as appropriate
- VIII. Results
- IX. Discussion
 - A. Description of how findings confirm/depart from those of others
 - B. Strengths and weaknesses of study
 - C. Implications for public health and public health nutrition
 - D. Conclusion and recommendations
- X. References
- XI. Appendices (include copies of instruments, surveys, records used, IRB documentation, etc.)

Option 2: Systematic Review of the Literature [not available for Nutrition Epidemiology track students]

This option gives students the opportunity to perform a scholarly comprehensive and systematic review of published literature to address a specific issue that is relevant to the science and practice of public health nutrition. This literature review must be of publishable quality, and aims to demonstrate the student's ability to:

- Initiate and successfully plan and complete a systematic review of the literature and synthesize findings in an area of public health nutrition;
- Critically and systematically evaluate the scientific, programmatic, or practice and policy implications of a literature review in the selected public health nutrition content area;
- Recognize gaps in existing knowledge as well as those that are in need of further clarification; and
- Assess the relevance of the existing literature to the delivery of health services and the development of programs and interventions for populations or targeted subgroups.

The Critical Review Project typically has the following components:

- I. Title and Approval Page
- II. Abstract - not to exceed 250 words
- III. Acknowledgments
- IV. Table of Contents
- V. Introduction
 - A. Statement and development of problem, including its rationale and significance to public health and public health nutrition
 - B. Conceptual model or theoretical framework (if appropriate)
 - C. Statement of purpose/research question
- VI. Methods
 - A. Population, Intervention/Exposure, Comparison, Outcome (PICO) statement (*see pages 17 – 19 of the Academy of Nutrition and Dietetics Evidence Analysis Manual – in reference list below*)
 - B. Criteria for including or excluding articles in review
 - C. Method used to identify research articles (*see pages 21-22 of the Academy of Nutrition and Dietetics Evidence Analysis Manual*)

- D. Criteria for assessing the grade and quality of the articles (see pages 28-57 of the *Academy of Nutrition and Dietetics Evidence Analysis Manual* as examples, however there are other grading and quality rating systems, such as those used by the *Cochrane group* or the *World Cancer Research Fund*)
- VII. Results
 - A. Number of studies included/excluded in each step of the search process
 - B. Description of the overall quality, grade of the included research studies
- VIII. Discussion
 - A. Summary of the main findings, trends in the literature
 - B. Strengths, weaknesses, and gaps in the literature including the following:
 - 1) Measurement (including validity and reliability)
 - 2) Populations and data sources
 - 3) Study designs
 - 4) Analyses and data presentation techniques and their adequacy
 - C. Implications for public health nutrition
- IX. Conclusions and recommendations/references
- X. Appendices
 - A. Flowchart of article inclusion/exclusion
 - B. Table outlining grading/quality rating system
 - C. Literature summary table

Pending advisor's approval, students who plan to submit their master's project for publication may submit the final project in the article format specified by the journal. Students collaborating with other investigators have the primary responsibility for writing the article. However, revisions and editorial changes recommended by co-authors may be incorporated into the final paper to be submitted to the examining committee. Students should attach the journal's guidelines for publication to the project.

The following references may be useful resources in writing a systematic review of the literature:

- Garrard, J. *Health Sciences Literature Review Made Easy: The Matrix Method* Aspen Publishers, 1999.
- *Cochrane Handbook of Systematic Reviews of Interventions* 5.1.0 (March 2011), <http://handbook.cochrane.org/>
- *Academy of Nutrition and Dietetics Evidence Analysis Manual* (January 2016), https://www.andean.org/vault/2440/web/files/2016_April_EA_Manual.pdf
- *World Cancer Research Fund / American Institute for Cancer Research Systematic Literature Review Manual* http://www.dietandcancerreport.org/expert_report/scientific_process/slr.php
- Lichtenstein AH, Yetley EA, Lau J. *Application of Systematic Review Methodology to the Field of Nutrition: Nutritional Research Series, Vol. 1.* Rockville (MD): Agency for Healthcare Research and Quality (US); 2009 Jan. Report No.: 09-0025. <https://www.ncbi.nlm.nih.gov/books/NBK44076/>
- Spahn JM, Lyon JM, Altman JM, Blum-Kemelor DM, Essery EV, Fungwe TV, Macneil PC, McGrane MM, Obbagy JE, Wong YP. The systematic review methodology used to support the 2010 Dietary Guidelines Advisory Committee. *J Am Diet Assoc* 2011;111(4):520-3. PMID: 21443982
- Blumberg J, Heaney RP, Huncharek M, Scholl T, Stampfer M, Vieth R, Weaver CM, Zeisel SH. Evidence-based criteria in the nutritional context. *Nutr Rev* 2010; 68(8):478-84. PMID: 20646225

Option 3: Technical Field Report [not available for Nutrition Epidemiology track]

This option may take several forms, including a community project, grant application, case study, policy analysis, or historical inquiry. A Technical Field Report is a document that describes the process, progress/results, recommendations and conclusions of a project undertaken to address a problem or knowledge gap related to a professional practice issue in the field of Public Health Nutrition. This culminating experience option addresses the following objectives:

- Demonstrates the student's ability to develop, initiate, and/or evaluate a community-based project;
- Demonstrates the student's ability to plan and organize a body of technical information into a cohesive and acceptable report format; and
- Demonstrates the student's ability for assessing the relevance of the findings of projects, and translating this knowledge into policy and programmatic implications.

The final report for this culminating experience option should be suitable for distribution to public health nutrition-related agencies, and therefore should be written in a style and format usable and useful to program planners and policy makers. The format used

should be decided with the advisor and field supervisor. The final written report should be approximately 15-25 double-spaced pages of text, not including title page, tables, figures, references, etc.

Technical Field Report – Proposal Outline

You may use this template to organize your thoughts before you speak to your project advisor/committee. You can also attach this form to the Culminating Experience Approval Form once your advisor/committee have reviewed and approve it.

I. Project Title. Project Advisor:

II. Committee Members:

III. Project background/Introduction:

[This section should address the following questions:

- A. *Why is this project important? How is it relevant to public health nutrition?*
- B. *What is already known about the topic?*
- C. *What are the knowledge gaps that this project will fill?*
- D. *What are your research question(s)?]*

IV. Project description:

V. Project objectives/deliverables:

[Describe what the final product of this project will be – i.e. an educational curriculum, an increase in average fruit and vegetable consumption within a community, a web-based tutorial or database, policy recommendations for a facility/institution, etc.]

VI. Description of the target population/audience for the project:

VII. Project tasks, description of activities, timeline:

VIII. Project outcome:

[Describe what the final product will be, for instance, a set of recommendations of next-steps for a facility/institution, a curriculum. If you are implementing a practice/product, describe how you will evaluate if it was a success.]

IX. References:

Option 4: Comprehensive Examination (successful completion of the Certified Public Health Professional exam offered by the National Board of Public Health Examiners) [not available to students in the Coordinated Master's Program or the Nutrition Epidemiology track]

The Certified Public Health Professional (CPH) 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). The oral presentation of this culminating experience option will be an individual oral presentation describing the student's field experience requiring synthesis and application of public health principles to at least three faculty members in an annual symposium on a designated day during the fall or spring semester. Students choosing this option must also submit an executive summary describing their field experience in advance of their presentation.

The CPH examination, offered by the National Board of Public Health Examiners (NBPHE), evaluates a student's comprehension, application, and synthesis of principles and theory from the core competencies of public health (ASPH MPH Core Competency Model). Further information about the CPH exam can be found on the official exam web site: <http://www.nbphe.org>

Students who choose this option for their culminating experience will need to complete a separate *CPH Exam Culminating Experience Approval Form*, and should be aware of the following:

- In order to be eligible to take the CPH exam, the student must complete (or be concurrently enrolled) in 21 credit hours of MPH coursework, including applicable core courses, by a specified time point before the CPH exam window (see the NBPHE website for details).
- The CPH exam is offered year-round at pre-approved computer based-testing facilities. Check the NBPHE website for information about scheduling and registration. In-person (paper and pencil) exams are also offered periodically. .

- In order to take the CPH exam, the student must register and pay the registration fee by the registration deadline (no later than 16 weeks prior to the opening of the exam period).
- Registration fees for the exam was \$385 for the 2017 computer-based test. Registration fees subject to change. Please check the NBPHE website for current registration fees.

The registration fees are paid to the National Board of Public Health Examiners, and are not part of your University of Minnesota tuition or covered by student loans. The registration fee is not refundable, but it is deferrable.

- If you do not pass the exam, you will need to choose another Culminating Experience option, or wait until the next exam window to retake the CPH exam, in order to fulfill the requirements for the MPH degree.
- In order to fulfill the full requirements for this Culminating Experience option, the student must also give an individual oral presentation describing the student's field experience to a group of at least three faculty members (usually including the academic advisor) in a semi-annual symposium that will be held on a designated day during fall and spring semester each year. The presentation should include synthesis and application of public health principles to demonstrate the student's mastery of material covered in their MPH coursework. Students choosing this option must also submit an executive summary describing their field experience, in advance of their presentation. Guidelines for writing the executive summary, as well as evaluation rubrics for presentations, will be emailed to students each semester, along with deadlines for signing up to do a presentation and submitting an executive summary.
- Students who choose the CPH exam option must register for one credit of Culminating Experience credits with their academic advisor. The student will receive a passing grade for the Culminating Experience once they have received a passing score on the CPH exam and successfully completed their oral presentation.
- To earn one credit for the Culminating Experience, it is expected that the student will spend the equivalent of at least 4 hours per week for a total of 15 weeks (a total of 60 hours) studying for the CPH exam and preparing their oral presentation.

Culminating Experience Project Advisor/Committee

For students choosing Culminating Experience options 1, 2 or 3 (e.g. a Research Project, Systematic Review of the Literature, or Technical Field Report), their culminating experience committee must include at least three members:

1. The culminating experience advisor, who must be a Public Health Nutrition faculty member, will chair the committee (see sec. 1.11 for available culminating experience project advisors),
2. The student's academic advisor must be the second member, and must also be a Public Health Nutrition faculty member; if the academic advisor is also the culminating experience project advisor, then the second committee member must be some other Public Health Nutrition faculty member, (see sec. 1.11 for available committee members), and,
3. 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 (MPH preferred) or higher degree. Students choosing a qualified health professional in practice must submit a completed CE Community Member Approval Form at the same time as submitting their CE Declaration Form. The culminating experience project advisor (and academic advisor, if different) should determine the appropriateness of the community member's ability to serve then sign both the Culminating Experience Declaration form and the CE Community Member Approval Form. Students having questions about any faculty member's appointment status should contact the Student Advising Manager for clarification.

It is recommended that students and their committee meet to outline the scope of the project before it begins. This provides an opportunity for all committee members to have input on the project and should minimize the amount of "last minute" work needed to satisfy all committee members as the project nears completion.

Listed in Section 1.11, for your convenience, is a list of public health nutrition faculty who are eligible to serve as your master's project advisor. Also listed is contact information as well as research expertise information to help you determine who might be a good match with your research interests.

For students who select option 4 for their Culminating Experience, three faculty members will be assigned by the Student Advising Manager to evaluate their executive summary and oral presentation.

Approval Process and Registration

It is suggested that the project proposal be submitted to the advisor soon after a topic is selected..

Prior to registering for the Culminating Experience, students choosing culminating experience options 1, 2 or 3 (e.g. a Research Project, Systematic Review of the Literature, or Technical Field Report) must submit the Culminating Experience Declaration Form

<https://drive.google.com/file/d/0B4snm2Q3-ffQYXNKcUJGaExpTXM/edit?usp=sharing> AND a project outline (see Timetable below). Students must have this form approved and signed by their culminating experience project advisor, and their second Public Health Nutrition committee member, and submitted to Shelley Cooksey, Student Advising Manager, before they can start work on their culminating experience project. The outline should include a detailed description of the scope of the culminating experience project. A timeline would also be helpful to include in your description but it is not required. Upon receipt of the *Culminating Experience Declaration Form*, you will be sent an email with detailed information on how to register for PubH 7994. Most students do not complete their culminating experience credits the same semester they register for credits and thus the credits remain a "K" for "work in progress" on their transcript until they complete the project and hold an oral defense.

The culminating experience is completed in an independent study format with regular advisor meetings. Students are encouraged to review the proposal with the advisor and schedule meetings as outlined in the implementation plan.

Human Subjects Information

All students at the University of Minnesota who conduct any research using human subjects or secondary data are required to submit their research proposal to the University of Minnesota Institutional Review Board (IRB) for approval prior to conducting their study. This includes research that would be considered exempt from IRB review if submitted outside of the MPH degree program. This submission is an academic requirement of all academic programs in the Division of Epidemiology and Community Health, and the IRB is prepared to review our students' proposals, even if they return a review of exempt. There are a few situations, such as the systematic review of literature, where an IRB application is not required. If you have any doubt, contact your Program Director or project advisor for advice.

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. Please consult with your project or academic advisor for information on IRB procedures.

For IRB procedures and further information or go to the IRB website at <http://www.research.umn.edu/irb/>.

Project Completion

The length and format of the final project report will vary depending on the project. Students need to decide on the format and length in consultation with their advisor and the guidelines in this section. Shorter papers (20-25 pages) are usually prepared in a journal format to be submitted for publication, while longer papers (25-50 pages) are more typical of a culminating experience. Projects should be double-spaced, with 1-inch margins, using a font of 12, and prepared according to accepted style guidelines.

In an effort to keep this requirement contemporary and relevant to the preparation of public health professionals, the following style manuals are recommended:

- American Medical Association. *American Medical Association Manual of Style*. 9th ed. Baltimore, MD: Williams & Wilkins, 1998.
- American Psychological Association. *Publication Manual of the American Psychological Association*. 5th ed. Washington, DC: American Psychological Association; 2001.

Copies of former students' research projects are located near cubicle 398E on the third floor of WBOB. Students may browse through these but cannot take them from the student study area.

Upon completion of the project, students are required to provide copies of the paper to each committee member two weeks before the oral defense.

Timetable

After choosing a topic, students must prepare an outline for the project and submit it to the advisor. Students should allow a minimum of six months to complete the tasks involved in doing the project and preparing the final draft of the project after the outline has been approved. The purpose of establishing a timeline is to give the student as much guidance and constructive criticism as necessary while leaving sufficient time for the advisor to review the written project and to meet with the student prior to scheduling the oral defense.

Timetable outline

[For full-time students or equivalent for part-time students]

During roughly the first third of their degree program, students should:

- Develop a topic and select a project option in consultation with their advisor;
- Submit a proposed outline of the project to their advisor for approval; and
- Begin preliminary work on the project, including IRB approval.

During the second third of their degree program, students should:

- Continue work on their project.

During the final third of their degree program, students should:

- Submit a first draft to their advisor (allow 2 weeks for reading);
- Discuss the draft with their advisor and make revisions/corrections (more than one round of revisions may be required);
- Submit the revised project to their advisor and other committee members (allow 2 weeks for reading);
- Make any further revisions and corrections; and
- Submit the final report to their advisor, committee members, and Shelley Cooksey.

Costs Associated with the Culminating Experience

Students are responsible for costs associated with completing their culminating experience. These costs are sometimes offset in part by the organization with which the student is working. Funds may also be available from the Division of Epidemiology and Community Health by applying for the J. B. Hawley Student Research Award; see *section 2.6*. Students who choose the data analysis project option may find the research project with which they are associated can cover the costs of their project. There are also resources available for statistical computing. The Division of Epidemiology and Community Health will provide MPH, MS and PhD students working on research projects free access to the Division's research computers. This policy is addressed to those students who need computer access for faculty-sponsored research that is part of their Master's or PhD project. The following rules apply:

- A sponsoring faculty member should initiate access for the student and specify the time period that the access is needed;
- Access beyond the initial time period is renewable at the request of the faculty member and subject to approval by the Computer Resources committee;
- To be courteous, the student should run only one job at a time;
- The computer may not be used for other coursework;
- This access is limited to the main research computers and does not necessarily include exclusive use of a PC or Mac (the student is assumed to need access to the specialized analysis software only available on the Epi main system); and
- Any problems should be reported to the faculty sponsor, not the computer support staff.

Dissemination

It is expected that projects will result in methods and findings meritorious of sharing with others in the field. Students are highly encouraged to disseminate their findings at professional meetings, in a professional journal, by preparing a technical report for a public health agency, or at a poster session at a professional meeting.

7.10 ORAL EXAMINATION

The following are guidelines for the MPH examination for the Public Health Nutrition Major. Forms mentioned below can be found at <http://www.isph.umn.edu/epich/current-student-forms-and-policies/>.

Material Covered

The material covered in the oral examination is comprehensive and includes:

1. Culminating Experience;
2. Course materials and seminars;
3. Issues of practical application.

Before the exam

Students need to complete Part I of the Study Plan <http://www.isph.umn.edu/epich/current-student-forms-and-policies/> at least **one semester before completion of their coursework**. Students should complete Pages 1 & 2 of the *Study Plan* and then turn in the *Study Plan* to Shelley Cooksey (cube 398E WBOB), Student Advising Manager, who will then make sure all requirements are accounted for and place the document in the student's file. Students are urged to keep a copy of their *Study Plan* for their own files.

Students are responsible for scheduling the oral exam with the committee members and for reserving a small conference room for a minimum of two hours. If at all possible try to schedule room 310, 410 or 364 WBOB for your presentation since those rooms are equipped with big screen TVs that serves as the projector that can be hooked up to your laptop. Students are also responsible for arranging for any audio-visual equipment needed for the presentation through Shelley Cooksey.

- To schedule a room in the West Bank Office Building (WBOB), call 612-624-1818.

It is a good idea to reserve the room starting 30 minutes prior to the time that you want to start your presentation. Allowing that additional 30 minutes will ensure that any audio-visual equipment reserved has been set up and your presentation works as you anticipate that it will. To reserve an LCD projector and/or laptop, please notify Shelley Cooksey at least two weeks in advance. These arrangements can usually be accommodated in WBOB conference rooms with at least two weeks' notice.

At least two weeks prior to the exam, students must forward a copy of their final project to their committee members for review, and notify Shelley Cooksey, cooks001@umn.edu, of the date of the oral exam so that the proper paperwork can be forwarded to the project advisor. Please note that students cannot show up on the day of the oral and expect the paperwork to be prepared with no advance notice. If this happens, the student would hold their oral but the committee would not have the paperwork to sign. It would be the student's responsibility to get the required committee signatures after the paperwork is prepared.

During the exam

At the oral exam, the student will present for roughly 20-30 minutes, followed by questions from committee members. After that, the committee will ask the student to leave the room so the committee can decide if the student passed or not. The committee will ask the student to rejoin them, and the student will hear the committee's decision. If the student passes, the committee will sign the study plan. If the student did not pass, the committee will explain what steps are necessary before they will approve the student's project.

Note that the MPH will not be conferred until the exam committee is satisfied with both the quality of the presentation and the culminating experience.

After the exam

The project advisor is responsible for returning the student's signed study plan to the Student Advising Managers as well as submitting a grade change for the Culminating Experience. After any requested edits to the paper have been completed, students must submit their final project paper to Shelley Cooksey, Student Advising Manager via email as a word document at cooks001@umn.edu.

7.11 PUBLIC HEALTH NUTRITION FACULTY DIRECTORY

Primary Faculty

NAME	PHONE	E-MAIL ADDRESS	RESEARCH EXPERTISE
Ellen Demerath, PhD	624-8231	ewd@umn.edu	Body composition and obesity assessment; Developmental determinants of cardiovascular disease risk; Child health, Lifecourse epidemiology; Genetic epidemiology of obesity, diabetes, and coronary heart disease; Biomarkers of biological senescence.
Lisa Harnack, DrPH, RD	626.9398	harna001@umn.edu	Primary research interests focus on assessment and evaluation of dietary behaviors and dietary intake, particularly as they relate to prevention of chronic disease and obesity
Nicole Larson	625-5881	laronn@umn.edu	My research investigates the factors within social and physical environments that may be modified to promote healthy lifestyle behaviors and reduce barriers to the attainment of health equity among diverse child, adolescent, and young adult populations.
Melissa N. Laska, PhD, RD	624.8832	mdlaska@umn.edu	Environmental and behavioral determinants of excess weight gain and obesity during childhood, adolescence and young adulthood; healthy food access in underserved communities
Jennifer Linde, PhD	624-0065	Linde074@umn.edu	Obesity prevention and intervention; Weight control behaviors; Weight loss goals; Public health messages
Russell Luepker, MD, MS	624.6362	luepk001@umn.edu	Cardiovascular disease epidemiology and prevention; health behavior; community trials; clinical trials
Aida Miles, MMSc, RD	625-5865	miles081@umn.edu	Pediatric nutrition, children w/special health care needs, motivational interviewing in obesity treatment and prevention
Toben Nelson, ScD	626-9791	tfnelson@umn.edu	Health policy, organizational change, health behavior during developmental transitions, influence of sports participation on health, social determinants of health, program evaluation, prevention of alcohol-attributable harm, physical activity promotion, obesity prevention, motor vehicle safety
Dianne Neumark-	624.0880	neuma011@umn.edu	Adolescent health and nutrition; obesity and eating

Sztainer, PhD, MPH, RD			disorder prevention; health behavior change; nutrition education program design and evaluation
Mark Pereira, MPH, PhD	624.4173	map@umn.edu	Nutrition and physical activity in the prevention of obesity; type 2 diabetes and cardiovascular disease, including interactions between dietary and exercise patterns
Nancy Sherwood, PhD	625-4567	sherw005@umn.edu	Obesity prevention and treatment in children and adults
Jamie Stang, PhD, MPH, RD	626.0351	stang002@umn.edu	Nutrition and weight status in pregnancy; child and adolescent nutrition; obesity and diabetes prevention in women and children
Lyn Steffen, PhD, MPH, RD	625.9307	steffen@umn.edu	CVD epidemiology & prevention; nutritional epidemiology; stroke surveillance; diet relations with diabetes; insulin resistance and obesity

Adjunct Faculty

NAME	PHONE	E-MAIL ADDRESS	RESEARCH EXPERTISE
Caitlin Caspi, ScD	626-7074	cecaspi@umn.edu	nterventions and policies addressing obesity prevention, healthy eating, and food insecurity, including work within a range of settings, including food retail, food shelves/food banks, and emergency medicine clinics.
Sarah Cusick, PhD	612-208-1599	scusick@umn.edu	International nutrition, micronutrient deficiencies, and iron and disease interactions
Katie Loth, PhD, MPH, RD, LD	612-625-4500	kloth@umn.edu	ocial and environmental influences on child and adolescent weight status and disordered eating behaviors. Specifically, I am interested in identifying ways that parents can work to help their children develop and maintain a healthy weight and a healthy relationship with their bodies
Katherine Lust, PhD	612-624-6214	lustx001@umn.edu	Health and health related behaviors of college-aged students. Nutrition, physical activity and weight control. Research related to behavioral systems theory.
Susie Nanney, PhD, MPH, RD	626.6794	msnanney@umn.edu	Health disparities, nutrition policy, preventive medicine, obesity in children and teens
Steven Stovitz, MD, MS, FACSM	612-884-0406	stovitz@umn.edu	Family medicine, sports medicine, adult and pediatric obesity

7.12 CAREER SURVEY

Students must submit the Career Survey prior to receiving their degree or certificate. Students may complete the process online at the appropriate link on the current student Web page <http://secure.ahc.umn.edu/PublicHealth/CareerSurvey>. Upon submitting the electronic survey, the student's relevant Student Advising Manager will be notified by e-mail.

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.

7.13 GRADUATION CHECKLIST

General steps for all MPH majors

1. Student submits completed *Study Plan* at **least one semester** prior to the anticipated completion of coursework; see *section 1.10*.
2. Student submits the on-line *Application for Degree* form at My.umn.edu then click on ACADEMICS then click on DEGREE PROGRESS then click on APPLY TO GRADUATE. Must be by the end of the first business day of the month in which they intend to graduate.

3. Student completes all coursework and requirements by noon on the last business day of the month in which they wish to have their degree conferred.
4. Student completes and circulates the Culminating Experience paper and schedules the oral exam at least two weeks before the scheduled oral examination date; see *section 1.10*.
5. **Student notifies Shelley Cooksey, cooks001@umn.edu, of the date of the oral exam at least two weeks prior to the exam so that their study plan can be forwarded to the project advisor; see *section 1.10***
6. After the oral exam, project advisor returns the student's study plan to the Student Advising Managers; see *section 1.10*.
7. Student submits one unbound, unstapled copy of the Culminating Experience paper to Shelley Cooksey via email at cooks001@umn.edu. See *section 1.10*.
8. Student submits the *Career Survey*. See *section 1.12*

All Division of Epidemiology and Community Health students who fulfill, or anticipate fulfilling, the above requirements and deadlines for Fall 2017 through Summer Session 2018 are eligible to participate in the School of Public Health commencement ceremony on May 14, 2018. We encourage you to attend!

It is considered highly unethical and inappropriate to use or include in your title or professional signature any degree that you have not completed. This means you cannot use the MPH title prior to completing all your degree requirements and your degree has been conferred. The School does not recognize or confer the title "MPH Candidate".

8. DIVISION OF EPIDEMIOLOGY AND COMMUNITY HEALTH

8.1 WELCOME

Epidemiology and Community Health is one of four Divisions that make up the School of Public Health at the University of Minnesota. The Division of Epidemiology and Community Health is home to six majors in the School of Public Health:

- Clinical Research MS
- Community Health Promotion MPH
- Epidemiology MPH
- Epidemiology PhD
- Maternal and Child Health MPH
- Public Health Nutrition MPH

The Division Head is Dr. Dianne Neumark-Sztainer

The Graduate Studies Staff are here to assist students in the Division:

Shelley Cooksey: *Student Advising Manager* – Primary contact for all current students in Master’s level (MPH, MS, Cert) programs.

Andrea Kish: *Doctoral Program Administrator* – Primary contact for all PhD prospective and current students.

Kathryn Schwartz-Eckhardt: *Senior Enrollment and Program Development Manager* – Primary contact for prospective students, and curriculum development in master’s level programs

Laurie Zurbey: *Student Support Services Coordinator* – course scheduling, data management, staff support

E-Mail..... epichstu@umn.edu

Phone 612-626-8802

Fax..... 612-624-0315

Campus Mail..... WBOB, #300, Delivery Code 7525

US Mail 1300 South Second Street, Suite 300, Minneapolis, MN 55454

8.2 THE WEST BANK OFFICE BUILDING (WBOB)

The offices are located in the West Bank Office Building (WBOB) at 1300 South 2nd Street in Minneapolis. Students can find directions to WBOB at <http://www1.umn.edu/twincities/maps/WBOB/>.

Forms

We have PDF versions of forms at <http://www.isph.umn.edu/epich/current-student-forms-and-policies/>. Microsoft Word documents of all the forms are also available upon request. Contact the Graduate Studies Staff at epichstu@umn.edu to obtain the Word documents via e-mail.

Evening and Weekend Access

Division graduate students who do not have a paid appointment in the Division can have access to the student computer lab and student mailboxes after work hours and on weekends. Students obtain access by filling out a form to have their UCard programmed for access to the third and fourth floors of WBOB. Students are given the option to sign up for building access at Orientation. After orientation, contact the Graduate Studies Staff for information.

NOTE: There is approximately a one-week turnaround time to get a student’s UCard programmed, so please plan accordingly.

Computer Lab

The Division computer lab in WBOB includes four PC's available for student use. The computer lab is located in the student lounge in room 466. The general policy for use of these computers is that they are for Division graduate students for work pertaining to their degree program. All four of the computers have SAS and two of them have STATA. Printers are available.

Copier and Fax Access

The Division does not allow copy machines or fax machines to be used for personal use. Personal copies can be made for a cost at various locations throughout campus. Unfortunately, there is not a copier for use in WBOB.

8.3 DIVISION COMMUNICATION WITH STUDENTS

The Division communicates information to students in the following ways:

- **E-mail:** Students are expected to check their U of M email regularly. Communication between the Division and students regarding changes in programmatic requirements or announcements, as well as advisor, faculty, and student-to-student contacts is usually through e-mail. If you do not register for courses for two full academic years you will lose access to your e-mail account and will need to contact the Technology Helpline to restore your access. Alumni maintain lifetime access to their University e-mail account as long as the account is accessed on a regular basis.
- **My U Portal:** This is a form of communication and information exchange within the University. Students are expected to check their portal regularly. Access to the portal is available at <https://www.myu.umn.edu/>.
- **Weekly SPHere:** A weekly electronic publication for students. This publication contains important deadline reminders as well as updates on students and faculty research and activities.
- **Division Newsletter:** The Division administrative staff produces a more extensive monthly newsletter titled EpiCHNews. EpiCHNews is available on the Epi web site at <http://www.isph.umn.edu/epich/>.
- **Bulletin Boards:** There is a student bulletin board to the right of the reception desk on the third floor of WBOB.
- **University News:** The University of Minnesota student newspaper is called The Daily and is available campus-wide.

8.4 SEMINARS

The Division of Epidemiology and Community Health sponsors scientific seminars between September and June to exchange ideas and research findings pertinent to the field. Because the Division has a large faculty, staff and student body, the seminar provides a forum for exchange of information among people who may not otherwise meet or work together. All faculty and students are strongly encouraged to attend regularly.

Division faculty members and other scientific staff are asked to present at least one seminar every two years. Each year, the seminar brings in about 10 scientists from outside the Division.

Notices are posted in the Division's third floor reception area as well as sent out electronically. Most seminars are held 10:00-11:00 a.m., Fridays, in Room 364 of WBOB. Seminars by visiting scientists may be at other times. Students can check the EpiCH Web site for seminar information by going to <http://www.isph.umn.edu/epich/>

8.5 ACADEMIC CREDIT FOR INDEPENDENT OR DIRECTED COURSEWORK

Independent and directed coursework can be taken to fulfill elective credits and can take many forms depending upon the student's interests and needs. All independent/directed coursework needs the support of a faculty member who agrees to serve as an "instructor/advisor" for the independent or directed course. The expectation is that the student has something specific to propose prior to approaching a faculty member.

To fulfill the course requirements, the student and instructor should agree on the type, scope, and length of a final academic "product" whether it is a paper(s), an annotated bibliography, curriculum, training modules, media piece(s), etc. It is expected that the faculty member and student will meet regularly during the term.

It is very unusual for students to take more than four credits total of independent or directed coursework (over and above any credits earned for the field experience or master's project/thesis requirement). Students are expected to fulfill the majority of their elective credits through regularly-scheduled courses.

Examples of Independent and Directed Coursework

1. Students interested in a theory, an evaluation method, or a skill not covered in depth in a specific course could arrange for an independent study course with a faculty member knowledgeable in that area and/or willing to work with the student.
2. The student wants to attend a conference, workshop, or mini-course, but there is no academic credit involved. The student must find a faculty member willing to work with the student to develop academic work over and above the actual event to fulfill some elective credits. This must be arranged ahead of time, not after the event has occurred.

Additional comments

Arranging an independent/directed course depends upon the student putting together an academically rigorous proposal and finding a faculty member to serve as an instructor. The faculty instructor does not have to be the student's academic advisor or master's project advisor. The instructor must be a member of the major associated with the course number; see below.

The student should also receive prior approval from their academic advisor to count the independent/directed work as an elective course.

Choosing Course Numbers

Independent study, directed study, and readings courses are available within the Division of Epidemiology and Community Health. The student and instructor should agree on the course number/title that most closely matches the work being proposed. Course options are:

- PubH 7091 Independent Study: Community Health Promotion (only CHP faculty can serve as instructor)
- PubH 7391 Independent Study: Epidemiology (only Epi MPH or Epi graduate faculty can serve as instructor)
- PubH 7392 Readings in Epidemiology (only Epi MPH or Epi graduate faculty can serve as instructor)
- PubH 7691 Independent Study: Maternal and Child Health (only MCH faculty can serve as instructor)
- PubH 7991 Independent Study: Public Health Nutrition (only PHN faculty can serve as instructor)
- PubH 8392 Readings in Clinical Research (only Clinical Res. graduate faculty can serve as instructor)
- PubH 8393 Directed Study: Clinical Research (only Clinical Res. graduate faculty can serve as instructor)

NOTE: Other majors in the School of Public Health may have independent/directed coursework opportunities in their areas. Check with the Divisions of Environmental Health Sciences, Health Policy Management, and/or Biostatistics. You could also do an independent/directed course with another graduate-level program. Remember that your academic advisor has to approve it as an elective.

Procedures

1. Student meets with the faculty member to discuss the requirements for the independent/directed course.
2. Student fills out an *Independent/Directed Study Contract* form outlining the requirements for the course and has the form signed by their academic advisor and Independent/Directed Study instructor. This information is vital to receive proper credit for this course (i.e., a grade). The instructor needs to agree to work with the student and both need to agree on the requirements. The form can be downloaded from the web at <http://www.isph.umn.edu/epich/current-student-forms-and-policies/>.
3. Student gives the completed/signed *Independent/Directed Study Contract* to the appropriate Graduate Studies Staff. Once the completed form is received you will be sent registration information.
4. At the end of the semester, the instructor assigns a final grade. The grade will then be entered on the official transcript. It is the student's responsibility to make sure that all requirements are completed so a grade can be submitted.

8.6 DIVISION RESOURCES AND POLICIES

Incomplete Grades

For MPH students, all required courses (with the exception of field experience, internship, or culminating experience/thesis credits) must be completed during the term of registration. Students must complete all course requirements by the end of the registered term so that faculty can submit a grade by the appropriate due date. A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an incomplete grade requires an electronic contract between the instructor and student specifying a deadline by which the student will complete the course requirements. In no event may the written agreement allow a period of longer than one year to complete the course requirements. If the instructor submits an "I" without a contract in place, a hold will be placed on the student record, barring the student from registering. If the requirements of the contract are not met by the contract deadline a final grade will be submitted based on the work submitted to date. Field experience, internship, and culminating experience projects that are not completed by the end of the term of graduation will receive a grade of "K" indicating "work in progress."

PhD Students only: The symbol "I" may be assigned by an instructor to indicate "incomplete," in accordance with the provisions announced in class at the beginning of the semester, when in the instructor's opinion there is a reasonable expectation that the student can successfully complete the work of the course. An "I" remains on the transcript until the instructor replaces it with a final A-F or S-N grade. Course instructors are encouraged to establish a time limit for the removal of incomplete grades.

Six Credit Minimum Exemption

The University of Minnesota has a policy that students must register for a minimum of six credits in order to hold a graduate assistant position. The policy states that "exemption from [this requirement] is determined on a semester by semester basis" and that "eligibility criteria are to be determined by each graduate program...these criteria will be well publicized and administered equitably among all Graduate Assistants in the program."

The Division Training Committee (DTC) approved the following policy: "Students will almost always be granted a one semester exemption so they can finish their work toward the end of their degree program, but must petition the DTC for more than one semester's exemption and this would be given under only extraordinary, extenuating circumstances. Extending coursework in order to remain a graduate assistant will not be sufficient reason." Students who wish to request an exemption should contact Andrea Kish. It may take several weeks for this request to be reviewed so please submit your request at least one month prior to the start of the term.

Graduate Assistants who wish to be exempt from FICA withholding must register for at least three credits per term (one credit for PhD candidates working on a dissertation).

Sitting in on a Class

Students are not permitted to attend a class for which they are not registered. This means that if you are unable to register for a class before it begins for any reason you may not attend the class.

Support for Student Travel (effective 5/2017)

1. The Division will provide up to \$600 per student in a 12 month period [a maximum of \$3,200 available for all students during the fiscal year] for travel to a scientific meeting under the following conditions:
 - The student is currently enrolled in the Epi PhD/MS/MPH, CHP MPH, MCH MPH, PubH Nutr MPH, or Clinical Research MS program and must be the presenter of the paper or poster. The student has been enrolled in their program as least one term at the time of the conference; the work was done during the time the student was in their program.
 - The meeting can be local, regional, national or international but must have relevance to the student's field of study.
 - There are no other sources of support specifically allocated for such travel. For example, whenever a training grant provides funds for travel for its fellows, those fellows will not be eligible for travel support under this policy. However, students whose work was supported by a research grant with no funds specifically for student travel will be eligible for travel support under this policy. Principal Investigators are encouraged to provide support for student travel from their grants since their grants benefit as well as the students.
2. All requests for travel support must be in writing. The request should be addressed to the Chair of the Division Training Committee and given to Kathryn Schwartz-Eckhardt, who will process the request. The request should include:
 - The dates, location and purpose of the meeting and describe the student's role. A link to information about the conference should also be included.
 - A copy of the abstract and letter of acceptance must be attached to the request. In addition, a letter from a member of the Division's faculty indicating that he/she is familiar with the student's work, judges it to be of good quality, and supports the student's request. The faculty letter should also provide any necessary clarifications on the student's role to ensure that the role of the student in the presentation is clear. The student must be the primary author. If the student is not also the first author, we need a reason why the student is presenting.
 - The request must be made in advance of the scientific meeting. Since the DTC only meets once per month, it is suggested that complete requests be submitted at least six weeks prior to the scientific meeting.
 - A summary of the travel expenses (cost of air fare, hotel price, registration fees, etc.).
 - Students need to include information about any other sources of funding they have applied for, even if the funds have not been awarded yet, including SPH Student Senate funds.
3. Allocations under this policy will of course be subject to the availability of funds for this purpose.

Payment for TA English Program

If a nonnative English-speaking Division student is required by their degree program to fulfill a teaching assistantship position (i.e. Epidemiology PhD students), the Division will pay one-half the cost of instruction the first time the student takes the course (the University's Office of Academic Affairs pays the other half). Students not passing the exam must pay the costs of any additional instruction.

SAS Access

Students can purchase the SAS program for a fee if it is necessary for them to complete research. Additional information on ordering the software is available at <http://it.umn.edu/sas-sas-inc>. Please note that all 4 of the computers in the student computer lab (466 WBOB) have SAS.

One computer has the SAS Learning Edition 4.1 (an easy to use personal learning tool). The book, The Little SAS Book for Enterprise Guide 4.1 is a guide to a point-and-click interface that is part of the Learning Edition. Using Enterprise, you generate SAS code without writing it. It is available for checkout from Laurie Zurbey, in cube 398C.

J.B. Hawley Student Research Award

The Division has established the J.B. Hawley Student Research Award, a small grant mechanism to support research projects. This is a wonderful opportunity for students and post-doctoral fellows to obtain funds for their research, gain experience in grant proposal writing, and receive faculty feedback on their ideas. During the academic year, we will have two separate award categories. The standard award is open to all students and post-doctoral fellows; the doctoral award is only open to doctoral students in Epidemiology. We anticipate two rounds of requests for proposals (one per semester). The chair of the Research Awards Committee will distribute detailed e-mail solicitations for applications.

STANDARD AWARD

Who May Apply?

Students currently enrolled in degree programs in Epidemiology, Community Health Promotion, Maternal and Child Health, Clinical Research, or Public Health Nutrition or post-doctoral fellows in Epidemiology. Proposed projects do not have to be thesis or masters projects, and may be for any research that involves the applicant (e.g., evaluation of a program for a field experience). Those who have received previous funding from a Hawley Award will not be eligible for further support until they have submitted the required one-page report for their prior award (see below).

How Much?

\$3,500 maximum, including fringe benefits when applicable. PhD students may request a maximum of \$7,500 to support thesis research.

How Can It Be Used?

The award may be used to support research activities including supplies and equipment. It cannot be used for stipends or salary support for the applicant.

Please note that before making any expenditure with the award (i.e., ordering, purchasing, hiring, or contracting for services) the applicant must meet with accounting personnel in the Division to ensure that procedures are followed.

How Long?

Normally projects are funded for one year.

DOCTORAL AWARD

Who May Apply?

Students currently enrolled in the doctoral program in Epidemiology. Proposed projects do not have to be thesis projects, and may be for any research that involves the applicant. Those who have received previous funding from a Hawley award will not be eligible for further support until they have submitted the required one-page report for their prior award (see below).

How Much?

\$7,500 maximum, including fringe benefits when applicable.

How Can It Be Used?

The award may be used to support research activities including supplies and equipment. It cannot be used for stipends or salary support for the applicant.

Please note that before making any expenditure with the award (i.e., ordering, purchasing, hiring, or contracting for services) the applicant must meet with accounting personnel in the Division to ensure that procedures are followed.

How Long?

Normally projects are funded for one year.

What is the Format for the Proposal?

1. Cover Letter
Please indicate in the letter whether the project will help support a master's project, master's thesis, PhD thesis, or field experience.
2. Face Page (1 page)
 - a. Title
 - b. Investigator information, including name, address, telephone, and e-mail address
 - c. Your degree program
 - d. Collaborating investigators (faculty, staff, students), if any

3. Research Proposal (4 pages maximum; font: 12-point Times or larger)
 - a. Background and Significance (1 page maximum):
Describe the background and justification for the study and state the research questions/hypotheses.
 - b. Research Methods (2 pages maximum):
Describe the study design and detailed methods. Be sure to include information on each of the following issues (and others, as appropriate):
 - Study population
 - Sample selection and recruitment
 - Measurements
 - Data analysis plan (required for both quantitative and qualitative research)
 - Timeline
 - Sample size (justified by formal statistical calculations or other means)
 - c. Human Subjects (no page limit):
All proposals must address protection of human subjects and have the project approved by the University of Minnesota's Institutional Review Board (IRB) prior to receiving funds. However, a project will be reviewed by the Research Awards Committee prior to receiving final IRB approval.
 - d. References (no page limit):
Citations for articles referenced in the background and significance and research methods portions of the proposal should be listed after the Human Subjects section of the proposal.
4. Detailed Budget (2 page maximum):
The proposed budget should include precise amounts requested in various categories (e.g., postage, supplies, printing, personnel, etc.). Provide a brief justification for the amount requested in each category and state why these funds are needed to conduct the proposed research. The budget should clearly itemize and justify expenditures. If the request is part of a larger project, the proportion to be supported by this award and the rationale and need for this funding mechanism, should be specified clearly.

The following items are NOT allowed: stipends or salary for the applicant, computer purchase, publication costs (e.g., page charges, reprints), and presentation costs (e.g., travel to a conference, conference fee).
5. Letter of Endorsement from Faculty Advisor (1 page):
A primary or adjunct faculty member in the Division of Epidemiology and Community Health must provide a brief letter to accompany the proposal, specifically endorsing the applicant's request. First, applicants must discuss their proposals with the faculty advisor, who must review the proposal before it is submitted. Then, the faculty advisor's letter of funding endorsement must state that the faculty member has read and provided input on the proposal. The faculty member must also indicate his opinion of the quality and importance of the research.
6. Appendices, if needed (no page limit)

Submission

Submit your proposal to the Chair of the Research Awards Committee, Division of Epidemiology and Community Health, Suite 300, 1300 South Second Street, Minneapolis, MN 55454-1015

Review Process

All applications will be reviewed by the Division of Epidemiology and Community Health Research Awards Committee, which includes faculty members representing the major fields. Each proposal will be evaluated according to its scientific and technical merits and public health implications. The most important criteria are (1) importance of the area, (2) quality of proposed research, (3) investigator's experience and resources to accomplish the project, and (4) relevance to public health.

If you have questions regarding preparation of a proposal, please contact the Chair of the Research Awards Committee. Information regarding the status of human subjects (IRB) applications must be provided to the Committee. Award funds will not be released until Division of Epidemiology and Community Health accounts administration has received notification of Human Subjects Committee approval.

Final Report

A one-page report to the Research Awards Committee on progress and outcome is due on the one-year anniversary date of the award.

Martinson-Luepker Student Travel Award

The Martinson-Luepker Student Travel Award will support Division of Epidemiology and Community Health students pursuing an international field placement in fulfillment of curriculum requirements for a field experience or culminating experience project. Funds will be provided to help support the cost of air fare to the international location. Students may request up to \$1500 U.S. Students must apply for this award. As part of this application, students should fully describe their proposed field experience project,

including location, populations to be worked with and proposed program activities. The application form can be obtained from Shelley Cooksey (cooks001@umn.edu).

Division of Epidemiology and Community Health Student Support Policies

Doctoral Student Support Policy, for those matriculating Fall 2003 or later

1. Students can be accepted to the program with varying levels of support including no guaranteed support, guaranteed support for the initial year, or support for multiple years.
2. Support levels will be set at the level of an NIH Pre-Doctoral Fellow or, if not an NIH Fellow, not more than 50% RA/TA position. This means that those who accept a pre-doctoral fellowship may not also accept an RA or TA position in the Division. Scholarship or block grant awards are not included.
3. Students on fellowships perform their TA requirement as part of the fellowship, with terms to be negotiated with the training director.
4. Requests may be made to the DGS for levels of RA/TA support up to 75% for students who have passed their preliminary examinations and are working on their thesis. These requests are required to show that such additional work does not delay the thesis defense and graduation.
5. Physicians who are licensed to practice medicine in the United States will have an RA/TA stipend set at the doctoral level. Those who are not licensed to practice will be paid at the Masters level RA/TA position stipend.
6. There is no limit on the number of years of support; however, adequate progress toward degree completion is required for continued support.
7. Students may increase support to 75% during the Summer term.
8. This policy only applies to positions held within the Division. For example, a student with a 50% research assistantship in the Division would also be able to hold a 25% research assistantship in the Medical School.

Approved 7/1/03, revised 06/08

Doctoral students matriculating prior to Fall 2003 should see a Graduate Studies staff to discuss their student support policy.

Master's Student Support Policy

No one may hold a graduate assistantship of more than 50% (75% in the Summer) in the Division of Epidemiology and Community Health. Adopted 12/17/03, and applies to students matriculating Fall 2004 and after. This policy only applies to positions held within the Division. For example, a student with a 50% research assistantship in the Division would also be able to hold a 25% position in Medical School because that is not in the Division.

Policy for Graduate Assistant Pay Scale for Post-Baccalaureate Professional Students

Post-baccalaureate professional students in doctoral-level programs (e.g. dental, medical, law, veterinary students) who have completed two years of their professional studies will be paid at the rate of those who have completed a master's degree. Those who have not completed the first two years will be paid at the rate of those whose highest degree is a bachelor's degree. This policy is effective beginning Spring semester, 2004. Adopted 12/17/03.

Requesting Letters of Support - 10 Tips for Students

The following tips may help you get a positive—and productive—response when you request a letter of support from a faculty member for a fellowship, an internship, a scholarship, graduate school admission, or a professional position.

1. **FIRST CONTACT: E-MAIL IS OK.** Make the e-mail brief. Mention the opportunity for which you are applying, the deadline, what you are requesting, and what you are willing to send for further information (e.g., CV, bullet points, a draft letter). If there is a chance the faculty member will not remember you, mention where you have met.
2. **THINK AHEAD.** Many faculty members in EpiCH have 10 or more advisees, so they may not be able to respond immediately to student requests. If they receive a request with short notice, they may not be able to respond positively, so contact them well ahead of deadlines so they can schedule your request.
Deadlines: Clearly convey the deadline for the materials you are requesting. It is also fine to re-contact the faculty member a week before the deadline as a gentle reminder. Such contact should include, in addition to the reminder about the deadline, your reiteration that you are happy to provide additional information about yourself, or the opportunity and details about where and how to submit the reference (in case the original contact information was misplaced).
3. **REQUEST LETTERS FROM PEOPLE WHO KNOW YOU.** A letter from someone who does not know you well may not be a strong letter, as the lack of familiarity is usually reflected in the text. Many requests for references also require individuals to specifically indicate how well they know an applicant. Reviewers may not give much weight to a referral from someone who does not know the applicant well—and they may wonder *why* the applicant did not select someone who knows her/him well. For example, they could think that either the applicant does not know anyone well OR everyone who knows the applicant well would write a lousy letter—both imagined scenarios are bad.

Try to gauge if the person can write a “good” letter for you. A strategy is to ask this question directly: don’t ask “will you write a letter for me?” Instead, ask “will you write a supportive letter for me?” A hard life lesson is that some faculty members may be unable to strongly recommend you, and it is best to find that out—and respect it—before you agree that the person will write a letter. Most faculty members will reveal any hesitation they have and it is important to listen to it and accept it. A tentative, or a poor, letter can have a strong negative impact on an application.

4. IF YOU CONTACT SOMEONE WHO DOES NOT KNOW YOU WELL, BE PROFESSIONAL. An exception to item #3 is when you have to ask Chairs or Division Heads for letters of support because their support is required by the applicant organization. If you don’t know such people well, and must request a favor, use his/her last, rather than first, name (i.e., Dr. Smith instead of Judy) when you make your first approach. In EpiCH, you will likely be told to use his/her first name, but your professionalism will be noted and appreciated.

5. DON’T ASSUME THAT FACULTY MEMBERS KNOW ANYTHING ABOUT THE APPLICANT ORGANIZATION. There are hundreds of fellowships, scholarships, etc. for which faculty members are asked to write letters. Faculty members have little or no connection with many organizations beyond writing letters for students. They often receive what, to them, are garbled messages, with acronyms instead of full organization names, and find them incomprehensible. Don’t rely on acronyms or assume any knowledge about the opportunity for which you are applying, even if it is at the SPH or UMN.

To inform faculty members, it is fine to e-mail them URLs and PDFs about the applicant organization, but also include a 1-page synthesis of relevant information. You are asking the faculty member to volunteer time: don’t ask him/her to also go to a website and/or open multi-page PDFs. Those materials can be optional—your one-pager should be all your letter writer needs, along with your CV and some guidance about the text of the letter.

6. DON’T ASSUME FACULTY MEMBERS KNOW YOU WELL ENOUGH TO WRITE A GREAT LETTER OR THAT THEY HAVE TIME FOR A 1-HOUR INTERVIEW TO PREPARE FOR THE LETTER. A great strategy is to offer to provide bullet points about your qualities, eligibility, and interest in the opportunity that can be used by the faculty member to frame the letter. You may even offer to write a draft letter. You are in the **best** position to draft a successful letter and it is not uncommon to provide such help for letters of reference.

7. MAKE SURE FACULTY MEMBERS HAVE CONTACT INFORMATION. Clearly indicate where the letter or rating sheet should be sent! One of the most common—and frustrating—mistakes made by students is to omit this information, resulting in unnecessary contacts, delays, and poor impressions.

8. MAKE SURE YOU ARE ELIGIBLE FOR THE OPPORTUNITY AND THAT YOU INTEND TO APPLY BEFORE YOU ASK FOR A LETTER. Unfortunately, it is common for faculty members to write letters, only to be told by students that they found out they were ineligible or decided not to apply after all.

9. MAKE SURE THE MATERIALS YOU PROVIDE DO NOT HAVE TYPOS AND GRAMMATICAL ERRORS. The written word is influential: we often base our impressions about someone’s intellectual qualities on the quality of his/her writing. While this may not be fair, it is what academics (and others) do. You are asking for a laudatory letter of reference, so make sure that your CV, 1-pager, bullet points/draft letter, are clearly and properly written.

10. THANK THE FACULTY MEMBER FOR WRITING THE LETTER AND FOLLOW-UP. It is surprisingly common for students to not thank a faculty member after an application is complete and even less common for students to let faculty members know if they received the scholarships, fellowships, internships, jobs, etc. for which they applied. Faculty members commit time to letters of reference because they want students to succeed—they are rewarded with thanks and updates.

Division of Epidemiology and Community Health Websites

EpiCH website	http://www.sph.umn.edu/academics/divisions/epich/
EpiCH Student Guidebook and Forms	http://www.isph.umn.edu/epich/current-student-forms-and-policies/
EpiCH course grid	http://www.isph.umn.edu/epich/current-student-forms-and-policies/
Course syllabi	http://www.sph.umn.edu/academics/syllabi/
EpiCH faculty information	http://sph.umn.edu/faculty1/ech/
EpiCH seminar	http://www.isph.umn.edu/epich/
EpiCH telephone directory	http://www.isph.umn.edu/epich/faculty-staff-directory/

8.7 DIVISION ADVISING INFORMATION

Team approach to Advising at the Master’s level

At the master’s level students are advised by a team which includes their academic advisor, the Student Advising Manager, and the Program Director for their major. The role of the academic advisor is to advise students on things like their career goals and objectives, provide advice for securing a field experience, and help students with their initial culminating experience planning. The

role of the Student Advising Manager is to assist students with course planning, petitions, and to provide general procedural advice. The Program Director will meet with students as a group to discuss issues related to the entire major and is also available to assist students with any issues they might be having with the program.

Guidelines for Faculty/Student Interactions

Faculty members often develop close working relationships with students, especially advisees. Often a relationship is formed that provides benefits to both the faculty member and the student. Faculty should be cognizant of the power differential in these types of relationships and set appropriate boundaries. Although faculty members may not intend that a request of a student be an obligation, they should be aware that such requests might place a student in a difficult position. Some students are intimidated by faculty members and may not feel free to decline such requests. Since faculty/student interactions often are situations that are ambiguous, included below are examples to help you think through a variety of situations that you may encounter:

- **A faculty member asking you to drive them somewhere, including the airport, home, or main campus.** Such a request does not fall under a student's duties. A situation when this may be acceptable is when the student has the same destination.
- **A faculty member asking you to work extra hours or late hours.** Students should be expected to work the hours for which they are paid. Students may volunteer to work extra hours to gain more experience (e.g. grant writing), gain authorship on a paper or help meet a deadline – but should not be expected to work these extra hours.
- **Your advisor asking you to housesit, take care of your children or pets, or help you move.** While some students may not mind house sitting, taking care of children or pets, or helping someone move, others may only agree to do these jobs because they feel obligated or worry that saying no will somehow affect their relationships with faculty members. To avoid problematic situations, a faculty member may post a flyer requesting a sitter or mover for pay without the faculty member's name attached to the request – ensuring that respondents really want the job.

Faculty members who are uncertain about the appropriateness of requests they have for students should consult with the DTC Chair. Students should talk with their Program Director, DGS, or Student Advising Manager if they have concerns about the appropriateness of requests from faculty members.

The University of Minnesota's Board of Regents policy on Nepotism and Consensual Relationships (including student and faculty relationships) can be found at <http://regents.umn.edu/sites/regents.umn.edu/files/policies/Nepotism%26Personal.pdf>.

Confidentiality

Student records—including materials related to advisees—are protected under Federal Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99; 1974) and the Student Data Privacy Act. Student information should be secure – not left in an unlocked location. If advisors have a concern about a particular student, only student support staff, appropriate Program Director/DGS, or DTC Chair should discuss the situation and have access to records. Any confidential information shared by a student with a faculty member must remain confidential – whether the student approaches you as an advisor, instructor, Program Director, DGS, or DTC Chair. Talking about individual students in hallways and other public areas should be avoided.

If a faculty member feels he/she must consult with another faculty member about a student, consider talking about the issue without providing the name of the individual student. If the student's name must be shared, tell the student ahead of time that you intend to talk with the Program Director (or other appropriate person) about the issue in question. Some issues, such as sexual harassment, are governed by law and require faculty members to report the problem to the Division Head. In these situations, explain to the student that you are required to report the incident/problem.

Guidelines for Changing Advisors

Master's Students

At the master's level, students may change academic advisors if they have serious personality or other conflicts with their assigned advisor. In that case, they should discuss their reasons and their preferences for a different advisor with the program chair or the Student Advising Manager. The change will be finalized at the discretion of the program director.

PhD Students

Many PhD 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, 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 PhD 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 with the Director of Graduate Studies (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 Division's Graduate Studies Staff who will file the change with the Graduate School.

Student Guide to Mission, Definitions and Expectations of Advising

Mission Statement

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

Defining Advising

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

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

Advising Expectations for Students

SPH students are expected to...

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

Faculty Guide to Mission, Definitions and Expectations of Advising

Mission Statement

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3. **Field Experience/Internship/Practicum Advising:** specific and targeted advising for field experience /internship/practicum development, placement and completion.
4. **Culminating Experience/Thesis/Plan A&B/Dissertation Advising:** specific and targeted direction on a culminating experience project or a PhD dissertation including, but not limited to development, completion and in some cases publication.

Advising Expectations for Faculty

Faculty advisors are expected to...

- Refer advisee to Student Advising Manager for course planning/scheduling, policy and procedural information

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