



University of Wisconsin
**SCHOOL OF MEDICINE
AND PUBLIC HEALTH**

MASTER OF PUBLIC HEALTH

STUDENT HANDBOOK

2023-2024

Master of Public Health Program
1170 Health Sciences Learning Center
750 Highland Avenue
Madison, WI 53726
(608) 263-4889
mph@mailplus.wisc.edu

TABLE OF CONTENTS

INTRODUCTION ----- 4
 Key MPH Personnel & Contact Information

THE PROGRAM ----- 6
 MPH Program’s Vision and Mission
 Program Accreditation
 Commitment to Racism as a Public Health Crisis
 UW Madison MPH Competencies
 MPH Foundational Competencies
 Being Part of a Professional Degree Program

MPH CURRICULUM ----- 9
 Core Courses
 Elective Courses
 Applied Practice Experience
 Integrative Learning Experience (ILE Project)
 Grading

ADVISING ----- 11
 Advising Timeline

MAXIMIZING YOUR MPH ----- 12
 Communication
 Email
 MPH Student Toolkit
 MPH Student Organization (MPHSO)
 Gamma Xi Chapter Delta Omega Honorary Public Health Society

DUAL DEGREES ----- 14

FUNDING ----- 14
 Financial Aid
 Assistantships
 Conference and Travel Grants

OPTIONAL RESOURCES ----- 16
 UWSMPH Student Lounge
 Student Lockers

Student Mailboxes	
MPH PROGRAM POLICIES & PROCEDURES -----	16
Student Identification Badges	
Student Training and Compliance Requirements	
Student Health Documentation	
Incomplete Grades	
Student Progress	
Student Grievance Policy	
Transfer Credits, Waivers and Substitutions Procedures	
Health Profession Programs Professionalism and Misconduct Policy	
SMPH Health Profession Programs Professional Behavior Code	
Graduation Procedures	
SHARED POLICIES -----	32

INTRODUCTION

The Student Handbook serves as a tool for navigating the MPH experience. It includes the answers to many of your questions and some tips to help you maximize your time in the Public Health Program. Please take the time to become familiar with our policies and procedures and remember to reference your handbook as you have questions throughout your tenure.

Your time in the program will go quickly. Amplify your experience by joining student organizations, participating in departmental, school, and campus educational events, governance opportunities, and applying what you learn in your classes, Applied Practice Experience, and other practice and community facing opportunities.

Here are some specific things you can do to be successful:

- Get involved outside of your classes by networking with classmates and faculty, participating in student organization activities and participating in the many educational offerings, seminars and activities provided on the UW-Madison campus.
- Sit on one of the MPH Program's committees: Curriculum, Community Advisory or Steering Committee. A call to self nominate to serve on one of these committees is sent out yearly. We work closely with the MPH Student Organization (MPHSO) to ensure the opportunity is accessible and available to all students.
- Build your professional and personal networks in your course and Applied Practice Experience. The relationships you make today may result in the job of your dreams tomorrow! The courses are designed to teach you the core competencies of public health and to expose you to people working in the field of public health in many different ways.
- Customize your degree with one of our approved certificate programs.
- Reach out for help if you find yourself struggling in your classes or Applied Practice Experience. We are here to help you. We want you to maximize your tenure in the program and succeed! Your TAs are there to help you understand your courses and assignments, remember – they were in the same place last year.
- The people you reach out to will vary based on what is happening, communicate with everyone who might be directly impacted by what is happening and when in doubt, the program is here to navigate process, protocol and problem solve with you.

KEY MPH PERSONNEL & CONTACT INFORMATION

The MPH faculty and staff members welcome the opportunity to meet with you and discuss your career goals, personalized educational plan for the program, and opportunities to stretch within and outside of campus.

Ajay Sethi, Faculty Director

(he/him/his)

1172 Health Sciences Learning Center

608-263-1756

ajay.sethi@wisc.edu

The MPH Faculty Director provides overall leadership for the MPH Program, including admissions, instructional quality, faculty recruitment and collaboration, and student affairs and services.

Sweta Shrestha, Associate Director

(she/her/hers)

1171 Health Sciences Learning Center

608-263-4215

sshrestha@wisc.edu

The Associate Director provides general oversight to the MPH Program, by assuring that the Program operates smoothly through supervision of staff, curriculum oversight, monitoring the governance structure and accreditation status. She is responsible for overseeing the overall strategic plan of the program and partnership development.

TBD, Community Engagement Manager

Health Sciences Learning Center

The MPH Community Engagement Coordinator helps students facilitate their Applied Practice Experience (APEX) and provides guidance to students on the Integrative Learning Experience (ILE).

Mindy Schreiner, Academic Program Manager

(she/her/hers)

1152 Health Sciences Learning Center

608-263-2298

schreiner3@wisc.edu

The Academic Program Manager oversees the academic advising for the single and dual degree students, carries out recruiting and admissions efforts, serves as liaison to dual degree programs and undergraduate pipeline programs, and provides guidance for day-to-day program operations.

Kathryn Emmert, MPH Student Coordinator

(She/her/hers)

1152 Health Sciences Learning Center

kemmert@wisc.edu

The MPH Student Coordinator provides advising for the single and dual degree students, carries out recruiting and admissions efforts, serves as liaison to undergraduate pipeline programs, and provides guidance for day-to-day program operations.

Terrie Howe, Administrative Program Coordinator/Curricular Services Representative

(she/her/hers)

1170 Health Sciences Learning Center

608-263-4889

thowe2@wisc.edu

The Administrative Program Coordinator is the first point of contact when students express interest in the MPH Program. She is responsible for maintaining student records, the MPH Program's communication lists, the Student Database and she coordinates the Program's meetings and events. Students should contact her directly with questions or difficulty with enrollment or registration.

THE PROGRAM

MPH PROGRAM'S VISION, MISSION AND VALUES

MPH stakeholders, including the MPH Steering Committee, faculty, staff, preceptors, and students collaboratively developed the mission and vision statements for the MPH Program. The Program's courses, activities, and events are planned and executed with these guiding principles in mind.

Faculty and students affiliated with the Master of Public Health Program at the UW-Madison School of Medicine and Public Health value **EVIDENCE**; **LEARNING** through teaching and shared and interactive experiences; **SERVICE** through contributions to university, community, and professional settings; **DISCOVERY** through interprofessional research; a healthy and supportive **ENVIRONMENT** that cultivates professional development of its faculty, staff, and students; and **DIVERSITY** through inclusiveness and respect for individuals and groups of diverse backgrounds, interests, cultures, and practices, grounded in **HUMAN RIGHTS**. Moreover, they demonstrate a **COMMITMENT** to social and environmental justice, health equity, practice that is filled with the highest professional ethics, and optimizing health, especially for those most impacted by unfair policy and practice.

The vision of the University of Wisconsin-Madison's Master of Public Health Program is:

Public health professionals optimizing population health and advancing social justice.

The mission is:

To build a high quality and diverse public health workforce through excellence and inclusivity in interprofessional education, professional development, research, and community engagement.

PROGRAM ACCREDITATION

The University of Wisconsin-Madison's MPH Program is accredited by the **Council on Education for Public Health (CEPH)**, a professional accrediting agency recognized by the U.S. Department of Education. The Program was initially accredited in July 2009 and reaccredited in September 2022 Accreditation materials (self-study and final accreditation report) are available on the MPH Program's website. The University of Wisconsin-Madison School of Medicine and Public Health (SMPH) is accredited by American Association of Medical Colleges.

COMMITMENT TO RACISM AS A PUBLIC HEALTH CRISIS

As part of the MPH program's commitment to *Racism is a Public Health Crisis Sign-on* initiative, the program's leadership, core course faculty, staff, and others created the following Racism and Equity Statement in Summer 2020:

The vision and mission of the Master of Public Health (MPH) program at the University of Wisconsin-Madison cannot be fulfilled without declaring that Racism is a Public Health Crisis and embracing our role to reduce systemic racism. Too many Black human beings (George Floyd, Breonna Taylor, Ahmaud Arbery, Rayshard Brooks, Dontre Hamilton, Tony Robinson, Renisha McBride, and Daunte Wright) have been wrongfully and unjustly killed and had their right to live taken from them. Racism and institutional racism continue to persist and harm our society. In the MPH curriculum, we will teach how racism fuels the inequities that lead to health disparities. We will work with partners to fortify the curriculum and look for learning opportunities outside the classroom to help students, staff, faculty, and the community to come together to tackle this vitally important issue. We will lift up the voices of students and help you to gain tools and knowledge to become agents of change. We will create a supportive and safe environment for your educational journey.

UW MADISON MPH COMPETENCIES

Situated in the truly integrated campus of the University of Wisconsin-Madison, the Master of Public Health (MPH) Program takes an interprofessional, practice-oriented approach to provide education and training to students in the Schools of Medicine and Public Health, Pharmacy, Nursing, Veterinary Medicine, Public Affairs, and Law. The MPH Program works across all levels of community, government, health systems, private industry, and other institutional settings to achieve foundational competencies and promote health equity in Wisconsin communities and beyond. We are committed to advancing the Wisconsin Idea, a concept that espouses sharing university resources and knowledge beyond the campus, through didactic and experiential learning. For the MPH program, this means supporting initiatives throughout the state of Wisconsin and globally that promote equity, health and wellbeing across all communities. After completing the MPH program, students will be able to:

1. Utilize a global health perspective to confront the root causes of less than optimal health and promote wellness for all communities.
2. Engage theory and evidence-based methods to lead multidisciplinary and professional public health practice and research.
3. Employ a socio-ecological model to analyze dynamic interactions among human and social systems.
4. Identify strengths and limitations of current public health models and approaches and design innovative solutions for today's public health challenges.
5. Practice public health with honesty and integrity using a respectful and collaborative approach that responds to the needs of the communities we serve.

As graduates of the MPH Program, our alumni will employ the skills and knowledge they have gained to become community engaged citizens, positively promoting social change, and striving for excellence

through lifelong learning. MPH graduates will leave the University of Wisconsin School of Medicine and Public Health with necessary training to make substantial contributions to a global society.

MPH FOUNDATIONAL COMPETENCIES

In addition, the MPH Program provides courses and experiences that fulfill competencies established by The Council on Education for Public Health (CEPH), our accrediting body. The MPH Foundational Competencies were instituted nation-wide in 2016. These competencies are informed by the traditional public health core areas (biostatistics, epidemiology, social and behavioral health sciences, health services administration and environmental health sciences), as well as cross-cutting competencies and emerging public health areas. There are twenty-two competencies within eight core domains:

1. Evidence-based approaches to public health
2. Public health and health care systems
3. Planning and management to promote health
4. Policy in public health
5. Leadership
6. Communication
7. Interprofessional practice
8. Systems thinking

BEING PART OF A PROFESSIONAL DEGREE PROGRAM

Students are expected to conduct themselves in a professional and responsible manner which reflects favorably upon them, the profession, and the MPH Program. Improper conduct, both academic and non-academic, is incompatible with a career in the health disciplines. The MPH will enforce UW-SMPH policies and standards for academic honesty and integrity. Those describe the actions which the MPH and the SMPH may take in response to student misconduct, define the academic and non-academic conduct which is prohibited, and outlines the procedures which are to be used in resolving allegations of misconduct. It is the student's responsibility to become familiar with these rules and standards, available in appendices of this handbook.

Of special note, remember that social media is a public forum. You now represent the UW- SMPH and the MPH Program. Think carefully how you portray yourself in various social media forums.

MPH CURRICULUM

The MPH degree is a 42-credit program. Students may enroll full-time or part-time. Full-time students complete the program in approximately two years. Part-time students may take up to five years to complete the Program. The Program may also be completed as part of an approved dual degree program.

All students are required to complete 30 credits of required core courses and seminars, 6 credits of electives and a 6-credit Applied Practice Experience. A non-credit Integrative Learning Experience is also required.

The curriculum is as follows:

CORE COURSES (30 cr.)

DIDACTIC COURSES

PUBHLTH 780	Evidence-based Decision-making
PUBHLTH 782	Determinants of Health and Health Equity: A Systems Approach
PUBHLTH 783	Quantitative Approaches to Public Health I
POP HLTH 784	Quantitative Approaches to Public Health II
PUBHLTH 785	Public Health and Health Care Systems
PUBHLTH 786	Planning & Management to Promote Health
PUBHLTH 790	Social Justice and Public Health: Tools and Models
PUBHLTH 791	Communicating Public Health Effectively II
PUBHLTH 792	Public Health Policy
PUBHLTH 793	Public Health Leadership

SEMINARS

PUBHLTH 787	Applied Practice Experience Seminar
-------------	-------------------------------------

ELECTIVE COURSES (6 cr.)

MPH students expand their knowledge and skills through elective courses and graduate certificates. A list of frequently taken courses by students is available on the Student toolkit on canvas. Students who wish to take a course outside of the approved list may request approval from the MPH Curriculum Committee via the Academic Program Manager by submitting a syllabus for review. The elective must address public health throughout 50% of the course. Approval must be documented on the student's Program Plan. **Only graduate level courses (courses numbered 500-level or above) will be considered for possible elective credit.**

Graduate Certificates

Courses taken as part of an approved graduate level certificate will count towards the MPH Program's elective credits. All courses taken as part of the graduate certificates must be a 500-level course or above. More information on certificates can be found on the MPH Program's website or you can ask the Academic Program Manager.

Independent Study

Students may choose to take Independent Study, Reading, or Research credits to fulfill elective credit requirements. Students should plan to complete an Independent Study Approval Form and have it signed by their Instructor. The form should include a description of the scope of the independent study, the products or projects, method of assessment, and how the independent study applies to the student's MPH Program. Contact the Academic Program Manager to obtain this form. **Students may count no more than three (3) credits of Independent Study coursework toward their degree requirements.**

APPLIED PRACTICE EXPERIENCE (APEX) (6 cr.)

All MPH students complete 240 hours of Applied Practice Experience (APEX). **Students must complete all first-year courses before they can begin their APEX.** Specifically, these courses are 780, 781, 782, 783, 784, 785, 786, and 787. More information about the APEX can be found in the Applied Practice Experience and Integrative Learning Experience Student Handbook.

INTEGRATIVE LEARNING EXPERIENCE (ILE PROJECT)

The non-credit ILE is a **requirement for graduation**. Details about the ILE can be found in the Applied Practice Experience and Integrative Learning Experience Student Handbook.

GRADING

All courses taken for degree credit, regardless of the manner by which they are graded, must meet the requirements of the MPH Program. See MPH Program Policies and Procedures, Policies, Section 4 (pg. 18).

Courses for Degree Credit

It is strongly recommended that all courses taken for the purpose of meeting degree requirements for the MPH Program be taken for a letter grade (A-F). In some cases, approved electives or required seminars, such as independent study and research courses, may be offered for a grade of Credit/No Credit, or Satisfactory/Unsatisfactory. **Students may take no more than 3 credits of elective coursework for degree credit which are graded in this manner.**

Credit/No Credit Grades

Courses that have been designated in the Schedule of Classes as Credit/No Credit are entered on your transcript as CR if you earned the credits for which the course was offered, or N if you did not earn any credit, even though you were enrolled for the course.

Satisfactory/ Unsatisfactory

Satisfactory/Progress/Unsatisfactory are valid grades for graduate students in research courses, seminars and independent study classes. As of summer of 1999, graduate students enrolling in a research or thesis course can only be assigned S, P, or U. The use of letter grades (A through F) is encouraged and recommended whenever information on performance permits. Courses designated as research require grading on the S/U basis. In certain seminars and advanced topics courses, where lack of examinations and other performance criteria makes the A-F scale inappropriate, use of the S/U option is permissible. The top of the grade roster indicates that the course is to be graded on a Satisfactory/Unsatisfactory basis.

ADVISING

Students in the MPH Program receive advising in following ways:

MPH Programmatic/Academic Advising

Students are advised on academic issues (course requirements, electives, degree progress, graduation, transfer courses, dual degree process) and personal issues (leave of absence, withdrawal) by the MPH Program's Academic Program Manager. The Academic Program Manager is available to help you with issues related to your success in the MPH Program. You should plan to check in with the Academic Program Manager at a minimum, once each semester. You will be asked to report your progress by completing and updating your MPH Program Plan and inform the Academic Program Manager about any issues you are encountering that may impede your progress in the program.

Public Health Mentors

Public Health Mentors oversee and guide your educational experience and play a key role in developing, advising, monitoring progress, and assessing accomplishments during your APEX and ILE process. Additionally, your Mentor provides guidance regarding career paths, goals for your MPH. Students are assigned a Primary Public Health Mentor during orientation, based on the student's interests and goals. As you prepare for your APEX/ILE, you will choose a Secondary Mentor. This person is someone with a background or expertise in the area of the student's APEX project. You should plan on meeting or checking in with your assigned Primary Public Health Mentor. It is your responsibility as a student to regularly reach out and check-in with your mentors to update them on your progress.

Applied Practice Experience and Integrative Learning Experience Advising

The Community Engagement Manager advises students on APEX project requirements, opportunities, APEX placement sites, and preceptors. Through the preparatory seminar and individual advising sessions, they provide students with networking opportunities with alums, past APEX placement locations, community partners and faculty as career building resources. The Community Engagement Manager, in collaboration with the student's mentors, provide input about the student's APEX project, ILE written product and Portfolio.

ADVISING TIMELINE

Orientation (Prior to starting MPH):

The **Online New Student Orientation** is required of all incoming students and will provide detailed information needed to successfully complete your MPH.

The MPH Program also offers an optional, but highly recommended, in-person **New Student Orientation**. This an important time to meet your new cohort, professors, and Program staff. During the orientation we will provide you with information regarding the Applied Practice Experience, tips on how to be successful in the program, and hear from current students and faculty.

Academic advising (Year 1 through graduation):

Each semester, you will be asked to update your MPH Program Plan and submit it to the Program. You will update the Program Plan with your grades from the previous semester, current courses you are enrolled in, and courses you are planning to take in the future. It is recommended that you meet with

the Academic Program Manager as needed to check in about your progress and to ascertain that you are completing all programmatic requirements.

APEX advising (PUBLHLTH 787 through Portfolio completion):

Students are eligible to take Course 787, the prerequisite course for the APEX project, once they have completed **all first-year courses** (specifically 780, 781, 782, 783, 784, 785, and 786). Students are expected to schedule a meeting with the Community Engagement Manager to discuss ideas for the APEX project during the latter half of the fall semester in the first year in the MPH Program. Advising and communication prior to and during APEX will ensure student success. See the APEX and ILE Handbook for details regarding the MPH competencies and project guidelines. .

During PUBLHLTH 787, the student, with assistance from the Community Engagement Manager and the Primary Public Health Mentor, identifies a Secondary Mentor from the Public Health Program Faculty list. This Secondary Mentor assists in the review of the final ILE related documents and products. Both the Primary and Secondary Mentors should be updated on the progress you are making on your APEX, ILE, and Portfolio as they can provide valuable insight and guidance.

Portfolio advising:

Student’s will create their required ILE Portfolio during the first semester of their tenure, and they will be expected to update the Portfolio at the completion of each semester. The MPH Student Toolkit includes all the details related to your Portfolio, including a chart that outlines assignments and activities from all MPH core courses that fulfill each competency. Students should include the link to their Portfolio each semester when they check in with their Public Health Mentor.

As part of the ILE requirements, students will complete a Portfolio Review with both their Primary and Secondary Public Health Mentors as the culmination of their experiences in the MPH Program.

MAXIMIZING YOUR MPH

COMMUNICATION

EMAIL

All students are assigned a wisc.edu email address which will be used by the MPH Program to communicate with and update students. We limit our emails to information that is important and relevant to students. It is important to **read ALL emails** you receive from us and **respond as requested**.

E-mail etiquette

You will frequently communicate with faculty and staff by email.

Remember, especially if you are asking for assistance or with a question, do not assume that everyone will have the context for your email i.e. not everyone is aware of the specifics of the curriculum etc. While emails should be concise, make sure necessary context and information is provided. Use the following guide:

- What you are hoping for in regards to help
- Time-line that you are working under
- If you are asking for a review of a document, send only what you consider the most complete draft available.

- Allow for enough turn-around time on a business calendar. It is not reasonable to expect a staff member to respond to emails sent after business hours or to respond immediately as all staff has multiple responsibilities beyond student instruction, staff may be part-time etc.

Helpful email tips from a past graduate about professional emails:

One of the most overlooked areas of healthcare communication is professional email. A poorly written professional email has the ability to backfire on the sender. A well written professional email has the capability of impressing the reader. When writing a professional email consider the following:

- How will the reader interpret?
- Any chance for misinterpretation?
- What is the tone of the email?
- Is the email polite?
- Proofread and spell-check

MPH STUDENT TOOLKIT

The MPH Student Toolkit, a Canvas course that is available on an ongoing basis. This course contains not only policies and procedures, information, deadlines, and documents relevant to our students, it also provides supplemental materials and tips and tricks on how to be successful in the Program. When you have a question regarding anything related to the Program, the Toolkit is the first place you should go to find the answer.

MPH STUDENT ORGANIZATION (MPHSO)

The MPH Student Organization (MPHSO) is a registered student organization on the University of Wisconsin-Madison campus. This organization meets once each month and is intended as a networking and social organization, while also giving students a voice in program issues and concerns. We strongly encourage students to participate with the student organization to develop relationships with classmates. To serve in a leadership role or participate on any MPH Program Committee, students must be in good academic standing. All MPH students are considered members of the MPHSO and are invited to participate in events and meetings.

GAMMA XI CHAPTER DELTA OMEGA HONORARY PUBLIC HEALTH SOCIETY

The UW-Madison MPH Program created a chapter (Gamma Xi) of the Delta Omega Honorary Society in Public Health in January 2013. Delta Omega is a national honor society existing to encourage research and scholarship among graduate students of public health and to recognize attainment and achievement in the field of public health. Students, faculty, alumni, and honorary members are elected each year based on meeting high academic standards and outstanding performance in scholarship, teaching, research, and community service. Election of membership in Delta Omega is intended to recognize merit and to encourage and expand excellence in and devotion to public health work.

Eligibility

Students become eligible for Delta Omega after completing all first year MPH core courses (i.e. 780s courses) or being in the grading period to fulfill these courses. The student must also intend, so far as can be ascertained, to follow a career in public health. Students who meet this criteria are then nominated by MPH faculty and staff. Nominations will give particular attention to academic excellence and shall take into consideration commitment to the public health profession.

Further, UW-Madison's Delta Omega Chapter guidelines include:

- Participation and engagement in the MPH Program (courses, APEX, MPH SO, etc.)
- Consistent professionalism and decorum as it relates to interactions with fellow students, faculty, staff, and the greater public health community

DUAL DEGREES

The MPH Program has several dual degree programs that are approved by the University. These programs are described in greater detail on the MPH Program's website. Being a dual degree student provides additional complexities in planning an MPH degree. Students in the dual degree programs are encouraged to meet with Mindy Schreiner, Academic Program Manager and the Student Services personnel from the home program early and often throughout the degree completion. The dual degree programs are as follows:

- MD-MPH (Medicine)
- DPT-MPH (Physical Therapy)
- DVM-MPH (Veterinary Medicine)
- JD-MPH (Law School)
- MGCS-MPH (Genetic Counseling) – New in 2022
- MPA-MPH (Public Affairs)
- MPAS-MPH (Physician Assistant)
- PharmD-MPH (Pharmacy)
- BS Nursing to MPH Advanced Degree Option

FUNDING

FINANCIAL AID

Please contact the University of Wisconsin-Madison Financial Aid Office for information regarding loans and scholarships available to MPH students.

Brianne Camacho, MS
SMPH Director of Financial Aid and Financial Wellness Advising (She/her/hers)
Office of Student Financial Aid | University of Wisconsin-Madison
608-263-3800 | 333 East Campus Mall #9719 | Madison, WI 53715-1382
www.financialaid.wisc.edu | [Facebook](#) | [GradReady](#)
Current UW-Madison students can schedule an appointment using [Starfish](#)
All others, please call our office 608.262.3060

ASSISTANTSHIPS

Teaching, Project and Research Assistantships are the primary form of financial assistance for graduate/professional students outside of student loans. Teaching Assistants (TA), Project Assistants (PA), and Research Assistants (RA) are required to work a minimum of at least thirteen hours per week (a 33-1/3 percent appointment) to receive a waiver of tuition, comprehensive health insurance, and a stipend. Stipend values vary based on the type and percentage of appointment.

To offer transparency and opportunity for all students, the program will regularly send a survey to gauge interest in serving as a Teaching Assistant. This form guides the faculty in choosing TAs for their courses. Most other assistantships are filled through informal networking. To maximize your opportunity to acquire one, thoroughly pursue these channels:

- Network with faculty, mentors, staff support people and other graduate students in areas where you may possess appropriate skills, teaching experience, and/or technical expertise.
- Look outside of the MPH Program and Population Health Sciences Department. Your skills may be valuable in other departments. Reach out to departments or programs on campus that align with your previous degree(s) to inquire about potential opportunities.
- Check all sources of postings for campus positions, including the UW Student Job Center: <http://jobcenter.wisc.edu/>, GradConnections newsletter, and professional listservs.

Faculty expect students to have taken the course previously, if course is in the same home program or have some background in the topic. Students cannot be simultaneously enrolled in the course that they are TAs for.

CONFERENCE & TRAVEL GRANTS

A limited amount of support (usually \$100-\$250) is available from the MPH Program for current students who will be traveling to conferences to present the results of public health research or practice. All recipients must be enrolled in the MPH Program (dual degree must be presenting work from their time in the MPH Program) at the time of the conference in order to be eligible to receive funding.

Preference will be given to students who:

1. Do not have a funded project assistant or research assistant position;
2. Have not received another scholarship; or
3. Have not previously received an MPH Travel Grant.

Conference & Travel Grant applications will be reviewed on a rolling basis with decisions being issued within two weeks of the request date. There is a limited amount of funding available and it will be awarded on a first come-first served basis. When funding has been allocated there will be no additional awards.

To request funding for research or conference travel, please complete [this application](#) which will include the following information:

- Summary describing your need for travel and a brief overview of your research or conference paper
- Campus mailing address, phone number, and e-mail address
- Abstract of your paper or presentation
- Documentation that confirms the acceptance of your abstract by the conference sponsors
- Itemized budget that outlines your travel expenses and related conference costs
- Conference brochure

OPTIONAL RESOURCES

UWSMPH STUDENT LOUNGE IN 1207 HSLC

All SMPH students have access to a student lounge located at 1207 HSLC. This is a great place for student to play games, watch TV, and connect with friends. You can gain access to this space with your Wiscard.

MPH PROGRAM POLICIES AND PROCEDURES

This section of the Student Handbook contains the MPH Programs policies and procedures. The MPH Program shares policies with the other Health Professional Programs in the School of Medicine and Public Health.

The policies included here are:

1. Student Identification Badges
2. Student Training and Compliance requirements
3. Student Health Documentation
4. Leave of Absence
5. Student Progress
6. Student Grievance Policy
7. Transfer Policy

STUDENT IDENTIFICATION BADGES

To enhance security and ensure that individuals in SMPH facilities are authorized to access these facilities, all SMPH faculty, staff, and students must have their Wiscard visible and displayed at chest-high level while in all SMPH facilities (e.g. HSLC and WARF), UW Health facilities and other non-SMPH facilities at which SMPH workforce members provide services (e.g. Meriter). The Wiscard will serve as an electronic access card for SMPH facilities that have electronic badge access control.

To obtain information about a Wiscard, visit <https://wiscard.wisc.edu/get-your-wiscard.html>

STUDENT TRAINING AND COMPLIANCE REQUIREMENTS

Students are key members of the SMPH community and as such are required to complete certain training and take specific actions to ensure they are in compliance with requirements set forth by the School of Medicine and Public Health and the University of Wisconsin - Madison. Students are required to complete the following training and report completion via their orientation canvas site.

- [Cybersecurity Awareness Training](#)
- [HIPAA Privacy and Security Training](#)
- [SMPH Shared Guidelines for Professional Conduct module](#)

STUDENT HEALTH DOCUMENTATION

The immunizations and health evaluations listed below are recommended based on the SMPH and/or the public health settings at which students complete their APEX. Students should be aware that external sites may have additional requirements including, but not limited to, background checks, drug screens, immunizations, and other health screens. While students may request waivers, placements cannot be guaranteed without a history of immunization and/or proof of positive titers.

Required Immunizations

Influenza

All SMPH employees and students are required to either receive an annual vaccine or provide a waiver by a deadline established and communicated by SMPH Human Resources at the beginning of the flu vaccine season. UW-Madison University Health Services offers free walk-in clinics throughout campus to UW Madison students.

For the full policy, please visit <https://policy.wisc.edu/library/SMPH-4070>

Recommended Immunizations & Health Evaluations

Students participating in MPH program activities often interact with vulnerable communities and organizations serving them. Students should follow the vaccination and health screening policies of their host organization. As good public health policy, we strongly recommend students complete the following:

COVID-19

UW-Madison recommends students receive a COVID-19 vaccine. The MPH program also encourages students to receive all recommended booster doses. The vaccine is available through

University Health Services at no cost to students:
<https://covidresponse.wisc.edu/covid-19-vaccine-information/>

Tuberculin Skin Test/Annual TB Health Evaluation

A two-step tuberculin skin test is recommended for first-year students and a single skin test is recommended on an annual basis thereafter by UW-Madison University Health Services. The first skin test should be completed prior to beginning the MPH program, the second test can be performed at University Health Services when enrolled during the first semester of coursework. A clinical evaluation is required at the time of the first positive skin test and may require a blood serum test. Students known to have a positive skin test should contact Student Services to complete a questionnaire and will be required to provide an annual update of their health status relative to tuberculosis.

INCOMPLETE GRADES

Grades of Incomplete, Unsatisfactory, Fail/No Credit, or that otherwise fail to meet conditions set by the Health Professional Program may result in required remediation activities, academic probation, a hold on future enrollment, ineligibility for assistantship or suspension/dismissal from the Program. Students may not graduate with incomplete grades on their transcript.

1. Incomplete (I) grades must be resolved before the start of the subsequent semester (MPH Program semester) *or by the time specified by the course instructor and program if special circumstances warrant a formal extension*. Extension of incompletes to an additional semester requires a MPH Course Completion Plan to be submitted by the student that is signed off by course faculty and MPH Academic Advisor. *The MPH Program's semesters begin and end on the same dates as the University of Wisconsin-Madison's academic calendar.*
2. Students who fail to resolve incomplete grades will be placed on academic probation. As a condition of academic probation, students will be required to submit a course completion plan to the Academic Program Manager]. While on academic probation, students are ineligible for teaching assistant positions and other assistantship positions.
3. The Program understands that community based projects are inherently complex and may lead to students needing extensions. If the Incomplete grade is in their APEX project (PUBHLTH 788), the student must also develop an APEX Course Completion Plan with their preceptor, placement site and Community Engagement Coordinator, in addition to the conditions of academic probation set forth in paragraphs 2 of this section. The student can only extend their APEX Incomplete to one additional semester and may not enroll in additional APEX credits until the previous incomplete is resolved. Students who do not complete their APEX after an extension will be allowed one final attempt prior to assigning a final grade. Students must complete a Probationary APEX Learning Agreement and complete all project requirements within one semester.
4. Incomplete (I) grades are unsatisfactory if they are not removed during the subsequent semester of enrollment; however, the instructor may impose an earlier deadline. A student will be placed on academic probation and may subsequently be dismissed from the Program and the SMPH for failing to complete a MPH Course Completion Plan and/or resolve their incompletes in a timely fashion and hold minimum academic standards.

5. Students may not graduate with incomplete grades on their transcript.

STUDENT PROGRESS

The MPH Program reviews the progress of students on a regular basis. Advancement to the next semester is dependent upon satisfactory academic performance and professional conduct. Failure to meet the above criteria will result in the student progressing through the following disciplinary review and action steps:

- 1) placed on probation
- 2) asked to remediate and/or decelerate
- 3) dismissed from the Program

Probation

- Academic probation is a very serious matter and acts as official notice to the student that improvement in performance is required for progression in the Program. Students are placed on academic probation for the following reasons:
 - A semester or cumulative GPA below 3.0. If a semester GPA of 3.0 is not attained during the next semester of full-time enrollment (or 8 credits of enrollment if enrolled part-time) the student will be flagged for the Student Promotions Committee for further action which may include dismissal from the Program.
 - Unaddressed and unresolved Incompletes. If a student does not address their incomplete grades for more than 1 subsequent semester and does not have a signed MPH Course Completion Plan, they are in unsatisfactory academic standing and moved through the disciplinary action steps. Continued and unaddressed incompletes will be flagged for the Student Promotions Committee for further action which may include dismissal from the Program.
 - APEX projects not completed within one year, or two semesters, leading to multiple incomplete grades may result in probation. Students on probation for an incomplete APEX will be allowed one final attempt prior to assigning a final grade. Students will be required to complete a Probationary APEX Learning Agreement and complete all project requirements within one semester.

Academic Performance Review

At the end of each semester, the Academic Program Manager with oversight reviews the academic performance of all students on probation. Based on academic performance, the Academic Program Manager may: 1) remove probationary status, 2) continue probation, or 3) if a probationary student's progress fails to adequately address the deficiency, may refer the student to the MPH Program's Student Promotions Committee for further disciplinary action, including dismissal from the Program.

Remediation and Deceleration

Remediation and/or deceleration will be recommended by the Student Promotions Committee because of academic or professional reasons or at the request of a student in the event of exceptional personal need. Any student required to remediate a course or to decelerate may be delayed in the timing of graduation.

Remediation: Retaking a course for a second time to replace a poor grade or taking a prerequisite course in order to strengthen skills

Deceleration: Reducing number of credits from a full-time status to part-time status. This could mean taking as few as one course per semester. *Deceleration for PUBHLTH 788/APEX requires approval from Community Engagement Manager in collaboration with Community Partner/Preceptor. Deceleration for PUBHLTH 788 can only occur one time.*

Dismissal from the Program

Dismissal is the immediate termination of student status. If a student has been dismissed, he/she has no active standing as an MPH student during the reconsideration process. A student who has been dismissed from the MPH Program may appeal the decision. Please refer to the Program Level Student Appeals procedure outlined below.

Health Profession Student (non-MD) Program Level Appeals Procedure

Note: Terms used in this procedure document are defined in the SMPH Health Profession Program (non-MD) Student Appeals Policy (SMPH-8060).

1. Any student wishing to appeal a dismissal decision must submit a petition for appeal within 7 calendar days of receiving written notification of dismissal from the Program Director. Written notification of dismissal may be provided by the Program Director either by hand or by email. Petitions for appeal must be submitted via email, by hand, or by email. Petitions submitted after 7 days will not be considered. For clarity, a student receiving written dismissal notification on a Tuesday has until midnight on the following Tuesday to submit their petition.
2. Petitions for appeal must outline the student's basis for appeal, including a statement of the specific reason(s) for disagreement with the dismissal or explanation of the extenuating circumstances that interfered with the student's academic performance and/or professionalism.
3. The student's status shall remain that of dismissed throughout the appeals process, and they shall have no active standing in SMPH during the appeal process.
4. The Review Committee will comprise members selected by the Program.
5. The student's in-person attendance at the appeal hearing is mandatory. The Program Director will endeavor to schedule the hearing within 4 weeks of the student's request for an appeal and at a time that is mutually agreeable to the student and all Review Committee members.
6. A quorum of at least 2/3 voting Review Committee members must be able to attend the appeal hearing in person.
7. At least 3 full business days before the appeal hearing, the student must submit a written statement, maximum 3 pages (excluding relevant appendices) to the Program Director, describing the basis of the appeal, steps taken to alleviate the circumstances that led to dismissal, and a proposed plan for improvement along with any supporting documentation or evidence.

8. The student may be accompanied by one support person during the appeal hearing. This person and their relationship to the student must be identified in the written statement.
9. The Program Director will provide the Review Committee members with copies of the student's notification of dismissal, a summary of the basis of the dismissal, the student's petition for appeal, and any materials provided by the student at least one full business day before the hearing. The Review Committee members shall have access to the student's relevant SMPH records before the hearing.
10. The student's support person may speak to the student during the appeal hearing to provide support and consultation, but not address the Review Committee.
11. Only voting and *ex officio* members of the Review Committee, the student, and the support person may be present during the appeal hearing.
12. The Program Director shall act as chair of the Review Committee. The appeal hearing will proceed as follows:
 - a. Introduction of the student and committee members
 - b. Chair assigns one person to take minutes and describes the basis of the dismissal, including applicable policy
 - c. The student has a reasonable amount of time (15 minutes) to make a statement to the Review Committee and present supporting evidence
 - d. The Review Committee has the opportunity to ask the student relevant questions
 - e. The student may make a final statement and is then dismissed
 - f. The Review Committee deliberates in closed session
13. Appeals determinations are made by simple majority vote of the Review Committee. The Program Director does not vote except in instances when the Review Committee is otherwise tied on whether to grant the appeal. The Program Director cannot overrule a majority decision of the Review Committee.
14. If the appeal is granted, the Review Committee will establish the student's obligations for reinstatement in the Program.
15. The Program Director will notify the student of the Review Committee's decision by telephone and/or email within 24 hours of the appeal hearing, to be followed within 5 business days by a written letter. The Program Director will also notify the student's faculty advisor and the senior associate dean for academic affairs, or their designee.
16. Details discussed during the appeal hearing and the outcome are private and will only be disclosed as permitted by the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. s. 1232g. Written documentation of the Review Committee's decision will be summarized in minutes for the meeting and will include:
 - Brief Summary of Events
 - Brief description of the Process
 - Findings of the Review Committee
 - Decision of the Review Committee

Minutes will be reviewed for accuracy by the chair within one week of the hearing and maintained confidentially by the Health Profession Program, with a copy in the student's secure record.

17. If the Review Committee denies the appeal for reinstatement, the student may file an appeal in accordance with the process set forth in the "Health Profession Student (non-MD) SMPH Level Appeals Procedure."

Student Leave of Absence (LOA) /Withdrawal Policy

The purpose of this policy is to define policy and procedure for students to request a leave of absence or withdrawal from the UW-Madison MPH Program.

Leave of Absence (LOA)

A suspension of coursework for at least one semester such that a student is not enrolled in any courses.

Student-Initiated LOA

A LOA where the student elects to suspend coursework. Most often this is done for personal/health reasons. Mandated LOA

The Promotion Committee suspends a student's participation in some or all activities.

Policy Statement:

General Policies Governing Leaves of Absence:

- All requests for leaves of absence are approved by the MPH Promotion Committee.
- Students granted leaves of absence are not permitted to enroll in courses offered in the MPH curriculum.
- If a LOA is granted after a semester has begun, the student must withdrawal from courses following the University-defined procedure.
- Students on financial aid are encouraged to inquire about the possible impact of a leave on their loan status.

Student-Initiated Leave of Absence:

A leave of absence may be granted at the discretion of the Promotion Committee. within the following guidelines:

- The student is in academic/nonacademic good standing (as defined in the *Health Professions (non-MD) Academic Standards Policy*)
- The maximum leave of absence will not exceed one year. Only a decision of the MPH Promotion Committee can grant an exception, which is highly unusual.
- Re-entry requirements will be determined by the Promotion Committee and may include repeating courses. Permission to re-enter will be granted on a space-available and case by case basis.

Process for Requesting a Student-Initiated Leave of Absence:

Students who find it necessary to request a leave of absence must submit a written request and discuss their situation with the program director, who serves as Chair of the PA Promotion & Progress Committee. Promotion & Progress Committee approval is dependent on the reasons and goals for the leave.

Mandated Leave of Absence:

The MPH Promotion Committee is empowered to place students on a mandated leave of absence in cases where there is risk to student safety, and/or the safety of others. The following guidelines will apply:

- 1. Re-entry requirements will be determined by the Promotion Committee.
- 2. The Promotion & Progress Committee must approve return to coursework.
- 3. While on a mandated leave of absence a student may not participate in program or patient care activities.

Leave of Absence for Medical Reasons:

- When a leave of absence is requested for medical reasons, a written evaluation from a health care provider may be required.
- When reentry to the MPH program is sought after a leave of absence for medical reasons, a written evaluation from a health care provider may be required.
- When the reason for a medical leave is associated with a newly acquired physical or learning disability, the student must be reviewed by the PA Promotion Committee.

Maternity/Paternity Leave of Absence:

Students who have or adopt a child during their tenure in the MPH program may take a leave of absence before and/or after the child arrives.

Impact of Leave of Absence on Progress in MPH Program:

The degree plan for MPH students is sequential and requires that courses be taken in a specific order with some flexibility. Courses are often taught once each year. When an approved leave of absence interrupts the degree plan, the MPH Academic Program Manager and the Promotion Committee may design a revised degree plan specific to that student. This may lengthen the program and delay graduation.

Withdrawal from the Program:

Students are permitted to withdraw from the program at the student's discretion following the University defined procedure. (Please review the procedure for withdrawing from the UW at the link below). **Unless a Leave of Absence is requested and granted, withdrawal from courses for the semester will not allow a student to progress in the program and therefore constitutes withdrawal from the MPH program.** (<https://registrar.wisc.edu/withdraw/>)

STUDENT GRIEVANCE POLICY

Any student in an SMPH graduate program who feels that they have been treated unfairly by a faculty member, staff member, postdoc, or student in regards to educational decisions and/or outcomes, or issues specific to the graduate program—including academic standing, progress to degree, professional activities, appropriate advising, or the program's community standards—has the right to complain about

the treatment and receive a prompt hearing of the grievance following the grievance procedures in the procedure section below.

Any student who discusses, inquires about, or participates in the grievance procedure may do so openly and will not be subject to intimidation, discipline, or retaliation because of such activity.

Above policy is per SMPH Guidelines, SMPH Health Professional Program Grievance Procedure is articulated below.

SMPH Health Profession Program Grievance Procedure

Note: Terms used in this procedure document are defined in UW SMPH Policy: SMPH-8020 Resolution of Health Profession Program Student Grievances.

Informal Resolution

1. Students should first attempt to resolve a Grievance informally with the SMPH faculty or staff member directly involved in the matter within thirty (30) days of receiving the disputed grade.
2. If the student feels the Grievance was insufficiently addressed, or, due to the nature of the grievance, is uncomfortable interacting directly with the SMPH faculty or staff member involved, the student should contact the person responsible for the course, *e.g.*, the course director or clerkship/clinical director/administrator, for resolution according to individual course grading policies on grade disputes.
3. If the course-level review process does not resolve the Grievance, the student may request a review by the appropriate Program Director.
4. The student's request for review must be in an email or written letter and include the reasons the student believes the grade or evaluation was unfair.
5. The Program Director will attempt to resolve the Grievance through informal mediation with the parties involved within ten (10) business days of receiving the student's written request for review.
6. Following this review, the person responsible for the course makes the final decision.
7. The course director will inform the student of the final decision by telephone and/or email within 24 hours of the decision, to be followed within five (5) business days by a written letter.

8. If the Grievance has still not been resolved to the student's satisfaction, he or she may request a formal Grievance hearing as outlined below.

Formal Resolution

1. Any student wishing to request a Grievance hearing must do so in an email or written letter to their Program Director. The request must be submitted within seven (7) calendar days of receiving written notification of the final decision by the course director as outlined above. Petitions received after this time will not be considered. For clarity, a student receiving written grade/evaluation notification on a Tuesday has until midnight on the following Tuesday to submit their petition.

2. Requests for Grievance hearings must outline the student's basis of the Grievance, the person(s) against whom the Grievance is filed ("Respondent(s)"), the informal resolution efforts made thus far, and the remedy or correction requested.

3. The Program Director will review the student's written statement for timeliness and completeness and to determine whether grounds for reconsideration have been reasonably established. If grounds for reconsideration have not been established, the final decision of the course director will be upheld. If grounds for reconsideration have been established, the Program Director will notify the student and Respondent(s) and provide the Respondent(s) with a copy of the student's request for a hearing.

4. The Grievance Board shall be convened for a hearing within four (4) weeks of the student's request, at a time that is mutually agreeable to the Grievance Board members and both parties. A quorum of at least two-thirds (2/3) voting Grievance Board members must be able to attend the hearing in person.

5. The Grievance Board shall be comprised of the following members:

- Senior Associate Dean for Academic Affairs
- Associate Dean for Medical Student Education and Services
- Associate Dean for Public Health
- Associate Dean for Graduate Medical Education
- Director Continuing Professional Development
- Doctor of Physical Therapy Program Director
- Genetic Counseling Program Director
- Master of Public Health Associate Program Director
- Physician Assistant Program Director
- Administrative Director of Academic Affairs

6. The Senior Associate Dean for Academic Affairs shall serve as Chair of the Grievance Board and does not vote unless the Grievance Board is tied. The Chair cannot overrule a majority decision of the Grievance Board.

7. At least ten (10) business days prior to the hearing, both parties will provide the Chair of the Grievance Board with any additional documentation to be presented at the hearing. Each party may have one support person at the hearing whose name and relationship to the party must be identified in writing to the Chair at this time.

8. At least five (5) business days prior to the Grievance hearing, the chair will provide the parties and the Grievance Board members with the following:

- a. The names of the parties
- b. The nature of the issues to be heard and any relevant policies
- c. The date, time, and place of the hearing
- d. The names of each party's support person, if any

9. To protect the confidentiality of the parties, the Grievance hearing shall be closed to the public unless otherwise agreed in writing by both parties. The student, Respondent(s) and any support people may attend the entire Grievance hearing other than the Grievance Board's deliberations.

10. The parties may confer with their respective support person, but the support person may not address the Grievance Board, question witnesses, or otherwise participate in the hearing.

11. The chair must recognize individuals before they speak. Once recognized, a party may speak without interruption, though the chair may announce and enforce time limits on each party to present its case.

12. The Grievance hearing will proceed as follows:

- a. Introduction of student, Respondent(s) and Grievance Board members;
- b. Chair assigns one person to take minutes, describes the nature of the issues at hand, including relevant policy, and reviews the hearing procedures, including time restraints, if any;
- c. The student makes their statement relevant to the Grievance and answers questions from the Grievance Board and Respondent(s);
- d. The Respondent(s) makes their statement relevant to the Grievance and answers questions from the Grievance Board and student;
- e. Each party may refute any statement by the other party and make a closing statement;
- f. Chair excuses parties and support people; and
- g. The Grievance Board deliberates in closed session.

13. Determinations of the Grievance Board are based on a "preponderance of the evidence" standard where the student bears the burden of proof. Specifically, the student must demonstrate that it is more likely than not that the grade or evaluation was based upon factor(s)

other than objective assessment of the student's academic performance and/or the student's compliance with their Program's Professional Behavior Code. The Grievance Board should strive to reach consensus on a workable solution with a final determination made by simple majority as a last course of action.

14. If the Grievance Board finds that the student's Grievance has merit and that redress is possible, it will direct the Program Director to implement an appropriate remedy. If the Grievance Board finds that the Grievance is without merit, it will so inform the Senior Associate Dean for Academic Affairs and the decision of the course director will stand final.

15. The Program Director will notify the student of the Grievance Board's decision by telephone and/or email within 24 hours of the Grievance hearing, to be followed within five (5) business days by a written letter.

16. Details discussed during the Grievance hearing and the outcome are private and will only be disclosed as permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. s. 1232g. Written documentation of the final decision will be summarized in minutes for the meeting and will include:

- Brief Summary of Events (student's position and Respondent(s) position)
- Brief description of Process
- Findings of the Grievance Board
- Recommendations of the Grievance Board

Minutes will be reviewed for accuracy by the chair within one week of the hearing and maintained confidentially by the Health Professional Program, with a copy in the student's secure record.

TRANSFER CREDITS, WAIVERS, AND SUBSTITUTIONS PROCEDURE

Students may petition the Curriculum Committee through the MPH Student Services Coordinator in order to transfer credits, waive courses, or substitute courses.

The Curriculum Committee must approve the use of transfer credits, waivers and substitutions toward MPH degree requirements. Students will complete a Course Transfer, Waiver & Substitution Form and submit it to the MPH Student Services Coordinator. Students can obtain this form from the Student Services Coordinator.

The Curriculum Committee will review and consider the request where the student provides compelling evidence for wanting to substitute a course from another institution for one of the UW-Madison's courses. Reasons such as scheduling conflicts are NOT considered to be compelling.

Core Courses:

The MPH Program strongly encourages all MPH students to take their core courses at UW-Madison. It is rare that the Curriculum Committee allows the substitution of one or more core courses.

However, students who wish to substitute a core course may submit the paperwork for a previous course to be considered for approval.

Criteria for Consideration:

- Courses must have been taken within the past five years in order to be considered for transfer, substitution or waiver into the MPH Program
- Courses must have received a B or higher
- Total courses transferred into the MPH Program may not exceed 12 credits
- Courses must have been taken as a graduate student or special student

Approval Process:

- For each course being considered, submit the following to the MPH Program:
 - A cover letter
 - Request for Transfer Substitution or Waiver Course form
 - Copy of the syllabus for each course to be reviewed
- **Core course transfer requests.** Course transfer request documentation will be distributed to the core course instructor who will make a recommendation to the Curriculum Committee.
- **Elective course transfer requests.** Course transfer request documentation will be reviewed by the Curriculum Committee.
- **Course substitution requests.** Course substitutions will be considered by the Curriculum Committee.

HEALTH PROFESSION PROGRAMS (NON-MD) PROFESSIONALISM AND MISCONDUCT POLICY.

This document includes examples of Academic and Non-academic Misconduct; however, it is important to understand that these examples are not all-inclusive, and in fact represent a few brief illustrations. Not all violations are considered equal and the severity of the penalty will determine the sanction. Serious offenses may lead to prompt dismissal from the program. Every attempt will be made to fairly and consistently apply the misconduct guidelines in all situations.

Academic misconduct:

Academic misconduct (UWS 14.03(1)) is an act in which a student:

1. seeks to claim credit for the work or efforts of another without authorization or citation;
2. uses unauthorized materials or fabricated data in any academic exercise;
3. forges or falsifies academic documents or records;
4. cheats on an exam;
5. intentionally impedes or damages the academic work of others;
6. engages in conduct aimed at making false representation of a student's academic performance; or
7. assists other students in any of these acts.

Examples of violations:

1. cutting and pasting text from the Web without quotation marks or proper citation;
2. paraphrasing from the Web without crediting the source;
3. using notes or a programmable calculator in an exam when such use is not allowed;
4. using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator;
5. stealing examinations or course materials;
6. changing or creating data in a lab experiment;
7. altering a transcript;

8. signing another person's name to an attendance sheet;
9. hiding a book knowing that another student needs it to prepare for an assignment;
10. collaboration that is contrary to the stated rules of the course; or
11. tampering with a lab experiment or computer program of another student.

Non-Academic Misconduct

SMPH may discipline a student in non-academic matters in the following situations:

1. conduct which constitutes a serious danger to the personal safety of a member of the university community or guest;
2. stalking or harassment;
3. conduct that seriously damages or destroys university property or attempts to damage or destroy university property, or the property of a member of the university community or guest;
4. conduct that obstructs or seriously impairs university-run or university-authorized activities, or that interferes with or impedes the ability of a member of the university community, or guest, to participate in university-run or university-authorized activities;
5. unauthorized possession of university property or property of another member of the university community or guest;
6. acts which violate the provisions of UWS 18, Conduct on University Lands;
7. knowingly making a false statement to any university employee or agent on a university-related matter, or for refusing to identify oneself to such employee or agent;
8. violating a standard of conduct, or other requirement or restriction imposed in connection with disciplinary action.

Examples of violations:

- a. engaging in conduct that is a crime involving danger to property or persons, as defined in UWS 18.06(22)(d);
- b. attacking or otherwise physically abusing, threatening to physically injure, or physically intimidating a member of the university community or a guest;
- c. attacking or throwing rocks or other dangerous objects at law enforcement personnel, or inciting others to do so;
- d. selling or delivering a controlled substance, as defined in 161 Wis. Stats., or possessing a controlled substance with intent to sell or deliver;
- e. removing, tampering with, or otherwise rendering useless university equipment or property intended for use in preserving or protecting the safety of members of the university community, such as fire alarms, fire extinguisher, fire exit signs, first aid equipment, or emergency telephones; or obstructing fire escape routes;
- f. preventing or blocking physical entry to or exit from a university building, corridor, or room;
- g. engaging in shouted interruptions, whistling, or similar means of interfering with a classroom presentation or a university-sponsored speech or program;
- h. obstructing a university officer or employee engaged in the lawful performance of duties;
- i. obstructing or interfering with a student engaged in attending classes or participating in university-run or university-authorized activities;
- j. knowingly disrupting access to university computing resources or misusing university computing resources.

SMPH HEALTH PROFESSION PROGRAMS (NON-MD) PROFESSIONAL BEHAVIOR CODE

Note: Terms used in this procedure document are defined in UW SMPH Policy (number): Health Profession Programs (non-MD) Professionalism and Misconduct Policy.

The Professional Behavior Code includes examples of violations; however, it is important to understand that these examples are not all-inclusive, and in fact represent a few brief illustrations. Not all violations are considered equal and the severity of the penalty will determine the sanction. A serious breach of ethics, including dishonest acts, unethical behavior, discrimination, or confidentiality, may lead to prompt dismissal from the program. Every attempt will be made to fairly and consistently apply the Professional Behavior Code in all situations.

1. **Honesty and Integrity:** Students shall demonstrate honesty and integrity as shown by challenging themselves in academic pursuits; honesty and ethics in research and Institutional Review Board applications—including honesty in interpretation of data and documenting research activities, protecting subject/client confidentiality, and complying with regulations concerning protected health information. Students shall follow-through and pull their weight in group activities and understand where collaboration among students is or is not allowed; not plagiarize others or past work (self-plagiarism), cheat, or purposefully undermine the work of others; and avoid conflicts of interest for the duration of their time in the program. As a professional, honesty and integrity also extends to personal behavior in life outside of the academic setting by realizing that students are representatives of the program, UW-Madison, and the profession as a whole.

Examples of violations:

- a. Plagiarism
- b. Falsifying application materials to the university or the professional program
- c. Making an assertion that intentionally deceives or misleads
- d. Obtaining assistance with coursework submitted as one's own, copying the answers of another student on an examination or using unauthorized print or technology-assisted resources during an exam
- e. Providing another student with unauthorized materials or answers on an examination to aid that student with his/her coursework
- f. Denying other students authorized preparatory material
- g. Feigning illness or crisis to postpone an examination
- h. Accessing or having possession of unauthorized medical records when not directly involved in patient care
- i. Falsifying patient records
- j. Discussing patients in public, including public areas of hospitals and clinics
- k. Failing to be truthful and forthright in all dealings with patients, faculty, fellow students, staff, and the public

2. **Interpersonal and Workplace Relationships:** Students shall interact with peers, faculty, staff and those they encounter in their professional capacity (e.g., patients) in a manner that is respectful, considerate, and professional. This includes and is not limited to: attending all scheduled meetings, honoring agreed upon work schedules, being on-time

and prepared for work/meetings, contributing collaboratively to the team, keeping lines of communication open, offering prompt response to inquiries, and employing respectful use of available equipment/technology/ resources. Chronic or unexplained absences are unprofessional in the workplace and could be grounds for dismissal or removal of funding. To facilitate the free and open exchange of ideas, any criticism shall be offered in a constructive manner, and students shall show respect for a diversity of opinions, perspectives and cultures.

Examples of Violations

- a. Interfering with the learning process by belittling a presenter or classmate, carrying on an audible conversation during a lecture or making or receiving cell phone calls
- b. Discriminating against, stalking or harassing patients, fellow students, faculty, or staff
- c. Making comments, or using humor, with fellow students, instructors, staff, patients and the public in a manner that could be considered offensive or intimidating
- d. Engaging in violent, abusive, indecent, profane, unreasonably loud, or other behavior that causes a disturbance on university property, in a clinical setting, or in public
- e. Arguing for a higher grade after an instructor or clinical preceptor has made a final decision.
- f. Interacting with the program or dean's office staff in a rude or demanding way
- g. Dating a patient or otherwise exploiting the trainee/patient relationship
- h. Making inappropriate or demeaning references about patients or others, such as appearance, ethnicity, physical appearance, background, intelligence, mental status, etc.

3. Commitment to Learning: Students are expected to meet their educational responsibilities at all times. Be actively prepared for class and be ready for questions and answers. Be on time for every class and always show courtesy during class or if you have to leave class early. If possible, students should notify the instructor at least one day in advance of a planned absence. Students who are unable to attend class are responsible for finding out what occurred that day and should not expect instructors to give them individual instruction. Recognizing that the pursuit of knowledge is a continuous process, students shall show commitment to learning by persevering despite adversity and seeking guidance in order to adapt to change. Students shall strive for academic excellence and pursue and incorporate all critique, both positive and negative, in the acquisition of knowledge in order to understand and respect the community in which they work. Students must meet all obligations for participation in program-based orientations and activities during the clinical rotations or fieldwork experiences. During preceptorships, clinical rotations, or fieldwork, students are expected to participate at the level required by the preceptors to whom they are assigned. They can anticipate required attendance beyond the usual classroom/clinical schedule in order to fully participate in all patient-care activities.

Examples of Violations

- a. Missing or being late for an examination; failure to contact the instructor
- b. Attendance or punctuality behaviors for classes, orientations, or End of Rotation activities that violate standards set by instructors or preceptors

- c. Being under the influence of alcohol or non-prescription drugs while participating in any educational activities
- d. Creating a disturbance in the classroom or clinical setting
- e. Failing to contact your clinical preceptor and program faculty/staff for permission to take care of personal business that interrupts your clinical duties

4. Professional Appearance in the Classroom and Professional Setting: Students represent their Program and profession in the classroom and the professional setting. They shall maintain a physical appearance and personal hygiene that is conducive to developing effective relationships with instructors, staff, fellow students, and partners. In the classroom, dress may be casual, but should promote a positive image of the Program. In fieldwork/community settings, clothing and appearance should be appropriate for the work environment and professional duties (including safety protocols and protective clothing in environments that require them).

GRADUATION PROCEDURES

Be sure to plan ahead for the completion of all your degree requirements, graduation paperwork, and signed ILE/Portfolio review tool. Students must notify the MPH Program office of anticipated graduation no later than 2 weeks after the start of the term in which they will complete all degree requirements.

At the time of graduation all degree requirements must be completed, including coursework, APEX, ILE/Portfolio review. A completed program plan and signed ILE/Portfolio review tool form must be filed with the MPH Program before paperwork to allow students to graduate will be issued. All incomplete grades (“I”) must be resolved and satisfactory grades received.

SHARED POLICIES

As part of the School of Medicine and Public Health (SMPH) and the larger UW-Madison campus, the MPH Program follows shared guidelines and policies outlined by SMPH and campus. These include:

[Shared Guidelines for Professional Conduct](#)

School of Medicine & Public Health Policies

- [Personal Social Media Use](#)
- [Resolution of Health Professions Programs Student Grievances](#)
- [Academic Standards for Health Professions Program \(Non-MD\)](#)
- [Advancement and Graduation Standards](#)
- [Health Professions Programs \(Non-M.D.\) Student Appeals](#)
- [Health Professions Programs \(Non-M.D.\) Professionalism and Misconduct](#)

[UW-Madison Policy Library](#)