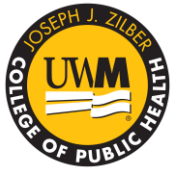




Joseph J. Zilber  
College of Public Health



# **MPH Programs in Public Health Student Handbook 2024-2025**

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## **Section I: UWM and the Zilber College of Public Health**

### **A. The Zilber College of Public Health**

The Joseph J. Zilber College of Public Health was established in 2009 and is the only CEPH accredited College of public health in Wisconsin. CEPH is the Council for Education on Public Health, the major body governing public health education.

The Zilber College is guided by core vision, mission, and values that are rooted in its commitment to social and environmental justice and health equity.

#### **Vision**

A just, equitable, healthy future for people, communities, and the environment in Milwaukee, the state of Wisconsin, and beyond.

#### **Mission**

The mission of the Joseph J. Zilber College of Public Health is to advance population health, health equity, and social and environmental justice among diverse communities in Milwaukee, the state of Wisconsin, and beyond through education, research, community engagement, and advocacy for health-promoting policies and strategies.

#### **Values**

We are committed to carrying out the following values in our individual and collective public health research, teaching, community engagement, and practice: *Integrity, Accountability, Collaboration, Diversity and Inclusion, Health Equity, and Social and Environmental Justice.*

#### **Faculty and Staff**

ZCPH Graduate Faculty can be viewed [here](#).

ZCPH Full Directory can be viewed [here](#).

### **B. Administrative Structure and the Graduate Program Committee (GPC)**

The Zilber College Graduate Program Committee (GPC) sets policies for the operations of graduate programming. The GPC oversees the MPH programs with input from the full Zilber College faculty, the Zilber College Dean, the Associate Dean of Academic Affairs, the PhD Director, and the Zilber College staff. Each track designates a Faculty Lead, and the student body elects two students, one doctoral student and one MPH student, to serve on the Graduate Program Committee. The

information for representatives is listed below:

Role	Name (as of 2024)
Dean	Monica Wendel
Associate Dean of Academic and Student Affairs	Amy Harley
Associate Dean of Research	Lance Weinhardt
Faculty Co-Chairs	Michael Laiosa, Ann Swartz
UWM Graduate Representatives	Program Directors
MPH Program Director	Emmanuel Ngui

### C. The Public Health Student Association (PHSA) and MPH Representative on GPC

The Zilber College has a Public Health Student Association (PHSA) that organizes events and facilitates student engagement in the college. The PHSA supports undergraduate and graduate students. Consider serving as an officer in PHSA to improve our school and exercise your leadership.

One key role that connects the PHSA and the academic school structure is the MPH [PhD] student representative on the Graduate Program Committee (GPC). This MPH student has voting rights on the GPC and leads the MPH Student Survey/Town Hall process in the spring. Ideally this person will be an officer or active participant in the PHSA, to use the structures of the PHSA to better connect student and faculty processes.

To express interest in the MPH student representative position on the GPC or to become connected with the PHSA, email the PHSA faculty advisor - Elise Papke, or the MPH Program Director (in 2024 – Emmanuel Ngui).

### D. Who to Contact

- **Monica Wendel (Dean):** Any issue not solved or addressed by other contacts (course instructor, faculty advisor, program director, Associate Dean for ASA).
- **Amy Harley (Associate Dean for Academic & Student Affairs):** Student financial issues, grievances or complaints, any issue not solved or addressed previously.
- **Michael Laiosa and Ann Swartz (Faculty Chairs):** Instructor concerns.
- **Faculty advisors (Graduate students):** Course and career planning, academic challenges.
- **Course Instructors:** First point of contact for questions or concerns about course content, course policies and procedures, classroom interactions
- **Tanika Reesnes (Business Operations Manager):** Student worker issues and PA/TA/RA positions and building concerns not able to be solved by Maryam
- **George Henion:** Point person for traveling needs.

- **Maryam Muhammed (Building and Events Coordinator):** Building concerns, scheduling building space, maintenance concerns.
- **Emmanuel Ngui (MPH Director):** Questions or concerns about the MPH program (typically after consulting with advisor).
- **Shabnam Nikravan (Professional Academic Advisor):** Academic and general student services support for MPH students, questions about academic program processes and graduation, notice of campus fellowships.
- **Corey Anderson (Academic Affairs Program Support):** Contact for Monica Wendel's calendar and contact for facilities issues in Zilber College occupied Enderis and NWQ spaces.
- **Analise Sandoval (Academic Affairs Program Support/Scholarship Coordinator):** Contact for Amy Harley's calendar, Questions about scholarships, course evaluations, and handbooks.

## E. Role of the UWM Graduate School

All graduate degrees at UWM, including the MPH, are under the auspices of the UWM Graduate School. Therefore, your time as a student is governed not only by the structure and policies of the Zilber College, but also by those of the Graduate School. Ultimately the Graduate School is responsible for conferring your degree.

This Handbook largely reflects the specifics of your degree at Zilber College, and also provides links to Graduate School policies and resources, with the complete set available here.

## F. Center for International Education

UWM has an office dedicated to supporting international students, with a wealth of resources and support staff to know about.

## G. Tuition and Fees

- To find up to date information about UWM Tuition and fees, click here.
- We have two graduate courses with additional fees. These fees are called special course fees. The courses are PH 702 (\$100) and PH 703 (\$50). All online and hybrid courses carry a \$30/credit technology fee.

## H. Course Materials, Canvas, and the UWM Library

Many public health classes will require the students to purchase textbooks and other materials. Class syllabi outline topics covered in class and associated readings.

Students may purchase textbooks at the UWM Bookstore online. Students may also purchase textbooks from other vendors. Check with the course

instructor listed on the Schedule of Classes to ensure you order the correct edition of required books. Any questions about assigned textbooks, readings, and assignments should be directed to the course instructor. Many Faculty post readings on [Canvas](#), UWM's web-based course management system.

Note that the UWM library has many resources, both physical and online, including textbooks on reserve and scholarly journals. Students can access these resources [here](#).

## **I. Student Travel for University Business**

If a student is traveling using College funds, grant funds, travel awards, or professor's start-up funds, a travel authorization form must be completed ([See Appendix A](#)).

Please turn in the form and copies of any e-mail denoting award, use of funds, etc. to the Faculty Support Office. These should be turned in as soon as possible and, preferably, before you begin to plan the travel. When traveling on university business, it is *required* to work with [George Henion](#) for pre-travel arrangements and post-travel reimbursement. Note that AirBnB will be reimbursable by university funds. All flights must be booked through FOX World Travel.

## Section II: The Master of Public Health (MPH) Program

### A. Overview

The Master of Public Health offered by the Zilber College of Public Health is a professional master's degree program that provides students with a broad understanding of public health science and practice in six distinct specialization tracks of study including Biostatistics, Community and Behavioral Health Promotion, Environmental Health Sciences, Epidemiology, Nutrition and Dietetics, and Public Health Policy. In addition, the college offers a coordinated MPH/MSW degree, a graduate certificate in Maternal and Child Health (MCH), a graduate certificate in Interprofessional Public and Population Health, and a BS-MPH accelerated master's program.

Like most MPH programs, the Zilber College program imparts knowledge and skills in each of these core disciplines in public health, helping prepare all students to analyze information and consider solutions to public health problems using a social justice lens at the community, institutional, and societal levels.

- Courses have been designed to teach program- and track-level competencies as defined by Zilber College faculty.
- Program-level competencies reflect key public health skills including systems thinking, ethics, analytical methods, communications/informatics, diversity/culture, leadership, and professionalism.
- In addition, students engage in a specific track of study, gaining deeper competency in one of the six areas.

Upon graduation students are prepared for positions in a range of population health settings and/or for doctoral-level study.

### B. Track Summaries

#### Biostatistics (BIOS)

The Biostatistics track builds on the classic public health biostatistics skill and knowledge base and takes advantage of the special knowledge of its faculty in the areas of bioinformatics, causal inference, and big data science. Students learn and apply modern biostatistical methods in the context of population-based epidemiological studies, high throughput computing used in 'big' data science, and applications in evidence-based patient-centered outcome studies.

Courses include topics and material such as statistical inference and hypothesis testing; general 'omic' approaches and concepts; biostatistical consultation; machine learning and data mining; as well as classic biostatistics topics such as survival, categorical, and longitudinal data analysis.



### Community & Behavioral Health Promotion (CBHP)

The CBHP track focuses on building professional knowledge and skills of students in the science, theory, and practice of promoting the population health of communities. Students learn innovative approaches to community engagement and assessment, as well as the design, implementation, and evaluation of public health programs, along with collaborative practices to enhance health equity.

Didactic coursework encompasses a diverse range of topics, covering theories and frameworks in social and behavioral science, social determinants of health, community assessment, community-engaged participatory research and practice, evidence-based methods for program planning, implementation, and evaluation, with focus on various subject areas, including maternal and child health, and health behaviors.

Our program places a strong emphasis on social justice and equity-centered approaches to address public health issues. Students gain proficiency in various theoretical frameworks, research, and methodological approaches, such as quantitative, qualitative, and community-engaged techniques, to promote population health within communities and strive toward eliminating health inequities.

All CBHP students complete a field experience in a community or local/state public health organization or health agency. This hands-on training allows them to apply their knowledge and skills in practical settings. Additionally, each student conducts a capstone project, which serves as a culminating experience, integrating their acquired knowledge and skills to address critical public health issues.

CBHP students as well as those students from other tracks have the option to pursue the Graduate Certificate in Maternal and Child Health, concurrently with their MPH degree.

### Environmental Health Sciences (EHS)

The EHS track offers students an opportunity to specialize in environmental threats to the public's health, while simultaneously obtaining a strong scientific background that connects environmental sources, distributions, exposures, and biological mechanisms to ultimate health impacts. Students benefit from faculty expertise in environmental and developmental toxicology, environmental microbiology, immunotoxicology, environmental epidemiology, and the use of animal models to research public health issues. Didactic coursework includes introduction to the core disciplines of public health, specialization in areas such as environmental epidemiology and risk assessment, along with student-selected opportunities to deepen knowledge in the areas of the biological, chemical, and built environment. A Field Experience with a public health agency or another environmental-based health community partner and Capstone incorporate environmental health theories with crosscutting public health competencies

like communication, public health biology, systems thinking, and leadership.

### Epidemiology (EPI)

The Epi track is unique in its emphasis on integrating epidemiologic theory and methods with essential interdisciplinary tools for analyzing socio-structural processes that influence health and addressing root causes of health equity. Our multidisciplinary curriculum facilitates learners' analysis of interrelationships among theory, research, and practice, as well as among historical and contemporary structures of inequality. Students are prepared to engage in rigorous, ethical, evidence-informed, and reflexive public health praxis. Through both didactic and experiential learning, students apply health equity, epidemiologic, and critical social theories to research and practice while developing skills in reframing public health issues, applied epidemiological methods, epidemiologic data analysis, social epidemiology, and building community partnerships. Graduates are able to collect, analyze, and interpret epidemiological data to understand a range of determinants of health and health inequities, critically evaluate epidemiologic literature, and work in collaboration with diverse community partners to promote systems-level social change for advancing health equity.

### Nutrition and Dietetics (ND)

The ND track prepares graduates to practice as Registered Dietitian Nutritionists who support the advancement of population health and health equity among diverse communities in southeastern Wisconsin and beyond. Graduates will be prepared to contribute to the field of nutrition and dietetics, particularly in public health and community nutrition-related endeavors. Graduates will apply their deepening understanding of the sociocultural determinants of health to assess individual and community needs, and plan and implement evidence-based nutrition interventions to better the health of the public.

The ND curriculum includes 64 credits and incorporates over 1,200 hours of supervised experiential learning in public health, food systems management, and medical nutrition therapy to be completed over two academic years, including two summers. As the MPH-Nutrition & Dietetics Graduate Program (GP) has been granted Candidacy for Accreditation Status by the Accreditation Council for Education in Nutrition & Dietetics (ACEND®), students who successfully complete the program will be considered graduates of an accredited program and would be eligible to sit for the credentialing exam to become a Registered Dietitian Nutritionist (RDN).

An Addendum to the Graduate Student Handbook is provided for students in this track which provides track-specific policies, procedures, and information.

*\*The Accreditation Council for Education in Nutrition and Dietetics (ACEND®) released the Future Education Model Accreditation Standards for Graduate Programs in Nutrition and*

*Dietetics. These accreditation standards integrate didactic coursework with supervised experiential learning in a competency-based curriculum designed to prepare nutrition and dietetics practitioners for future practice.*

### Public Health Policy (PHP)

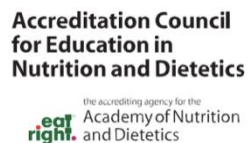
The PHP track equips students with an inter-sectoral, systems-level, applied approach to informing public health policy that promotes health equity. Emphasizing a comprehensive perspective and integrated strategy that links theory with practice, the PHP curriculum provides students with a foundational understanding of social and policy theory, quantitative and qualitative methods, and policymaking within a broad context. Graduates obtain a breadth of knowledge and skills applicable to a variety of fields in the public and private sectors, as well as the ability to effectively apply their knowledge and tools to practice.

### **C. MPH-Nutrition and Dietetics Track**

\* There are programmatic nuances that only apply to this particular track.\*

#### Accreditation information

The University of Wisconsin-Milwaukee's MPH-Nutrition and Dietetics program has been granted candidate status by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics.



120 South Riverside Plaza, Suite 2190  
Chicago, IL 60606-6995, (312) 899-0040, ext. 5400  
<http://www.eatrightPRO.org/ACEND>

A new program that has been determined to be eligible to enroll students as the result of an on-site evaluation visit but has not had a graduating class may be granted candidate status. The granting of candidate status denotes a developmental program, which is expected to mature in accord with stated plans and within a defined time period. Reasonable assurances are expected to be provided that the program may become accredited as programmatic experiences are gained, generally, by the time the first class has graduated. Graduates of a class designated as having candidate status have the same rights and privileges as graduates of an accredited program.

#### Mission, goals, and objectives

The mission of the MPH-Nutrition and Dietetics program is to prepare graduates to practice as Registered Dietitian Nutritionists who support the advancement of population health and health equity among diverse communities in southeastern Wisconsin and beyond.

### Goals and objectives

1. Graduates will be prepared to practice as a Registered Dietitian Nutritionist and to contribute to the field of nutrition and dietetics, particularly in public health and community nutrition-related endeavors.
  - At least 80% of students complete program requirements within 3 years (150% of planned program length).
  - Of graduates who seek employment, at least 80% are employed in nutrition and dietetics or related fields within 12 months of graduation.
  - At least 80% of employers will indicate they are satisfied with program graduates' preparation to practice as an entry-level nutrition and dietetics professional.
  - At least 80% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
  - The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
  - At least 80% of graduates will agree that the program prepared them to practice in the field of nutrition and dietetics.
  
2. Graduates will apply their deepening understanding of the sociocultural determinants of health to assess individual and community needs, and plan and implement evidence-based nutrition interventions to better the health of the public.
  - At least 80% of graduates will agree that the program facilitated their ability to plan and implement evidence-based nutrition interventions informed by sociocultural determinants of health, and individual and community needs.

Program outcomes data will be made available from the MPH-Nutrition and Dietetics Program Director upon request.

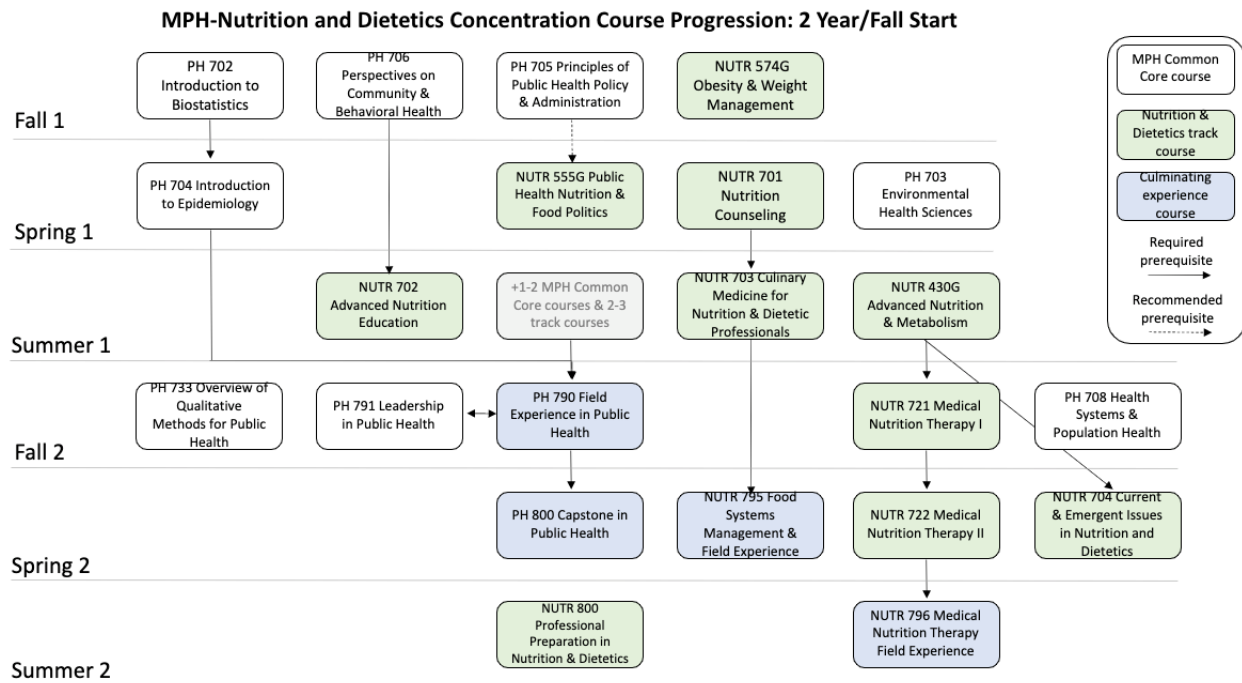
### General programmatic information available online

- Process to become a Registered Dietitian Nutritionist (RDN)
- Career outlook
- Estimated program costs
- Financial aid and scholarships
- Distance education and technology requirements

### Program schedule, vacations, holidays and leaves of absence

#### Program schedule

The MPH-Nutrition and Dietetics program is designed as a 64-credit, 2-year, full-time program (including two 12-week summer sessions). A sample 2-year plan study is available online and shown below.



Please note that there is limited flexibility with the sequencing of courses in the two-year plan of study as the NUTR courses are only offered once per year.

Any student interested in an extended program option (e.g., 3 years with three 12-week summer sessions) should let their faculty advisor know as soon as possible. The faculty advisor(s) will provide course sequencing assistance to best meet each student's needs.

The program will follow the UWM academic calendar with select holidays and vacations observed. The program will utilize semester 1 (fall), semester 2 (spring), and the 12-week summer session. To view UWM calendars, visit [here](#).

Vacations should be scheduled during breaks in the program (e.g., spring break, legal holidays as specified on the UWM academic year calendar).

In the case of illness or personal reason to miss a day of class or supervised experiential learning, students will be required to make up all hours and supervised experiential learning activities. All supervised experiential learning that occurs in classes and professional settings must be completed by all students.

### Academic leave of absence

Information about the UWM Graduate School's Academic Leave of Absence (ALA) policy affords graduate students the option to temporarily suspend their progression towards their degree in order to address certain life events. For more information about the Graduate School's ALA policy, visit [here](#).

A student interested in an academic leave of absence should consult with their Faculty Advisor(s) and Graduate Advisor as early as possible (prior to taking a leave of absence) to discuss the impact of a leave of absence on their ability to complete the program.

Reentry information specific to the Zilber College of Public Health is described in the main portion of this Handbook.

### Supervised experiential learning

The MPH-Nutrition and Dietetics program includes over 1,200 hours of supervised experiential learning (SEL). Over 50% of the SEL hours occur at approved placement sites in the Milwaukee area under the supervision of a preceptor; additional hours are accrued through alternate experiences (e.g., course projects, simulations). The majority of the SEL hours in a professional work setting are embedded into three required courses:

- PH 790 Field Experience in Public Health (240 SEL hours)
- NUTR 796 Food Systems Management and Field Experience (160 SEL hours)
- NUTR 796 Medical Nutrition Therapy Field Experience (384 SEL hours)

In advance of each Field Experience course, students will be provided with a course-specific field experience handbook that provides additional details and course requirements and expectations. Students will have limited time and opportunity to work while enrolled in the Field Experience courses and should plan accordingly.

MPH-Nutrition and Dietetics faculty and staff facilitate the placement of students with a preceptor(s) at approved supervised experiential learning sites. Although suggestions are welcomed, students will *not* be required to identify their own preceptors and/or supervised experiential learning sites.

### MPH-Nutrition and Dietetics program competencies

Nutrition and Dietetics students are required to meet two competency sets that satisfy accreditation requirements of the Council on Education for Public Health (CEPH; described in main handbook) and the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

### ACEND MPH-Nutrition and Dietetics track competencies

The MPH-Nutrition and Dietetics is a competency-based education (CBE) program that measures learning by how well a student demonstrates the ACEND® Future Education Model (FEM) Graduate Program (GP) competencies. Successful attainment of these

competencies suggests that the student has achieved at least the minimum level of proficiency required for entry-level dietetic practice.

The FEM GP competencies span seven units:

1. Foundation knowledge. Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.
2. Client/patient services. Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.
3. Food systems management. Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.
4. Community and population health nutrition. Applies community and population nutrition health theories when providing support to community or population nutrition programs
5. Leadership, business, management and organization. Demonstrates leadership, business and management principles to guide practice and achieve operational goals.
6. Critical thinking, research, and evidence-informed practice. Integrates evidence-informed practice, research principles, and critical thinking into practice.
7. Core professional behaviors. Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.

ACEND® specifies that each competency within a given unit should be attained at a knows (K), shows (S), or does (D) level. For some competencies, knowing information is not sufficient for entry-level practice. A future dietetic professional must instead be able to apply their knowledge and demonstrate competence by performing it in practice – this is considered the “Does” level of competence. Students work towards competency attainment throughout the program. Competencies may be summatively assessed in a single course (often later in the curriculum to allow for time to develop competence) or in multiple courses (see the table below for details).

Competency (level)	Course(s) Assessed
Knows (K)	
Shows (S)	
Does (D)	
1.1 Applies an understanding of environmental, molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease. (S)	NUTR 722 Medical Nutrition Therapy II
1.2 Applies an understanding of anatomy, physiology, and biochemistry. (S)	NUTR 722 Medical Nutrition Therapy II
1.3 Applies knowledge of microbiology and food safety. (S)	NUTR 703 Culinary Medicine for Nutrition and Dietetic Professionals
1.4 Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food. (S)	NUTR 703 Culinary Medicine for Nutrition and Dietetic Professionals

1.5 Applies knowledge of pathophysiology and nutritional biochemistry to physiology, health and disease. (S)	NUTR 722 Medical Nutrition Therapy II
1.6 Applies knowledge of social, psychological and environmental aspects of eating and food. (S)	NUTR 702 Advanced Nutrition Education
1.7 Integrates the principles of cultural competence within own practice and when directing services. (D)	NUTR 702 Advanced Nutrition Education NUTR 703 Culinary Medicine for Nutrition and Dietetic Professionals PH 790 Field Experience in Public Health
1.8 Applies knowledge of pharmacology to recommend, prescribe and administer medical nutrition therapy. (S)	NUTR 721 Medical Nutrition Therapy I
1.9 Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health and wellness. (S)	NUTR 703 Culinary Medicine for Nutrition and Dietetic Professionals
1.10 Applies knowledge of math and statistics. (S)	NUTR 722 Medical Nutrition Therapy II
1.11 Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals. (D)	NUTR 722 Medical Nutrition Therapy II NUTR 796 Medical Nutrition Therapy Field Experience
1.12 Demonstrates knowledge of and is able to manage food preparation techniques. (D)	NUTR 703 Culinary Medicine for Nutrition and Dietetic Professionals NUTR 795 Food Systems Management & Field Experience
1.13 Demonstrates computer skills and uses nutrition informatics in the decision-making process. (D)	NUTR 722 Medical Nutrition Therapy II NUTR 795 Food Systems Management & Field Experience NUTR 796 Medical Nutrition Therapy Field Experience
1.14 Integrates knowledge of nutrition and physical activity in the provision of nutrition care across the life cycle. (D)	NUTR 702 Advanced Nutrition Education
1.15 Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations. (S)	NUTR 702 Advanced Nutrition Education
1.16 Gains a foundational knowledge on public and global health issues and nutritional needs. (K)	NUTR 555G Public Health Nutrition and Food Politics
2.1 Applies a framework to assess, develop, implement and evaluate products, programs and services. (D)	NUTR 702 Advanced Nutrition Education PH 790 Field Experience in Public Health
2.2 Selects, develops and/or implements nutritional screening tools for individuals, groups or populations. (D)	NUTR 721 Medical Nutrition Therapy I
2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings. (D)	NUTR 796 Medical Nutrition Therapy Field Experience
2.4 Implements or coordinates nutritional interventions for individuals, groups or populations. (D)	NUTR 701 Nutrition Counseling PH 790 Field Experience in Public Health NUTR 796 Medical Nutrition Therapy Field Experience
2.5 Prescribes, recommends and administers nutrition-related pharmacotherapy. (S)	NUTR 722 Medical Nutrition Therapy II
3.1* Directs the production and distribution of quantity and quality food products. (D)	NUTR 795 Food Systems Management & Field Experience
3.2 Oversees the purchasing, receipt and storage of products used in food production and services. (D)	NUTR 795 Food Systems Management & Field Experience
3.3 Applies principles of food safety and sanitation to the storage, production and service of food. (D)	NUTR 795 Food Systems Management & Field Experience
3.4 Applies and demonstrates an understanding of agricultural practices and processes. (S)	NUTR 795 Food Systems Management & Field Experience
4.1 Utilizes program planning steps to develop, implement, monitor and evaluate community and population programs. (D)	PH 790 Field Experience in Public Health



4.2 Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy. (D)	NUTR 555G Public Health Nutrition and Food Politics
5.1 Demonstrates leadership skills to guide practice. (D)	NUTR 800 Professional Preparation in Nutrition and Dietetics
5.2 Applies principles of organization management. (D)	NUTR 795 Food Systems Management & Field Experience
5.3 Applies project management principles to achieve project goals and objectives. (D)	NUTR 795 Food Systems Management & Field Experience
5.4 Leads quality and performance improvement activities to measure, evaluate and improve a program's services, products and initiatives. (D)	NUTR 795 Food Systems Management & Field Experience
5.5 Develops and leads implementation of risk management strategies and programs. (D)	NUTR 795 Food Systems Management & Field Experience
6.1 Incorporates critical thinking skills in practice. (D)	NUTR 555G Public Health Nutrition and Food Politics PH 790 Field Experience in Public Health PH 800 Capstone in Public Health NUTR 795 Food Systems Management & Field Experience NUTR 796 Medical Nutrition Therapy Field Experience
6.2 Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research. (D)	PH 800 Capstone in Public Health
6.3 Applies current research and evidence-informed practice to services. (D)	PH 790 Field Experience in Public Health PH 800 Capstone in Public Health NUTR 796 Medical Nutrition Therapy Field Experience
7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services. (D)	PH 790 Field Experience in Public Health NUTR 795 Food Systems Management & Field Experience NUTR 796 Medical Nutrition Therapy Field Experience NUTR 800 Professional Preparation in Nutrition and Dietetics
7.2 Uses effective communication, collaboration and advocacy skills. (D)	NUTR 701 Nutrition Counseling NUTR 702 Advanced Nutrition Education PH 790 Field Experience in Public Health NUTR 795 Food Systems Management & Field Experience NUTR 796 Medical Nutrition Therapy Field Experience

### Performance indicators

Each competency has a set of corresponding performance indicators or PIs. Each PI provides measurable, observable criteria of what competence actually looks like in practice. PIs are used by the program to help design learning activities within courses to assess the student's progress towards competence.

The program's curriculum map details where different performance indicators are covered throughout the curriculum.

### Graduation requirements and issuance of verification statements

General information about graduation for MPH students (all tracks) can be found in the

main handbook.

Per MPH-Nutrition and Dietetics Policy: Verification Statements, specific graduation requirements for the MPH-Nutrition and Dietetics program are as follows:

1. Completion of all required PH courses;
2. Completion of all required NUTR courses with no grade lower than "C;"
3. Overall graduate GPA  $\geq$  3.0 (UWM Graduate School requirement);
4. Completion of 1,215 supervised experiential learning hours.

Students must complete all requirements for the MPH degree within seven years of the date of initial enrollment.

#### Verification statements

Are required for professional membership in Academy of Nutrition and Dietetics (AND) and for eligibility to take the Registration Examination to become a Registered Dietitian Nutritionist.

The MPH-Nutrition and Dietetics Program Director will issue a verification statement to students who have met the completion requirements of the MPH-Nutrition and Dietetics program and the degree has been conferred by the UWM Graduate School. The program completion date will be the date of degree conferral indicated on the student's transcript.

The verification statement will be distributed to program graduates electronically via email with the MPH-Nutrition and Dietetics Program Director's authenticated digital signature and include the month, day, and year when signed. The program will retain a copy of the verification statement indefinitely in the graduate's file.

#### Student performance monitoring, program retention and remediation, and disciplinary/termination procedures

The UWM Graduate School and the Zilber College of Public Health provide policies and procedures pertaining to student performance monitoring, retention and remediation, and disciplinary/termination procedures. However, there are MPH-Nutrition and Dietetics programmatic nuances that require supplementation of existing policies and procedures with the MPH-Nutrition and Dietetics Policy: Student Performance Monitoring, Retention and Remediation, and Disciplinary/Termination.

#### Student performance monitoring

The MPH-Nutrition and Dietetics track will follow the policy and procedures outlined in the Evaluation of Study Progress Policy (all tracks) and the MPH Advising Policy (all

tracks). General information about MPH Advising (all tracks) can be found in the main handbook.

In addition to the above, MPH-Nutrition and Dietetics faculty advisors, course instructors, and preceptors will provide prompt assessment evaluation information to students about their formative and summative progress throughout the duration of the program.

Instructors of NUTR courses will use the Canvas gradebook system to provide prompt assessment evaluation information to students. This will allow students access to information about their progress from the beginning of the semester so that adjustments can be made. To facilitate early detection of academic difficulty, within the first four weeks of a course, instructors will reach out to students who are earning below 74% (equivalent to a "C") to discuss what challenge(s) the student may be facing and provide appropriate learning support/referrals on an as-needed basis.

Within NUTR courses where an ACEND competency is summatively assessed, students will receive prompt feedback as to if they have attained the level of competence required for a given competency. Should they not attain the level of competence required, the instructor will provide the student with an appropriate remediation activity (e.g., opportunity to make corrections, alternative assignment).

Within field experience courses, students will be expected to complete a self-evaluation about the field experience, and the site preceptor(s) will also complete an evaluation about the student's performance. Preceptors are expected to review and discuss the evaluation together before it is submitted to the course instructor and field experience coordinator. Should a student not attain the level of competence required for a given competency that is summatively assessed, the student will be asked to meet with the course instructor and preceptor to discuss opportunities for remediation to facilitate competency attainment in their current placement and/or via an alternative remediation activity. The student will be granted no more than three weeks to remediate (which may delay graduation); if they do not, they will be at risk for program dismissal.

To facilitate early detection of students having difficulty in the field experience rotations, preceptors are requested to provide regular supervision to include at least one one-on-one meeting per week and provide performance feedback in a reasonable timeframe to allow the student an opportunity to correct any problems. Preceptors are also expected to inform the field experience course instructor and field experience coordinator of any problems regarding the student's progress that are not immediately resolved. At the mid-point of the field experience placement with a given preceptor, the field experience coordinator and/or course instructor will request to meet with the preceptor and the student to discuss progress towards competency attainment. Feedback will be provided to the student by the preceptor and/or field experience coordinator (if requested by the preceptor) so performance adjustments can be made

by the student if needed.

Each semester, the MPH-Nutrition and Dietetics Program Director will provide advisors with student-level reports detailing progress towards competency attainment by course for use during advising meetings.

### Retention/continuation and remediation

The MPH-Nutrition and Dietetics track requires that students earn no grade lower than a "C" in NUTR courses counting towards degree requirements. Course-related remediation opportunities will be provided when feasible. Students who earn below a "C" in a required NUTR course will be placed on probation. Per UWM Graduate School policy, a course may be repeated once if the student earns a grade of "B-" or below (see: <https://uwm.edu/graduateschool/academic-policies-procedures/>).

Students must meet the competencies and objectives of the immersive supervised experiential learning courses in order to progress in the program. A remediation period of three weeks will be granted to students who do not attain the desired level of expertise within the regular time frame (this may delay graduation). If so, students will be assigned a grade of "I" (incomplete) which will need to be resolved in order to meet program requirements for graduation.

Students must exhibit professional behavior aligned with the Zilber College of Public Health Code of Conduct and ACEND Code of Ethics in all aspects of the program. Broadly, students should conduct themselves in an appropriate manner in all interactions with professors, staff, preceptors, fellow students, and any clients/patients and/or research subjects. Abusive language, verbal outbursts, offensive written communications, or discriminatory remarks or actions will not be tolerated. Students displaying nonprofessional behavior will be counseled and, if warranted, will be subject to disciplinary action. Students demonstrating substandard professional behavior will be placed on probation and afforded an opportunity to make improvements, else additional disciplinary action will be taken.

The MPH-Nutrition and Dietetics Program Director, in conjunction with the Faculty Advisor and Graduate Advisor (and any other relevant parties), will provide a student with the necessary information and specific expectations to end their probationary status in writing.

Program representatives will assist the student in identifying appropriate resources and/or services to support their academic and professional growth and development with the goal of returning to good academic standing in the program.

### Academic probation

The program will adopt the Zilber College of Public Health Evaluation of Student

Progress Policy in addition to track-specific policy.

An MPH-Nutrition and Dietetics student may be placed on probation for one or more of the following reasons:

- Cumulative GPA below 3.0;
- Grade lower than C in a required NUTR course;
- Grade of F in a required PH course;
- Exhibiting substandard professional behavior.

A student placed on probation must satisfy probation requirements within one semester of being placed on probation.

#### Disciplinary/termination procedures

*Academic dismissal.* An MPH-Nutrition and Dietetics student may be dismissed from the program for one or more of the following reasons:

- Continued cumulative GPA below 3.0 exceeding the semester limit set by Zilber College policy;
- Grade lower than C in a required NUTR course after one allowable repeat attempt;
- Grade of F in a required PH course after one allowable repeat attempt;
- Failure to attain the required level of competence in a field experience course after the remediation period;
- Ongoing substandard professional behavior with no improvement to an acceptable level within one semester of being placed on probation;
- Exceeding the program completion time limit.

Per the Zilber College of Public Health Evaluation of Student Progress Policy, the program will follow UWM Graduate School dismissal policies.

#### Educational purpose of field experience courses with supervised experiential learning

The purpose of all field experience courses within the MPH-Nutrition and Dietetics track is to provide learning experiences that are supervised by preceptors and other appropriate staff members. The student must not be used to replace employees. However, students can be expected to perform a variety of duties to meet the needs of the facility on a particular day as would be expected of a preceptor or staff member.

If the student feels they are being used to replace employees, they should contact their field experience course instructor for assistance.

#### Procedures for tracking supervised experiential learning hours

Students will be responsible for managing a daily timesheet of supervised experiential

learning hours. The MPH-Nutrition and Dietetics program uses Competency.AI – an online clinical education management platform – to facilitate tracking of individual students' SEL hours. Competency.AI allows preceptors to approve hours that are logged by the student. Further instructions will be provided in conjunction with each field experience course where the majority of SEL hours are accrued.

For alternative SEL hours occurring outside of field experience courses, the course instructor will be the designated “preceptor” and given the authority to review and sign off on each student’s SEL hours electronically. The course instructor will review each student’s records to ensure the minimum number of SEL hours (alternative and on-site) are met for each program experience in which SEL hours are accrued.

### Assessment of prior learning

Policies and procedures pertaining to “credit for non-course-based prior work” and on “credit transfer (completed coursework)” can be found in the main handbook.

Completed coursework most likely to be eligible for credit transfer into the MPH-Nutrition and Dietetics are the MPH Common Core courses (exclusions: PH 790, PH 791, and PH 800).

### Supervised experiential learning

Supervised practice experiences, experiential learning, or work experience completed prior to the start of the program will not be considered towards meeting MPH-Nutrition and Dietetics track requirements. All required SEL hours must be completed as part of the program.

### Liability for safety in travel to and from assigned areas

Students are responsible for arranging dependable transportation to/from supervised experiential learning sites. Students assume full responsibility for their own safety during travel to and from supervised experiential learning sites, as well as for the cost of this travel.

### Injury or illness while in a facility for supervised experiential learning

Should a student become injured or ill while in a facility for supervised experiential learning, the student must seek appropriate care and notify their preceptor and field experience course instructor the day of the event.

Any missed supervised experiential learning hours must be made up in order to meet the number of hours required by the specific course and ultimately the program. Plans to make up hours must be approved by the field experience preceptor and

communicated to the field experience course instructor as soon as possible.

Students are not covered by health or accident insurance by either UWM or the supervised experiential learning site. In addition, workers compensation insurance does not cover students. Payment for treatment of the injury or illness will be the student's responsibility.

### Program-related compensation

The MPH-Nutrition and Dietetics program does not require that field experience sites pay students for participation in field experience. However, some sites may offer compensation for field experience work, but that will vary significantly by organization, project, and/or location. If a site offers compensation, that is to be negotiated and arranged between the site and the student. However, students must not be used to replace employees.

If a student has questions about the appropriateness of compensation, they should reach out to the MPH-Nutrition and Dietetics Program Director for guidance prior to entering any type of financial arrangement with the site.

It may be possible (but not recommended) for a student working full-time or part-time in a public health organization to conduct their Field Experience in Public Health (PH 790) at their place of employment if certain conditions are met (i.e., experience must be significantly different than the regular assigned duties, must take place in a different department, and site preceptor must be someone other than the current supervisor and cannot be a fellow classmate). Students should contact the Community Engagement Coordinator and the MPH-Nutrition and Dietetics Program Director at least a year before the semester they plan to enroll in PH 790 for additional information.

### Health requirements and immunization compliance

Every student admitted to the MPH-Nutrition and Dietetics program must complete a physical examination and specific immunizations and tests. When requested by the program, appropriate documentation must be submitted to Exxat – a secure software program that facilitates placement-related document management - as evidence of their completion.

All newly admitted students will be required to complete an Authorization for Disclosure of Student Information and Records form which grants the University permission to disclose or transmit relevant health information including vaccination records with supervised experiential learning sites to facilitate placement at such sites. This authorization may be revoked via written notification; however, this may render a student ineligible for site placement.

DISEASE	PRIMARY SCHEDULE
Tuberculosis	<p>Initial PPD skin test using Mantoux method two-step process or Quantiferon Gold blood test must be completed within three months of program start (December 01, 2024). Thereafter, a 1-step PPD or Quantiferon Gold blood test is required annually (by December 01, 2025).</p> <p>For individuals with a history of positive PPD-test reaction, a chest x-ray is required. If results of the initial chest x-ray are negative, repeat x-rays are not required. In the event of a positive TB test result, students must also provide medical documentation from a healthcare provider that they are non-communicable or free from active disease. If a student is positive for TB, they will need to participate in an active treatment plan and will not be able to complete field experience until their medical provider has deemed the student non-communicable.</p> <p>Results must be turned in by stated deadlines showing compliance through the semester and cannot lapse during the semester.</p>
Hepatitis B	Documentation of Hepatitis B vaccine series (3-dose or 2-dose series) or medical documentation from a healthcare provider showing serological immunity) must be completed by August 01, 2025.
Diphtheria/Pertussis/Tetanus	Documentation of Tetanus & Diphtheria toxoids & acellular pertussis (Tdap) or Tetanus and Diphtheria (Td) booster within the past 10 years must be completed by August 01, 2025. Also, Tdap or Td booster must not expire during the program.
Rubeola (measles)	2-dose series or serological evidence of immunity must be completed by August 01, 2025.
Rubella	2-dose series or serological evidence of immunity must be completed by August 01, 2025.
Mumps	2-dose series or serological evidence of immunity must be completed by August 01, 2025.
Varicella (chicken pox)	2-dose series or serological evidence of immunity must be completed by August 01, 2025.
Influenza	Influenza inoculation required annually and must be completed by October 01, 2025, or student must provide medical documentation of exemption by a healthcare provider.
COVID-19	<p>Students will adhere to facility and unit specific requirements for symptom screening and PPE use.</p> <p>Students will follow any facility-based travel restrictions related to COVID-19.</p> <p>Vaccination may be required for placement at some supervised practice sites.</p>

If a student does not complete these health-related compliance requirements (including any unique site-specific requirements), the student may not be able to be placed at certain sites which may jeopardize their ability to complete program requirements. Immunization and health-related testing requirements may change, and students are expected to comply with these changes in order to continue the program.

### Physical exam

Evidence of a physical examination must be provided upon admission to the MPH-Nutrition and Dietetics program. This is to be completed by a physician, nurse practitioner, or other licensed health care practitioner of the student's choice. A program-specific form must be uploaded to Exxat as instructed by the MPH-Nutrition and Dietetics Program Director by the date specified.

### Diagnostic tests and Immunizations

Specific diagnostic tests and/or immunizations are required of all students in the MPH-Nutrition and Dietetics program. Students must submit immunization records and/or proof of immunity in the form of laboratory reports to Exxat by the stated deadline.



### Health and vaccination service availability

UWM's Student Health and Wellness Center will provide drug screens, physical exams, titers, and vaccinations. However, students should make appointments as soon as they know that they require services as appointment times fill quickly. In addition, Concentra medical clinics offer physical exams as well as drug screening services and vaccinations.

### Medical records

The MPH-Nutrition and Dietetics program utilizes Exxat to verify and store health-related records and clearance documents required for program participation. Students are responsible for uploading their health records into Exxat prior to any designated deadlines. Detailed instructions will be provided.

### Substance screening

The MPH-Nutrition and Dietetics program requires that students complete supervised experiential learning at partner agencies including, but not limited to, healthcare facilities. Per the MPH-Nutrition and Dietetics Policy: Substance Screening, students enrolled in the Nutrition and Dietetics track must obtain a substance screen in order to complete program requirements.

Students must abide by the substance screen policies of each partner agency to which they are assigned.

Students must comply with directions given by the program's designated vendor for seeking a substance screen prior to placement at any partner agency, and any appropriate follow-up that may be required. Results of the substance screen must be sent directly to the program.

Students consent to release substance screening information to partner agencies as evidenced by their signature on the Authorization for Disclosure of Student Information and Records form.

Substance screening results will typically be considered valid for a period of two years so as long as the student remains in the program. If a student withdraws from the program for any reason, a new substance screen will be required.

### Substance screen findings

If the screen results are positive, the student and the MPH-Nutrition and Dietetics Program Director will be notified, and the student will be immediately suspended from participating in any supervised experiential learning activities. The student will be asked to meet with the MPH-Nutrition and Dietetics Program Director for information on next steps.

If the screen results are positive as the result of a medication prescribed by the student's health care provider, the student must follow the procedures outlined by the program's designated vendor for documentation of the prescription use of the drug. The decision whether the student may continue in supervised experiential learning activities at partner agency will be made by the partner agency.

If the screen results are positive due to the unlawful use of drugs, prior to making a final determination that may adversely affect the student, the MPH-Nutrition and Dietetics Program Director will inform the individual of their right to review the information reported by the designated vendor for accuracy and completeness, and to request that the designated vendor verify that the results of the substance screen are correct.

A student who does not pass or refuses to submit a substance screen, and/or attempts to tamper with, contaminate or switch a sample, may be delayed or unable to complete program requirements (potentially resulting in dismissal from the Nutrition and Dietetics track), or subject to other remedial action according to Zilber College of Public Health policies and procedures. Students may apply for consideration to transfer to a different MPH track if unable to complete Nutrition and Dietetics track requirements.

Students who are found to be in unlawful possession, use, distribution, manufacture or dispensing of drugs and alcohol on university property or as part of university activities may be disciplined pursuant to UWM policy [[UWM Selected Academic and Administrative Policy \(SAAP\) No. S-19.5](#)].

Students may obtain substance screening services at the UWM Student Health and Wellness Center or the medical provider of their choosing. Various healthcare providers in the Milwaukee area offer these services.

Students will be provided with specific instructions and a timeline for completing the required substance screens as part of program orientation.

### Background checks

UWM students enrolled in academic programs that require clinical placements at partner agencies are required by Wisconsin State Statute to undergo criminal background checks and caregiver background checks. As the MPH-Nutrition and Dietetics program requires that students complete supervised experiential learning at clinical placement sites, per the MPH-Nutrition and Dietetics Policy: Background Checks, students in this program are subject to this requirement.

Students consent to release background check information to partner agencies as evidenced by their signature on the Authorization for Disclosure of Student Information and Records form. The completed background check, including the Background

Information Disclosure form, will be provided to the partner agencies as requested by the site or if any crimes are reported on the background check. The final decision regarding site placement based upon the findings in the criminal background check will be made by the placement site and the site reserves the right to deny placement to any student convicted of a crime.

Background checks must be completed by published deadlines through the MPH-Nutrition and Dietetics program's designated vendor. If a criminal or abuse record is present, the student may not be eligible to complete supervised experiential learning experiences at partner agencies and, consequently, unable to complete program requirements.

A student who does not pass or refuses to complete a background check may be delayed or unable to complete program requirements (potentially resulting in dismissal from the Nutrition and Dietetics track), or subject to other remedial action according to Zilber College of Public Health policies and procedures. Students may apply for consideration to transfer to a different MPH track if unable to complete the Nutrition and Dietetics track.

Complete information about Wisconsin's Caregiver Law and required background and criminal history checks is available from the Wisconsin Department of Health Services.

It is the responsibility of the student:

- To fully disclose information related to all background checks via the Background Information Disclosure form (BID), including history of prior residency, prior student names and aliases. Failure to fully disclose or update information related to background checks may result in denial of student participation by a partner agency.
- To sign an Authorization for Disclosure of Student Information and Records form which allows UWM to release background check information to placement sites.
- To update the MPH-Nutrition and Dietetics program while they are enrolled in the program with any changes to their background checks, including but not limited to arrests, pending charges, or convictions. Such updates must occur when the student becomes aware of the issue, prior to participation at a partner agency site, and no later than the next business day.

It is essential that students understand:

- Any discrepancy between disclosed information and background check findings may result in a student being rendered ineligible for placement with a partner agency and potentially prevent program completion.
- Once completed, the BID form may not be revised without permission from the MPH-Nutrition and Dietetics Program Director.

- Should a background check reveal that a student has a history of a crime that would be a potential bar to licensure and/or certification (requirements vary by state) as a registered dietitian nutritionist, they will be asked to make an appointment with the MPH-Nutrition and Dietetics Program Director to discuss the implications of this finding on their educational plan.
- For other crimes, the decision about whether a student will be able to complete a practicum experience will be made by the partner agency. Each partner agency independently determines student eligibility for participation on site and their determination may not be appealed.
- Should a partner agency request additional information regarding an item in a student's criminal background check, refusal to satisfy the request may result in ineligibility to participate at supervised experiential learning site(s) and potentially hinder program completion. Such a request may be made via the student's UWM email account and may come from the agency itself or through a program representative. Students are responsible for monitoring their email account, including during semester breaks and responding to such requests in a timely manner.

Students will be provided with specific instructions and a timeline for completing the required background checks as part of program orientation.

### Health insurance

Students enrolled in the MPH-Nutrition and Dietetics program are required to have individual health insurance coverage while enrolled in the program to ensure healthcare coverage while on campus, off-campus, and during supervised experiential learning at placement sites. The insurance must cover you while you are on location at a facility or institution.

UWM does not provide student health insurance. If in need of obtaining health insurance, students can learn more about the health insurance marketplace [here](#). Health insurance may be available for members of the Academy of Nutrition and Dietetics. For more information, visit [here](#).

Costs for healthcare services not covered by personal health insurance are the responsibility of the student.

### Liability protection

General, professional and medical malpractice is extended to UWM MPH-Nutrition and Dietetics students while participating at a facility/institution, as afforded by Wisconsin State Statutes under the following conditions:

- The program must be sanctioned by the Dean of the College.

- Liability protection is extended only for the time specified by the agreement between the affiliate and the School or College.
- The program provides credit and is a requirement for your graduation.
- You are a registered student in good standing.
- If an accident occurs, you were acting within the scope of the program at the time of the incident.
- You report any incident which may give rise to a claim to the Program Coordinator or Dean of your School or College. The Coordinator or Dean will advise UWM's Risk Manager.
- Should the incident result in a claim or legal action naming you or UWM staff, you must cooperate fully and follow instructions given to you by the UWM's Legal Affairs or Risk Management staff. If legal action is needed, legal representation will be assigned by the State of Wisconsin Attorney General.

Students enrolled in the MPH-Nutrition and Dietetics track may opt to carry professional liability insurance in addition to UWM's coverage via state statute. Students may purchase liability insurance through the [Academy of Nutrition and Dietetics](#) insurance website.

#### Protection of private student information

Student information at UW-Milwaukee is protected by the Family Educational Rights and Privacy Act (FERPA) of 1974 which governs and protects student rights to individual educational records, including information used to identify students participating in virtual or distance learning.

FERPA also requires that students be advised of their rights concerning their education records and of certain categories of public information which the university has designated "directory information" (e.g., students name, birthdate, major). This information will be routinely released to any inquirer unless a student specifically requests that all directory information be withheld. Other information is considered private, or protected, by the University and is only releasable to the individual students themselves, the Dean's Office, UWM departments, and individuals with an educational need-to-know. As a general rule, under FERPA, private information (e.g., social security number, age, grades) may not be released from a student's education records without prior written consent from the student. Exceptions to this rule are specified in the FERPA regulations and the FERPA policy at UWM.

All newly admitted students will be required to complete an Authorization for Disclosure of Student Information and Records form which grants the University permission to disclose or transmit relevant educational records, background check results, drug testing results, health information, and personal identifiers (if required) with supervised experiential learning sites to facilitate placement at such sites. This authorization may be revoked via written notification; however, this may render a student ineligible for site placement.

More information, click [here](#).

### *Student access to personal file*

Per the MPH-Nutrition and Dietetics Policy: Student Access to Personal File, documents that comprise a Zilber College of Public Health student file (e.g., application materials, preceptor evaluations of student performance, advising session documentation) are securely maintained by the Zilber College of Public Health (e.g., paper documentation in a secure filing cabinet; electronic documentation on a password protected UWM server).

Students in the MPH-Nutrition and Dietetics program will be provided access to information in their personal student file upon request unless they have specifically waived their right to access certain documents (e.g., letters of recommendation).

A student may initiate a request via email to the MPH-Nutrition and Dietetics Program Director for information contained in their file.

Should the specific information requested not be directly accessible by the MPH-Nutrition and Dietetics Program Director, the Program Director will refer the student to the specific Zilber College of Public Health faculty/staff who can assist them with fulfilling their request.

### Student identity verification for distance education & online testing

#### *Multi-factor authentication*

UWM requires all students to use multi-factor authentication when accessing all UWM online applications including Microsoft 365, PAWS, and Canvas. Students must log in to these applications using their ePanther ID and password, and confirm their identity using their device (e.g., computer, smartphone; other options are available for students without a smart device or with an accessibility need). For more information about MFA, visit [here](#).

#### *Online testing*

Some UWM graduate programs including the MPH-Nutrition and Dietetics program may use a remote proctoring service to facilitate identify verification and academic integrity during certain online assessments administered within NUTR courses. When applicable, information about how to properly set up this service will be provided to students by the course instructor.

Submission of written complaints to the Accreditation Council for Education in Nutrition and Dietetics (ACEND®)

ACEND® will review written complaints that relate to the MPH-Nutrition and Dietetics program's compliance with ACEND® accreditation standards or policies and procedures. This should only occur after the student has exhausted all other options available to them.

ACEND® does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admissions, grades, appointment, promotion or dismissal of faculty or students. ACEND® will also not seek any type of compensation, reimbursement, readmission or other redress on an individual's behalf.

Information on filing a complaint with ACEND®, including a downloadable form, is available [here](#).

Contact information:  
Accreditation Council for Education in Nutrition and Dietetics  
120 South Riverside Plaza, Suite 2190  
Chicago, IL 60606-6995

Code of Ethics for the Nutrition and Dietetics Profession

In addition to the Code of Conduct that applies to all members of the Zilber College of Public Health, students in the Nutrition and Dietetics track should learn about and strive to abide by the Academy of Nutrition & Dietetics/CDR Code of Ethics for the Nutrition and Dietetics Profession.

***Any additional questions or concerns about this information or any topics not covered can be directed to the MPH-Nutrition & Dietetics Program Director, Lori Klos, and/or your faculty advisor(s). Contact information for Nutrition & Dietetics track faculty can be found [here](#).***

**D. MPH Program Competencies**

Distributed August 27, 2014

Minor wording revisions to Program Competencies January 13, 2015

All graduate students in UWM's Zilber College of Public Health can expect to:

1. Explain the foundational principles and historical perspectives that shape the field of public health.
2. Describe how multiple determinants, including socioeconomic, biological, behavioral, and environmental, and the interrelations among these determinants shape population health and health inequities.

3. Integrate principles of social and environmental justice within public health practice and research.
4. Employ ethical principles and protocols in public health practice and research.
5. Implement approaches to public health practice and research that recognize the social, cultural, and environmental circumstances of individuals, communities and populations.
6. Utilize appropriate quantitative and/or qualitative methods in public health practice and research.
7. Apply inter-disciplinary theories, research methods and best practices to address public health issues and promote population health.
8. Collect, synthesize, and critically analyze information and data to identify and address public health issues and inform interventions.
9. Practice professionalism; demonstrated by integrity, respect, transparency, sound judgment, and constructive interactions with colleagues, community members, stakeholders, and the public at large.
10. Demonstrate leadership and partnership skills that foster and support collaborations across diverse communities, settings, and sectors.
11. Communicate effectively about public health issues with diverse audiences using a variety of strategies and modalities.
12. Advocate for the public's health and health equity.

## **E. MPH Track Competency Sets**

### *Biostatistics Track*

1. Translate research objectives into testable hypotheses.
2. Demonstrate a broad knowledge and understanding of statistical techniques used in public health studies and health-related scientific investigations.
3. Identify and apply a variety of appropriate statistical methods for developing inferences about public-health-related questions.
4. Demonstrate basic programming skills in multiple statistical software packages and data management and integration techniques for public health and big data projects.
5. Formulate and produce graphical displays of quantitative information (e.g., scatter plots, box plots and line graphs) that effectively communicate analytic findings.
6. Demonstrate effective written and oral communication skills when reporting statistical results to different audiences of public health professionals, policy makers and community partners.

### *Community & Behavioral Health Promotion Track*

1. Demonstrate a broad knowledge and understanding of community and behavioral health theories and their application to health promotion and prevention.
2. Apply relevant theories, concepts, and models from the social and behavioral sciences to public health research and practice.



3. Design public health programs, including their implementation and evaluation components.
4. Design a plan to assess community-level public health needs and assets.
5. Assess social and behavioral factors influencing the health of individuals and communities.
6. Apply qualitative and quantitative methods to the assessment of public health problems, the articulation of community strengths, and the evaluation of prevention and intervention programs.
7. Identify and apply evidence-based approaches to the development and implementation of social and behavioral science interventions.
8. Demonstrate the capacity to effectively explain and discuss planning, implementation, and evaluation of public health programs.

### Environmental Health Sciences Track

1. Describe genetic, physiological and overall human health effects of primary environmental hazards resulting from both chronic and acute exposures.
2. Describe approaches for assessing, preventing and controlling environmental hazards that pose risks to both human and ecological health.
3. Perform a risk assessment of an environmental health agent.
4. Identify, locate and use appropriate reference materials.
5. Comprehend the primary scientific research literature and obtain information directly from experts in the field of environmental health sciences.

### Epidemiology Track

1. Identify critical social science, social epidemiology, and health equity theories that shape the framing, methods and interpretation of epidemiologic research and practice.
2. Identify and describe socio-structural, environmental, behavioral, and biological determinants of health and health equity.
3. Systematically gather, critically evaluate, and synthesize epidemiological literature and other relevant information to advance population health and health equity.
4. Apply appropriate field and surveillance methods to investigate disease outbreaks and assess patterns of exposures and health outcomes in the population.
5. Develop self-reflexive and other practical skills for ethical engagement with study participants, communities, and colleagues, in the performance of research and practice activities.
6. Select epidemiologic methods and conduct statistical analyses to describe patterns of health and determinants of health, assess associations between exposures and health outcomes while minimizing threats to causal inference.
7. Critically evaluate epidemiologic literature with attention to strengths and limitations of the study design, methods, analytic approach, and policy and practice implications.

### Nutrition & Dietetics Track

Nutrition and Dietetics students are required to meet two competency sets that satisfy accreditation requirements of the Council on Education for Public Health (CEPH) and the Accreditation Council for Education in Nutrition and Dietetics (ACEND<sup>0</sup>).

### CEPH Nutrition and Dietetics Track

1. Navigate, evaluate, and utilize scientific evidence relevant to public health nutrition and dietetics.
2. Assess and evaluate the nutritional status of individuals, groups, and communities.
3. Demonstrate an understanding of how social and environmental determinants impact food choices and eating behaviors of individuals, groups, and communities, and influence health-related outcomes.
4. Develop an evidence-based, theory-informed public health nutrition-related program, intervention, or policy.
5. Demonstrate cultural humility and collaborative skills when working with diverse stakeholders on public health nutrition challenges.

ACEND competencies can be found in the handbook addendum for MPH-Nutrition and Dietetics students.

### Public Health Policy Track

1. Integrate ethical principles into public health policy, practice, and research by ensuring respect for diverse values, beliefs, and cultures and the dignity of individuals and communities.
2. Conduct policy analysis in public health policy, identifying and assessing policy options, outcomes, and potential contributions to population health and health disparities.
3. Apply policy theory to identify the actors, structures and forces that influence and shape the public health policy process.
4. Analyze quantitative data to assess the relationship between policy, policy malleable factors, and public health relevant outcomes.
5. Collect and analyze qualitative data to inform public health policy recommendations.

### **F. MPH CEPH 2024 - Foundational Knowledge Objectives**

1. Explain public health history, philosophy and values.
2. Identify the core functions of public health and the 10 Essential Services.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the College or program.
5. Discuss the science of primary, secondary, and tertiary prevention in population

health, including health promotion, screening, etc.

6. Explain the critical importance of evidence in advancing public health knowledge.
7. Explain effects of environmental factors on a population's health.
8. Explain biological and genetic factors that affect a population's health.
9. Explain behavioral and psychological factors that affect a population's health.
10. Explain the cultural, social, political, and economic determinants of health and how the determinants relate to population health and health inequities.
11. Explain how globalization affects global burdens of disease.
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health).

## **G. MPH CEPH 2024 - 22 Foundational Competencies**

### Evidence-based Approaches to Public Health

1. Apply epidemiological methods to settings and situations in public health practice.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.
4. Interpret results of data analysis for public health research, policy, or practice.

### Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health, and regulatory systems across national and international settings.
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels.

### Planning & Management to Promote Health

7. Assess population needs, assets, and capacities that affect communities' health.
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs.
9. Design a population-based policy, program, project, or intervention.
10. Explain basic principles and tools of budget and resource management.
11. Select methods to evaluate public health programs.

### Policy in Public Health

12. Discuss the policy-making process, including the roles of ethics and evidence.
13. Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes.

14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations.
15. Evaluate policies for their impact on public health and health equity.

### Leadership

16. Apply leadership and/or management principles to address a relevant issue.
17. Apply negotiation and mediation skills to address organizational or community challenges.

### Communication

18. Select communication strategies for different audiences and sectors.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy.
20. Describe the importance of cultural humility in communicating public health content.

### Interprofessional Practice

21. Integrate perspectives from other sectors and/or professions to promote and advance population health.

### Systems Thinking

22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative.

## **H. Credits and Courses**

All students enrolled in the MPH program take a common set of core classes designed to give basic skills and knowledge of public health concepts. The core curriculum consists of 24-25 credit hours, including four credits for the Field Experience (3 credits) and Leadership in Public Health (1 credit) courses and a two-credit capstone seminar.

In addition to the common core, students complete the required coursework in one of six specialization tracks:

- Biostatistics (46 credits).
- Community and Behavioral Health Promotion (48-49 credits).
- Environmental Health Sciences (45 credits).
- Epidemiology (49 credits).
- Nutrition and Dietetics (64 credits).
- Public Health Policy (48 credits).

Students must maintain a cumulative G.P.A. of 3.0 or better in order to progress through the program.

*MPH Required Common Core Courses (24-25 credits)*

PH 702: Introduction to Biostatistics (3 credits)  
PH 703: Environmental Health Sciences (3 credits)  
PH 704: Principles and Methods of Epidemiology (3 credits)  
PH 705: Principles of Public Health Policy and Administration (3 credits)  
PH 706: Perspectives in Community and Behavioral Health (3 credits)  
PH 708: Health Systems and Population Health (3 credits)  
PH 733: Overview of Qualitative Methods for Public Health (1 credit)  
PH 790: Field Experience in Public Health (3 credits)  
PH 791: Leadership in Public Health (1 credit)  
PH 800: Capstone in Public Health (2 credits)

Students should consult the [UWM Academic Catalog](#) for their specific track and cohort requirements.

## **I. Field Experience**

Field Experience enables students to apply knowledge and skills learned in the classroom to public health problems in a community context. Students work with their Faculty Advisor and College staff to identify a placement that matches their public health interests and career goals. Possible placement settings include a local health department, state health department, non-profit agency, hospital system, or research institute. The experience is a mentored placement engaging both a faculty advisor and a site preceptor. Students complete at least two products as agreed upon with the site preceptor. This course is offered in the summer, fall, and spring semesters.

Students complete three credits (80 contact hours per credit, 240 hours total) with the organization. The specified competencies, scope of work, and final products for the organization are defined in a learning agreement, which is signed by the student, preceptor, faculty advisor and course instructor. Students must demonstrate attainment of at least five competencies, three of which must be Council on Education for Public Health (CEPH) MPH Foundational Competencies (see Field Experience Handbook), and two of which are identified from the track competency sets.

The following two CEPH MPH Foundational Competencies are required of all students:

**#16.** Apply leadership and/or management principles to address a relevant issue (may include creating a vision, empowering others, fostering collaboration, and guiding decision making).

**#19.** Communicate audience-appropriate public health content, both in writing and

through oral presentation, to a non-academic, non-peer audience with attention to factors such as literacy and health literacy.

Students choose their third Foundational Competency.

In addition to meeting CEPH competency requirements, students in the Nutrition and Dietetics track will be required to demonstrate attainment of select ACEND® competencies. To ensure that Nutrition and Dietetics students can meet both CEPH and ACEND® competencies during PH 790, they will be provided with specific placements arranged by the program. Additionally, students in the Nutrition and Dietetics track will be required to complete their Field Experience in Public Health in one semester (3 credits), plus fulfill additional field experience program requirements in medical nutrition therapy and food systems management.

All MPH students take the one-credit Leadership Public Health course. This course is designed to give students the opportunity to apply three specific CEPH MPH Foundational Competencies related to the Field Experience. The Field Experience setting provides students with opportunities to integrate these competencies through their projects, observe professionals in their organizations and the community, and learn important skills in these three areas. The required competencies are:

**#16.** Apply leadership and/or management principles to address a relevant issue (may include creating a vision, empowering others, fostering collaboration, and guiding decision making).

**#17.** Apply negotiation and mediation skills to address organizational or community challenges (among parties with conflicting interests and/or different desired outcomes)

**#21.** Integrate perspectives from other sectors and/or professions to promote and advance population health (direct engagement between student[s] and individual[s] in a sector or profession other than public health to complete a task or solve a problem).

Students fulfill these competencies with readings and through a series of activities including case studies or scenarios/role playing exercises. Assessments for the leadership, negotiation and interprofessional team competencies include participation in the sessions and written papers. The Leadership in Public Health course is offered in the summer and fall semesters. All four Field Experience and Leadership course credits may be taken in one semester or spread out over two semesters.

### Capstone

The capstone requires students to integrate the knowledge and skills learned in the classroom, Field Experience, and/or lab into some aspect of professional public health practice. The capstone project is an opportunity for students to synthesize and demonstrate public health competencies. Capstone projects can vary by track and usually include analysis of information and data. The projects also include a

comprehensive literature review as required by the track.

Students work with their Faculty Advisor to write a project proposal the semester prior to the capstone reflecting the student's interests and career goals. Students then implement the project during their final semester of the program. The project has both written paper and oral presentation components. In addition, students attend several weekly seminar.

## Section III: Zilber College Policies

### A. Withdrawal Policy

Date Approved: GPC 2/10/2015

Withdrawal is the formal termination of a 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. The student must fill out a withdrawal form or send a letter by certified mail to give notice to the Zilber College and 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.

Students may withdraw after the deadline only for reasons other than academic difficulty. The student must first submit a [Request for Exception](#) to the Graduate Advisor. If the request for withdrawal is for medical reasons, the student must supply documentation from a physician.

Withdrawals will be noted on the transcript. Withdrawals after the fourth week of classes remain on the academic record with the course number and title followed by a W symbol.

### B. Reentry Policy

Date Approved: GPC 2/10/2015

If a student returns to the public health program after an absence of two or more semesters (excluding summer and UWinterIM sessions), they must apply to re-enter.

The following are requirements for re-entering students:

1. Completion of a semester's coursework within the past five years.
2. A cumulative graduate GPA of 3.0 or higher.
3. Clearance of academic and administrative holds.
4. Being within the time limit for degree completion.
5. Approval of the Track Lead.
6. A \$25 processing fee is required for re-entry.

#### Academic Probation

Students may be placed on probation for substandard academic performance. When placed on probation, a student will be notified by the Graduate Advisor. If the student fails to satisfy probation requirements within one semester of being placed on



probation, academic dismissal procedures may be initiated. For more information on academic probation and dismissal policies, visit [here](#).

MPH-Nutrition and Dietetics students should refer to the track-specific Handbook Addendum for more information about policies and procedures regarding academic probation.

### Academic Dismissal

Zilber College programs have the right to recommend to the UWM Graduate School that an MPH or PhD student be dismissed in accordance with UWM policies and procedures.

MPH-Nutrition and Dietetics students should refer to the track-specific Handbook Addendum for more information about policies and procedures regarding academic dismissal.

### Appeals

See the Complaints, Grievances, and Appeals Policy.

## **C. Student Feedback-Request-Response Process Policy**

Date Approved: GPC 2/10/2015, PhDCC & MPHCC revised 5/1/2018, GPC revised 5/8/2018, GPC revised 2/4/2019

*(Note: As of August 2024 this process is undergoing minor revisions by Zilber faculty and Student Affairs. Because the process will be largely similar, we are including the historic process in the 2024/2025 Handbook.)*

Overall Statement: For graduate level academic programs to run smoothly and effectively, there needs to be a continuous flow of feedback and response between students and faculty. The goal of this feedback loop is to provide opportunities for this exchange process.

Note: This is not the only avenue for students to provide feedback to faculty; rather, this mechanism is intended as an alternative method that promotes transparency between faculty and students. Students are still encouraged to bring comments and issues forward to faculty advisors and other acceptable avenues to provide more immediate responses.

This student-faculty feedback process is coordinated by the GPC MPH/PhD Student Representatives. The following timeline outlines this process.

October:

1. Students elect new leadership.

February:

1. MPH Students meet as a group to gather feedback either in person or through a survey. The summary of this feedback is sent to the GPC.
2. PhD Students meet as a group to gather feedback either in person or through a survey. The summary of this feedback is sent to the GPC.

March/April:

1. GPC reviews MPH and PhD feedback summaries.
2. Summaries are shared with the faculty.
3. MPH Director and GPC review faculty responses.
4. GPC shares responses with MPH and PhD students.

April:

1. Faculty/Student Town Hall Meetings to discuss response with MPH Students and PhD Students (separately).
2. Town Hall meeting summaries reviewed at GPC.

May:

1. MPH and PhD summaries with faculty responses and town hall feedback presented at Faculty Council meeting.

**D. Graduate Student Complaints, Grievances, and Appeals Policy**

Date Approved: FC 2/3/2015, GPC 8/25/2021, GPC 5/15/2023, FC 5/19/2023

I. Purpose

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

II. Policy

Non-Academic Complaints

The Zilber College seeks to promote a supportive environment that values each

member of its collective body and respects the diversity that each member brings. As such, the UWM Zilber College does not tolerate harassment or discrimination based on race/ethnicity, sex/gender, sexual orientation, disability, religion, or other protected status designated by UWM (see UWM SAAP 5-1: Discriminatory Conduct and Consensual Relationships Policy).

If a student believes they have been the subject of discrimination or harassment by a UWM representative (faculty, staff, instructor, administrator) or student, they may discuss the matter with the Associate Dean for Academic & Student Affairs ("Associate Dean for ASA"), who will direct the student to appropriate resources and/or methods for resolution.

If the student's complaint pertains to the above issues, they may also choose to directly contact:

[Office of Equal Opportunity and Civil Rights](#)

Mitchell Hall 359  
3203 N. Downer Ave.  
(414) 229-5923  
diverse@uwm.edu

Academic Grievances

If a student believes they have been treated unfairly by a Zilber College representative with regard to an academic matter (e.g., grade, evaluation, graduation decision, scholastic standing), they may file an appeal using the process outlined below. This policy aligns with the UWM Graduate School Academic Appeals Procedure. For academic grievances related to faculty and instructors from other UWM units, please consult that unit's grievance policy. Zilber students can consult with Zilber leadership, including the Associate Dean for ASA, for guidance in this situation.

Informal Resolution to Academic Grievances

Many issues and concerns can be addressed informally. Students may reach a satisfactory resolution by speaking directly with the responsible party/body about the academic issue or concern. Ideally, the grievance process begins with a meaningful effort by the student to resolve the issue through informal discussion with the responsible faculty member, instructor, or representative of the faculty body (dissertation committee, preliminary exam committee, etc.).

If the student is not satisfied with the outcome of the informal process or is uncomfortable raising the issue with the faculty member/instructor/body, they may seek confidential guidance and consultation from their advisor (faculty or staff), program director, Faculty Chair, or Associate Dean for ASA.

Students may also choose to initiate a formal academic grievance (see Step 1 below).

### Step 1: Formal Academic Grievance

A student can initiate a formal grievance by submitting a written statement to the responsible faculty member/instructor/body within 30 calendar days of the action that prompted the appeal. The student should send a copy of the grievance to the Associate Dean for ASA. The written grievance must include:

- A. A description of the specific nature of the issue, decision, or behavior
- B. The facts underlying the grievance.
- C. Any previous efforts made to address the issue.
- D. The solution sought and the rationale for the solution outlined.

The faculty member/instructor/body has 15 working days to respond in writing to the student's written grievance and should describe the reason for their decision. A copy of this response shall also be sent to the Associate Dean for ASA.

### Step 2: Appeal to Zilber GPC Grievance Subcommittee

If the student is not satisfied with the outcome of Step 1, the student may appeal the decision within 10 working days of receipt of the faculty member/instructor/body's written response to the grievance. Appeals should be made in writing to the Associate Dean for ASA, who will submit materials to the Zilber Graduate Program Committee (GPC) Chair to schedule a formal meeting.

Student appeals must include:

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

The GPC will convene a Grievance Subcommittee to address the issue and send an email to the student indicating the date and location of the meeting, as well as the timeline for review. If a member of the GPC is the faculty member responsible for the decision or behavior at issue, the faculty chair will appoint a faculty member to replace them for the meeting. The Subcommittee must take and maintain complete minutes from the appeal meeting.

The Grievance Subcommittee has 20 working days from the receipt of the grievance from the Associate Dean for ASA to respond with its determination in writing to the student's appeal. The determination must be sent via both email and certified mail to the student, return receipt requested. The Associate Dean for ASA shall also be

informed via email.

During the summer period, the Grievance Subcommittee may be comprised of an ad hoc group appointed by the Faculty Chair.

### Step 3: Appeal to Dean of the UWM Graduate School

If the Step 2 decision is negative, the student may, within 10 working days from the date of notification of that decision, appeal to the Dean of the UWM Graduate School. The appeal must be made in writing and should contain the reason for the appeal, substantial evidence in support of the appeal, and the solution sought. This may be done using the Step Three Academic Appeal Form. The student should direct the appeal to the Dean of the UWM Graduate School in Mitchell Hall Room 251 (using the form linked below) and email a copy to the Zilber Associate Dean for ASA. For additional details about Step 3, students should refer to the UWM Graduate School website for timelines and policies.

### Recordkeeping

The Associate Dean for ASA will maintain a record of all documentation related to Step 1, 2, and 3 student complaints and their resolution on a password-protected university server. The records will be retained for a period of seven years.

### Regarding the Prevention of Retaliation

UWM's Discriminatory Conduct Policy prohibits retaliation. Retaliation is an adverse action made as a result of an individual's complaint about conduct prohibited by the University's Discriminatory Conduct Policy or participation in enforcement of this Policy. Protected activities include reporting discrimination or serving as a witness in an investigation in connection with the same. Students, staff, and faculty are thus protected from retaliation from participating in discrimination-related complaints.

## III. Definitions

### Associate Dean for ASA

Associate Dean for Academic & Student Affairs

### Discrimination

UWM defines discrimination as conduct that (1) adversely affects any aspect of an individual's employment, education, or participation in activities or programs at UWM; and (2) is based on one or more characteristics of the individual that are protected under federal or state laws. Characteristics that are protected under federal or state

("protected statuses") law may include: age, ancestry, arrest or conviction record, color, disability, gender identity/expression, genetic information, identity as a veteran, disabled veteran, or Vietnam veteran, marital status, membership in the national guard, state defense force or any other reserve component of the military forces of the United States or this state, national origin, pregnancy, political affiliation, race, religion, sex, and sexual orientation.

### Harassment

UWM defines discriminatory harassment as conduct that (1) is of any type (oral, written, electronic, graphic, or physical); (2) is directed towards or against a person because of the person's protected status (see the list of protected statuses above); and (3) unreasonably interferes with the individual's work, education or participation in activities or programs at UWM or creates a working or learning environment that a reasonable person would find threatening or intimidating.

### GPC

Graduate Program Committee

#### IV. Procedures

The overarching UWM Graduate School Academic Appeals Procedure may be found [here](#).

#### V. Contact Information

Associate Dean for Academic & Student Affairs.

#### VI. Forms

Step Three Academic Appeal Form can be found [here](#).

### **E. Code of Conduct Policy**

Date Approved: GPC 11/25/2014

#### Preamble

The University of Wisconsin - Milwaukee Zilber College of Public Health 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 College members in all context-academic, research, and professional. Zilber College 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 scholars, researchers, and practitioners and as members of the UWM community, we understand that:

1. Ethics are fundamental to all academic and professional 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 and Professional Integrity means honesty concerning all aspects of public healthwork and studies.

### Academic Conduct

Zilber College 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

1. 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.
2. 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 for a take-home exam.
3. Obtaining and using unauthorized material, such as a copy of an examination before it is given.
4. Fabricating information, such as data for a lab report.
5. Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation.
6. Collaborating with others on assignments without the faculty's consent
7. Cooperating with or helping another student to cheat.
8. Other forms of dishonest behavior, such as having another person take an examination in your place, altering exam answers and requesting the exam be discarded, or communicating with any person during an exam other than the exam proctor or faculty.

#### Plagiarism, including

1. Directly quoting the works of others without using quotation marks or indented format to identify them.
2. Using sources of information (published or unpublished) without identifying them.
3. Paraphrasing materials or ideas of others without identifying sources.

Allegations of academic misconduct will follow the procedures adopted by the UWM Graduate School (see, *Academic Misconduct Procedures, UWM Faculty# 1686, UWS Ch.14*).

*Disciplinary actions* will follow the procedures adopted by the UWM Graduate School (see, *Student Academic Disciplinary Procedures, UWM Faculty# 1686, UWS, Ch. 14*).

### Research Conduct

Zilber College expects its members to promote integrity in all research endeavors. Research misconduct includes, but is not limited to, the following dishonest or inappropriate behavior:

1. Fabrication: Making up data or results and recording or reporting them
2. 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
3. Plagiarism: The appropriation of another person's ideas, processes, results, or words without giving appropriate credit
4. 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)*.

Research misconduct does NOT include:

1. Unintentional error
2. Honest differences in the interpretation or judgment about data

Allegations of research misconduct will follow the policy adopted by the UWM Graduate School (see, *Research Misconduct Policy, UWM Faculty #1793*).

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

### Professional Conduct

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

1. showing respect for a diversity of opinions, perspectives, and culture.
2. maintaining honesty and integrity in all professional endeavors.
3. collaborating with other students and with community members when appropriate.
4. behaving in a respectful and considerate manner with colleagues, peers, supervisors, research participants and community collaborators.

*Professional misconduct* includes, but is not limited to, the following inappropriate behavior



1. Behaving toward peers, staff, faculty, collaborators in a manner that is threatening, intimidating, harassing or overtly disrespectful.
2. Violating the Federal Education Rights and Privacy Act (FERPA). This might include (1): posting education records (e.g. grades) using a student's name, student ID number or any portion of the social security number violates FERPA; (2) leaving graded exams or papers in a public space for students to pick up.
3. Violating the rights of Human Subjects. This might include: (1) disclosing of identifying information for subjects who have participated in research; (2) the improper handling of data stored on personal or UWM computers; (3) not informing the UWM IRB research activities conducted while a student at UWM.
4. Other offenses as identified by UWM's Dean of Student Life.

### Professional Appearance

All 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 Zilber College and UWM in a professional manner. Appearance includes a person's dress, hygiene, and appropriate etiquette for the environment.

## **F. Student Credit Transfers Policy**

Date Approved: GPC 2/10/2015, GPC revised 1/27/2020, FC 3/27/2021

### Purpose

Requests for transfer of courses taken outside of UWM or before matriculating into the public health degree program require the Graduate School's Transfer Credit Evaluation Form, in addition to the Zilber SPH Course Equivalency Request Form. The requesting student should submit the Graduate Transfer Credit Evaluation Form to the Graduate School. They first determine if transfer is possible, and then the student must follow the substitution process for the Zilber SPH to make a recommendation to the Graduate School about the transfer request. An official transcript of the coursework listed on the form must be sent directly from the transfer institution to the Graduate School. Unofficial transcripts are unacceptable.

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. Continuing Education credits (CEU's) are not eligible for transfer.

To qualify, transferrable coursework must meet the following criteria:

Graduate level, from an accredited institution.

Taken within five years of admission to the UWM degree program.

Not have been used to meet previous degree requirements.

Grade of B or better (B- is not acceptable).

Approved by the graduate program unit.

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.

The Graduate School will inform students of the final decision for transfers, and the Zilber SPH Senior Graduate Program Manager will inform students of the final decision on course substitutions and equivalency requests other than transfer classes.

#### PhD Student Credit Transfers

For students with a master's degree who are admitted to a Ph.D. program, the graduate credits from the master's degree may be counted toward the doctoral program by approval of the doctoral program. Graduate credits approved by the doctoral program may not exceed 50% of the total credits required for the degree.

A Graduate Transfer Credit Evaluation form is not required for these credits, however, students must still complete the Zilber SPH Course Equivalency Request Form. The doctoral program should indicate in the student's program of study that these credits were met via the master's degree.

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.

The transfer of other graduate credits not from a master's or other graduate-level degree may be permitted, subject to doctoral program approval, and the following Graduate School requirements:

- Coursework used toward any other degree cannot be transferred.
- Coursework must be at the graduate level.
- Coursework must be from an accredited institution.
- Coursework must have received grades of A, B, or equivalent (a B- is not acceptable).
- Coursework must have been taken within five years prior to enrollment in

- the doctoral program.
- Coursework cannot be used to meet the doctoral residency requirement.

The Graduate School will inform students of the final decision for transfers, and the Zilber SPH Academic Affairs Office will inform students of the final decision on course substitutions and equivalency requests other than transfer classes.

### Certificate Credit Transfers

Zilber School students that have taken a UWM graduate course toward a Graduate Certificate or in another course of study must complete the Graduate School's required Transfer Credit Evaluation Form.

### Policy on Credit for Non-Course-Based Prior Work

Zilber SPH does not permit credit for knowledge and skills obtained in past work or life experience. Zilber SPH 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.

### **G. Master of Public Health Advising Policy**

Date Approved: GPC 5/13/2014, FC 11/17/2015

The Zilber College considers academic and career advising to be an essential component of student learning and development as a public health professional. Advising provides students with both support and connections during and after the program. Advising is a comprehensive activity that is conducted throughout a student's enrollment. Topics covered include:

- review of core and track coursework achievement, plans, and competency attainment;
- planning for field placement and capstone, including review of Field Experience Learning Agreement and Capstone Proposal and evaluation; and
- establishment of both short- and long-term career development goals.

During student orientation, Master of Public Health (MPH) students meet track-specific faculty advisors who will work with the student throughout their course of study. As illustrated on the timeline below, advisors will meet with their advisees at least once per semester. Students initiate these meetings.

1. First Semester meeting should include a discussion of: (1) tentative plan of study based on school and personal schedules, (2) student's professional goals and major areas of interest, and (3) thoughts and preferences for the field experience.
2. Mid-Program Semester meetings should include a discussion of: (1) course

progress and Plan of Study update as needed, (2) personal and professional goals and major areas of interest, (3) "s"lective and/or elective courses to develop skills needed to reach these goals, as needed, (4) networking and job-hunting strategies to reach these goals, (5) planned field experience as it relates to these goals and interests, and (6) thoughts for Capstone project that addresses any competencies to align with career goals.

3. Final Semester meeting should include a discussion of: (1) strategies for ongoing networking and job searches and (2) post-graduate plan to meet career goals, including additional education/training and potential new jobs.

In addition to the regularly scheduled advising meetings, students are encouraged to seek advice from their advisor on any personal, academic or career development questions. Possible topics include funding opportunities, course equivalency requests, internship opportunities, additional post-graduate training or continuing education opportunities, career options, research, teaching, or practice opportunities, conferences, and travel. The Zilber College is committed to ensuring that students reach their fullest academic potential through the MPH Program and are prepared for a meaningful and fulfilling career in public health.

Students may request a new faculty advisor assignment through the Graduate Program Manager.

NOTE:

See the Zilber College website for the [MPH Advising Form](#). The [Plans of Study](#) provide an overview of all the courses in a particular track and are laid out in sequence over a two-year time period. These Plans of Study also include Academic Planners that students and Faculty Advisors complete each semester.

## Section VIII: Procedures

### A. UWM Graduate School Grading Procedures and Policies

Information regarding Academic Policies and Procedures can be found [here](#).

### B. UWM 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.

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.

More information can be found [here](#).

### C. Course Equivalency, Zilber College

A Course Equivalency is an internal Zilber College process that allows faculty to review your prior successfully completed graduate-level courses, so that you don't have to repeat a highly similar required course at Zilber/UWM. This situation is most common when students have a prior MPH or MS in a related field. Course Equivalencies become part of a student's Plan of Study, to document that requirements toward graduation have been fulfilled, but do not result in these past credits appearing on a student's UWM transcript. The process is:

1. Examine the required courses for your PhD against your previously-completed courses to identify similar courses. Note that course equivalencies are most appropriate for master's-level courses (numbered in the 700s at the Zilber College).
2. Consult with your Major Professor for guidance on courses that are likely to be approved.
3. Obtain the syllabus for your completed course. Ideally the syllabus will list the semester and year, the number of credits, the textbook, the instructor, the course learning objectives and topics, the readings, and the assignments. Translate the syllabus into English if needed.
4. Complete the PhD Course Equivalency Approval Form.
5. Send the completed form along with the syllabus to the Professional Academic Advisor and cc your Major Professor. The Professional Academic Advisor will send your request to a recent instructor of the similar Zilber course, who will review your syllabus against the Zilber course to check that the learning objectives have been covered and will send their evaluation of whether equivalency is met.
6. Your Major Professor will have final approval of the Course Equivalency.
7. The Professional Academic Advisor will keep the completed form in your academic files at Zilber.
8. Check in with the Professional Academic Advisor to make sure that your request is moving through the approval process and is filed.

#### **D. Credit for Non-Course-Based Prior Work and Testing Out**

The Zilber College of Public Health does not permit credit for knowledge and skills obtained in past work or life experience. Zilber College currently 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.

#### **E. Grade Point Average (GPA)**

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, they 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 the 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.

Grades or course status outcomes of **D+**, **D**, **D-**, **F+**, **F**, **E**, **I**, **PI**, **NC**, **U**, **W**, and **WR** may

not be used toward meeting degree requirements. The **P** course status designation must be converted to a grade upon the completion of the course requirements.

## **F. Grade Reports**

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

To check the grade report, follow the steps below:

1. Log in to [PAWS](#).
2. The "Student Center" page will appear.
3. Click "Grades" under the 'Other Academic Information' dropdown.
4. Click the arrow button to the right of the dropdown.
5. Select the term and click "Continue"
6. To print a grade report, click "Print Official Grade Report" on the bottom of the page.

## **G. Permanent Incomplete**

Refer to the Graduate School's Permanent Incomplete section on their Academic Policies and Procedures [page](#).

## **H. Grade Changes**

Students anticipating a grade change may view their grades in PAWS daily to confirm whether a grade has been changed.

Only instructors assigned to teach a course may give or change grades for that course. The process is available online.

## **I. Poor Academic Standing & Dismissal from the PhD Program**

Not obtaining acceptable grades in more than 3 courses at UWM (earning a letter grade of B- or lower) will result in the student being dismissed from the program. If a student receives a letter grade of unsatisfactory (U) while enrolled in research for credit, they will be dismissed from the program. If the student is receiving funding in the form of a fellowship, TAsip, PAsip, or RAsip, that funding shall be forfeited immediately.

## **J. Residency Requirement**

All doctoral students must meet the Graduate School's [residence requirement](#). Always

check with the Graduate School if there are questions regarding the requirement.

### **K. Time Limit**

The doctoral degree must be completed within the time limit requirement set by the Graduate School.

### **L. Graduation**

The Graduate School administers graduation for all graduate students. To graduate, meet these deadlines:

1. Apply for graduation in PAWS by the posted deadline for the semester in which the student intends to graduate. Applications do not carry forward; a student must re-apply if they did not graduate in the semester anticipated.
2. At least two weeks before the graduation ceremony date: Hold the dissertation defense.
3. Submit the final dissertation by the posted submission deadline. Submission to the Graduate School must include:
  - An electronic submission of the thesis through ProQuest ETD Administrator. More information on the submission process found on the UWM ETD Web site.
  - Thesis & Dissertation Approval and Publishing Options Form with an original signature from the student and the Major Professor.
  - Complete the online Survey of Earned Doctorates.

If any of these deadlines are not met, the student must apply and graduate in the next semester. The student will not be required to register for the next semester if they follow the Window Graduation Dates and Deadlines set by the Graduate School. The date of graduation, however, will be the next semester.

**MPH students who plan to participate in commencement** must review the Graduate School Commencement Ceremony page.

Graduation ceremonies are held in May and December. August graduates attend the December graduation ceremony.

About one month before graduation, all eligible 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. Any questions about the commencement ceremony should be directed to the Secretary of the University.



## **M. Diploma**

Visit the Graduate School [Diploma](#) page.

If there is a hold on the record, it must be cleared before the diploma will be mailed.

## **N. Dean's Approval Required to Continue**

Students may need the Dean's Approval to continue following substandard academic performance. For more information on the Graduate Dean's Approval Required to Continue, visit this [page](#).

## **O. Academic Dismissal**

Zilber College programs have the right to recommend to the Graduate School that a MPH student be dismissed in accordance with [UWM policies and procedures](#).

## **P. Appeals**

See the [Complaints, Grievances, and Appeals Policy](#).

## **Q. Accommodations for Disabilities**

The UWM Accessibility Resource Center (ARC) provides reasonable accommodation to students with disabilities and accessibility concerns. PhD students can request accommodations through ARC. When requesting accommodations, students may be asked to provide documentation of their disability for the purpose of determining appropriate accommodations. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty of accommodations identified by ARC before the end of the third week of the semester, or as soon as possible after a disability has occurred or been recognized. Disability information is confidential and is protected under FERPA. Students can apply for accommodations through the ARC [website](#).

## **R. Professional and Academic Conduct**

The professional and academic conduct of PhD students are governed by the Code of Conduct of the Zilber College and UWM as a whole. The UWM Student Code of Conduct/Policies are listed on the Dean of Students [page](#). The UWM Graduate School has clear policies and procedures for handling academic misconduct (e.g. plagiarism, cheating), including a process for appeals, detailed [here](#).

## Appendix A: Forms and Downloads

### A. Graduate School

More Information can be found [here](#).

### B. Zilber College

More information can be found [here](#)

## Appendix B: Campus Resources

An array of resources is available to support the needs of UWM graduate students. The Graduate School maintains an extensive, organized list of resources available that can be found [here](#). A select few are provided below:

### A. Learning resources and support services

- [The UWM Student Success Center](#) offers a variety of academic and personal support services including peer mentoring, academic skill development, and tutoring.
- [The UWM Writing Center](#) offers one-on-one confidential writing assistance for UWM students, faculty, and staff. The Writing Center offers graduate-level peer tutoring as well as the opportunity to work with volunteer faculty consultants on writing projects.
- [The UWM Accessibility Resource Center \(ARC\)](#) offers a comprehensive array of services and accommodations for students with disabilities, as well as accessibility training for instructors.
- For students needing support with English as a second language, UWM's offers an Intensive English Program through the English Language Academy. More information can be found [here](#).

### B. Technology

- University Information Technology Services (UITs) provides IT services and support to the UWM campus and community. More information can be found [here](#).

### **C. Campus equity and diversity**

- UWM students have access to the [LGBTQ+ Resource Center](#), [Women's Resource Center](#), and several multicultural student centers including the [American Indian Student Center](#), [Black Student Cultural Center](#), [Roberto Hernández Center](#), and the [Southeast Asian American Student Center](#).
- [The Office of Equal Opportunity and Civil Rights](#) will investigate and help resolve complaints made by UWM students who experience discriminatory conduct.

### **D. Health**

- To support the physical and mental health and well-being of its students, UWM offers students (who pay student segregated fees) access to the Student Health and Wellness Center (<https://uwm.edu/wellness/>) including Counseling Services and programs.
- [The UWM Food Center and Pantry](#) is available to UWM students.