

Table of Contents¹

I.	Table of Contents	1
II.	Academic Programming	3
	A. <u>Master of Public Health (MPH) Program</u>	
	Program Goal and Description	3
	Areas of Concentration	5
	Curriculum.....	6
	▪ Required Common Core Courses	6
	▪ Diagnostic Exam for Biostatistics	8
	▪ Field Experience	9
	▪ Capstone Seminar.....	10
	▪ Environmental and Occupational Health (EOH) Track	11
	▪ EOH Track Example Plans of Study Full-time and Part-time.....	14
	▪ Community and Behavioral Health Promotion (CBHP) Track	17
	▪ CBHP Example Plans of Study Full-time and Part-time.....	19
	Advising.....	22
	Faculty List.....	23
	B. <u>PhD in Public Health, Concentration in Community and Behavioral Health Promotion</u>	
	Program Goal and Description	25
	Curriculum.....	27
	▪ Full-time Plan of Study	36
	▪ Part-time Plan of Study	37
	Preliminary/Qualifying Exam Process.....	38
	Dissertation.....	39
	Advising.....	39
	Faculty List.....	40
III.	Administrative Structure	40
IV.	Accreditation	42
V.	Financial Information	43
	A. <u>Tuition and Fees</u>	43
	B. <u>Segregated University Fees</u>	43
	C. <u>Text Books</u>	43
	D. <u>Applying for Financial Aid</u>	44
	E. <u>Determining Residency</u>	46
	F. <u>Appealing a Residency Decision</u>	46
VI.	Academic Policies and Procedures	47
	A. <u>Grading Procedures</u>	47
	B. <u>Course Substitutions</u>	50
	C. <u>Credit Transfer</u>	51
	D. <u>Instructions to Complete a Course Transfer</u>	52
	E. <u>Withdrawal from Courses and Program</u>	53
	F. <u>Time Limits</u>	54
	G. <u>Minimum Credit Registration</u>	54
	H. <u>Graduation</u>	54
	I. <u>Commencement Ceremony</u>	54

¹ This Handbook is subject to the approval of the Graduate Program Committee and may be revised at any time. Should its contents change, students will be informed of such changes via uwm.edu email addresses and be subject to such changes immediately upon electronic notification.

VII. Student Evaluation and Conduct	55
A. <u>Academic Standards</u>	55
B. <u>Code of Conduct</u>	56
C. <u>Academic Probation and Dismissal Process</u>	60
F. <u>Complaints, Grievances, and Appeals Policy</u>	62
VIII. Public Health-Related Professional Organizations and Resources	65
IX. UW- Milwaukee Campus Resources	67
Appendix A: Graduate Fee Schedule	71
Appendix B: Kenwood Campus Map	72
Appendix C: Brewery Site Plan	74
Appendix D: Zilber Building Floor Plans.....	75

The Master of Public Health (MPH) Degree Program

Program Goal and Description

The UW-Milwaukee Joseph J. Zilber School of Public Health (UWM Zilber School) conducts rigorous public health research and scholarship; educates the current and future public health workforce; and influences the development of strategies and policies that promote health among diverse populations.

The mission of the MPH program at UWM Zilber School is to provide students and graduates with the specific public health knowledge and skills needed to improve the health of diverse populations and communities in Milwaukee, the state of Wisconsin, and beyond.

Graduates of the MPH program will build careers of leadership and excellence in public health practice, and they will directly address critical health needs and disparities. In alignment with UWM's Select Mission² to meet the diverse needs of Wisconsin's largest metropolitan area, the MPH will:

- Engage in academic activities in the recognized core disciplines of public health.
- Develop and enhance a diverse public health workforce through increased educational and professional development opportunities for current and future public health workers.
- Apply experiential learning in various settings to gain a comprehensive understanding of the determinants of health for diverse populations and learn best practices for ameliorating disparities.
- Collaborate with community, governmental, healthcare, and academic agencies to identify potential partnerships and research opportunities to promote the public health of Milwaukee and Wisconsin.

The Zilber School of Public Health faculty and the school's programs, including the MPH, focus their research, practice, teaching, and outreach on the major public health problems and underlying determinants of health at the local, regional, and national levels. The School is inherently interdisciplinary, embracing broad areas of the natural, health, and social sciences, and facets of the humanities. As such, the MPH program collaborates with faculty from the School of Freshwater Sciences, the College of Health Sciences, the Helen Bader School of Social Welfare, the College of Letters and Sciences, and the College of Nursing.

The MPH degree is the fundamental professional public health degree. This degree program prepares students with a broad understanding of the subject matter and analytical methods needed for public health practice. The MPH degree program requires students to develop capacity in organizing, analyzing, interpreting, and communicating knowledge in an applied manner. The public health professionals educated in the UWM Zilber School will play major roles in addressing myriad and complex health challenges. These challenges are best understood and addressed from an ecologic model perspective – one that “emphasizes the linkages and relationships among multiple factors (or determinants) affecting health.”³

² University of Wisconsin-Milwaukee. (2007). *UWM Select Mission Statement*. Retrieved October 26, 2007 from http://www4.uwm.edu/about_uwm/mission.cfm

³ Institute of Medicine. (2002). *Who Will Keep the Public Healthy? Educating Public Health Professionals for the 21st Century*. Washington, D.C.: National Academy Press.

The curriculum of this MPH degree, with its required set of core courses, the concentration specific courses, the practice/field experience, and the culminating experience is built on this ecologic framework. Further, the guiding principles undergirding this degree are social and environmental justice, health promotion/disease and injury prevention/ protection, health equity, community connected/campus partnerships, and evidence-based public health policy.

The objective of the proposed program is to educate students who will become leading public health professionals serving in a variety of settings in Wisconsin and elsewhere. Graduates are expected to become members of the public health workforce and help address the public health needs of their respective communities. In keeping with this objective, students will receive graduate/professional level training in both core competencies and cross-cutting competencies of public health (as determined by the Association of Schools of Public Health (ASPH) and accepted by the accrediting body of schools of public health, the Council on Education in Public Health (CEPH)).

Cross-cutting competencies are separated into the following seven categories:

- 1) Communications/informatics;
- 2) Diversity/culture;
- 3) Leadership;
- 4) Professionalism;
- 5) Program planning/evaluation;
- 6) Public health biology; and
- 7) Systems thinking.

The Master of Public Health (MPH) Degree Program

Areas of Concentration

The long range plan for the MPH curriculum is organized around the five core disciplines (tracks) of public health: Environmental and Occupational Health, Community and Behavioral Health Promotion, Public Health Policy and Administration, Epidemiology, and Biostatistics. Knowledge and skills in these disciplines prepare the graduate to analyze and consider solutions to public health problems at the community, institutional, and societal levels.⁴ Students currently choose between two of the five tracks: Environmental and Occupational Health and Community of Behavioral Health Promotion. As faculty resources become available, Zilber School will build toward offering the full five core areas of public health.

Courses have been designed to fulfill competencies as outlined by the Association of Schools of Public Health (ASPH).

The proposed MPH will require students to complete 42-45 credit hours of courses made up of a 24 credit required common core and 18-21 credits of courses in one of two tracks offered: Environmental and Occupational Health and Community and Behavioral Health Promotion. Within two to three years of degree offering, the MPH intends to expand to include three additional tracks in Public Health Policy and Administration, Epidemiology, and Biostatistics. The common core includes a practical field experience as well as a capstone experience.

Full-time students are expected to complete the degree requirements in two years. Part-time students are expected to complete the degree within five calendar years. Most required courses will be offered in evenings or online to enable part-time students to complete the degree in a timely fashion.

^{5, 6} Calhoun, G., Ramiah, K., Weist, E., Shortell, S. (2008). *Development of a Core Competency Model for the Master of Public Health Degree*. American Journal of Public Health, September 2008.

MPH Curriculum

Required Common Core Courses

Course	Title	Credits
PH 701	Public Health Principles and Practice	3
PH 702	Introduction to Biostatistics	3
PH 703	Environmental and Occupational Health	3
PH 704	Principles and Methods of Epidemiology	3
PH 705	Principles of Public Health Policy and Administration	3
PH 706	Perspectives in Community and Behavioral Health	3
PH 707	Introduction to Statistical Computing	1
PH 790	Field Practice Experience *	3 *
PH 800	Culminating Experience/Capstone	2

TOTAL REQUIRED COMMON CORE CREDITS	24
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*Students enrolled in the Environmental and Occupational Health track must take an extra credit of Field Practice Experience for a total of 4 credits.

Required Common Core Course Descriptions

PH 701 Public Health Principles and Practice (3 credits)

This course introduces students to concepts, structures and activities in public health practices. The course covers the spectrum of health determinants (including socioeconomic, physical, political, environmental, behavioral, healthcare-related, and policy-related forces) looking through the lens of social and environmental justice, and how public population-level health outcomes are influenced by them. It introduces fundamental public health skills such as community health assessment and community health improvement planning. The course will feature in-class presentations by public health professionals, including those working with the City of Milwaukee Health Department and other local public health agencies. In addition, such professionals may be utilized as small group discussion facilitators. Some of these professionals will be co-located with Zilber School faculty in the downtown Zilber School building.

PH 702 Introduction to Biostatistics (3 credits) *

Development and application of statistical reasoning and methods in addressing, analyzing and solving problems in public health; health care and biomedical, clinical and population-based research. Fundamental statistical concepts related to the practice of public health: descriptive statistics; probability; sampling; statistical distributions; estimation; hypothesis testing; chi-square tests; simple and multiple linear regression; one-way ANOVA. Use of computers in statistical analysis.

PH 703 Environmental and Occupational Health (3 credits)

Study of environmental factors including biological, physical and chemical factors and the built environment that affect the health of the community.

PH 704 Principles and Methods of Epidemiology (3 credits)

This course will introduce the quantitative study of patterns and determinants of health and illness in human populations. Concepts of problem conceptualization, study design, causal inference, estimation accuracy, and threats and solutions to study validity will be covered. (Prerequisite: complete PH 702 or PH 710.)

PH 705 Principles of Public Health Policy and Administration (3 credits)

Effective policies, programs, and services are essential to assuring the public's health. This course will explore the role of public health policy in protecting and promoting the public's health; provide a framework for understanding policy formulation, implementation, change, and analysis; and, address the planning, organization, administration, and evaluation of public health programs and systems.

PH 706 Community and Behavioral Health Promotion (3 credits)

An ecological / systems approach to the study of the behavioral, social, cultural, and community contextual factors related to individual and population health and health disparities over the life course. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives of individuals and populations.

PH 707 Introduction to Statistical Computing (1 credit)

This course, taken concurrently with PH 702 or PH 710, provides MPH students with experience in SAS programming for basic data management and data processing. The course introduces students to the statistical computing knowledge necessary for courses in biostatistics and epidemiology.

MPH Curriculum

Diagnostic Exam for Biostatistics

All students enrolled in the UWM Zilber School of Public Health (Zilber School) MPH program must successfully complete PH 702 (Introduction to Biostatistics) to receive their MPH. Because students enrolling in the MPH program come from a diverse set of educational and experiential backgrounds, Zilber School wants to ensure that students are sufficiently prepared upon entering the MPH program to enroll in PH 702. In order to assess course-readiness, all incoming students are required to take and pass an MPH “Biostatistics Diagnostic Exam” with a grade of 85% or higher. For students that score under 85%, Zilber School faculty will recommend appropriate resources (remediation such as self-study, directed study and/or prerequisite courses) to be completed prior to enrolling in PH 702.

Each student admitted to the MPH program is expected to take the diagnostic exam prior to first semester enrollment. Timely completion of the diagnostic exam will permit students to remedy any deficiencies prior to enrolling in MPH coursework. Because it is strongly recommended that MPH students enroll in PH 702 in their first semester in the program, students are encouraged to take the diagnostic exam as soon as possible after acceptance into the MPH program.

The exam will be sent via email by the Graduate Program Manager. Each student must return the exam before enrollment in their initial semester by either scanning a pdf version into an email to the Graduate Program Manager or returning the original exam in-person or in the mail. **The returned exam must show all work and include a signed pledge that the student completed the exam without assistance from others.**

MPH Curriculum

Field Experience (3 – 5 credits, Pass/Fail)

A planned, supervised, and evaluated practice experience related to a student's track in the MPH program and professional interests. All students enrolled in the MPH program are expected to complete a minimum of 3 credits of practice experience in a government or non-governmental agency or organization (including community-based organizations and other not-for profit agencies) involved in public health activities. Students enrolled in the Environmental and Occupational Health track must take an extra credit of Field Practice Experience for a total of 4 credits.

A diverse group of public, non-profit and community-based organizations collaborate with the Zilber School to host MPH students' field placements in (1) local health departments in Southeastern Wisconsin, (2) local federally-qualified health centers, and (3) community-based organizations with public health-related programs and services. It is the student's responsibility to communicate with the Graduate Program Manager and their faculty advisor to arrange field placement.

The over-arching objectives of the practice experience are:

- to help students further develop skills or competencies learned in their coursework by applying them in a public health practice setting;
- to provide a means for acquiring practical skills that are useful to public health professions and that are not available solely through academic instruction;
- to link the classroom experience to the core functions of public health practice and priorities as described in the Healthy People 2020 and Healthiest Wisconsin 2020 Plans (or their successors);
- to understand the political, economic, environmental, social and organizational contexts within which public health activities are conducted; and
- to gain exposure to an organizational and/or community context for public health practice.

Learning objectives for each specific practice experience will be defined as the practice experience is developed. All practice experiences will have the following characteristics:

- Students will enroll in PH 790 Field Experience for 3 to 5 credit hours (65 contact hours being equivalent to 1 graduate credit for a total of 200 + contact hours/260 + contact hours for students enrolled in the EOH Track).
- Students must complete 19 credits of required core courses (PH 701 through PH 707) before enrolling in PH 790.
- Field experience placements will be made in organizations that have a formal memorandum of understanding (MOU) with the UWM Zilber School that includes a clear description of expectation of all parties (i.e., school faculty and field placement administrators, students, preceptors that mentor students at the placement site and the placement organization).
- Each student will have a Zilber School faculty supervisor for the practice experience from the School of Public Health and a preceptor (mentor) at the placement site. The faculty member, preceptor, and student will discuss and agree upon (through completion of a practice experience "contract") the learning objectives and other expectations for the field practice experience.
- All parties shall participate in a transparent evaluation of the field practice experience; the supervising faculty member assigns the Pass/Fail for the experience.

MPH Curriculum

Capstone Seminar (2 credits, Pass/Fail)

The Zilber School requires MPH degree students demonstrate the integration of knowledge of public health through the MPH Capstone Seminar.

The capstone seminar offers students the opportunity to integrate their academic and professional work in the MPH through an individual project that will include both written and oral presentation components. The project “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” (CEPH, p19).

Students should enroll in the capstone seminar in the final semester in the MPH.

MPH Curriculum

Environmental and Occupational Health (EOH) Track

Total credits: MPH common core courses	24
EOH required track core	15
Elective	<u>+ 3</u>
Total	42

EOH Required Track Core Courses

(5 credits)

PH 790 Field Experience (One Additional Required Credit)

Students in the Environmental and Occupational Health track must enroll in PH 790 Field Experience for a minimum of 4 credits (65 contact hours being equivalent to 1 graduate credit for a total of 260 + contact hours).

PH 762 Environmental and Occupational Epidemiology (3 credits)

This course will build upon the epidemiological principles and methods introduced in PH 704, with a special emphasis on unique problems and solutions when studying environmental and occupational exposures. *Prerequisite(s): PH 704.*

PH 750 Seminar (2 credits)

Seminar covers current topics in environmental and occupational health, including presentation of research and relevant publications.

Biological Environment

(Choose one of the following courses—3 credits total)

PH 741 Environmental Health Microbiology (3 credits)

Environmental health microbiology is broadly defined as the study of microbial processes occurring in the environment that are either beneficial or detrimental for human health. This course will explore current research methods and practices in environmental health microbiology with a focus on topics in two major areas: 1) environmental factors regulating disease transmission among human populations, and 2) the role of microorganisms in maintaining sustainable healthy ecosystems.

PH 742 Mechanisms of Infectious Disease (3 credits)

May be jointly offered or co-taught with CLS 775

Review of current molecular and cellular aspects of infectious disease as related to microbial determinants of virulence and the host response.

PH 743 Vectors of Infectious Disease (3 credits)

Many infectious diseases are passed from person to person, but others are transferred through animals (zoonotic) or through vectors such as insects. This course describes the vectors and diseases, as well as effective measures for control and elimination of threats. Emerging vectorborne and zoonotic diseases are included.

Chemical Environment

(Choose one of the following courses—3 credits total)

PH 744 Molecular and Cellular Basis of Environmental Disease (3 credits)

Will be jointly offered as EOH 822 Molecular and Cellular Basis of Environmental Disease

Students will learn how environmental and occupational chemical exposures affect human health at the cellular and molecular level using an organ systems approach. Specifically, concepts of hazard identification, routes of exposure, dose response, pharmacokinetics, and mechanism of action will be introduced using target tissue and organ systems for each major class of toxicological compounds to be discussed.

PH 745 Developmental Toxicology (3 credits)

Developmental Toxicology is a course designed to help students familiarize themselves with birth defects in humans as well as developmental abnormalities in non-human vertebrate organisms and how exposure to various teratogenic agents during embryogenesis produces some of those defects. An understanding of the relatively new concept of the fetal basis of adult diseases caused by embryonic exposure to toxicants will be integrated throughout the course.

Built Environment

(Choose one of the following courses—3 credits total)

PH 746 Occupational Health (3 credits)

Students enrolled will learn the principles of occupational safety, safety regulations, and accident investigation procedures. Engineering, behavioral, and administrative techniques for occupational accident prevention and mitigation will be discussed and developed. Emphasis on high energy hazards in occupational settings with an understanding of effective control measures.

PH 747 Ergonomics (3 credits)

May be cross-listed with I&ME 580 Ergonomics of the Workplace and/or other courses in the College of Health Sciences

Basic principles of ergonomics in the work environment will be applied to problems of worker and management. Topics include measurement of physical work capacity, problems of fatigue and heat stress, applied biomechanics, worker-machine interactions and communication, design of displays and controls.

PH 748 Built Environment (3 credits)

May be jointly offered with courses from the School of Architecture and Urban Planning

This interdisciplinary course focuses on the increasing recognition that the design of communities can impact human health. Community designs that feature parks, sidewalks, trails, public transit, and connectivity among destinations can encourage physical activity, help prevent obesity and its associated health consequences, and reduce dependence on automobiles whose use contributes to air pollution, motor vehicle crashes, and pedestrian injuries. Increased attention to the health implications of the built environment has led to various innovative solutions, such as mixed-use Smart Growth developments, investments in bicycling and pedestrian infrastructure, and the use of health impact assessments to convey health information to community decision-makers.

EOH Track Electives

Choose at least one course among the following for at least three credits total

PH 749 Climate Change and Health (3 credits)

May be titled Environmental Sustainability

The public health effects of global climate change will be investigated using epidemiologic and other methods. Understanding and studying, the public health adaptation response, and health impacts of potential mitigation efforts and activities will be a key focus of this course. The public health response will be discussed with emphasis on global health issues and a practical approach to vulnerability and risk assessment.

PH 751 Methods in Environmental Health (3 credits)

Methods in Environmental Health provides a comprehensive overview of current methodology, technology, applications and issues in survey sample design and associated estimation procedures.

PH 752 Environment, Ecology and Law (3 credits)

Surveys basic concepts and content in major areas of environmental health law; explains the sources of legal authority; and develops familiarity with legal language and thinking.

PH 753 Freshwater Environmental Health (3 credits)

Cross-listed as Freshwater 506 Environmental Health of Freshwater Ecosystems

An ecosystems approach to understand the issues of water supply and contamination locally, regionally, and globally. Provides introduction to methods of analysis of water quality.

PH 740 Special Topics (Varying credits dependent on course)

Topics of current interest in the field of public health. Major themes for each semester will be posted. With written consent of the MPH faculty committee, students may repeat PH 740 with change in topic in place of core courses or electives to a maximum of 9 credits.

PH 799 Independent Study

Independent Study may be taken as an equivalent to core courses or electives subject to advisor approval.

Other courses may be taken as equivalents to core courses or electives subject to advisor approval.

MPH Curriculum

Example Plan of Study: Full-time EOH Track Student

MPH Curriculum

Example Plan of Study: Part-time EOH Track Student, completing in three years

MPH Curriculum

Example Plan of Study: Part-time EOH Track Student, completing in four years

MPH Curriculum

Community and Behavioral Health Promotion (CBHP) Track

Total credits:	MPH common core courses	24
	CBHP required track core	18
	Electives	+ 3
	Total	45

CBHP Required Track Core Courses

18 credits

PH 725 Theories of Health Behavior (3 credits)

Students will learn the theoretical and conceptual foundations of health-related behavior. Focus will be on understanding the development, change, and maintenance of health-related behaviors from a bio-psycho-social perspective. Targeting the needs and concerns of under-served and under-represented segments of the population will be a principle component of this course and of Public Health in the 21st Century.

PH 726 Community Assessment (3 credits)

Theory and practice of community assessment in public health; Focus on measuring a community's health status, determinants of health, capacity for improving health. Qualitative and quantitative methods will be covered.

PH 727 Program Planning and Implementation (3 credits)

This course introduces students to principles and methods of public health program development, focusing on policy analysis, program planning, collaboration and integration within communities, implementation of programs, and maintenance/sustainability. Cases studies will focus on underserved populations and health disparities.

PH 728 Program Evaluation (3 credits)

This class will familiarize students in different types of program evaluation, including models of evaluation, process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis. Readings, lectures and exercises will cover the strength and limitations of experimental, quasi-experimental, and non-experimental study designs.

CBHP Methods

Choose at least two courses among the following for at least six credits total

PH 729 Survey Research (3 credits)

Cross-listed as SOC 752 Fundamentals of Survey Methodology

This course will present students with an overview of survey methods, survey development, and tools for engaging in survey based research on public health issues. Readings, lectures, and learning activities will cover principles and practice of sampling, interviewing, computer-based assessments, data management, and other critical issues. Students will learn to critically evaluate the methods and the interpretations of findings in published studies.

PH 730 Qualitative Methods (3 credits)

Cross-listed as NURS 882 Qualitative Approaches to Nursing Research

The course will cover topics in qualitative research including (1) theories of qualitative research, including ethnography, grounded theory, and other models; (2) models for operation analyzing and implementing qualitative public health research; (3) Approaches to managing and analyzing qualitative data.

PH 731 Community-Based Participatory Research (3 credits)

The involvement of community members in research and scholarship has emerged as a critical component for public health research. Community empowerment and involvement plays a role in public health policy change, social, and environmental justice. This class will cover philosophical, practical, and methodological issues in the conduct of community-based participatory research across different public health disciplines.

PH 732 Youth Mental Health Practice for Non Mental Health Professionals (3 credits)

Students will examine mental health principles and practices from a public health professional's perspective, including ethical guidelines, necessary interpersonal skills, and mental health screenings and referrals to services.

CBHP Track Electives

Choose at least one course among the following for at least three credits total

PH 740 Special Topics (Varying credits dependent on course)

Topics of current interest in the field of public health. Major themes for each semester will be posted. With written consent of the MPH faculty committee, students may repeat PH 740 with change in topic in place of core courses or electives to a maximum of 9 credits.

PH 799 Independent Study

Independent Study may be taken as an equivalent to core courses or electives subject to advisor approval.

CLS 552	Advanced Nutrition (3 credits)
CLS 590 *	Public Health Nutrition & Food Politics (3 credits)
Ed Psy 734	Contextual Determinants of Motivation (3 credits)
Ed Psy 735	Social Cognition in Educational Psychology (3 credits)
Ed Psy 833	Psychology of Race and Ethnicity (3 credits)
NURS 750	Evaluation of the Quality of Health Care (3 credits)
NURS 760	Processes of Aging (3 credits)
Psych 555	Health Psychology (3 credits)
Psych 611 *	Race, Ethnicity and Health (3 credits)
PH 819	Social and Environmental Justice in Public Health (3 credits)
SOC 940	Applied Gerontology Capstone (1 credit)

** Topics courses, which can be developed into regularly offered courses.*

Other courses may be taken as equivalents to core courses or electives subject to advisor approval.

MPH Curriculum

Example Plan of Study: Full-time CBHP Track Student

MPH Curriculum

Example Plan of Study: Part-time CBHP Track Student, completing in three years

MPH Curriculum

Example Plan of Study: Part-time CBHP Track Student, completing in four years

The Master of Public Health (MPH) Degree Program

Advising

The Graduate Program Manager and their faculty advisor will assist students with course selection, provide guidance with course transfers/substitutions, and interpret academic policies and procedures. Students are encouraged to make initial contact with the Graduate Program Manager.

Each student is assigned a faculty advisor, who is typically the student's mentor. The faculty advisor assists the student in the development of an individual course of study and provides guidance regarding career goals and trajectory.

Students will be informed of their faculty advisor at new student orientation, and it is the student's responsibility to set up a meeting with his or her advisor right away. Upon acceptance to the program, students will be required to take diagnostic exams. Students will work with their advisors to choose appropriate coursework and to determine a plan of study. Advisors may suggest remedial courses to best prepare students to succeed in MPH coursework. MPH students will work with their faculty advisors to plan their course of study.

Prior to the start of classes, students will take a diagnostic exam with content relevant to Biostatistics to assess their competencies at initial enrollment. For admitted students who score below 85% on the exam, advisors may suggest remedial courses to best prepare students to succeed in MPH common core coursework. Courses recommended by the Biostatistics section of the School include ED PSYCH 624 or Sociology 760. For those who need to start at a more basic level, Sociology 261 or BIO SCI 465 may be good options.

A full-time student will complete the program in two years. Part-time students may take up to a maximum of five years to complete all required courses in accordance with UWM Graduate School rules. Students are subject to the degree requirements in place at the time of their matriculation into the MPH Program. Students not continuously enrolled must request a leave of absence in accordance with Graduate School rules, and there may be additional Graduate School requirements to re-enter the program.

If a student has credits to transfer into the program that satisfy the common core requirements, they should begin the transfer process outlined in this manual for all classes they took before starting in the MPH program.

Students may select electives from any unit on campus or take independent study credits with approval from their academic advisor, but they must also receive approval to take the class/credits as an equivalent course by following the substitution process outlined in this manual.

The Master of Public Health (MPH) Degree Program

Faculty List

Professors

Etzel, Ruth, MD, Ph.D., FAAP, University of North Carolina at Chapel Hill
Tonellato, Peter, Ph.D., University of Arizona
Weinhardt, Lance, Ph.D., Syracuse University

Associate Professors

Cho, Young, Ph.D., University of Illinois at Chicago
Florsheim, Paul, Ph.D., Northwestern University
Malcoe, Lorraine, Ph.D., MPH, University of California, Berkeley
Svoboda, Kurt, Ph.D., State University of New York at Stony Brook

Assistant Professors

Bartholomew, Karla, Ph.D., JD, MPH, PA, Vanderbilt University
Harley, Amy, Ph.D., MPH, RD, Ohio State University
Kalkbrenner, Amy, Ph.D., MPH, University of North Carolina at Chapel Hill
Laiosa, Michael, Ph.D., State University of New York, Upstate Medical University
Miller, Todd, Ph.D., University of Maryland
Ngu, Emmanuel, DrPH, University of North Carolina at Chapel Hill
Walker, Renee, DrPH University of Pittsburgh
Wang, Helen, Ph.D., Michigan Technological University
Yan, Alice, Ph.D., University of Maryland

Affiliated Faculty

Distinguished Professor

Petering, David H., Ph.D. (Biochemistry), University of Michigan

Professors

Fendrich, Michael, Ph.D. (Social Work), University of Texas at Austin
McRoy, Susan, Ph.D. (Electrical Engineering and Computer Science), University of Toronto

Associate Professors

Buseh, Aaron, Ph.D. (Nursing), University of Wisconsin Milwaukee
Cisler, Ron, Ph.D. (Health Informatics and Administration), University of Wisconsin Milwaukee
Hewitt, Jeanne (Nursing), Ph.D., University of Illinois at Chicago

Adjunct Faculty

Baker, Bevan, MHA, FACHE, Commissioner of Health, City of Milwaukee

Barry, Kathy, Ph.D., Assistant Professor, Department of Sociology and Anthropology, UW-Parkside

Benton, Anna, MA, Interim Health Operations Manager, City of Milwaukee Health Department

Bhattacharyya, Sanjib, Ph.D., Deputy Laboratory Director, City of Milwaukee Health Department

Biedrzycki, Paul, MPH, MBA, CIH, Director of Disease Control and Environmental Health, City of Milwaukee Health Department

Burlage, Robert, Ph.D., Professor, Concordia School of Pharmacy

Gass, Eric, Ph.D., Policy Director, City of Milwaukee Health Department

Gradus, Steve, Ph.D., ABMM, Director, Public Health Laboratories Division, City of Milwaukee Health Department

Hagy, Angela, MSPH, Epidemiologist, City of Milwaukee Health Department

Hunter, Paul, MD, Associate Medical Director, City of Milwaukee Health Department; Center Scientist, Center for Urban Population Health; Assistant Professor, Department of Family Medicine, UW School of Medicine and Public Health

Kibicho, Jennifer, Ph.D., Assistant Professor, Department of Psychiatry, Medical College of Wisconsin

Koltun, Raisa, PharmD, MPH, Associate Director, Wisconsin Center for Health Equity

Mori, Naoyo, Ph.D., Epidemiologist, University of Wisconsin- Milwaukee

Morris, George, MD, FAAN, Medical Director, Regional Epilepsy Program, St. Luke's Medical Center

Murphy, Amy, MPH, Public Health Consultant

Riemer, David, JD, Senior Fellow, Public Policy Institute, Community Advocates

Springer, Judy, Ph.D., Instructor, Milwaukee Area Technical College

Swain, Geoffrey R. MD, MPH, Medical Director and Chief Medical Officer, City of Milwaukee Health Department; Center Scientist, Center for Urban Population Health; Associate Professor, Department of Family Medicine, University of Wisconsin School of Medicine and Public Health

The PhD in Public Health, Concentration in Community and Behavioral Health Promotion (CBHP PhD Program)

Program Goal and Description

The goals of the CBHP PhD are consistent with the broader mission of the School of Public Health, which include the following:

1. To develop and maintain high quality graduate programs.
2. To engage in sustained public health research efforts, enhancing and fulfilling the University's role in the region as a leader of innovation and academic excellence.
3. To continue development of high quality doctoral programs in public health subdisciplines.
4. To attract highly qualified and diverse students who demonstrate the potential for intellectual development, innovation, and leadership for their communities.
5. To further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students.
6. To establish and maintain productive relationships with appropriate public and private organizations at the local, regional, state, national, and international levels.
7. To promote public service and research efforts directed toward meeting the diverse public health needs of citizens in the state of Wisconsin, with a particular emphasis on addressing health disparities.
8. To encourage other institutions in the University of Wisconsin System and local public health agencies to make use of the University's research and educational resources such as libraries, special collections, archives, museums, research facilities, and academic programs.
9. To provide educational leadership in meeting current and future public health challenges.
10. To promote social and environmental justice (and the reduction of health inequities) through research, teaching and service.

The CHBP doctoral program will enhance the ability of the University to meet these objectives by:

1. Assembling a high-quality, diverse faculty that engages in intervention research to improve the health of urban and rural communities.
2. Offering innovative research projects and rigorous academic coursework to prepare our students to become leaders in public health scholarship, education, and promotion.
3. Attracting and retaining diverse, talented, and motivated students.
4. Capitalizing on the strengths of the social and behavioral sciences across the UW-Milwaukee campus to enhance training opportunities and foster innovative research in public health.
5. Collaborating with a broad spectrum of institutions and agencies to address public health needs in the area of community and behavioral health promotion through research, education/training, and service/outreach.

One of the primary goals of the CBHP program is to train the next generation of public health researchers and leaders who have the knowledge, the conceptual understanding, and the research skills needed to promote population and community health and help to eliminate health disparities. A second goal of the CBHP is to build and support a faculty who create research programs that directly address the public health concerns of Milwaukee and Wisconsin, including adolescent childbirth, childhood obesity, infant mortality, sexually transmitted diseases, and substance abuse. In addition to training the next generation of public health workers and leaders, there is an imminent need for creative, effective solutions to some of the City's and States' most intransient public health issues. Current and future faculty will remain committed to addressing this need.

Students entering the program will be trained at the graduate level in a social ecological approach to health promotion and behavior change from a public health perspective. Coursework and research will focus on community engagement, survey and measurement methodology, design and evaluation of health promotion programs, research design, and statistics. Students will also have exposure to other key areas of public health (environmental health, epidemiology, biostatistics, and policy and administration), which allows them to be integrated into the broader public health profession upon graduation.

Studying public health at UW-Milwaukee will allow for opportunities to apply doctoral research to real-world settings. Candidates for the CBHP PhD will graduate well-prepared scientist-practitioners, able to lead interdisciplinary research and work with a range of communities on our most pressing population health issues. Demand for public health professionals is high in local, state, and federal government, academia, and within non-governmental and community-based organizations across the United States and around the world. This PhD program will prepare students to work in these sectors and more.

The program provides the highest degree for public health professionals, preparing graduates for research careers in many settings, including academia, non-governmental organizations (business and non-profit), and public service at all levels of national and international government. The curriculum is aimed at providing graduate students with the training needed to become effective scientific practitioners with capacity to conduct independent research in health education and promotion in applied and academic settings. Completion of a high quality doctoral dissertation, based on original research, is a key feature of the academic program. Students' capacity to complete dissertation research is supported by a rigorous curriculum designed to bring students to the intellectual forefront of their discipline. The research emphasis of the CBHP field is on the social and behavioral determinants of health and the development of high quality evidence based public health promotion programs.

Students obtaining a PhD in Public Health with a CBHP emphasis are required to complete a total 66 credits, with a minimum course credit distribution as follows: 12 credits in the ZSPH common core courses, 6 credits in the CBHP core courses, 15 credits in methodology courses, 15 credit hours in advanced CBHP courses, 6 credits in elective courses from an approved list of courses offered across campus and in collaboration with other academic units, and six credits of supervised research under the tutelage of a faculty advisor before beginning the dissertation process. In addition, students will need to pass a preliminary examination and complete a dissertation, during which time they will enroll in a minimum of three research credits per semester for two semesters. The expected timeline to program completion (for a full-time student) is four to five years. The expected timeline for a part-time student is seven to eight years. However, graduate school guidelines allow PhD students to take up to ten years to complete their program and we operate within these guidelines.

Visit www.graduateschool.uwm.edu/students/current/doctoral for Graduate School doctoral policies.

CBHP PhD Program

Curriculum

The doctoral degree requirements generally follow those of programs in the social sciences. At least 66 credits of coursework beyond the bachelor's level must be completed to earn the degree, at least 27 of which must be earned in residence at UW- Milwaukee. The course list consists of required common PhD core courses, CBHP core courses, methods courses, advanced CBHP coursework, and elective courses. Also, students will be required to complete six credits of supervised research, prior to the required dissertation research requirement and under the tutelage of the primary advisor. This is to ensure that all students obtain hands on, supervised research training. After achieving dissertation status, students will enroll in three research credits per semester for at least two semesters.

The assemblage of elective courses is not exhaustive but reflects a starting point for the new program. With few exceptions, all of the courses are graduate level courses. Those that are designated as Undergraduate/Graduate (U/G) classes are taught at the level of advanced undergraduate students, but include additional material and assignments consistent with graduate level curricula. Zilber School of Public Health faculty will continue to develop elective courses as future programs develop. Other courses cross-listed or jointly offered from other departments are already in existence.

In addition to regular coursework and research, doctoral students are expected to attend monthly seminars. ZSPH hosts the seminar series, "On Public Health," regularly during the lunchtime and evening hours. The seminar series provides doctoral students the opportunity to meet with ZSPH faculty and affiliated Center scientists who will present on critical public health-related research and new developments in all areas of public health. Seminars are free and open to the public. Students must regularly attend the "On Public Health" series in-person or remotely to successfully progress in the PhD program.

Table I shows a curriculum grid, which lists many Zilber School of Public Health courses that are currently in development. Those courses not yet approved are denoted with a TBD under the course title.

Table I: Proposed Community and Behavioral Health Promotion Concentration Curriculum

Course	Course Title	Cr	Course Description
A. COMMON REQUIRED CORE PHD COURSES <i>12 credits</i>			
PH 801	Seminar in Public Health Research	3	This seminar course facilitates students' immersion in interdisciplinary collaborative approaches to research that are fundamental to the field of public health, including topics essential to research training, such as learning to think like a researcher, turning hypotheses into well designed studies, manuscript preparation, and grant writing. It will provide a number of ecological conceptual frameworks and the critical review and discussion of readings from public health research to frame a 'common language' to prepare for engaging in interdisciplinary collaborative research.
PH 819	Social and Environmental Justice in Public Health	3	This core course in the School of Public Health is designed to provide students with a social and environmental justice perspective on public health problems and solutions. Students will read and discuss theories and research relevant to the link between justice and health.
PH 704	Principles and Methods of Epidemiology	3	This course will introduce the quantitative study of patterns and determinants of health and illness in human populations. Concepts of problem conceptualization, study design, causal inference, estimation accuracy, and threats and solutions to study validity will be covered.
PH 710	Biostatistics I (TBD)	3	This course is designed to present fundamental concepts in applied probability, exploratory data analysis, and statistical inference. Topics include methods of presenting data; theory of sampling; introduction to estimation and hypothesis testing. This class will include a hands-on lab component.

Course	Course Title	Cr	Course Description
B. CBHP PHD REQUIRED CORE COURSES <i>6 credits</i>			
PH 825 (TBD)*	Social and Behavioral Foundations	3	Provides advanced examination of philosophies, theories and frameworks drawn from across social science and behavioral science disciplines (e.g., psychology, sociology, anthropology) that inform public health research and practice. Class content will include linkages to environmental health science and the biological basis of disease transmission.
PH 826 (TBD)*	Principles of Community Interventions	3	Examines the history and impact of community interventions. Also presents current perspectives on community interventions including clinical trials, CBPR, inclusive recruitment.

The Required Core Coursework incorporates public health policy. As the Public Health Policy and Administration division within ZSPH expands, resources permitting, additional course offerings will become available for CBHP students who wish to master competencies in this area.

Course	Course Title	Cr	Course Description
C. METHODS <i>15 credits</i>			<i>Students may petition the CBHP academic program committee to request to take equivalent courses to satisfy the methods and elective requirements.</i>
PH 804 (TBD)	Epidemiology II	3	This course will expand upon the principles and methods introduced in EPI 704. Students will gain hands-on experience working with an epidemiologic dataset to reinforce concepts of study design, data analysis, and interpretation. Prereqs: PH 704, Competency in a statistical computing program, as demonstrated by completion of PH 707 Introduction to Statistical Computing or permission of instructor.
PH 810 (TBD)	Biostatistics II	3	This course is designed to introduce the modern multivariable statistical analysis which is based on the concept of generalized linear models. Topics include linear regression, logistic regression, conditional logistic regression, and survival analysis.
PH 827 (TBD)	Research Design in Community and Behavioral Health Promotion	3	Comprehensive examination of experimental, quasi-experimental and non-experimental study designs used in social science research. Designs covered include focus groups and coding with qualitative software.
PH 904 (TBD)	Epidemiology III <i>(May be a special topics course)</i>	3	Special topics course in Epidemiology or another methods course with advisor approval.
PH 902 (TBD)	Biostatistics III <i>(May be a special topics course)</i>	3	Special topics course in Biostatistics or another methods course with advisor approval, including multilevel modeling and structural equation modeling. ⁵

The curriculum includes specialized courses on data analyses, through advanced biostatistics offerings and in coordination with other departments, such as the Math Department. These offerings will include multilevel modeling and structural equation modeling. As the Epidemiology and Biostatistics divisions within ZSPH expand, resources permitting, additional course offerings will become available as electives for CBHP students who wish to master competencies in these areas. For example, a course covering Applied Epidemiology will be developed and offered as an elective in the CBHP program.

⁵ Examples include SOC 752 Fundamentals of Survey Methodology, SOC 754 Questionnaire Design

Course	Course Title	Cr	Course Description
D. ADVANCED CBHP COURSEWORK <i>At least 15 credits</i>			
PH 828 (TBD)	Topics in the Sociology of Health; Could also consider Sociology 715 (See SOC-715 below)	3	Provides an overview of sociological perspectives on various topics including: social meaning of illness; health and illness behavior; health care practitioners and their interactions with patients; and health care systems.
PH 831 (TBD)	Community Based Participatory Research	3	Provides an integrated understanding of the theory, principles, methods, and applications of Community-Based Participatory Research (CBPR). Practical considerations and examples of empirical evidence using CBPR will be presented.
PH 832 (TBD)	Design and Implementation of Public Health Programs	3	Provides an overview of the process of translating evidence-based initiatives to develop public health programs and interventions for health issues at the local, national, and international levels. Students will learn the process of public health programming including assessment, design, planning, implementation and evaluation. The course will also include an overview of effective public health interventions using a social-ecological theory as a framework to explore various levels of interventions.

Course	Course Title	Cr	Course Description
D. ADVANCED CBHP COURSEWORK CONTINUED <i>At least 15 credits</i>			
PH 833 (TBD)	Intervention Methods in Health Education	3	Focuses on the theories of health education/ promotion and how to plan/implement programs that address public health issues in defined populations. Student will develop skills needed to select appropriate prevention and intervention methods and learn to scale up effective interventions. Includes an emphasis on the development of community partnerships, as well as development of leadership skills necessary to negotiate public health policy and instruction on community assessment and intervention development.
PH 834 (TBD)	Health Communication Theory and Practice; Could also consider Communications 715 (See COM-715 below)	3	Communication theories and methods used in promoting health and preventing disease. Theoretical background in communication and behavior science and practical communication development methods, including communicating effectively with diverse audiences to assess community interventions and then communicating intervention effectiveness to policymakers to sustain and scale up programming.
PH 917 (TBD)	Seminar in Health Outcomes Assessment <i>(Planned to be jointly offered with HS 917)</i>	3	Addresses conceptual innovations and methodological strategies involved in assessing outcomes of clinical and community health programs.
PH 919 (TBD)	Advanced Seminar in the study of Social Justice and Public Health	3	Advanced seminar, designed to provide students with a social justice perspective on public health problems and solutions. Students will explore current theories and methods related to social justice/public health research.

Course	Course Title	Cr	Course Description
E. SPECIAL TOPICS AND EMERGING ISSUES (ELECTIVES) <i>At least 6 credits</i>			<i>Students may petition the CBHP academic program committee to request to take equivalent courses to satisfy the methods and elective requirements.</i>
PH 836 (TBD)	Epidemiology of Substance Use Disorders and Major Mental Illness	3	This class provides an epidemiological perspective on substance use disorders and the major psychiatric disorders of childhood, adulthood, and late adult life. The course will also examine issues of etiology, classification, and assessment relevant to psychiatric epidemiology. There will be a focus on how epidemiology can contribute to developing models of causation and prevention.
PH 837 (TBD)	Mental Health Services Research	3	This course is designed for students interested in the application of clinical psychology (and related fields) to the public health arena, particularly with respect to treating mental illness as public health issue. Topics covered will include: Measuring change, a critical review of evidence based programs in prevention and intervention services; and the science dissemination.
PH 829 (TBD)	Global Health	3	The objectives of this course are to explore global health through an interdisciplinary perspective; examine global health problems and prevention strategies; examine the different levels of factors (including psychological, social, economic, political, and environmental) that impact global health; understand the complexities of improving health on a global scale; understand the major organizations and political forces in global health; and understand the relationships between global and local health.
PH 830 (TBD)	Urban Health	3	This class provides an in-depth look at the relationship between mortality - and physical and mental illness prevalence - in populations residing in urban areas. Students will explore emerging topics related to built environment, sense of place, fresh food availability, access to health services, race/ethnicity, and poverty in urban areas. The class focuses on medium to large population centers in the United States.

Course	Course Title	Cr	Course Description
E. SPECIAL TOPICS AND EMERGING ISSUES (ELECTIVES CONTINUED) <i>At least 6 credits</i>			<i>Students may petition the CBHP academic program committee to request to take equivalent courses to satisfy the methods and elective requirements.</i>
EOH 821	Advanced Seminar in Environmental Health Sciences	3	The role of environmental factors in determining human health, and human processes that degrade this interaction.
EOH 822	Molecular and Cellular Basis of Environmental Disease	3	Examines how environmental agents cause changes in gene expression, structure, and activity leading to human disease; and resulting alterations in normal cellular processes and physiological consequences.
ANTHR O 803	Survey of Cultural Anthropology	3	A survey of major theoretical and methodological issues central to cultural anthropology.
ANTHR O 744	Theories of Social Action: Understanding Agency & Social Structure	3	Seminar on theories of social action. Practice and performance theories and the structure vs. agency debate.
SOC 715	Systematic Sociological Inquiry	3	A general examination of sociological theories, their construction, problems of conceptualization, and methodological requirements.
COMM 715	Technology for Health Communication	3	Seminar designed to introduce students to both significant theoretical perspectives and empirical studies related to communication technology for health promotion.
PH 890 (TBD)	Community Practicum in Health Promotion <i>(Repeatable)</i>	1 to 3	Placement on a research project or in a public health agency or related organization for supervised research and/or practice experience. For students who do not have an MPH degree, the 890 (practicum) is intended to provide the opportunity to obtain supervised public health practice experience. This practicum will require students to complete a detailed final report.

Course	Course Title	Cr	Course Description
E. SPECIAL TOPICS AND EMERGING ISSUES (ELECTIVES CONTINUED) <i>At least 6 credits</i>			<i>Students may petition the CBHP academic program committee to request to take equivalent courses to satisfy the methods and elective requirements.</i>
NURS 886	Advanced Qualitative Methods in Health Research	3	The purpose of this course is to enable the student to acquire the advanced knowledge and skills needed to design and implement studies best suited to qualitative modes of investigation. Students will be guided to do in-depth exploration of qualitative approaches relevant to their research questions.
HMS 870	Seminar in Sociological Aspects of Physical Activity	3	Advanced seminar on selected topics in sociology of physical activity.
ED POL 711	Community Organizing-Collective Action for Social Change		History of community organizing in America. Strategies for planning and action to contest inequality and confront power. Students can focus on issue from area of interest.
SOC WRK 705	Individual Behavior and Social Welfare	3	The development and behavior of individuals in interaction with their social contexts; implications for social welfare.
ED PSY 823	Structural Equation Modeling	3	Study of applied structural equation modeling including path analysis, confirmatory factor analysis and other latent variable models; exposure to computer programs used for model analysis.
GEOG 725	Advanced Geographic Information Science: Geographic Modeling	3	Advanced spatial modeling with both GIS and other tools of geo-computation, including examination of conceptual models aimed at an analysis of their possible implementation.
GEOG 734	GIS and Society	3	Interconnected relationship between Geographic Information Science (GIS) and society, including hidden impacts and implications of such a relationship.

Other courses will be added as necessary and available to provide students with the knowledge and scientific strength that they need to be successful.

CBHP PhD Curriculum

Full-time Example Plan of Study – 66 Credits Required

CBHP PhD Curriculum

Part-time Example Plan of Study – 66 Credits Required

CBHP PhD Program

Preliminary/Qualifying Exam Process

Students must successfully complete a preliminary examination process before formally becoming candidates for this doctoral degree. The preliminary exam involves completing two projects:

1. An integrative review paper on a topic that is relevant to the student's primary research interests (and future dissertation topic) and broadly consistent with the mission of the School;
2. A public health "case study" project focusing on a specific policy proposal or health promotion problem.

Both projects must include a thorough integrative review of current relevant research findings and, if appropriate to the topic, a discussion of pertinent research methodology. Together these projects will be used to assess the student's knowledge of public health theory and research methods, competence in the application of theory and research to policy and promotion, and ability to address a specific public health issue from a multidisciplinary research-based perspective. In addition to the written projects, there will be an oral component in which students meet with a comprehensive exam committee for 60-90 minutes to address questions regarding both the case study and integrative paper. Students will ask to articulate how these written products demonstrate both general and specific PH and CBHP competencies. The process through which a CBHP student is admitted to doctoral candidacy is directly tied to program expectations regarding scholarship and academic competencies.

Specifically, the design of the integrative review project will allow the student to demonstrate his or her ability to synthesize, integrate, and evaluate a broad base of research and theory pertaining to a selected area of public health. The case study project allows the student to demonstrate his or her skills in "translational" scholarship, defined as the capacity to integrate public health research and practice. The case study should focus on linking the student's primary area of research interest to the enterprise of public health promotion, broadly defined as policy, education, prevention, and intervention. As indicated above, students must demonstrate general and specific competencies in their preliminary examination projects and oral defense. Appendix A clarifies competencies that will be reflected in a grading rubric (to be developed after program implementation), which will help students develop their projects in a manner that demonstrates these competencies and help faculty grade projects. It is not expected that students have achieved all the competencies listed in Appendix A until they have completed their dissertation and dissertation defense.

Although publication is not a requirement for the completion of these projects, both final products should be of "publishable" quality, as determined by the review committee.

Students will not be admitted to doctoral candidacy until they have completed the research and case study projects and the oral exam. Once the student has been admitted to doctoral candidacy, the dissertation committee may be formed. The preliminary examination process must be completed no later than the end of the fifth year of study.

It is important to note that good faith efforts will be made by the faculty advisor and committee members to ensure that students are prepared for the preliminary exams and will meet the expectations of the program. The preparatory phase may include additional methodological or theoretical coursework and /or specialized readings as necessary.

At the discretion of the examining committee, a student who fails the qualifying process may be allowed one additional attempt with all or part of the examination. After successful completion of the qualifying process, the student will concentrate on the development of the dissertation.

CBHP PhD Program

Dissertation Process

In consultation with his or her primary faculty advisor, the candidate develops a dissertation research plan and forms a dissertation advisory committee. The composition of the dissertation committee must be in compliance with the rules and regulations of the Graduate School. The candidate then submits a written dissertation plan to be reviewed and formally approved by the dissertation advisory committee. The research plan must clearly outline the student's obligation for completing an original piece of work of sufficient quality, which is to be determined by the committee. The review and approval process will include a formal presentation to the committee. Once the dissertation research and write up has been completed, the candidate submits the original work to the committee for review. In addition, the candidate must orally defend the dissertation document, including the research design, analysis and conclusion. . The dissertation defense will be publically announced and open to the academic community. Once the defense is completed, students will be encouraged to revise their dissertation and submit it for publication.

Once the committee has formally approved the dissertation document and the oral defense, and the Chair of the Department has certified completion of all requirements, the candidate is awarded the PhD in Public Health.

CBHP PhD Program

Advising

Each student will be assigned a faculty advisor on the basis of his or her research interests. The advisor will typically become the student's mentor. There will be clear guidelines established for switching advisors if a mismatch occurs. The advisor/mentor plays a critical role in a student's development as a scholar, researcher and public health professional. Throughout their graduate student career, the advisor/mentor will assist in the development of an individual course of study. The advisor/mentor is also responsible for advancing the career goals of the student by supporting community collaborations, publications, presentations, and other professional activities.

The mentor will help prepare the student for their preliminary exams and advise the student regarding his or her dissertation. If a student is not ready for the preliminary exam or the dissertation process, the advisor will work with the student to help them prepare by addressing academic weaknesses through additional coursework, readings, or research experience. Mentors will often employ their students as research or teaching assistants or help their students find such employment. The program advisor/mentor serves as the chair of the student's dissertation committee, and the committee as a whole provides advice about both academic and professional development student with a breadth of input. The Zilber School administrative office will also have staff assigned to advise prospective and current students, related to recruitment, academic progress, and graduation.

Faculty List

Distinguished Professors

Fendrich, Michael, Ph.D., University of Texas at Austin

Professors

Cisler, Ron, Ph.D., University of Wisconsin Milwaukee

Weinhardt, Lance, Ph.D., Syracuse University

Associate Professors

Cho, Young, Ph.D., University of Illinois at Chicago

Florsheim, Paul, Ph.D., Northwestern University

Assistant Professors

Harley, Amy, Ph.D., MPH, RD, Ohio State University

Ngui, Emmanuel, DrPH, University of North Carolina at Chapel Hill

Walker, Renee, DrPH, University of Pittsburgh

Yan, Alice, Ph.D., University of Maryland

Affiliated Faculty

Scott Strath, Ph.D. University of Tennessee

Ann Swartz, Ph.D. University of Tennessee

Adjunct Faculty

Swain, Geoffrey R. MD, MPH, Medical College of Wisconsin

Administrative Structure

The Graduate Program Committee sets policies for the operations of all academic programming. Lance Weinhardt oversees the CBHP program, and Kurt Svoboda oversees the Environmental and Occupational Health program. Amy Harley acts as the graduate representative for the Master of Public Health program.

The Academic/Student Services Program Staff consists of the Graduate Program Manager and a Student Assistant as needed. Paul Florsheim, who chairs the Graduate Program Committee, oversees the MPH program with input from the GPC, the Zilber School faculty, the Zilber School Dean, and the Zilber School staff. A Director will be in place by the end of the 2011-2012 academic year.

Contact Information

Darcie K.G. Warren, Graduate Program Manager

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Milwaukee, WI 53205

Email: darcie@uwm.edu
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Fax: (414)227-3002

Paul Florsheim, PhD, Graduate Program Committee Chair

Zilber Building Room 258
1240 N. 10th St.
Milwaukee, WI 53205

Email: paulf@uwm.edu
Office: 414-227-4490

* For up-to-date information, visit <http://www4.uwm.edu/publichealth/> . *

Accreditation

The Council on Education for Public Health (CEPH) is the accrediting body for schools of public health. It also accredits programs in public health. Accreditation review of the Zilber School will eventually include all academic and professional degree programs including graduate certificates.

The Zilber School will be eligible for accreditation after the school has instituted the MPH degree and has graduated one class, has three doctoral degrees in place with at least one of these having graduated a student, has at least five faculty dedicated on a full-time basis to each doctoral program, and three full-time plus two full-time equivalent faculty in each of the five core public health disciplines. All courses, programs, and administration are designed to align with CEPH requirements with collaboration from CEPH.

Currently, the UWM School of Public Health operates one PhD in Environmental and Occupational Health and has 13.5 faculty. Moving toward a fully accredited School of Public Health as expeditiously as possible is a central priority of the University of Wisconsin-Milwaukee Zilber School of Public Health.

Financial Information

Tuition and Fees

Master of Public Health classes are typically considered on-campus. Credits taken per semester and student residency status determine the exact program costs.

See appendix A for current graduate fee schedule.

Segregated University Fees

Segregated University Fees (SUF), in addition to instructional fees, are assessed to all students for student services, activities, programs and facilities that support the mission of University of Wisconsin System institutions. Only student organizations that meet the institutional qualifications for official recognition- and are so recognized- and University departments may receive SUF support. SUF may only be expended for items and activities that are related to the mission of the institution and to the purposes of the organization.

Segregated fees are state funds which are deposited and held in the State Treasury, and which are subject to same limitations on use as other state funds. Any fundraising or other money deposited in to a State agency account will be treated and maintained as state funds. Financial Policy 50 “Segregated University Fees” (F50) sets forth legal and policy principles applicable to the administration of student segregated fees and can be viewed at: <http://www.uwsa.edu/fadmin/fppp/fppp50.htm> .

Mandatory segregated fees, which are included in the on-campus tuition costs, cover the following: *

AAF- Athletics Arena Fund	LGBT- LGBT Resource Center
ATH- Athletics	M/S- Municipal Services
S/H- Student Health	TRANS- Transit
D/C- Day Care Fee	U/O&A- Union Operations & Amortization
W/C- Women's Resource Center	OC/HOU- Off Campus Housing
B/P- Student Bus Pass	S/L- Student Life
R/S&F- Rec Sports & Facilities	

* List subject to change.

Text Books

Many of the Master of Public Health classes will require the students purchase text books and other materials. Students can search the Schedule of Classes online at <http://www4.uwm.edu/schedule/> to view required textbooks. Class listings will include a syllabus, which outlines topics covered in class and associated readings.

Students may purchase text books from the UWM Bookstore online or in-person on the Kenwood campus student union (<http://www4.uwm.edu/collegeconnection/order-textbooks.cfm>).

Students may also purchase text books from other vendors, but they may want to check with the Professor to ensure they order the correct edition of required books.

Financial Information

Applying for Financial Aid

All students strongly encouraged to apply for financial aid every year. The first step in the process includes filling out the Free Application for Federal Student Aid (FAFSA). This should be done online at www.fafsa.gov.

Please note that March 1 is the priority filing date for enrollment that begins the following fall. However, many funds are limited, so you are encouraged to file as soon after January 1 as possible. Once the priority filing date has passed, you are still encouraged to apply for aid. As long as you are still enrolled in classes or the enrollment period has not begun, you will be offered aid from the programs that have funding remaining at the time your file is reviewed. The final date to submit a FAFSA is actually June 30 AFTER the academic year is over. (i.e., June 30, 2012 for the 2011-2012 academic year.) However, a student must still be enrolled in classes in order for financial aid be offered and any loans must be certified by that date as well. The entire process can take 6-10 weeks.

Visit http://www4.uwm.edu/financialaid/apply_for_aid/apply_for_finaid.cfm for more information.

Tuition Remissions/Waivers, Fellowships, and Research Assistantships

Graduate students are eligible to apply for several types of assistance available through UW-Milwaukee. To locate information about Graduate Fellowships or Teaching, Research and Project Assistantships, please contact the Graduate School [Graduate School Assistantships](#).

Some tuition remission/waivers affect the need-based aid in your package. Teaching and Project Assistantships (TAs/PAs) no longer affect your eligibility for financial aid. However, all of these still need to be reported to UW System. If you are receiving a tuition remission/waiver, fellowship, or research assistantship from the university, and it does not appear on your PAWS financial aid account, please notify our office immediately.

It is important that the department giving you the tuition remission posts your remission/waiver to your PAWS account. If your aid is disbursed prior to the remission/waiver being processed, it will be applied to your tuition bill. You will then have to wait for a tuition refund once the remission/waiver has been processed.

Please note that graduate students are automatically assigned a budget assuming in-state tuition and enrollment in eight or more credits. If you are non-resident and not receiving a non-resident remission, you may contact our office to request a review of your financial aid for a possible revision.

Fellowships

The Graduate School currently offers three fellowships for full-time study (see [Fellowship Compliance](#)).

- The Graduate School Fellowship (GSF) for new and continuing graduate students. The GSF is a one-year, non-renewable fellowship.
- The Advanced Opportunity (AOP) Fellowship for new and continuing qualified graduate students who are members of groups underrepresented in graduate study or who are otherwise disadvantaged. Applicants must be American citizens or permanent residents of the United States. The AOP is renewable.

These fellowships provide recipients with a monthly stipend for the academic year, coverage of in-state tuition and remission of out-of-state tuition (for students who are not residents of the State of Wisconsin). Recipients will also be eligible to enroll in state-sponsored health insurance. Please consult your graduate degree program for its submission deadlines to any of these fellowships. Follow the directions provided in each application form.

The Graduate School maintains links to more than 250 funding opportunities for graduate students, including fellowships, scholarships, internships, and summer programs. Link to these opportunities at <http://www.graduateschool.uwm.edu/students/financial-support/external-fellowships/>.

Assistantships

The Graduate School publishes these guidelines for appointment of assistantships, but most assistants are appointed by academic departments. Visit <http://www.graduateschool.uwm.edu/faculty-staff/administrative-financial/ta-pa-policies/> for up-to-date information on teaching assistantships and project assistantships.

Other Financial Support

In addition to Fellowships, Assistantships, and other internal awards, graduate students may also be eligible for the following types of financial support.

MPH students are encouraged to apply for UWM sources of funding, including the following:

- Other UWM Scholarships & Fellowships
- Other graduate fellowships, scholarships, and other awards are administered by individual graduate programs, university centers, and institutes. Consult your graduate program regarding the availability of additional funding opportunities.
- Overseas Programs and Partnerships
- Several opportunities for graduate students are offered by the Center for International Education.
- Loans & Work Study
- Financial support in the form of loans and Work-Study is available through the UWM Financial Aid Office.
- The Career Development Center offers guidance and resources for students seeking on- and off-campus jobs, Work-Study, and career counseling. For more information, see the CDC's Student Jobs and Work-Study Web page.

MPH students are encouraged to apply for sources of funding outside UWM, which can be found through the following searchable databases. These databases feature extramural graduate fellowships, financial aid, grant opportunities, and scholarships:

- Community of Science Web
- Fastweb Financial Aid Search Through the Web
- FinAid
- FreSch!
- The National Academies
- StudentScholarshipSearch.com
- Studentjobs.gov e-Scholar Fellowship Programs

Financial Information

Determining Residency

In general, you must be a bona fide resident of Wisconsin for at least 12 continuous months prior to enrollment to be eligible for resident tuition. Students who come to and remain in Wisconsin primarily for educational purposes are presumed to continue to reside outside the state. If you move to Wisconsin to attend school, you will not automatically become a resident of Wisconsin for tuition purposes, even after living in Wisconsin for a year or more. In determining residence for tuition purposes, different standards are used than those which may be used for voting, paying taxes, etc.

If you do not qualify as a Wisconsin resident or the university lacks sufficient information to determine that you qualify as a Wisconsin resident, you will be assessed nonresident tuition.

If you are unsure whether you qualify for resident tuition under [Wisconsin Statutes 36.27\(2\)](#), please contact a Residency Specialist by calling 414-229-4672 or in person at Room 212 Mellencamp Hall, 2442 E. Kenwood Boulevard, Milwaukee WI 53211. The mailing address to send documents for residency determinations is:

Residency Specialist UW-Milwaukee, PO Box 749, Milwaukee, WI 53201

Special Note to Minnesota Residents:

A tuition reciprocity agreement exists between Wisconsin and Minnesota. This agreement stipulates that residents of Minnesota can attend Wisconsin institutions in approved programs and be assessed the approved reciprocity tuition rate, plus segregated fees assessed to all students.

If you qualify for the [Minnesota-Wisconsin Tuition Reciprocity Agreement](#), apply for certification as a Minnesota resident. Go to <http://www.getreadyforcollege.org/gPg.cfm?pageID=97>.

State of Minnesota Office of Higher Education Reciprocity Program
1450 Energy Park Drive, Suite 350, St. Paul, MN 55108-5227
651-355-0613 or 800-657-3866 or online at www.ohe.state.mn.us

Appealing a Residency Decision

To obtain a nonresident tuition appeal form, please call or make an appointment with a UWM Residency Specialist at 414-229-4672.

If you still have questions about your residence classification after reading the extract of [Wisconsin Statutes 36.27\(2\)](#), or you feel that your classification is incorrect or that you have important extenuating or mitigating factors, we encourage you to discuss your nonresident status with a Residency Specialist.

It is our goal to make students residents whenever possible in accordance with the state law. While every student has the right to submit an appeal, consulting with a Residency Specialist can help you determine whether moving forward with an appeal is a practical decision. The Specialist will provide guidance and will give a professional opinion about the likelihood of a successful appeal based on the circumstances of your situation. Having a clear understanding of the law and the appeals process could save you a good deal of time and energy. You must contact a Residency Specialist to obtain the Nonresident Tuition Appeal form. Appeal forms are available no earlier than the semester prior to the semester for which you want to appeal. Completed appeals with supporting documentation must be received no later than the date tuition is due for the semester for which you are appealing. You must be a registered student to have your appeal heard by the Nonresident Tuition Appeals Committee. To avoid cancellation of your registration for nonpayment of tuition and fees, you must pay at least the minimum balance due while your appeal is pending.

Academic Policies and Procedures

Grading Procedures and Policies

UWM uses a letter grade system that includes "plus" and "minus" grades and is based on a 4.000 scale. For convenience in computing averages, each letter grade carries a specified number of points per credit. The scale of grades and points follows:

UWM Grade Point Chart	
Grades	Grade Points
A	4.000
A-	3.670
B+	3.330
B	3.000
B-	2.670
C+	2.330
C	2.000
C-	1.670
D+	1.330
D	1.000
D-	0.670
F	0.000
*Except for English 090/095, Linguistics 096,, and Math 090/095. Letter grades are assigned for these courses, although they carry no degree or GPA credit.	
Other Reports	
CREDIT = "C-" or above in a credit/no credit course	
NO CREDIT = Below "C-" in a credit/no credit course (course will not appear on your academic record)	
NOT RPTD = Grade was not submitted in time to be reported	
I = Incomplete (see below)	
P = Progress (research and thesis course work still in progress)	
S = Satisfactory (audit and zero-credit courses* only)	
U = Unsatisfactory (zero-credit courses* only)	
UNREC = The course will not be entered on your academic record (audit only)	
W = Course dropped by student after fourth week of semester or first quarter of shorter session	
WR = Administrative drop (enrollment in course violates permitted number of repeats)	
R = Repeat course (counts in GPA)	

Grade Point Average (GPA)

MPH students will take most of their course work on a graded basis. The general quality of class performance is expressed in terms of the grade point average (GPA). The number of grade points earned in a course is computed by multiplying the points for the grade by the number of credits for which the course is offered. For example, if a student earns a B in a three-credit course, he or she would earn nine grade points. GPA is calculated by dividing the total number of grade points earned by the total number of graded credits taken. The highest possible average is 4.000 or an A in every subject.

The grade point average recorded on official UWM transcript is based solely upon credits earned or attempted at UWM. UWM credits taken as audit or credit/no credit do not apply to the UWM GPA.

Grade Reports

Following the completion of a semester, you can view your grades and print a copy of your grade report via PAWS. You can see your grades as they are posted, but complete grade reports are typically available within two weeks from the last day of final exams.

To check your grades, follow the steps below:

1. Log in to PAWS at <https://paws.uwm.edu>.
2. The "Student Center" page will appear.
3. Click "Grades" under the 'Academic History' section.
4. On 'View My Grades' page, select the term from dropdown menu and click "Change"
5. To print your grade report, click the printer friendly icon on the bottom of the page.
6. To go back to the grade report to select a different term click 'cancel' on the bottom of the printer friendly version of the grade report.

F-Grade Policy

When reporting a grade of 'F,' the instructor will also report a number corresponding to the student's "week of last participation" in the course. This is the last week of the term for which there is documented evidence of the student's participation in the course.

"Documented evidence of participation" may include any work or materials received from the student, such as exams, quizzes, projects, homework, etc. Documented evidence of participation might also take the form of an attendance roster (if attendance is taken in class), an annotation by the instructor that the student was observed attending class or otherwise participating in the course on a certain date, etc. *Documented evidence of participation may **not** take the form of simply logging into an online class without active participation.**

The mechanism to report the week of last participation shall be that, when reporting an 'F' grade, the instructor will follow the 'F' with a numeral showing the student's last week of participation, such as, for example, 'F0,' 'F1,' 'F16,' and so on, with 1 equating to the first week of the course, 2 to the second, etc. A student receiving the mark of 'F0' would, therefore, be one who never attended or participated, whereas a student marked 'F16' would have completed the entire term (assuming this was a full-term course during a 16- week semester). For a six-week summer session course, the possible marks would be 'F0' – 'F6' and so on. (See next page for a complete list of possible marks.)

On official transcripts, only the mark 'F' will be reflected. The numeral for "week of last participation" will be reflected on internal, unofficial transcripts and grade reports only.

Incomplete Policy

An Incomplete is appropriate only when the following conditions are present:

1. A student does satisfactory work in a substantial fraction of the course requirements prior to grading time and provides the instructor with evidence of potential success in completing the remaining work.
2. Extraordinary circumstances, not related to class performance, such as illness or family emergency, have prevented the student from finishing the course requirements on time. An Incomplete will not be given to enable students to do additional work to improve a grade. It is the student's responsibility to initiate a request for an Incomplete. If approved, the instructor will indicate the conditions for the removal of the Incomplete, including the dates for submitting all remaining work. The instructor may deny a request for an Incomplete and assign a letter grade based on the work completed at that point.

The student is responsible for seeing that the Incomplete is removed before the agreed deadline and that the instructor has reported the grade to the Graduate School. The instructor may change the I to a letter grade (including an F) or to a PI (Permanent Incomplete) if the student fails to meet the deadline for completion.

Permanent Incomplete

If the instructor does not change the Incomplete to a regular letter grade within one year from assigning the Incomplete grade, the Incomplete will lapse to a Permanent Incomplete (PI), whether or not you are enrolled (A PI is not computed into the grade point average). The PI symbol subsequently cannot be changed to a regular letter grade. Except in cases where the work was completed, but the instructor neglected or was unable to file a grade change in time, the "PI" will remain on your record. If you have received a PI and want credit for that course, you must register again and complete the designated requirements. You may not register for a course for which an I remains on the transcript. You may graduate with a PI provided all degree requirements have been met. All Incompletes must be removed or changed to a PI before you may graduate.

Grade Changes

Students anticipating a grade change may view their grades in PAWS daily to confirm whether or not a grade has been changed.

Only instructors assigned to teach a course may award or change grades for that course. Change of Grade forms cannot be released directly to students. Instructors must obtain the Change of Grade form from the Graduate Program Manager or from the Grades Office in Mellencamp Hall 212.

Repeat Policy

Students must earn a cumulative G.P.A. of 3.0 or better to progress, and students must earn a B- or better in all required coursework. According to Graduate School policy, students may repeat a course once in which a grade of less than "B" was earned. MPH students must earn a B- or better in all required coursework. The repeated course may be counted only once toward meeting degree requirements. Both attempts remain on the student's permanent record and both are counted in the grade point calculation.

Course Substitutions

Course Substitution Approval Process for A Common Required Core Course

There process for petitioning to transfer or substitute a core course is as follows:

- ❖ Submit the Course Equivalency Form, along with a course syllabus of the substituted course and a statement asking for the substitution, to Graduate Program Manager. Note: The class must be taken within the previous five years, and a grade of “B” or better must have been earned.
- ❖ The Graduate Program Manager will present the materials to the core course instructor.
- ❖ The Graduate Program Manager will convene with the Core course instructor and the Graduate Program Committee to consider petitions where the student has compelling reasons for wanting to take a course in place of a core course. Reasons such as scheduling conflicts and course content are not considered compelling.
- ❖ The course instructor will review the syllabus to determine if core competencies of the MPH in that area have been covered. Course instructor will schedule an assessment exam with the student petitioner. Student must earn an 85% or better on the exam.
- ❖ Course instructor will inform the Graduate Program Committee with their recommendation. The Graduate Program Committee makes the final decision.

Transfer Credit and Course Substitution Approval Process for Elective Course

- ❖ Transfer courses being considered for elective credit will be reviewed by the Graduate Program Committee. Students must submit a Course Equivalency Form, along with a course syllabus of the substituted course and a statement asking for the substitution, to Graduate Program Manager.
- ❖ Courses must have been taken within the past 5 years in order to be considered for transfer, substitution or waiver for the MPH program.
- ❖ Students must have received a grade of B or higher.
- ❖ Total courses transferred into the MPH program may not exceed 12 credits, of which three credits may be approved for core course substitution.

Academic Policies and Procedures

Credit Transfer

Requests for substitution of courses from UW-Milwaukee and/or other accredited Universities should be made using the Graduate Transfer Credit Evaluation Form and submitted to the Graduate School. Students who wish to substitute a graduate level course in place of any course in the MPH curriculum must first petition the Graduate Program Committee, following the procedures explained above and then complete the Graduate School's transfer process. The Graduate Program Manager will include materials associated with the Graduate Program Committee's decision to the Graduate School.

Requests to transfer classes listed in the MPH curriculum, taken as a nondegree graduate student, may be submitted through the Graduate School process outlined below.

Completion of courses in the Graduate Certificate in Public Health program does not guarantee approval of substitution or transfer into the MPH program.

The maximum number of transfer credits allowable is the higher of (a) 12 semester credits or (b) 40% of the total number of credits required for graduation.

To qualify, transferrable coursework must meet the following criteria:

- Graduate level, from an accredited institution.
- Taken within five years of admission to your UWM degree program.
- Not have been used to meet previous degree requirements.
- Grade of B or better (B- is not acceptable).
- Approved by your graduate program unit.

To transfer credit, you must submit a Graduate Transfer Credit Evaluation Form to the Graduate School. To access the form, follow this link:

<http://graduateschool.uwm.edu/forms-and-downloads/students/transfer-credit-evaluation-form.pdf>

Transfer work may fit into any of the following four categories:

- ❖ UWM coursework taken as a Graduate Non-Degree student;
- ❖ UWM coursework taken as an Off-Campus Graduate student;
- ❖ Graduate-level coursework taken at another college or university; or
- ❖ UWM coursework taken while enrolled in a previous UWM graduate degree or certificate program.

To qualify, work from any of the above categories must meet the following requirements:

- ❖ Graduate-level work from an accredited institution;
- ❖ Taken within five years prior to the first semester enrolled in the UWM degree program;
- ❖ Cannot have been used to meet previous degree requirements;
- ❖ A grade of B or better must be earned (B- is not acceptable);
- ❖ Approved by the Graduate Program Committee;
- ❖ Continuing Education credits (CEU's) are not eligible for transfer.

Academic Policies and Procedures

Zilber School Course Credit Transfer Policy

Approved: Nov. 15, 2011

Policy on Credit for Non-Course-Based Prior Work

The Zilber School of Public Health (Zilber School) does not permit credit for knowledge and skills obtained in past work or life experience. Zilber School does not provide opportunities to obtain credit for courses by taking an exam to demonstrate knowledge and competencies in the area, that is, there is no “testing out of” courses.

Policy on Credit Transfer (Completed Coursework)

In certain circumstances, students may obtain credit for courses that count toward required core coursework, track core, or elective courses for their Zilber School degree based on graduate coursework previously taken at UWM or at another accredited university. The Zilber School follows the policies of the UWM Graduate School. In brief, students must apply using the Graduate Transfer Credit Evaluation Form, providing sufficient documentation on the course(s) for a determination to be made by the Graduate School with recommendations from the Zilber School Graduate Program Committee. Graduate School policy, instructions, and form:

<http://graduateschool.uwm.edu/forms-and-downloads/students/transfer-credit-evaluation-form.pdf>

Students must submit the completed form to the UWM Graduate School, which reviews the request and then forwards the form to the Graduate Program Manager. The Graduate Program Manager forwards the form to the student’s advisor, who will work with the course instructor to determine course equivalency. Additional information may be requested beyond that stipulated by the form, such as a course syllabus.

The Zilber School Graduate Program Committee, in consultation with the current Zilber School instructor of the relevant course and the student’s academic advisor, will make the final recommendation to the Graduate School based on equivalency of the work. Equivalencies for required courses will be evaluated more rigorously than for elective courses.

Zilber School students that have taken a UWM graduate course toward the Graduate Certificate in Public Health or in another course of study must complete the Graduate School’s required Transfer Credit Evaluation Form. **If a course was taken prior to the course being offered by the Zilber School, beginning Fall 2011**, the Zilber School Graduate Program Committee will recommend to the Graduate School that students receive transfer credits provided that the course meets all Graduate School conditions for transfer. Equivalencies are as follows:

- Students who have previously taken NURS 727 Epidemiology will receive credit for PH 704 Principles and Methods of Epidemiology;
- Students who have previously taken CLS 590 Topics: Environmental Health will receive credit for PH 703 Environmental Health Sciences; and
- Students who have previously taken EOH 840 Topics: Perspectives on Community and Behavioral Health will receive credit for PH 706 Perspectives on Community and Behavioral Health Promotion.

Any student requesting transfer credit for these courses taken after the beginning of Fall 2011 semester is also required to submit the Graduate Transfer of Credit Evaluation Form as described above, and credit transfer is not guaranteed.

The Graduate School will inform students of the final decision.

Academic Policies and Procedures

Withdrawal from Courses or Program

Add/Drop policy

You may add or drop courses after the stated deadline only under extraordinary circumstances not related to academic performance. You must complete a [Graduate School Request for Exception Form](#). If you request a drop for medical reasons, you must supply documentation from a physician. Such add/drops require approval of the course instructor, the Graduate Program Committee, and the Graduate School.

Courses dropped after the fourth week of classes remain on your record and are noted on transcripts with the W (Withdrawal) symbol.

Refer to the [Department of Enrollment Services Web site](#) for Add/Drop (Change of Registration) instructions and deadlines. Add/Drop forms are available [online](#) at http://www4.uwm.edu/des/upload/adddrop_fillable.pdf.

Withdrawal from the program is the formal termination of the student's complete registration in all courses for the semester. To simply stop attending classes does not constitute a withdrawal. Withdrawals are not accepted by telephone. You must fill out a withdrawal form or send a letter by certified mail to give notice to the Graduate School of the withdrawal. The postmark date or the date the withdrawal form is received by the Graduate School becomes the effective date. This date determines the amount of fee/tuition that will be assessed. Check the [UWM Web site](#) for withdrawal deadlines and to determine the effect of withdrawal on your fees.

You may withdraw after the deadline only for reasons other than academic difficulty. You must first submit a [Request for Exception](#) form to Graduate Student Services. If you request withdrawal for medical reasons, you must supply documentation from a physician. Withdrawals will be noted on your transcript. Withdrawals after the fourth week of classes remain on your academic record with the course number and title followed by a W symbol.

Withdrawal from the program for the semester and permanent program withdrawals require submission of the withdrawal form (<https://www4.uwm.edu/des/upload/withdrawal.pdf>) to the Graduate School with a copy to the Graduate Program Manager.

Academic Policies and Procedures

Time Limit

Since the MPH curriculum requires over 30 credits, students must complete all requirements within seven years. Some graduate program units have shorter time limits.

The expected timeline for the PhD program completion (for a full-time student) is four to five years. The expected timeline for a part-time student is seven to eight years. However, Graduate School guidelines allow PhD students to take up to ten years to complete their program and we operate within these guidelines.

Minimum Credit Registration

You must be registered for at least 1 UWM graduate credit (audit not allowed) during the semester your degree is awarded. If you have met all academic requirements and do not need to take another course, or if you have reached your thesis credit limit, you may enroll in course PH 888, "Candidate for Degree." This course does not add to your credit total, apply to your degree, or affect your GPA. You are assessed the equivalent of one graduate credit in fees and receive a grade of S.

Graduation

It is the student's responsibility to submit a Master's Graduation Application by the second week of the semester in which you expect to graduate, or the first week of June during the summer session. A non-refundable \$40.00 graduation processing fee will be invoiced by the Bursar's Office during the semester. If you do not graduate when anticipated, you must re-apply to graduate in the next semester (with no additional fee). Apply for graduation by following this link:

http://www.graduateschool.uwm.edu/forms-and-downloads/students/grad_masters_app.cfm.

The Graduate School reviews your record to ensure that you will have fulfilled degree requirements at the end of the current semester. Graduate faculty minimum graduation GPA requirement is a cumulative 3.0 (4.0 basis). Your graduation application is then forwarded to the Zilber School of Public Health Graduate Program Committee for its recommendation and approval. When the graduate program unit has reviewed and approved your application, it is returned to the Graduate School. You cannot graduate with Incomplete, Not Reported, or Progress notations remaining on your record. Transcripts and diplomas will not be released until Hold notations are cleared. The Graduate School has the final authorization to grant the degree.

Commencement Ceremony

Graduation ceremonies are held in May and December. August graduates attend the December graduation ceremony. Attendance at the commencement ceremonies is optional. About a month before graduation, eligible master's degree candidates will receive a letter from the Secretary of the University's office containing the date, location, and time of the ceremony, as well as information on ordering caps and gowns. Caps and gowns are ordered online at <http://www4.uwm.edu/secu/commencement/>.

If you want your name to appear in the commencement bulletin, be sure that your directory information with the University is not restricted. If you restricted the release of your address, phone number, and other limited information, contact the Department of Enrollment Services Information Center at Mellencamp 274. This should be done by the second week of the semester in which you expect to graduate to ensure that your name will appear in the bulletin. Removal of the restriction will allow your directory information to be released for all publicity purposes, as well as the commencement booklet.

Student Evaluation and Conduct

Academic Standards

The University of Wisconsin – Milwaukee Zilber School of Public Health (Zilber School) strives to foster an environment that promotes academic excellence. Toward that end, student progress will be reviewed by the Zilber School Graduate Program Manager at the end of each semester.

Grade Point Average (GPA)

Students in the MPH program are expected to maintain both a semester GPA and cumulative GPA of 3.00 or higher during their program enrollment in order to continue in the program and to graduate.

Cumulative GPA: Any graduate student whose cumulative graduate GPA drops below 3.00 will receive an academic warning by the Graduate School. For a student with an academic warning to maintain enrollment in the MPH program, the student must submit a “Request for Exception” form with the Zilber School Graduate Program Manager.

Semester GPA: Any MPH student who receives a semester GPA below 3.00 will be placed on academic probation by the Graduate School.

- If the student’s subsequent semester GPA is above 3.00:
 - And the cumulative GPA raises to 3.00 or higher, the academic warning will be lifted; the academic probation status, however, will continue until the student receives a semester GPA of 3.00 or higher for a second, successive semester.
 - And the cumulative GPA remains below 3.00, the student’s academic warning will stay in effect, and the student must submit and receive a “Request for Exception” with the UWM Graduate School
- If the student is on probation for two or more semesters due having a GPA is below 3.00, the student may be dismissed from the Zilber School program.
- Students are expected to receive a GPA of 3.0 or higher during the semester in which they graduate from the MPH program

Grades:

Students enrolled in the MPH program must earn a letter grade of B- or higher in all required coursework (core courses, track courses, field experience, and capstone). If a student receives a letter grade below B- in a required course, that course must be repeated the next semester it is offered. If the student fails to earn a B- or higher in the repeated course as well, the student may be dismissed from the Zilber School program. Typically, a course may only be repeated one time for substandard grades.

The grades from both the original and repeated courses will be used to calculate GPA. Only the credit from the first course, however, will count toward program requirements; credit from the repeated course will not take the place of other credits required of all enrolled students. Note, these policies do NOT apply to courses that may be taken multiple times for credit, such as research or practica credit.

Incomplete (I) grades must be resolved within one semester unless the course instructor grants and extension based on special circumstances. Students may not graduate with incomplete grades on their transcript.

Student Evaluation and Conduct

Code of Conduct

Preamble

The University of Wisconsin – Milwaukee Zilber School of Public Health (Zilber School) is committed to fostering integrity and ethics among all of its members: students, faculty, staff, and administrators. Such an environment is built upon the honorable and ethical conduct of all Zilber School members in all contexts – academic, research, and professional. Zilber School expects its members to value the ethical principles underlying this Code, to conduct themselves in accordance with the Code, and to take action against any suspected breach of the Code.

Values and Beliefs

As public health educators, learners, researchers, and practitioners, we recognize that:

1. *Knowledge is important and powerful.* We should seek to improve our understanding of health and the means of protecting it through research and the accumulation of knowledge.
2. *Science is the basis for much of our public health knowledge.* The scientific method provides a relatively objective means of identifying the factors necessary for health in a population, and for evaluating policies and programs to protect and promote health.
3. *People are responsible to act on the basis of what they know.* Knowledge is not morally neutral and often demands action; public health should seek to translate available information into timely action.
4. *Action is not based on information alone.* Values inform both the application of information and pursuing action in the absence of information.

Public Health Leadership Society (2002)
Principles of the Ethical Practice of Public Health, p.3.
<http://phls.org/CMSuploads/Principles-of-the-Ethical-Practice-of-PH-Version-2.2-68496.pdf>

As members of the UWM community, we understand that:

1. Ethics are fundamental to all university activities.
2. Ethical behavior is crucial to maintaining the credibility and perceived value of our scholarship in the minds of our colleagues and the general public.
3. Academic Integrity means honesty concerning all aspects of academic work.
4. Academic Integrity requires a commitment on the part of the academic profession to the principles of truth, scholarship, and the responsibly education of future scholars.

UWM Graduate School., *Academic Integrity*.
<http://www.graduateschool.uwm.edu/students/conduct/academic-integrity/>

Academic Conduct

Zilber School expects its members to be honest in their academic performance.

Academic misconduct includes, but is not limited to, the following dishonest or inappropriate behavior:

- Cheating, including:
 - Submitting material that is not yours as part of your course performance, such as copying from another student's exam or allowing a student to copy from your exam

- Using information or devices that are not allowed by the faculty, such as using formulas or data from a computer program, or using unauthorized materials from a take-home exam
- Obtaining and using unauthorized material, such as a copy of an examination before it is given
- Fabricating information, such as data for a lab report
- Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation
- Collaborating with others on assignments without the faculty's consent
- Cooperating with or helping another student to cheat
- Other forms of dishonest behavior, such as having another person take an examination in your place, altering exam answers and requesting the exam be regarded, or communicating with any person during an exam other than the exam proctor or faculty
- **Plagiarism**, including:
 - Directly quoting the works of others without using quotation marks or indented format to identify them
 - Using sources of information (published or unpublished) without identifying them
 - Paraphrasing materials or ideas of others without identifying sources

UWM Graduate School, *Academic Misconduct*
<http://www.graduateschool.uwm.edu/students/conduct/academic-misconduct/>

Allegations of academic misconduct will follow the procedures adopted by the UWM Graduate School (see, *Academic Misconduct Procedures, UWM Faculty #1686, UWS Ch. 14* at: http://www4.uwm.edu/acad_aff/policy/misconduct_flowchart.pdf)

Disciplinary actions will follow the procedures adopted by the UWM Graduate School (see, *Student Academic Disciplinary Procedures, UWM Faculty #1686, UWS, Ch. 14* at: http://www4.uwm.edu/acad_aff/policy/uws14facdoc1686.pdf)

Research Conduct

Zilber School expects its members to promote integrity in all research endeavors.

Research Misconduct includes, but is not limited to, the following dishonest or inappropriate behavior:

- **Fabrication:** Making up data or results and recording or reporting them
- **Falsification:** Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record
- **Plagiarism:** The appropriation of another person's ideas, processes, results, or words without giving appropriate credit
- **Violations of requirements for the protection of human or animal subjects, including the protocols governing the use and disclosure of Protected Health Information (PHI) under the Health Insurance Portability and Accountability Act of 1996 (HIPAA)** (see, *UWM's HIPAA Overview for Researchers* at <https://www4.uwm.edu/legal/hipaa/overviews/researchers/index.cfm>)

But does NOT include:

- Unintentional error
- Honest differences in the interpretation or judgment about data

UWM Graduate School, *Research Misconduct*
<http://www.graduateschool.uwm.edu/students/conduct/research-misconduct/>

Allegations of research misconduct will follow the policy adopted by the UWM Graduate School (see, *Research Misconduct Policy, UWM Faculty #1793*, at: <http://www4.uwm.edu/secu/policies/saap/upload/S45-5.pdf>)

Research Integrity: Students are encouraged to participate in UWM's "Research Integrity Professional Development Series"

- Introduction: <http://www.graduateschool.uwm.edu/research/researcher-central/professional-development/research-integrity-series/introduction/>
- Schedule: <http://www.graduateschool.uwm.edu/research/researcher-central/professional-development/research-integrity-series/>
- Contact: Janis T. Eells, Ph.D.
College of Health Sciences
Enderis 477
(414) 229-5404
jeells@uwm.edu

Professional Conduct

In addition to the academic code of conduct, Master of Public Health students are expected to demonstrate a high level of professionalism and professional integrity. This includes:

- showing respect for a diversity of opinions, perspectives and culture
- including honesty and integrity in all professional endeavors
- collaborating with other students and with community members when appropriate
- behaving in a respectful and considerate manner with colleagues, peer, and supervisors.

Zilber School expects its members to conduct themselves to the highest professional standards as guided by the:

Principles of Ethical Practice of Public Health

- ❖ Public health should address principally the fundamental causes of disease and requirements for health, aiming to prevent adverse health outcomes.
- ❖ Public health should achieve community health in a way that respects the rights of individuals in the community.
- ❖ Public health policies, programs, and priorities should be developed and evaluated through processes that ensure an opportunity for input from community members.
- ❖ Public health should advocate for, or work for the empowerment of, disenfranchised community members, ensuring that the basic resources and conditions necessary for health are accessible to all people in the community.
- ❖ Public health should seek the information needed to implement effective policies and programs that protect and promote health.
- ❖ Public health institutions should provide communities with the information they have that is needed for decisions on policies or programs and should obtain the community's consent for their implementation.
- ❖ Public health institutions should act in a timely manner on the information they have within the resources and the mandate given to them by the public.
- ❖ Public health programs and policies should incorporate a variety of approaches that anticipate and respect diverse values, beliefs, and cultures in the community.
- ❖ Public health programs and policies should be implemented in a manner that most enhances the physical and social environment.

- ❖ Public health institutions should protect the confidentiality of information that can bring harm to an individual or community if made public. Exceptions must be justified on the basis of the high likelihood of significant harm to the individual or others.
- ❖ Public health institutions should ensure the professional competence of their employees.
- ❖ Public health institutions and their employees should engage in collaborations and affiliations in ways that build the public's trust and the institution's effectiveness.

Public Health Leadership Society (2002)
Principles of the Ethical Practice of Public Health, p.4
<http://phls.org/CMSuploads/Principles-of-the-Ethical-Practice-of-PH-Version-2.2-68496.pdf>

Professional Misconduct includes, but is not limited to, the following inappropriate behavior:

- Breach of Confidentiality, including:
 - * Patient/Participant Confidentiality, the use and disclosure of Protected Health Information (PHI), is governed by the *Health Insurance Portability and Accountability Act of 1996 (HIPAA)*. UWM provides HIPAA Guidelines for:
 - a) Researchers: <https://www4.uwm.edu/legal/hipaa/overviews/researchers/index.cfm>
 - b) Students in clinical settings:
<https://www4.uwm.edu/legal/hipaa/overviews/students/index.cfm>
 - Use or disclosure of Protected Health Information (PHI) without patient/participant authorization or without de-identifying information
 - Failure to properly safeguard the privacy and security of PHI in a training or research site
 - Removal of PHI from a training or research site without permission and taking appropriate measure to protect confidentiality (such as encryption software)
 - Disclosure of information, data, research, etc. concerning Zilber School, UWM, or their representatives, that is deemed confidential and was known to be so
- Non-Academic Misconduct, including:
 - Violations of Zilber School policy, UWM policy, and local, state, or federal law, including:
 - Engaging in prohibited behavior while on Zilber School or UWM property
 - Conduct that constitutes a danger to personal safety or the safety of others
 - Conduct that intentionally, or through negligence, damages or destroys Zilber School or UWM property or attempts to so do
 - Stalking or harassment
 - Knowingly making a false statement to any Zilber School or UWM employee or agent on a University-related matter
 - Or other offenses as identified by UWM's Dean of Student Life (see *Non-Academic Offenses* at <http://www4.uwm.edu/osl/dean/nonacademic.cfm>)

Professional Appearance: Master of Public Health students shall convey a positive, professional appearance as shown by their adherence of dress-code policies at their fieldwork sites and special events in order to represent the MPH program in a dignified manner. Appearance includes a person's dress, hygiene, and appropriate etiquette for the environment.

Student Evaluation and Conduct

Academic Probation and Academic Dismissal

The University of Wisconsin – Milwaukee Zilber School of Public Health (Zilber School) strives to create an environment that supports students in their educational pursuits. All efforts will be made to assist students with their educational endeavors. There will be, however, instances in which a student's poor academic performance, lack of progress toward the degree, or failure to meet UWM Graduate School or MPH requirements prompt an academic probation or academic dismissal process.

Academic Probation

Students may be placed on Academic Probation for substandard academic performance (e.g., semester GPA below 3.00). When placed on probation, a student will be notified of their academic deficiency by the Zilber School Graduate Program Manager and notified of any academic requirements identified by the Zilber School Graduate Program Committee (GPC). If the student fails to satisfy the probation requirement within one semester of being placed on probation, academic dismissal procedures will be initiated:

1. The Zilber School Graduate Program Committee (GPC) will consider each student's situation on a case-by-case basis. The GPC may recommend academic dismissal, or, in rare cases, an extension of academic probation with additional academic requirements. The Zilber School Graduate Program Manager will notify the student and the student's advisor of the GPC's determination by UWM email.
2. If the GPC recommends academic dismissal, the student may petition the GPC for an extension of the probationary period. This petition must be submitted within five (5) working days of receiving notice of academic dismissal and must include:
 - a. A completed UWM Graduate School "Request for Exception" form, and
 - b. A written letter of explanation that identifies an academic plan to address and/or resolve the identified academic deficiency.

Both the form and the letter should be addressed to the GPC and delivered to the Zilber School Graduate Program Manager prior to close of business on the 5th day after notice of the GPC's determination. Though not required, it is strongly recommended that the petition be accompanied by a letter of support from the student's advisor.

3. If a petition is submitted, the GPC will consider its decision in light of the newly received information. The student will be informed in writing of the GPC's decision before the registration deadline of the following semester.

Academic Dismissal

Zilber School has the right to recommend to the UWM Graduate School that an MPH student be academically dismissed. Reasons for recommending academic dismissal include, but are not limited to:

- A cumulative GPA below 3.00
- Multiple semesters with GPA below 3.00
- Exceeding the time limit for degree completion
- Failure to achieve a letter grade of B- or higher in required coursework in repeated courses

In addition, the UWM Graduate School, in consultation with Zilber School, has the right to independently initiate an academic dismissal for these stated reasons.

The Dean of the UWM Graduate School will review the academic record and make the final determination regarding academic dismissal. The student does not have the right to provide additional information to the Dean for consideration; nor does the student have the right to appeal the Dean's determination.

Re-Admission Following Academic Dismissal

Students who have been dismissed from the MPH program for academic reasons may petition for re-admission after a minimum of one (1) semester of separation from the MPH program. A petition for re-admission should be directed in writing to the Zilber School) Admissions Committee.

The Admissions Committee will consider the petition for re-admission based on the totality of the student's record, including the previous academic record and all newly provided information. The Admissions Committee may recommend re-admission with no further requirements, re-admission if certain conditions are met, or denial of admission.

Evaluation and Recommendation for Continuation in the Program Complaints, Grievances, and Appeals Policy

The University of Wisconsin-Milwaukee Zilber School of Public Health (Zilber School) is committed to ensuring a fair and respectful process through which students can seek resolution of complaints and/or grievances against Zilber School representatives (i.e., faculty member, faculty body, or staff member).

Non-Academic Complaints

Zilber School seeks to promote a supportive environment that values each member of its collective body and respects the diversity that each member brings. As such, Zilber School does not tolerate harassment, intimidation, or discrimination based on race/ethnicity, sex/gender, sexual orientation, disability, religion, or other protected status designated by UWM (see UWM *Discriminatory Conduct Policy* #S-47, http://www4.uwm.edu/secu/acad+admin_policies/S47.pdf).

If a student believes s/he has been the subject of discrimination, harassment, or intimidation, s/he may ask the Zilber School representative to stop the behavior. If the student is not comfortable with confronting the Zilber School representative, s/he may wish to discuss the matter with the Zilber School Assistant Dean who can direct the student to appropriate resources and/or methods for resolution. If the student's complaint pertains to discrimination and harassment, s/he may wish to contact directly:

UWM's Office of Equity/Diversity Services
Mitchell Hall 359
3203 N. Downer Ave.
(414) 229-5923
diverse@uwm.edu
www4.uwm.edu/eds

Complaints against someone other than a Zilber School representative: If a student believes s/he has been the subject of discrimination, harassment, or intimidation by someone other than a Zilber School representative, s/he should follow the same procedures laid out for complaints against Zilber School representatives (above).

If a student is experiencing a University-related problem, has tried to solve it through the Zilber School procedures and has been unsuccessful, the Office of Student Life should be your next stop. The staff there can help you with the full array of student concerns. Some matters are acted on in that office (e.g. appeals of certain financial obligations) and others involve getting students in touch with the proper individual or procedure. Contact the Office of Student Life directly:

118 Mellencamp Hall
PO Box 413 UW-Milwaukee
Milwaukee, WI 53201
(414) 229-4632
osl@uwm.edu

Academic Grievances

If a student believes s/he has been treated unfairly by a Zilber School representative with regard to an academic matter (e.g., grade, evaluation, graduation decision, scholastic standing), Zilber School has a progressive three step grievance process: 1) Informal resolution with faculty member/body, 2) Formal grievance addressed to faculty member/body, 3) Formal grievance addressed to Hearing Committee.

1) Informal Resolution with Faculty Member/Body

Many issues and concerns can be addressed informally. Students may reach a satisfactory resolution by speaking directly with the responsible faculty member/body about the academic issue or concern. The grievance process, therefore, begins with a meaningful effort by the student to resolve the issue through informal discussion with the responsible faculty member or representative of the faculty body.

If the student is not satisfied with the outcome of the informal process, s/he may proceed with a Formal Grievance within 30 working days of the action that prompted the appeal.

2) Formal Grievance Addressed to Faculty Member/Body:

A student can initiate a Formal Grievance by submitting a written statement to the responsible faculty member/body within 30 working days of the action that prompted the appeal. The written grievance must include:

- A description of the specific nature of the issue, decision, or behavior
- The facts underlying the grievance
- All previous efforts made to address the issue
- The solution sought

The faculty member/body has 15 days to respond in writing to the student's written grievance.

If the student is not satisfied with the outcome of this Formal Grievance process, s/he may proceed with a Formal Grievance to the Hearing Committee within 15 days of receipt of the faculty member/body's written response.

3) Formal Grievance Addressed to Hearing Committee:

If the student is not satisfied with the outcome of the Formal Grievance Addressed to the Faculty Member/Body, the student may file a Formal Grievance with the Zilber School Graduate Program Committee as the Hearing Committee within 10 working days of receipt of the faculty member/body's written response to the grievance. The written grievance as addressed to the Hearing Committee must include:

- A description of the specific nature of the issue, decision, or behavior
- The facts underlying the grievance
- Evidence of all previous efforts made to address the issue (including the written response from the responsible faculty member/body)
- The solution sought

If a member of the Hearing Committee is the faculty member responsible for the decision or behavior at issue, the Zilber School Dean will appoint a faculty member to replace him or her for the hearing.

In the event that any of the members of the body hearing the Step 3 appeal were involved in rendering the Step 2 decision being appealed, they must be replaced for the purpose of hearing the Step 3 appeal. Substitute members will be chosen by the program using established program appeal procedures. If necessary, the dean of the school or college in which the program is located may be asked to appoint replacement members of the committee. If the Step 2 decision that is being appealed was handled by the committee for hearing appeals in the program, the Step 3 appeal should be made to the appropriate appeals committee of the school or college. If the Graduate Program Committee's decision or behavior is the basis for the grievance, the dean of the school or college should appoint an ad hoc committee to handle the appeal. The student will receive written notification of the outcome of the Step 2 appeal.

The Hearing Committee has 30 days to respond with its determination in writing to the student's written grievance.

- 4) If the Step 3 decision is negative, the student may, within 10 working days from the date of notification of that decision, appeal to the Dean of the Graduate School. The student must provide information on the reason for the appeal, substantial evidence in support of the appeal, and the solution sought, and send this in writing to the Associate Dean for Academic Programs and Student Services.

Grievances against someone other than a Zilber School representative

If a student believes s/he has been treated unfairly by someone other than a Zilber School representative with regard to an academic matter (e.g., grade, evaluation), s/he should follow steps outlined in the UWM Graduate School policy, outlined at <http://www.graduateschool.uwm.edu/students/policies/appeals-and-exceptions/>

Public Health Professional Organizations and Resources

Guide to Careers in Public Health

A 33 Chapter resource describing how to make the most of potential opportunities across a broad range of career choices including health policy and management, epidemiology, oral health, family health, environmental health, public health preparedness, international and global health.

<http://www.pfizercareerguidestore.com/publichealthguides/index.asp>

Wisconsin Public Health Association

A website updated with the most current news regarding Wisconsin Public Health and opportunities to provide public health education to its WPHA members and the people of Wisconsin.

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

American Public Health Association

Offers national news regarding American public health; links to state public health Associations, learning and professional development, public health legislation, advocacy & policy, and a link to join the American Public Health Association.

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

American Public Health Association Job Center

For job seekers, APHA has a search Engine to find a specific job in the field of public health using multiple search criteria. Also provides a link to post your resume to be viewed by potential employers.

<http://apha.jobcontrolcenter.com/search.cfm>

Association of Schools of Public Health Job Center

Search engine with multiple search criteria that allows you to view and save a list of available jobs. Also provides an online career services office.

<http://www.publichealthjobs.net/>

United States Department of Health and Human Services Job Postings

Locate jobs by HHS agency, keyword, job type, and location. Provides detailed descriptions of each HHS agency as well as pay rates, health benefits, holiday, sick and annual leave benefits

<http://www.hhs.gov/careers/index.html>

Academy for Health Services Research and Health Policy Career Center

Source for career advancement in the fields of health services research and health policy; Provides comprehensive and growing online resource that offers access to professional training and job opportunities, fellowships, continuing education credits, and a place to advertise position openings.

<http://www.academyhealth.org/career/index.htm>

National Institute of Child Health and Human Development Jobs

Lists general information and job vacancies at NICHD. Describes how to apply and lists benefits. Also has a detailed description of fellowship opportunities and vacancies

<http://www.nichd.nih.gov/employment/employment.htm>

Pan American Health Organization Career Opportunities

Founded in 1902, it is the world's oldest international public health agency working to improve the health and well being of people in the Americas. Provides a description of job vacancies and internship opportunities, as well as information about the organization, links to health data, and knowledge resources.

<http://www.paho.org/english/am/hrm/re/hrm-geninfo.htm> MPH Student Handbook 2010 – 2011 47

Public Health Jobs Worldwide

A subscription weekly electronic newspaper that lists current job openings with public health programs based around the world.

<http://www.jobspublichealth.com/index.html>

Epidemiologist Job Postings

Find health care recruiters and job postings; view sample resumes; post your resume or confidential career profile, edit/deactivate your career information online.

<http://www.epidemiologistjobs.com/>

Global Health Council

Spotlight on policy concerning international public health; provides links to special topic areas such as women's health, child health, HIV/AIDS, infectious diseases, emerging news.

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

Emory University – Rollins School of Public Health Employment Connection

<http://cfusion.sph.emory.edu/PHEC/phec.cfm>

UW-Milwaukee Campus Resources, Listed Alphabetically

<p>B.O.S.S. (Be On The Safe Side)</p> <p>Free transportation during select hours</p> <p>414-229-6503</p> <p>http://www4.uwm.edu/boss/</p>	<p>Career Development Center</p> <p>Mellencamp Hall 128</p> <p>2442 E. Kenwood Bl.</p> <p>414-229-4486</p> <p>http://www4.uwm.edu/cdc/</p>	<p>Center for International Education</p> <p>Garland Hall 138</p> <p>2441 E. Hartford Ave.</p> <p>414-229-3757</p> <p>http://www4.uwm.edu/cie/</p>
<p>Center for Student Involvement</p> <p>UWM Union 363</p> <p>2200 E. Kenwood Bl.</p> <p>414-229-5780</p> <p>http://www4.uwm.edu/sao/involvement/orgs.cfm</p>	<p>Center for Volunteerism and Student Leadership</p> <p>UWM Union WG-28</p> <p>2200 E. Kenwood Bl.</p> <p>414-229-3161</p> <p>http://www4.uwm.edu/cvsl/</p>	<p>Children's Center</p> <p>Kunkle Center</p> <p>2114 E. Kenwood Bl.</p> <p>414-229-5384</p> <p>http://www4.uwm.edu/ccc/</p>
<p>Department of Enrollment Services</p> <p>Mellencamp Hall 274</p> <p>2442 E. Kenwood Bl.</p> <p>414-229-3800</p> <p>http://www4.uwm.edu/des/</p>	<p>Department of Financial Aid, Student Employment, and Military Education Benefits</p> <p>Mellencamp Hall 162</p> <p>2442 E. Kenwood Bl.</p> <p>414-229-4541</p> <p>http://www4.uwm.edu/financialaid/</p>	<p>Entertainment: Adventure Center</p> <p>Union WB 11</p> <p>2200 E. Kenwood Bl.</p> <p>229-5513</p> <p>http://www.aux.uwm.edu/Union/adventure_center/contact.html</p>

<p>Entertainment:</p> <p>Gasthaus</p> <p>Union Basement</p> <p>2200 E. Kenwood Bl.</p> <p>http://www.aux.uwm.edu/dining/pages/locations/union/the-gasthaus.php</p>	<p>Entertainment:</p> <p>Recreation Center</p> <p>Union Basement</p> <p>2200 E. Kenwood Bl.</p> <p>414-229-4430</p> <p>http://www.aux.uwm.edu/Union/recreation_center/</p>	<p>Entertainment:</p> <p>Sociocultural Programming</p> <p>Union</p> <p>2200 E. Kenwood Bl.</p> <p>414-229-3894</p> <p>http://www.aux.uwm.edu/Union/sociocultural/index.html</p>
<p>Entertainment:</p> <p>Union Theatre</p> <p>Union 2nd Floor</p> <p>2200 E. Kenwood Bl.</p> <p>414-229-4070</p> <p>http://www.aux.uwm.edu/Union/theatre/</p>	<p>Graduate School</p> <p>Mitchell Hall 261</p> <p>3203 N. Downer Ave.</p> <p>Academic Programs and Student Services: 414-229-6569</p> <p>http://www.graduateschool.uwm.edu/</p>	<p>Help Desk</p> <p>University Information Technology Services</p> <p>414-229-4040</p> <p>http://www4.uwm.edu/uits/</p>
<p>LGBT Resource Center</p> <p>UWM Union WG-89</p> <p>2200 E. Kenwood Bl.</p> <p>414-229-4116</p> <p>http://www4.uwm.edu/lgbt/</p>	<p>Libraries</p> <p>2311 E. Hartford Ave.</p> <p>414-229-4785</p> <p>http://www4.uwm.edu/Library/</p> <p>Public Health Research at UWM Libraries</p> <p>http://guides.library.uwm.edu/publichealth</p>	<p>Mobile App</p> <p>Ppl search, Shuttles, Computer Labs, Map, Calendar, Safety, Courses, Quick Links</p> <p>http://www4.uwm.edu/mobile/</p>

<p>Multicultural Student Centers</p> <p>Bolton Hall First Floor</p> <p>http://www4.uwm.edu/msc/</p>	<p>Norris Health Center, including Mental Health & Counseling Services</p> <p>3351 N. Downer Ave.</p> <p>414-229-4716</p> <p>http://www4.uwm.edu/norris/</p>	<p>Parking & Transit</p> <p>UWM Union WG-25</p> <p>2200 E. Kenwood Bl.</p> <p>414-229-4000</p> <p>http://www4.uwm.edu/parking/</p>
<p>Recreational Sports & Facilities</p> <p>Klotsche Center & Pavillion</p> <p>3409 N. Downer Ave.</p> <p>414-229-5287</p> <p>http://www4.uwm.edu/recsports/index.cfm</p>	<p>Student Accessibility Center</p> <p>Mitchell Hall 112</p> <p>3203 N. Downer Ave.</p> <p>414-229-6287</p> <p>http://www4.uwm.edu/sac/</p>	<p>Student Association</p> <p>UWM Union EG-79</p> <p>2200 Kenwood Bl.</p> <p>414-229-4366</p> <p>http://www4.uwm.edu/studentorg/sa/</p>
<p>Tech Repair</p> <p>Bolton 218 (Enter through Bolton 225)</p> <p>414-229-2842</p> <p>http://www4.uwm.edu/techstore/</p>	<p>Tech Store</p> <p>Bolton 225A</p> <p>414-229-2842</p> <p>http://www4.uwm.edu/techstore/</p>	<p>Tech Store Online</p> <p>http://www4.uwm.edu/techstore/</p>
<p>University Housing</p> <p>3400 N. Maryland Ave.</p> <p>414-229-4065</p> <p>http://www4.uwm.edu/housing/</p>	<p>University Legal Clinic</p> <p>Union 357</p> <p>2200 E. Kenwood Bl.</p> <p>414-229-4140</p> <p>http://www4.uwm.edu/studentorg/ulc/</p>	<p>UWM Bookstore</p> <p>UWM Union EI45</p> <p>2200 E. Kenwood Bl.</p> <p>414-229-4201</p> <p>http://bookstore.uwm.edu/SiteText.aspx?id=438</p>

<p>UWM Police Department</p> <p>3410 N. Maryland Ave.</p> <p>Non-Emergency: 414-229-4627</p> <p>http://www4.uwm.edu/police/</p>	<p>UWM Union</p> <p>2200 E. Kenwood B.</p> <p>http://www.aux.uwm.edu/Union/</p>	<p>Women's Resource Center</p> <p>UWM Union WG-93</p> <p>2200 E. Kenwood Bl.</p> <p>414-229-2852</p> <p>http://www4.uwm.edu/wrc/wrc_interim/interim/index.cfm</p>
	<p>Writing Center</p> <p>Curtin Hall 127</p> <p>3243 N. Downer Ave.</p> <p>414-229-4339</p> <p>http://www4.uwm.edu/writingcenter/</p>	

Appendix A

Graduate Fee Schedule Spring 2012

On-Campus rate includes Seg Fees				Off-Campus rate does not include Seg Fees		
# of Credits	Resident	Non-Resident	Minnesota w/ Reciprocity	Resident	Non-Resident	Minnesota w/ Reciprocity
1	931.59	1,737.06	1,184.54	622.80	1,428.27	875.75
2	1,582.58	3,193.52	2,088.48	1,245.60	2,856.54	1,751.50
3	2,233.57	4,649.98	2,992.42	1,868.40	4,284.81	2,627.25
4	2,884.56	6,106.44	3,896.36	2,491.20	5,713.08	3,503.00
5	3,535.55	7,562.90	4,800.30	3,114.00	7,141.35	4,378.75
6	4,186.54	9,019.36	5,704.24	3,736.80	8,569.62	5,254.50
7	4,837.53	10,475.82	6,608.18	4,359.60	9,997.89	6,130.25
8+	5,488.50	11,932.26	7,512.10	4,982.40	11,426.16	7,006.00

Graduate Fee Schedule Summer 2012

On-Campus rate includes Seg Fees				Off-Campus rate does not include Seg Fees		
# of Credits	Resident	Non-Resident	Minnesota w/ Reciprocity	Resident	Non-Resident	Minnesota w/ Reciprocity
1	781.13	1,586.60	1,034.08	622.80	1,428.27	875.75
2	1,420.46	3,031.40	1,926.36	1,245.60	2,856.54	1,751.50
3	2,059.79	4,476.20	2,818.64	1,868.40	4,284.81	2,627.25
4	2,699.12	5,921.00	3,710.92	2,491.20	5,713.08	3,503.00
5	2,715.65	5,937.53	3,727.45	2,491.20	5,713.08	3,503.00
6	2,732.20	5,954.08	3,744.00	2,491.20	5,713.08	3,503.00
7	2,732.20	5,954.08	3,744.00	2,491.20	5,713.08	3,503.00
8	3,355.00	7,382.35	4,619.75	3,114.00	7,141.35	4,378.75
9+	3,977.80	8,810.62	5,495.50	3,736.80	8,569.62	5,254.50

Appendix B

Kenwood Campus Map

Appendix B

Kenwood Campus Map (continued)

Appendix C

Brewery Site Plan

Appendix D

Zilber Building Floor Plans

