

Master of Public Health (MPH) Graduate Handbook



Department of Health & Exercise Science
Morrison Family College of Health

University of St. Thomas
2115 Summit Avenue St. Paul, MN 55105

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About the University of St Thomas

The University of St. Thomas is the largest private university in Minnesota and one of the largest Catholic colleges or universities in the nation, with more than 9,000 undergraduate and graduate students at our eight schools and colleges.

Our founding was inspired by Catholic intellectual tradition, a 2,000-year-old practice of uniting faith and reason to explore the world. Rooted in this Catholic identity, we are committed to Diversity, Equity, and Inclusion (DE&I); our convictions call us to protect and enhance the dignity of every human and to work for a more just and equitable society. At the University of St. Thomas, we develop future leaders of all faiths looking to make a positive impact on the world.

Our [three campuses](#) in St. Paul, downtown Minneapolis and Rome, Italy, offer unique learning and living opportunities, along with our growing [online programs](#).

University of St. Thomas [Board of Trustees](#)

Current Institutional Officers: [university-level leadership](#)

University of St. Thomas Mission

Inspired by Catholic intellectual tradition, the University of St. Thomas educates students to be morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good.

Morrison Family College of Health

The Morrison Family College of Health disciplines include nursing (BSN, MSN), graduate professional psychology (PsyD, MA Counseling Psych, MFT, LPCC), social work (BSW, MSW, DSW), and health and exercise science majors (public health, exercise science, health promotion and wellness, and a nutrition minor). The College of Health is striving to address the shortage of culturally responsive health professionals who practice with social ingenuity and clinical excellence to improve health and community well-being while proactively advancing health equity and social justice.

Morrison Family College of Health Mission

We prepare highly skilled and caring professionals who are culturally responsive, practice with ingenuity, and proactively advance health equity and social justice.

Morrison Family College of Health Vision

Informed by Catholic social teaching, the University of St. Thomas Morrison Family College of Health educates health providers and leaders to skillfully, compassionately, and collaboratively advance the physical, mental, social and spiritual well-being of individuals, families and communities.

Morrison Family College of Health Values

- Innovation
- Equity
- Collaboration

St. Thomas Public Health Program Mission

Through excellence in teaching, research, and service, we work to elevate whole-person and population well-being, prioritize prevention, and achieve healthy outcomes for all.

Accreditation

“The University of St. Thomas is accredited by the Higher Learning Commission (www.hlcommission.org; 312-263-0456), an institutional accrediting agency recognized by the U.S. Department of Education.”

“The University of St. Thomas is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

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<https://www.ohe.state.mn.us>

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Overview of the MPH Program

The Master of Public Health (MPH)-Generalist is a graduate-level program designed to prepare students to address the complex public health challenges facing communities locally, nationally, and globally. This program provides a comprehensive understanding of public health principles, including epidemiology, biostatistics, program planning, health policy, environmental health, social and behavioral sciences, and health communications. The MPH program equips students with the knowledge and skills necessary to analyze health data, design and implement effective health interventions, promote health equity, and lead public health initiatives in diverse settings.

Students in the MPH program will develop expertise in data analysis, program evaluation, health communications, and policy. Graduates are prepared to take on leadership roles in a variety of settings including public health organizations, government agencies, non-governmental organizations, and academia.

The MPH-Generalist degree program is a fully online program providing students with flexibility as they acquire advanced public health foundational knowledge and skills to meet the anticipated job growth needs of the future. The program's design was informed by professional competencies and accreditation standards as well as the values of the Morrison Family College of Health and the University of St. Thomas, with emphasis on health equity and improving population health (common good).

Features of the MPH Program at St. Thomas:

- Curriculum is CEPH aligned, focusing on foundational knowledge and skills relevant to current public health workforce
- Online: asynchronous with frequent synchronous opportunities to build social networks and learn from one another, with regular opportunities to interact with faculty and colleagues. >50% of MPH courses offer synchronous opportunities to connect, network, and learn together (flexibility).
- Available, helpful faculty with unique public health expertise and practice.
- A cohort model, with small class sizes. Students get to know one another and support one another as they journey together through the program.
- Students begin the program in the fall and graduate in two years (6 semesters), taking 6-9 credits per semester, including summers.
- Offers accelerated options including transferable credits and a 4+1 BS-MPH Program.
- Mission-aligned Curricula: emphasizing health equity and whole person health; all for the common good.
- Capstone course is designated as applied practice with community-focused activities for students to contribute to and advance public health in the community

MPH Program Learning Outcomes

- Assess and analyze public health data to identify health trends, risks and protective factors, health disparities, and population needs.
- Design, implement, and evaluate public health programs and policies that address pressing health issues, with emphasis on evidence-based practices, whole-person health, and the common good.
- Communicate complex public health information, guidance, and recommendations effectively to diverse audiences, including policymakers, healthcare providers, media, general public, and select audiences.
- Critically analyze the social, behavioral, and environmental factors that influence population health from local to global levels.
- Cultivate essential leadership skills in public health to lead multidisciplinary teams, foster an inclusive work setting, engage in strategic planning and fulfill administrative responsibilities, adhering to legal and ethical principles.

CEPH Foundational Knowledge and Competencies

Foundational Public Health Knowledge

Profession & Science of Public Health

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 U.S. or other community relevant to the school or program, with attention to disparities among populations, e.g., socioeconomic, ethnic, gender, racial, etc.
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.

Factors Related to Human Health

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).

MPH 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 and/or Intersectoral 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.

Taken from [CEPH Accreditation Criteria](#), 2024

MPH Courses at St. Thomas
MPH Generalist Degree - 42 credits

Core Courses: (36 credits)

PUBH 500 Public Health Foundations & Ethics (3 cr)

PUBH 530 Healthcare Systems & Health Policy (3 cr)

PUBH 540 Biostatistics for Public Health (3 cr)

PUBH 560 Health Literacy & Health Communication (3 cr)

PUBH 570 Program Planning & Evaluation (3 cr) (Pre-requisite: PUBH 500 or instructor approval)

PUBH 580 Epidemiology for Public Health (3 cr) (Pre-requisite: PUBH 540 Biostatistics or instructor approval)

PUBH-590 Leadership & Program Management/Administration (3 cr) (Pre-requisite: PUBH 530 Healthcare Systems & Health Policy and PUBH 570 Program Planning & Evaluation or instructor approval)

PUBH 600 Social & Behavioral Health (3 cr) (Pre-requisite: PUBH 500 or instructor approval)

PUBH 610 Environmental & Occupational Health (3 cr) (Pre-requisite: PUBH 500 or instructor approval)

PUBH 650 Computational Analysis Methods for Public Health Data (3 cr) (Pre-requisites: PUBH 540 Biostatistics for Public Health and PUBH 580 Epidemiology for Public Health or instructor approval)

PUBH 670 Research Methods for Public Health (3 cr) (Pre-requisite or co-requisite: PUBH 650 Computational Analysis Methods for Public Health Data or instructor approval)

PUBH 680 Capstone Integrative Experience in Public Health (3 cr) (Prerequisites: PUBH 670 Research Methods, and completion of 36 graduate MPH credits, or instructor approval).

Electives: (6 credits)

PUBH 505 Global Health (3 cr)

PUBH 515 Introduction to Maternal & Child Health (3 cr)

PUBH 525 Injury Prevention and Control in Public Health (3 cr)

PUBH 555 Healthy Aging & Public Health (3 cr)

PUBH 615 Be Ready! Emergency Preparedness & Response (3 cr)

PUBH 635 Infectious Disease Control (3 cr)

PUBH 645 Chronic Disease Prevention (3 cr)

PUBH 685 Internship in Public Health (2-3 cr) (Prerequisites: completion of 24 graduate MPH credits, or instructor approval)

PUBH 695 Research Independent Study (2-3 cr) (Prerequisites: PUBH 650 Computational Analysis Methods for Public Health Data & completion of 24 graduate MPH credits, or instructor approval)

MPH Course Sequence

Below is the course sequence for the MPH program. Students together in a cohort format will work through the courses alongside each other. In addition to the core courses, two PUBH Electives (totaling 6 credits) are needed. Students have at least three opportunities during a two-year period to complete the electives.

Summer 0	Fall Year 1	Spring Year 1	Summer 1	Fall Year 2	Spring Year 2	Summer 2
Orientation to MPH	PUBH 500 (3) Public Health Foundations & Ethics PUBH 530 (3) Healthcare Systems & Health Policy	PUBH 560 (3) Health Literacy & Health Communication PUBH 570 (3) Program Planning & Evaluation PUBH Elective (3)	PUBH 540 (3) Biostatistics for Public Health PUBH 590 (3) Leadership & Program Management/Administration	PUBH 580 (3) Epidemiology for Public Health PUBH 600 (3) Social & Behavioral Health PUBH 610 (3) Environmental & Occupational Health	PUBH 650 (3) Computational Analysis Methods for Public Health Data PUBH 670 (3) Research Methods for Public Health PUBH Elective (3)	PUBH 680 (3) Capstone/Integrative Experience in Public Health PUBH Elective (3) (if needed)
	6 cr	9 cr	6 cr	9 cr	9 cr	3 cr = 42 cr

MPH Graduate Degree Requirements

Minimum requirements to receive a degree:

1. Must have a cumulative grade point average of at least 3.0.
2. Must have earned at least 36 credits beyond credits used to meet the requirements of a different degree.
3. Must have earned at least 30 (of 42 graduate semester) credits at the University of St. Thomas. Includes transfer or credit for prior learning.
4. Must complete all degree requirements before the degree will be awarded or posted to university records.

MPH Program Admission Guidelines

Admission Criteria

- U.S. baccalaureate degree (or international equivalent) from a regionally accredited institution of higher education
- Cumulative undergraduate GPA of ≥ 3.0
- Statement of purpose (answer the questions below; 1000 word limit)
 - Introduce yourself and why you're pursuing graduate study in this field.
 - Reflect on your personal qualities (e.g., leadership, critical thinking, overcoming challenges, perseverance, etc.) and how they will help you succeed.
 - Explain how your academic and professional background have prepared you for studying public health at the graduate level.
 - How do you see your education at the Morrison Family College of Health advancing your career or skillset to address health challenges and inequities, and promote health at various levels (individual, community, systems)?
- Up-to-date resume or C.V. showcasing academic and professional achievements and experiences
- Official transcripts for undergraduate and graduate degrees/courses completed
- Two letters of recommendation from academic and/or professional references. Please note: faculty involved in the St. Thomas MPH application review process are excluded. Please consult with MPH Program Director if you have questions. Each letter should state the nature of the relationship and length of time knowing the applicant.

Each letter should discuss the applicant's abilities/experiences related to at least two of the following areas:

- Demonstrated initiative and/or commitment to public health, whole person health, and/or health equity
 - Communication, interpersonal, organizational or leadership skills and abilities
 - Significant strengths that support applicant's ability to excel in a public health career or program
- Additional Requirements for [International Applicants](#)

- Academic Records

All post-high school or post-secondary academic transcripts from institutions originating outside of the United States must be evaluated by a transcript evaluation service that is a current member of the National Association of Credential Evaluation Services (NACES). Two recommended services are [WES](#) and [ECE](#).

Evaluations must meet the following requirements:

- A statement that the evaluation report was based on original and/or authenticated educational documents
- A statement of U.S. equivalence of a baccalaureate degree from an instituting institution that has institutional (formerly called "regional") academic accreditation
- A course-by-course analysis that includes grades and GPA

- Identification and Immigration Documentation

All international students must submit the following documents:

- All applicants must provide a copy of the picture page from their passport
- Applicants who will be studying on an F-1 or J-1 visa must submit an I-20 Request Form (see below)
- Applicants who will be studying on an F-1 or J-1 visa are required to submit supporting bank statements no more than three months old, that show at least the total cost of attendance for one academic year as listed on page two of the I-20 request form.
- Applicants with dependents that will be accompanying them on F-2 or J-2 visas must also provide copies of the picture pages from their dependents' passports
- Applicants who are already inside the U.S. must submit a copy of their current visa
- Applicants already in the U.S. in active F-1 visa status must submit a copy of their I-20 from their current school

- Proof of English Language Proficiency

All international applicants must meet one of the English proficiency requirements listed below before qualifying for an I-20/DS-2019 (required for the F-1 visa) or being allowed to register for classes.

There are 3 ways that St. Thomas confirms proficiency in English:

- you grew up in, received a college degree from, or were employed for at least 3 years in an English-speaking country
- you completed a college degree (graduate or undergraduate) where the official language of degree instruction was English
- you submit a qualifying test score that confirms your proficiency in English

Minimum GPA Not Met:

For applicants who do not meet the minimum GPA, please provide a brief statement (separate from your personal statement) about the circumstances surrounding your past academic performance and your plans and actions you would take to perform successfully in a graduate program.

Note: The GRE is not required

Application Deadlines

Priority deadline to apply for MPH Fall enrollment: March 15

After March 15, applications to the MPH program will be considered on a rolling basis, until the maximum cohort size is met.

Final application deadline for fall enrollment: July 15.

MPH Graduate Admission Rubric for Holistic Admissions

Student Name: _____

Previous Institution and Degrees: _____

Rubric Total Points: _____/28

Minimum, cumulative (all raters) score needed: 14

		4	3	2	1	0
Academic Performance		GPA 3.8-4.0 GPA is outstanding, indicating consistent high achievement in rigorous coursework. Clearly demonstrates academic readiness for graduate study.	GPA 3.5 – 3.79 GPA is solid and above average, with generally strong performance across relevant subjects. Minor inconsistencies may be present but are outweighed by overall achievement.	GPA 3.0 – 3.49 GPA meets minimum program expectations. Academic performance is acceptable but may include fluctuations or average performance in key areas. Demonstrates adequate preparation.	GPA 2.5 – 2.99 GPA is below preferred standards. May indicate academic challenges or inconsistencies. Needs strong justification (e.g., upward trend, work experience).	GPA Below 2.5 GPA is significantly below expectations for graduate study. Indicates poor academic preparation unless exceptional mitigating factors are present.
Comments						
Personal Statement	Personal Attributes & Goals	Excellent Provides a compelling,	Strong Offers a clear introduction	Satisfactory Addresses the question	Limited Provides minimal or	Weak Response is superficial,

		well-structured introduction with a clear, passionate explanation for pursuing the field. Demonstrates deep reflection and insight into personal qualities such as leadership, resilience, and critical thinking. Strong examples are used to connect these traits to success in graduate study. Shows strong self-awareness and purpose.	and good rationale for pursuing the field. Addresses personal strengths with some specific examples. Makes a solid case for how qualities like perseverance or critical thinking will support graduate success, though with slightly less depth or originality than top responses.	adequately but lacks depth or specificity. Motivation may be vague or generic. Mentions personal qualities but gives limited or no real-life examples. Connection between traits and graduate success is implied more than clearly explained.	unclear rationale for entering the field. Personal qualities are listed without reflection or supporting evidence. Lacks coherence, detail, or a clear sense of purpose.	off-topic, or missing key components . Does not explain motivation clearly and fails to reflect meaningfully on personal strengths or readiness for graduate study.
Comments						
Academic and Professional Background	Exceptional Preparation Demonstrates a strong and relevant academic background (e.g., coursework in health sciences, biology, statistics, social sciences, etc.) and substantial professional experience in public health or related fields.	Strong Preparation Shows solid academic foundation with relevant coursework or degree, and professional experience that aligns with public health goals.	Moderate Preparation Has general academic and/or professional experience related to public health, though may be somewhat limited in relevance or depth.	Limited Preparation Academic or professional background is weakly connected to public health. Experiences are superficial or unrelated.	Inadequate Preparation Little to no relevant academic or professional background. Lacks demonstrated understanding of public health or how their background supports graduate-level study.	
Comments						
Commitment to address	Exceptional Commitment	Strong Commitment	Moderate Commitment	Limited Commitment	No Demonstrated	

	health challenges and inequities, and promote health at various levels	Demonstrates a deep, sustained commitment to addressing health inequities and promoting health at multiple levels (individual, community, policy/systemic). Provides compelling, specific examples (e.g., research, advocacy, service, or professional work).	Clearly expresses a commitment to improving health and reducing inequities. Provides solid examples from personal, academic, or professional experience.	Expresses general concern for health challenges or inequities but with limited detail.	Mentions interest in health or equity but with minimal supporting evidence.	Commitment Does not express meaningful interest or awareness of health challenges or equity.
Comments						
Writing Ability		Excellent Writing is exceptionally clear and well-organized. Grammar and mechanics are flawless. Ideas are well-developed, insightful.	Very Good Writing is clear and logical with minor issues in flow or structure. Few grammatical or mechanical errors.	Good Writing is understandable but may lack consistency in organization or clarity. Several noticeable language or grammar issues are present but do not seriously hinder meaning.	Fair Writing lacks clarity or organization in several places. Frequent grammar errors affect readability. Vocabulary is limited or inappropriate in places. Content may be underdeveloped or off topic.	Poor Writing is unclear, disorganized, and/or difficult to follow. Errors in grammar and mechanics are pervasive and distracting. Vocabulary is inappropriate or severely limited.
Comments						
Letter of Recommendation Letter 1		Outstanding Recommender describes deep commitment to public health, whole person	Strong Applicant is described as motivated and capable, with clear	Moderate Letter addresses some criteria but lacks depth or	Limited Letter is weak or vague, with minimal evidence for the stated	Weak Letter lacks substance or seems perfunctory. Fails to

		health, or health equity. Clearly articulates superior communication, interpersonal, leadership, or organizational skills. Strongly endorses applicant's potential to thrive in public health education and career. Language is enthusiastic, personalized, and confident.	potential for success in public health. Strong interpersonal or leadership abilities are noted. The endorsement is confident but may be less detailed or enthusiastic than top-tier letters.	specificity. May include general praise without strong examples. The applicant is viewed as competent, but the recommender's support feels reserved or formulaic. Letter supports the application but doesn't add significantly to it.	criteria. Show little insight into the applicant's character or qualification. Endorsement is lukewarm or ambiguous. Fails to clearly support readiness for a public health program.	address the required criteria. May raise concerns about applicant's abilities or commitment. Does not support the applicant's readiness or suitability for graduate study in public health.
Comments						
Letter of Recommendation Letter 2		Outstanding Recommender describes deep commitment to public health, whole person health, or health equity. Clearly articulates superior communication, interpersonal, leadership, or organizational skills. Strongly endorses applicant's potential to thrive in public health education and career. Language is enthusiastic, personalized, and confident.	Strong Applicant is described as motivated and capable, with clear potential for success in public health. Strong interpersonal or leadership abilities are noted. The endorsement is confident but may be less detailed or enthusiastic than top-tier letters.	Moderate Letter addresses some criteria but lacks depth or specificity. May include general praise without strong examples. The applicant is viewed as competent, but the recommender's support feels reserved or formulaic. Letter supports the application but doesn't add significantly to it.	Limited Letter is weak or vague, with minimal evidence for the stated criteria. Show little insight into the applicant's character or qualification. Endorsement is lukewarm or ambiguous. Fails to clearly support readiness for a public health program.	Weak Letter lacks substance or seems perfunctory. Fails to address the required criteria. May raise concerns about applicant's abilities or commitment. Does not support the applicant's readiness or suitability for graduate study in public health.
Comments						

BS-MPH 4+1 Program

Overview

The BS-MPH 4+1 accelerated path was designed for Public Health undergraduate students (who meet a minimum GPA 3.5) who would like to work towards a MPH during their senior year of studies. This option provides a more affordable way for students to pursue a MPH and continue their studies at St Thomas. It is a competitive program, with limited spots available. This program requires extensive preplanning involving the student and their undergraduate faculty advisor to ensure all undergraduate credits are completed as scheduled. Worth noting, once students officially begin the MPH, since the MPH is a cohort model, the MPH graduate class availability is limited to a set sequence of classes and the designated course schedule is recommended to ensure the degree is completely in a timely manner.

BS and MPH Learning Outcomes

BS Public Health Program Learning Outcomes

- Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences
- Locate, use, evaluate and synthesize public health information
- Assess population needs, assets and capacities that affect communities' health
- Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
- Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
- Interpret results of data analysis for public health research, policy or practice
- Design a population-based policy, program, project or intervention

MPH Program Learning Outcomes

- Assess and analyze public health data to identify health trends, risks and protective factors, health disparities, and population needs.
- Design, implement, and evaluate public health programs and policies that address pressing health issues, with emphasis on evidence-based practices, whole-person health, and the common good.
- Communicate complex public health information, guidance, and recommendations effectively to diverse audiences, including policymakers, healthcare providers, media, general public, and select audiences.
- Critically analyze the social, behavioral, and environmental factors that influence population health from local to global levels.

- Cultivate essential leadership skills in public health to lead multidisciplinary teams, foster an inclusive work setting, engage in strategic planning and fulfill administrative responsibilities, adhering to legal and ethical principles.

Timeline

Undergraduate students will indicate their major in Public Health BS during their first or second year. BS Public Health majors who are interested in the 4+1 BS-MPH Public Health program can apply to the accelerated program during their third year (junior) of undergraduate studies. Interested applicants who meet the BS-MPH admission requirements will be able to apply to the program (February 1 deadline). Students accepted into the program will be able to enroll in 12 credits of graduate courses (4 courses) during their fourth year (senior) that will count 12 credits toward 129 credits required for the BS Public Health degree and will also count 12 credits toward 42 credits required for the MPH degree.

First Year Undergraduate	Indicate Public Health Major
Third Year Undergraduate	Apply for the 4+1 by February 1
Fourth Year Undergraduate (Senior)	Complete designated PUBH 12 graduate credits towards the MPH
	Graduate with BS Public Health
Fifth Year Graduate	Complete 30 graduate credits towards MPH
	Graduate with MPH

St Thomas undergraduate public health students who are accepted into the BS-MPH Graduate Pathway program will complete 12 MPH credits during their fourth year of undergraduate studies:

- PUBH 500 Foundations (3 cr) (will count towards BS PUBH Elective)
- PUBH 530 Healthcare Systems and Health Policy (3 cr) (will count towards PUBH 330 Health Policy)
- PUBH 560 Health Literacy and Health Communication (3 cr) (will count towards PUBH 360 Public Health Communications)
- PUBH 570 Program Planning and Evaluation (3 cr) (will count towards PUBH 340 Program Planning)

Degree Planning Guide: Public Health BS-MPH 4+1, 159 credits

First Year (<28 credits);	Sophomore (28-59 credits); Semester 1 Fall	Junior (60-91 credits); Semest	Senior (92+ credits); Semester 1 Fall	Summer	Graduate Year 1; Semester 1 Fall	Summer
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Semester 1 Fall		Semester 1 Fall				
FYEX 100 (1)	PUBH 225 (4)	PUBH 300 (4)	PUBH 500 (3) Public Health Foundations & Ethics (count towards BS Elective)	PUBH 540 (3) Biostatistics for Public Health	PUBH 580 (3) Epidemiology for Public Health	PUBH 680 (3) Capstone/Integrative Experience in Public Health
PUBH 220 (4)	PSYC 111 or SOCI 100 or 110 (Social Scientific Analysis) (4)	ENVR 151 or BIOL 209 or JPST 250 or GEOG 350 (4)	PUBH 530 (3) Healthcare Systems & Health Policy	PUBH 590 (3) Leadership & Program Management Administration	PUBH 600 (3) Social & Behavioral Health	PUBH Elective (3) (if needed)
PUBH 200 (4) (Natural Science; CGLC)	Language & Culture (4)	PHIL or THEO-Writing Intensive (4)	Global Perspectives (4)		PUBH 610 (3) Environmental & Occupational Health	
ENGL 121-Writing to Learn (4)	DISJ Course (4)	Int in Human. (4)	ELECTIVES (6)			
PHIL (4)						
First Year; Semester 2 Spring	Sophomore Year; Semester 2 Spring	Junior Year; Semester 2 Spring	Senior Year; Semester 2 Spring		Graduate Year 1; Semester 2	
COMM 100 or 105 or 220 (4)	PUBH 240 (4)	PUBH 350 (4)	PUBH 465 (4)		PUBH 650 (3) Computational Analysis Methods for Public Health Data	
BIOL 105 or 106 or 207 (4)	DASC 120 (4) (Quant. Analysis)	Fine Arts (4)	PUBH 485-Writing in Discipline (4) Signature Works		PUBH 670 (3) Research Methods for Public Health	
HIST Analysis-Writing Intensive (4)	Language & Culture (4)	Int in Human (4)	PUBH 560 (3) Health Literacy & Health Communication		PUBH Elective (3)	
THEO (4)	CGLC (4)	ELECTIVE (4)	PUBH 570 (3) Program Planning & Evaluation			
			ELECTIVE (>2)			

33	32	32	32 =129 for BS			MPH = 42 credits
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Requirements For BS-MPH 4+1 Degree (total 159 credits)

Core Curriculum (62 credits)

Major Courses (32 credits)

PUBH 200 Emerging Infectious Diseases (4 cr)
PUBH 220 Introduction to Public Health & Social Justice (4 cr)
PUBH 225 Global Health & Development (4 cr)
PUBH 240 US Health Care Delivery System (4 cr)
PUBH 300 Introduction to Epidemiology (4 cr)
PUBH 350 Environment, Health & Justice (4 cr)
PUBH 465 Public Health Research Methods (4 cr)
PUBH 485 Senior Seminar Public Health (4 cr)

Allied Course Requirements (20 credits)

- DASC 120 Intro. To Computational Statistics (4 cr)
- BIOL 105 Human Biology (4 cr) or BIOL 106 Women, Medicine, & Biology (4 cr) or BIOL 207 Genetics Ecology & Evolution (4 cr)
- COMM 100 Public Speaking (4 cr) or COMM 105 Communication in the Workplace (4 cr) or COMM 220 Intercultural Communication (4 cr)
- ENVR 151 Environmental Challenges (4 cr) or BIOL 209 Biology of Sustainability (4 cr) or JPST Introduction to Justice and Peace Studies (4 cr) or GEOG 350 Geography of Global Health (4 cr)
- PSYC 111 General Psychology (4 cr) or SOCI 100 Introduction to Socio (4 cr) or SOCI 110 Social Problems (4 cr) or SOCI 251 Race & Ethnicity (4 c)

Graduate Courses for 4+1, Year 4 (12 credits)

PUBH 500 Public Health Foundations and Ethics (3 cr) for PUBH Elect (BS)
PUBH 530 Healthcare Systems & Health Policy (3 cr) for PUBH 330
PUBH 560 Health Literacy & Health Comm. (3 cr) for PUBH 360
PUBH 570 Program Planning & Evaluation (3 cr) for PUBH 340

Graduate Courses for 4+1, Year 5 (30 credits)

PUBH 540 Biostatistics for Public Health (3 cr)
PUBH 580 Epidemiology for Public Health (3 cr)
PUBH 590 Leadership and Program Management/Administration (3 cr)
PUBH 600 Social & Behavioral Health (3 cr)
PUBH 610 Environmental & Occupational Health (3 cr)
PUBH 650 Computational Analysis Methods for Public Health Data (3 cr)

PUBH 670 Research Methods for Public Health (3 cr)
 PUBH 680 Capstone Integrative Experience in Public Health (3 cr)
 PUBH Elective (3 cr)
 PUBH Elective (3 cr)

FYEX = First Year Experience

CGLC = Common Good Learning Course

Graduate Course Sequence BS-MPH 4+1

**courses taken during senior year, count towards BS and MPH.*

Summer	Fall (Senior Year)	Spring (Senior Year)	Summer	Fall	Spring	Summer
Orientati on to 4+1	*PUBH 500 (3) Public Health Foundation s & Ethics (cou nt towards BS Elective) *PUBH 530 (3) Healthc are Systems & Health Policy	* PUBH 560 (3) Health Literacy & Health Communicat ion *PUBH 570 (3) Program Planning & Evaluation	PUBH 540 (3) Biostatistic s for Public Health PUBH 590 (3) Leadersh ip & Program Managemen t Administrati on	PUBH 580 (3) Epidemiolo gy for Public Health PUBH 600 (3) Social & Behavioral Health PUBH 610 (3) Environmen tal & Occupation al Health	PUBH 650 (3) Computatio nal Analysis Methods for Public Health Data PUBH 670 (3) Research Methods for Public Health PUBH Elective (3)	PUBH 680 (3) Capstone/Integra tive Experience in Public Health PUBH Elective (3) (if needed)
0 cr	6 cr	6 cr	6 cr	9 cr	9 cr	6 cr

Application Guidelines BS-MPH 4+1

Successful applicants to the program will

- GPA of 3.5 or higher
- Statement of purpose (answer the questions below; 1000 word limit)
 - Introduce yourself and why you're pursuing graduate study in this field.
 - Reflect on your personal qualities (e.g., leadership, critical thinking, overcoming challenges, perseverance, etc.) and how they will help you succeed.
 - Explain how your academic and professional background have prepared you for studying public health at the graduate level.

- How do you see your education at the Morrison Family College of Health advancing your career or skillset to address health challenges and inequities, and promote health at various levels (individual, community, systems)?
- Two letters of recommendation from academic and/or professional references. Each letter should state the nature of the relationship and length of time knowing the applicant. Please note: for those applying for the BS-MPH 4+1 Program, faculty involved in the St. Thomas MPH application review process are excluded. Please consult with MPH Program Director if you have questions. Each letter should discuss the applicant's abilities/experiences related to at least two of the following areas:
 - Demonstrated initiative and/or commitment to public health, whole person health, and/or health equity
 - Communication, interpersonal, organizational or leadership skills and abilities
 - Significant strengths that support applicant's ability to excel in a public health career or program
- Advisor-approved BS-MPH plan of study

Eligible students must have room in their senior schedule to accommodate the 12 graduate credits (according to course sequence plan of study). As documented by an advisor-approved plan of study for their BS program.

Faculty within the Public Health program will review, consider and vote on students' applications. Up to 10 undergraduate students will be formally admitted to the BS-MPH program per year. The four graduate courses (12 credits) completed during one's fourth (senior) year will count toward their BS program as well as count towards the 42 credits required for the MPH degree. Upon finishing the requirements for their BS Public Health degree, students will be enrolled in the MPH graduate program.

If an undergraduate student accepted into the BS-MPH program decides to no longer pursue the MPH program; they will be able to apply successfully (grade C or better) completed Public Health graduate course credits within the 4+1 program (up to 12 credits) towards a BS in Public Health degree.

Application Deadline: February 1 (of junior year)

Minimum GPA Not Met: For applicants who do not meet the minimum GPA, please provide a brief statement (separate from your personal statement) about the circumstances surrounding your past academic performance and your plans and actions you would take to perform successfully in a graduate program.

MPH PROGRAM POLICIES

Academic Advising

As a graduate student in the MPH online program, you will be assigned a public health academic advisor. Your academic advisor is here to support your success and help you

make the most of your educational experience. While advising sessions aren't required, they're strongly recommended—they give you the chance to ask questions, plan your course schedule, stay on track for graduation, and discuss any challenges you might be facing. We recommend meeting at least once a semester with your academic advisor. Building a strong relationship with your advisor can offer major benefits, such as clear guidance on program requirements, personalized support, motivation when things get tough, and insight into academic or professional opportunities. Staying connected with your advisor can make your graduate journey more manageable—and more rewarding.

Academic Integrity

The University is a community of learning. Its effectiveness requires an environment of mutual trust and integrity. Academic dishonesty undermines this environment. In general, soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. To this purpose instructors have the discretion to ban student use or access to electronic or other devices. Plagiarism or failure to disclose original sources is dishonest, violates the mutual trust necessary between faculty and students, undermines the assessment of the University and its students, and takes unfair advantage of fellow students.

Failure to disclose knowledge of academic dishonesty is also academic dishonesty. Students are expected to call academic dishonesty to the attention of a faculty member or administrator.

Examples of academic dishonesty include, through electronic or any other means, copying from another person, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person or outside source but presented as the student's own work, copying a passage, text, or program code directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty.

Where there is indication of dishonesty, a faculty member or administrator has the responsibility to initiate investigations of violations in accordance with the due process specified by the school or college through which the course or research is offered. If an academic violation is determined to have occurred, recommendations of sanctions to be imposed must be made to the dean or director of the school, college or program in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, grade reduction, failure of the course, disciplinary probation, suspension, or dismissal from the program.

Gen AI

Large Language Model Generative Artificial Intelligence (Gen AI) includes ChatGPT, Microsoft CoPilot, Jasper, etc.

Any Use of Gen AI Must Be Instructor-Approved

There may be specific assignments in class when the professor permits you to use generative AI for a class assignment or discussion. In these cases, specific directions will be given regarding the parameters of Gen AI use. In these circumstances, you **MUST** properly document and cite the use of AI, according to APA guidelines. Content produced by generative AI tools, and not properly sourced as such, is a violation to university policy. You are fully responsible for the information you submit based on generative AI query (such that it does not violate academic honesty standards, intellectual property laws, or standards of non-public research you are conducting through coursework).

Use of Gen AI Without Explicit Prior Approval from the Instructor Constitutes a Serious Violation of Academic Policy

In the MPH Program, use of any generative AI tools without professor permission, is a violation to academic honesty policies, and will be treated as plagiarism, and subject to academic discipline measures. Unless indicated otherwise by the professor, the use of generative AI for *any* course work is not permissible. This includes work related to brainstorming, creating outlines, drafting papers, and producing final works. All assignments and coursework should be fully prepared and written by you; this includes individual assignments as well as assignments in which you are a member of a team or small group.

It is a violation of the university's academic integrity policy to misrepresent yourself as an author to work you do not do.

Academic Progress, Probation, and Dismissal

Academic Standing

At Admission:

- Provisional Admission

A student is classified as a provisional admit if their undergraduate GPA is below 3.0 at the time of admission. To be removed from provisional status, the student must achieve a GPA of 3.0 or higher within the first 12 credits of the MPH program.

After each semester and final grading period:

- Good Standing

To maintain satisfactory academic progress, a student must steadily work toward completing their program within the designated time limits and earn grades of B- or higher in all coursework.

- Probation (academic or disciplinary)

Reviews of a student's performance may be initiated at any point during the academic year if there are concerns about unsatisfactory academic progress. These reviews can take place during regular student review meetings, faculty meetings, or special meetings called specifically to assess a student's academic standing.

Based on the outcome, the faculty may recommend several actions, including but not limited to:

- a) placing the student on academic probation (automatically triggered by any grade below a B-),
- b) requiring the student to retake or remediate a course (also automatically required for grades below a B-),
- c) requiring additional remediation for other academic requirements or placing the student on a customized academic plan, and/or
- d) removing the student from the program entirely.

Academic probation is not a prerequisite for academic dismissal.

- **Suspension**

A student who remains on academic probation for more than two semesters may face suspension from the program. Suspension may also occur if a student receives more than one grade of "C" or lower. While suspended, the student is not permitted to enroll in future terms until the suspension requirements have been properly resolved.

- **Dismissal (Termination)**

A student may be dismissed from the MPH program if they fail a required course twice or have more than one grade of "F" and/or "R" on their transcript. Additionally, failure to meet the program's non-academic standards, as outlined in this handbook, may also result in termination from the program.

Appeal Process

A Policy Appeal is a student's formal request to be exempted from a specific academic or administrative policy. To be considered, the student must present compelling, well-justified reasons explaining why the policy should not apply to their situation. Exemptions are not granted automatically and require evidence of significant, uncontrollable circumstances. Common life events such as starting a career, managing a heavy workload, or beginning a family are typically not sufficient grounds for appeal. Policy appeals should be submitted first to the MPH Program Director, who will review the request in consultation with the Department Chair.

Email

At the University of St. Thomas, email is the primary and official method of communication with students. All enrolled students are provided with a UST email account, which the university uses to send important updates and official information.

You are responsible for regularly checking your UST email throughout your time at the university to stay informed about deadlines, announcements, and other essential communications.

In addition to email, you should also stay alert for information shared through postal mail, newsletters, and campus bulletin boards. UST email can be accessed at stthomas.edu/mail, and you have the option to set up automatic forwarding to a personal email account for convenience.

English Language Proficiency

All international applicants must meet one of the English proficiency requirements listed below before qualifying for an I-20/DS-2019 (required for the F-1 visa) or being allowed to register for classes.

There are 3 ways that St. Thomas confirms proficiency in English:

1. you grew up in, received a college degree from, or were employed for at least 3 years in an English-speaking country
2. you completed a college degree (graduate or undergraduate) where the official language of degree instruction was English
3. you submit a qualifying test score that confirms your proficiency in English

See [International Graduate Requirements](#) for more information.

FERPA Records Privacy Information

The [Family Educational Rights and Privacy Act of 1974](#) (FERPA) safeguards the privacy of your educational records. This law grants you essential rights, including the ability to access and review your academic records, request corrections if any information is inaccurate, and control the disclosure of your personal data contained within these records.

Under FERPA, postsecondary educational institutions like St. Thomas are obligated to maintain the confidentiality of your records and to provide you with annual notifications regarding your FERPA rights.

They are also prohibited from disclosing the education records of students to most third parties without the students' written consent.

Financial Aid Policies

Financial aid policies for graduate students can be viewed [here](#).

Grade Expectations

At the end of each semester or term, each student who is registered for a course receives either a grade or a mark in that course. In each case, the grade or mark is one of the following letters: A, B, C, D, F, I, R, S, or W. At the discretion of the instructor, the grade A may be followed by a minus, as A-, and the grades B, C, D may be followed either by a plus, +, or a minus, -.

The use of plus and minus indicates performance levels between those suggested by these characteristics:

A	Excellent work
B	Very good work
C	Satisfactory work
D	Poor but passing work
F	Failing work
I	Incomplete
S	Satisfactory
R	Unsatisfactory
W	Withdrawal
NR	Indicates a grade that has not been recorded

Grade Point Value and Grade Point Average

The grades A, B, C, D, either alone or followed by a plus or minus, and the grade F are called regular grades. Each of these grades has an associated grade point value. These values are listed below:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0.0

Marks of W, I, R, and S have no grade point value.

The grade point total is the sum of grade points (multiply each grade point value by the number of credits for the course) for all courses with grade point value.

The grade point average (GPA) is determined by dividing the grade point total by the number of credits with grade point value.

Incompletes

The mark of Incomplete ("I") is assigned at the instructor's discretion if the student has not completed the work of the course, has been actively engaged in the course, has good reason for delay, and has made arrangements with the instructor before grades for the course are due. Ordinarily, good reason will involve matters beyond control of the student, such as serious illness, necessary absence, or other extenuating circumstances. The mark of "I" may only be assigned if the student is passing at the time of the request and the student satisfactorily completed a substantial part of the coursework (generally at least 70%). The mark may not be assigned as a substitute for a failing grade or to allow a student to improve a grade by completing additional work over and above that ordinarily expected

for the course or by repetition of work already submitted to the instructor. The mark of "I" should not be used without prior arrangement between the instructor and student. If a mark of "I" is assigned, an Incomplete Form must be submitted. This form includes the reason for the incomplete, a description of work left to complete, a deadline for completion, a provisional grade based on work the student has completed to date, and confirmation by the instructor that the contents of the form have been clearly communicated to the student.

The student must complete the designated work and submit it to the instructor by the date specified below:

- February 15th – for an incomplete assigned in the Fall semester
- March 15th – for an incomplete assigned in the January term
- July 15th – for an incomplete assigned in the Spring semester
- October 15th – for an incomplete assigned in any Summer term

In courses with an experiential, field work, clinical, or community engagement component, the instructor may extend the deadline one time for submission of the designated work to the date specified below:

- May 15th – for an incomplete assigned in the Fall semester or January term
- December 15th – for an incomplete assigned in the Spring semester or any Summer term

The deadline specified on the mark of Incomplete Form may *not* be extended. If the designated work is not submitted to the instructor before the deadline, the mark of "I" will change to the provisional grade assigned on the form.

Grade Reports

Final grades can be accessed by the student through [Murphy Online](#), the St. Thomas student self-service system.

Minimum Grade Point Average requirements for Morrison Family College of Health graduate programs can be viewed [here](#).

Grade Appeal Process

Grading is a core responsibility of faculty, and the instructor who assigns a grade holds final authority over it. Administrative staff cannot change grades unless a student claims the grade was influenced by clear, provable bias—in which case, their role is limited to helping facilitate a resolution.

Most grade disputes arise from mistakes, miscommunication, or differing opinions about academic performance. If a student believes a grade is incorrect or unfair, they must first contact the instructor directly within ten days of receiving the grade. The purpose of this initial step is to seek clarification and try to resolve the issue informally. The instructor should explain how the grade was determined and may share any relevant details.

If the matter isn't resolved through this conversation, the student can submit a written complaint to the Health and Exercise Science Department Chair within one week of the discussion. The Chair will then review the situation, consult with the instructor, and ask them to reconsider the grade. However, the instructor still has the final decision. The Chair will notify the student of the outcome.

The appeal can only move to the Dean of the Morrison Family College of Health if the student alleges verifiable bias and the issue remains unresolved after going through the Department Chair.

Grievance Policy

A Student Grievance is a formal complaint filed by a student who believes their rights have been violated or denied in an unfair or arbitrary way. Grievances are addressed through the Student Grievance Process outlined below and are based on the protections outlined in the Statement of Student Rights and Responsibilities. Students must follow a specific sequence or "chain of command" when submitting a grievance. Skipping steps and escalating the issue directly to higher administration may delay the resolution process, as the matter will be redirected through the proper channels. At each step, those involved will review the complaint and attempt to resolve it. If a resolution cannot be reached, the student may choose to escalate the grievance to the next level.

Each student can expect fair and reasonable treatment by other members of the university community. For student concerns and complaints, please see the procedure on this webpage: <https://www.stthomas.edu/about/consumer-information/student-concerns/index.html>. Students who believe they have been aggrieved according to the specifications of any campus policy should follow the [grievance process](#) to resolve that grievance.

At the earliest stages, a concern or complaint may be resolved with the support, involvement or intervention of a university faculty or staff member. It is advisable to voice concerns as soon as possible, and to seek informal resolution, if possible, as this facilitates early resolution. Raising an issue can often resolve a problem quickly and informally; a complaint (which may, for instance, be founded on misunderstanding or disagreement) can sometimes simply require a discussion between parties, without the need for any further action.

Independent Study

Independent Study is a course of study for the credit requested by the student to be taught under the direction of a faculty member for study in an area not addressed by current course offerings. An Independent Study must be approved by the Department Chair and/or Dean.

Internship

The MPH Internship is an optional (elective) experiential learning opportunity designed to provide students with hands-on experience in public health practice. This 100-hour (2 credit) or 150 hour (3 credit) internship will allow students to apply theoretical knowledge gained in the classroom to real-world public health problems. Working with a local, state, or national public health agency (either in-person or virtually), students will lead a project related to health promotion, epidemiology, program evaluation, policy analysis, health education, or other relevant public health area. The internship will advance essential public health skills such as teamwork, communication, problem-solving, and cultural competency, while also providing a deeper understanding of the day-to-day operations and challenges faced by public health agencies. Prerequisites: completion of 24 graduate MPH credits, or instructor approval.

Students interested in completing an internship for credit should contact their academic advisor for guidance about the internship requirements, process, and registering for the course.

Maximum Credit Load

Students must obtain advisor approval to enroll in more than 18 credits during the fall or spring semesters, and more than 9 credits during the summer term. If a student wants to exceed these limits, they must also get permission from the department chair. Approval depends on factors such as GPA, personal and work commitments, and the nature of the courses. Students who are not making satisfactory academic progress are not eligible for an increased credit load.

Non-discrimination and Anti-harassment Policy

<https://www.stthomas.edu/about/departments/general-counsel/policy-pdfs/nondiscrimination-and-anti-harassment-policy.pdf>

Online Learning Expectations

Canvas Learning Management System

[Login to Canvas](#)

Canvas is the Learning Management System used by the University of St. Thomas. On Canvas, you'll be able to:

- View grades and course content
- Submit assignments
- Keep track of course work with a task list and calendar
- Send and receive messages
- Post to discussions

Canvas support is available 24/7/365. Click on the Help icon in the left navigation to chat with Canvas support, call the Canvas support hotline, or access the [Canvas Student Guide](#).

Computer Requirements

You will need reliable internet access and a computer with Microsoft Office Suite (Word, Excel, PowerPoint) allowing you to access course delivery software and the ability to complete assignments.

ITS

[Tommie Tech Services](#)

[Tech Help for Students](#)

Orientation to Program

The purpose of the MPH Orientation is to ensure students are well-prepared to succeed both academically and professionally. Specifically, the orientation serves to:

- **Introduce Program Structure and Expectations:** You will learn about the curriculum, course sequence, credit requirements, and academic policies, helping to understand what is expected throughout the program.
- **Familiarize Students with Online Learning Tools:** Orientation provides guidance on using the learning management system (Canvas), submitting assignments, participating in discussions, accessing materials, and using virtual tools effectively.
- **Connect Students with Key Resources:** You will be introduced to academic advising, library services, tech support, writing centers, and career services that can support your success.
- **Build a Sense of Community:** Orientation will help you begin to form connections with faculty, staff, and fellow students—crucial for engagement in an online environment.
- **Clarify Policies and Procedures:** You will be informed about important academic policies, deadlines, professionalism standards, and the code of conduct, which helps prevent misunderstandings later.
- **Ease the Transition to Graduate School:** Especially for those new to online or graduate-level education, orientation will reduce anxiety, answer common questions, and promote confidence.

In short, the MPH Orientation will set the foundation for a smooth transition into the program and increase the likelihood of your success in graduate school at the University of St. Thomas.

MPH Orientation will occur prior to fall classes beginning. Orientation is required.

Registration

After admission to a graduate program, each student is assigned an academic advisor. Advisors help students select appropriate courses for their degree plans. Students are expected to maintain ongoing communication with their advisor throughout the program and are encouraged to check in at least once each semester.

To view current course offerings, students can use [Class Finder](#), which updates every 24 hours.

Course registration is completed through the Murphy Online Web Registration System. All students must register before the first day of class to avoid a \$100 late registration fee. Early registration is strongly encouraged, as low enrollment may result in course cancellations.

Satisfactory Academic Progress Policy

[Satisfactory Academic Progress \(SAP\) Policy](#) applies to federal, state and institutional grants/scholarships administered by the Graduate Financial Aid Office. This policy must ensure that students successfully complete a minimum percentage of credits attempted, make progress to complete their degree within a reasonable period of time, and maintain a minimum cumulative GPA. The SAP policy that applies to federal, state and institutional financial aid recipients is at least as strict or stricter than the academic programs policy for students not receiving federal, state and institutional financial aid. Students who are not meeting the SAP criteria may be placed into a financial aid warning status (eligible for financial aid during a warning status) and eventually into a financial aid suspension status (ineligible for financial aid during a suspension status). If students are placed into a financial aid suspension status, there is an appeal option/process for students with extenuating circumstances.

Graduate and professional students must:

1. Maintain a cumulative grade point average (GPA) that is equal to or greater than the graduation standards published by their program(s) (Minimum Cumulative Grade Point Average);
2. Satisfactorily complete a minimum of 67% of all credits attempted at the University of St. Thomas (Minimum Completion Rate); and
3. Be able to complete their program of study/degree within a maximum number of attempted credits allowed by their degree level (Maximum Timeframe).

Sexual Misconduct Policy

The University of St. Thomas' mission and convictions embody our commitment to promote and protect the personal dignity and well-being of every member of the St. Thomas community.

Sexual harassment, sexual assault, and other forms of sexual misconduct violate that commitment and are not tolerated in our community. Moreover, they constitute unlawful sex discrimination. All forms of sexual misconduct are prohibited by St. Thomas.

Sex discrimination includes sexual harassment, sexual assault, and other forms of sexual misconduct. The [University's Sexual Misconduct Policy \(PDF\)](#) contains further definitions of these terms.

Student Conduct Code

The mission of the University conduct process is dedicated to the moral and intellectual development of our students. The student conduct process is designed to facilitate self-reflection and personal growth. The process also emphasizes students' understanding of their impact on, and responsibility to, their community. The Student Conduct Code supports and reinforces the university's convictions and is committed to creating a welcoming, inclusive, and collaborative community. The University conduct process is designed to give students individual attention and treat them with care, concern, fairness, and dignity.

The conduct process is not the civil or criminal justice system – it is a function of an educational institution. It balances the interests of individual students with the interests of the St. Thomas community. Our conduct philosophy includes principles of restorative justice – when possible, we seek to facilitate a just resolution for the parties involved and to repair harm in the broader community. The University conduct process is designed to treat students with care, concern, and dignity. It is an educational process that provides students with notice of conduct rules they are charged with violating and gives them the opportunity to respond to those charges. The Dean of Students reserves the right to establish and make adjustments to any rule, guideline, or procedure.

Student Conduct Code identifies specific behaviors (both on and off campus) that are considered inappropriate for the University community and contrary to its mission, vision, and convictions. Example behaviors include acts of dishonesty, disruptive behavior, discrimination, harm to person(s), illegal activity, to name a few examples. See [Student Conduct Code](#) for additional example behaviors.

Any member of the University community may report violations of the Student Conduct Code. A report of student misconduct should be submitted as soon as possible to Public Safety, Residence Life, or the Dean of Students Office. Violations of the Student Conduct Code must generally be reported within one year of the incident. The University's ability to respond may be limited if an incident is reported more than one year later. Incidents reported after one year will be addressed at the discretion of the Dean of Students and, for graduate students, their academic Dean or designee thereof.

Reports of student misconduct should include the following: a. The date, time, and location of the incident; b. The name(s) of the individual(s) involved; c. Factual details of the incident regarding student misconduct.

The University conduct process begins with the documentation of reported student misconduct. The report becomes a formal complaint when received by a conduct officer who initiates the conduct process.

Refer to the [Student Conduct Code and Non-Academic Conduct Procedures](#) for more information.

Student Course Evaluation (IDEA)

St. Thomas uses the IDEA form, powered by Anthology Evaluate, to gather course feedback from students during pre-defined evaluation periods. Tommies can make a difference by taking the time to give faculty honest and accurate feedback on the IDEA evaluation form. The IDEA evaluations work well only when you take the time to complete the forms for every class and by honestly and accurately reflecting on how much progress you have made on your learning in a course. By completing the IDEA forms, Tommies are making their voices heard and improving learning for future students.

A few reminders about the IDEA evaluation process:

No course or professor is expected to do all of the items you are being asked about on the IDEA form. Your constructive feedback will help your professors plan for future sections of the course.

Please note that completing the IDEA evaluation is a form of professional communication, and it's important to offer your evaluation in the spirit of civility and respect.

- In order to account for the broad range of courses we offer at St. Thomas, IDEA offers a range of objectives to measure student progress. No course or professor is expected to do all of the items you are being asked about on the IDEA evaluation.
- Your constructive feedback will help your professors as they plan for future courses. It's most helpful to your professors and to St. Thomas if you answer each question thoughtfully and honestly.
- Written comments are especially helpful to your professors and to department chairs and deans at St. Thomas. Please keep in mind that these comments are a form of professional communication, and should be offered constructively, in the spirit of civility and respect.
- Please know that your evaluation will remain anonymous. No one will see your evaluations until after your professor has submitted final grades.

How Can You Access Your Course Evaluations?

1. To access the available courses to evaluate, please go to <https://stthomas.campuslabs.com/courseeval>. See Campus Labs [documentation](#) for more information about accessing your course evaluations.
2. Login to the site using your St. Thomas username and password.

The best browsers to use are Google Chrome, Mozilla Firefox or Microsoft Edge. Please do not use Internet Explorer. The testing done to identify these preferred browsers includes site speed and overall functionality of features. Please note that it is best to have the most up-to-date version of the browser you are working in.

Student Policies

The [University Policy Repository](#) contains all university policies that are subject to approval of the St. Thomas president. Policies that do not require the president's approval are included at the discretion of the University leader responsible for the policy. The repository contains the most current, official version of the designated policies. Any copies (print or electronic) of policies that are inconsistent with the version contained in the repository are not in effect and should be disregarded. Some policies in the repository are not publicly accessible.

Substitutions and Transfer of Credit

-St Thomas graduate policy

Courses will be considered for transfer credit if the course:

- Is designated as a graduate-level course
- Is from a regionally accredited institution
- Is graded B- or above (Pass/Fail courses are not accepted)
- Is earned within 10 years
- Is deemed equivalent by the dean or designee as applicable to degree completion

Up to 12 credits can be transferred towards the 42-credit requirement of the MPH.

Synchronous Attendance Policy

Within the MPH program, >50% of MPH courses offer synchronous opportunities to connect, network, and learn together (flexibility).

Students are required to attend a minimum of four (4) synchronous sessions during the semester, for each course designated as offering synchronous sessions. Attendance will be tracked, and participation will be factored into your course engagement grade as outlined in the course syllabus.

Tuition and Fees

The current fees for the MPH program can be viewed [online](#). [Financial Aid](#) may be available to assist you with your direct costs (i.e. tuition, fees) and other indirect costs (off campus housing, food, books, supplies, course materials, equipment, transportation, personal expenses, etc.).

Student Account Charges and Payment Options

"Tuition, fees, and other charges for the academic term are billed at the outset of each term. Students are responsible for timely paying all amounts due to St. Thomas. Charges are made to each student's account established at the time of registration, in accordance with the [Student Payment Agreement and Disclosure Statement](#).

Students may pay their charges in a single lump sum by the first due date after the charges are billed, or they may pay their charges over a longer time period, in accordance with one of two [Payment Plan](#) options:

- The Extended Payment Plan is available to all students and allows students to pay charges for the fall, spring, and summer academic terms in

installments. All charges must be fully paid before the end of the applicable term. Until the charges are fully paid, students will not be permitted to enroll in a subsequent academic term.

- The End of Term Payment Plan is available to students who do not receive financial aid from any source other than their employer, and who are eligible for an employer tuition reimbursement of at least 50% of the tuition balance based on receipt of a satisfactory grade report for the corresponding term. Under this plan, no tuition payment is required until after the end of the term, when grade reports have been issued. If the charges are not timely paid, students will not be permitted to enroll in a subsequent academic term.

Under the payment plans, monthly finance charges will be assessed on the unpaid balance in the student account.

Contact the [Business Office](#) for additional information about payment options.”

[Refund or Adjustment Policy](#)

University Graduate Student Policies

<https://www.stthomas.edu/catalog/graduate-catalog/policies/index.html>

Withdrawal from Classes/Withdrawal from Program

In order to drop from one or more classes during a term (to withdraw from all classes see withdrawal policy), a student will use the self-service registration system (Murphy). The date on which the class is dropped or the date of notification will be entered into the student's record as the drop date. The financial aid implications are governed by Student Financial Services policies.

Students planning to withdraw from the MPH program, temporarily or permanently, need to notify the MPH Program Director. The Program Director can help you understand the short- and long-term implications of withdrawing, including how it may affect your academic standing, financial aid, visa status (if applicable), and timeline for degree completion. By discussing your plans, you may be connected to campus resources—such as academic advising, counseling, or financial support—that could help address your concerns or possibly prevent the need to withdraw.

GRADUATE STUDENT SERVICES/INFORMATION

Athletic Facilities on Campus

The Anderson Athletic and Recreation Complex (AARC) at the University of St. Thomas is the centerpiece of campus fitness and athletics. Home to 21 NCAA Division I varsity teams, a vibrant intramural sports program, and state-of-the-art fitness equipment, the AARC supports student-athletes and the broader campus community alike.

All University of St. Thomas graduate and professional students are eligible to purchase a non-refundable term membership for any of the following terms. Memberships are available starting the first day of each term and will continue to be available throughout. Memberships are pro-rated for the term the first day of each month. All membership rates will remain the same regardless of the length of the month, or building availability around University closings.

Memberships may be purchased [here](#). Once purchased, a valid University of St. Thomas identification card must be presented for access into the fitness areas.

Business Office

The Business Office is responsible for the university's accounts receivable system, or, money owed to the University of St. Thomas. Their office provides services to students, including maintaining student accounts, preparing monthly billing statements, receiving payments, counseling on tuition repayment, and disbursement of student loan funds. This [website](#) details these and other services provided.

Read through this [orientation guide](#) for students and their families that covers how to access the eBilling system as a student and understanding student account-related policies, as well as setting up parents and other authorized users.

Campus Bookstore

The [Official Campus Store](#) at the University of St. Thomas provides students access to purchase their course textbooks and supplies and offers an online store where you can purchase Tommie apparel and other items. To access the campus store, you need to first create an account (using the link above) with your @stthomas.edu email address, or a personal email address. When creating an account with the Campus Store, be sure to use your full name as it appears on your student ID.

Once you have an account created, you are able to access the [online bookstore](#) for ordering course materials (including texts).

Campus Ministry

Campus Ministry celebrates the diversity of faith traditions represented in our university community by meeting the pastoral and spiritual growth needs of all. [Our office](#) provides a supportive environment for students seeking to grow in faith and understanding of God, and we work to deepen our community's commitment to spiritual growth and social justice through a variety of prayer, service, formation and educational opportunities.

Career Services

The Career Development Center helps students and alumni launch and explore careers in a way that makes sense for them. Career exploration is supported by connections with employers and alumni, integration of career conversations and curriculum across the

university, and opportunities for continuous learning and skill development. The center offers [specialized career resources](#), tailored for more experienced professionals and graduate students.

Graduate students may meet with us in person or virtually. Career services offered include career exploration, resume/cover letter reviews, mock interviewing and individualized career coaching.

Center for Well-being

The [Center for Well-Being](#) provides compassionate care, expertise and education, and resources to help members of our community thrive in and out of the classroom. The Center provides a full array of health and mental health services in an integrated model. Our partner areas include:

- [Health Services](#)
- [Counseling and Psychological Services](#)
- [Health Promotion, Resilience, and Violence Prevention](#)

Disability Resources

Classroom accommodations will be provided for qualified students with documented disabilities. Students qualify for services through Disability Resources upon self-disclosure of a disability and the presentation of documentation. Reasonable academic accommodations are arranged on an individual basis in order to provide students with disabilities equal access to all university programs. The University of St. Thomas is committed to compliance with the Americans with Disabilities Act Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973. Students are invited to contact the [Disability Resources office](#) about accommodations.

Enrollment Verification

[Enrollment verification](#) is issued through the Office of Student Data and Registrar.

Financial Aid

Graduate school can be affordable with the right financial planning and support. St. Thomas is committed to assisting our graduate students in finding the financial aid options that best suit their needs. Financial aid is awarded based on the average costs for a student attending specific graduate programs and the financial aid types for which an individual student is eligible. Some financial aid awards are determined by the academic departments and reported to the Graduate Financial Aid Office.

In no case can the total dollar amount of all combined financial aid awards exceed the total cost of attendance budget for the program as determined by the Graduate Financial

Aid Office, but adjustments to financial aid eligibility can be reviewed on a case by case basis to consider special or unusual circumstances.

We encourage you to [contact the financial aid office](#), specifically Becky Bryant Assistant Director of Financial Aid Graduate and Professional Programs. Phone: [\(651\) 962-4053](#); Email: becky.bryant@stthomas.edu

ID Cards

Graduate-enrolled students attending fully online programs are not required to have a university-issued student ID. However, students planning to be on campus will be required to always carry their University of St. Thomas (UST) photo ID card while on campus. For security purposes, Public Safety officers may request students on campus to show a valid student ID at any time. Student ID cards are not mailed out; they must be acquired on campus.

For details about your student ID or to set up an Express Account, please contact the [Card Office](#), Email: cardoffice@stthomas.edu or Phone: (651) 962-6069.

International Student Services

The [Office of International Students & Scholars](#) (OISS) provides comprehensive immigration and support services to international students and scholars while supporting them in pursuit of their educational, personal and professional goals. Email: oiss@stthomas.edu; Phone: (651) 962-6650.

ITS Support

Innovation & Technology Services (ITS) is the University of St. Thomas's technology division. ITS is charged with developing digital strategy, leading technological innovation and providing services that enhance faculty and student success; improve campus processes; support communication; and reflect and advance best practices for IT in higher education.

[Claiming and Setting Up Your St. Thomas Account](#)

Your account allows you to login to your St. Thomas email, Canvas, Murphy Online, OneStThomas, campus computers, and other resources for the duration of your time here at the university.

To Activate Your Account

Go to stthomas.edu/new to claim your account and activate it today.

To activate your account you will need your St. Thomas ID Number.

- New Students can locate their St. Thomas ID Number in the [Admissions Applicant Portal](#) shortly after being accepted to the university.
- New Employees receive information regarding their username and St. Thomas ID Number via email after accepting your new position at the university.

- Anyone Returning to the University Community (including graduate students, faculty, staff, etc) who attended or worked at St. Thomas at a previous time will use the same username and ID number from your previous enrollment.

Note: Your St. Thomas account will automatically expire on the following schedule:
365 days after your last active term or due to graduation.

[New Student Technology Guide](#)

[Technology Resources](#)

[Tommie Tech Services](#) (instructions on submitting a Help Ticket)

Seeking Tech Support

You can get support for your technology requests/issues through a variety of ways.

- Ask our **AI Tech Help Search** by clicking [here](#), checking the box next to "I Understand", and clicking the "Try Tommie Tech AI Search" button
 - To learn more about this exciting new tool read [here](#)
- Search our [Service Catalog](#) and [Knowledge Base](#) for common questions and to report an incident or request help related to St. Thomas technology services.
- [Chat](#) with a tech for remote support ([more info](#))
- [Call the Tech Desk](#) (651) 962-6230 | [Hours](#); Toll Free: (800) 328-6819
- Email the Tech Desk techdesk@stthomas.edu
- Visit a [walk-up location](#)

Library

The [Library](#) is here to help you with all your research needs! We have a robust collection of online materials and our librarians are willing, able, and happy to help you, no matter where you are. Learn more about our [Library Collections and Services that are available to you online](#)).

Get help from a Librarian:

- [Library Collections and Support services online](#)
- Text a librarian: (651) 504-1324 - This will text the reference librarian. Texts are answered during our regular reference hours.
- Chat with a librarian: [Use the chatbox on the library's website](#)). When a St. Thomas librarian is not available, you can chat with other academic librarians through our AskMN partnership.
- Contact your Subject Librarian: The [subject reference librarians](#) ([Links to an external site.](#)) are available to help you with your research questions via email or in Zoom appointments.

Morrison Family College of Health Graduate Resources

[Morrison Family College of Health Graduate Student Resources](#)

Murphy

[Murphy Online](#) is hub for accessing an ever-growing list of necessary personal, academic, and financial information and more.

Some of the things you'll find/do in Murphy Online:

- Personal Information (change your password, or challenge question)
- Student Information (register for classes, view holds, view your schedule, view grades)
- Student Account (view your account, view your 1098T, view your eBill and/or make an ePayment)
- Financial Aid (accept/decline award, view award information)

Accessing Murphy Online

- Open your browser
 - We recommend using Chrome, Firefox, or Edge
 - Murphy Online may not function in Safari so we do not recommend it
 - If you log in and get a "no permission error" please make sure you are accessing Murphy Online directly at the link provided just below
- Navigate to the Murphy Online homepage at <https://banner.stthomas.edu>

OneStThomas

One St Thomas service is available for faculty, staff, and students. [OneStThomas](#) is the university's intranet (authentication-secured) platform which provides:

- A place to start your digital day at St. Thomas
- Find all of the login links to university apps, tools, and services
- Access to relevant, internal-facing news, events, and other secure content
- Look up community member's email, mailbox stop, phone number, office location, and more.

Internal News

Internal-facing university News intended for members of our community is published in OneStThomas, and employees should visit the site regularly to stay up-to-date. You'll also receive a weekly email with updates and featured stories from the university [Newsroom](#) which goes out to all campus members, alumni, donors, and friends of the university.

Events

Internal-facing university Events are published in OneStThomas, and employees should visit the site regularly to stay up-to-date. The OneStThomas events page provides a great summary of events posted via a number of university sources, as well as access to our academic calendars.

Find People

On the Find People page of OneStThomas, you can search for university employees by name or a variety of other criteria. Here you will find their office phone number, office room location, mail stop, and more.

Find Information

[OneStThomas](#) also provides a one-stop shop for quick access to university applications and tools, resources for both student and staff audiences, and quick links to department web sites. Don't forget to try the "Search this site..." box in the upper-right corner of the OneStThomas home page.

Getting Started

Access this service by going to one.stthomas.edu

Office for Diversity, Equity, and Inclusion

The [Office for Diversity, Equity and Inclusion](#) serves as an institutional leader on all matters DEI-related at the university. In doing so, the Office is charged with university-wide strategy, consultation, leadership and collaborations with university partners in embedding a shared mindset to embrace diversity, uphold equity, and cultivate inclusion. ODEI offers several [programs](#) and [resources](#) for the St. Thomas community.

Email: ODEI@stthomas.edu; Phone: (651) 962-5200

Parking (for On Campus Events)

Any vehicle parked on campus must either have a parking permit or be parked in visitor parking ramps. See [here](#) for the St. Paul Campus map.

Visitor Parking: St. Paul visitor parking is available all day in the Anderson Parking Facility and Frey Residence Hall Parking Garage.

During evenings after 4 p.m. and on weekends, visitor parking is available in the McNeely Parking Garage, the Anderson Student Center Garage, and the Schoenecker Hall North (formerly Tommie North) Parking Garage.

Visitor parking on the St. Paul campus for the Anderson Parking Facility, McNeely Hall, Anderson Student Center, Frey Hall, and Schoenecker Hall North is *pre-paid*. After you park your vehicle, make note of your license plate number, then proceed to the pay station.

Visitor parking in the St. Paul campus Morrison Ramp R2 level is pay at exit. Take a ticket at the entrance and either pay by credit card at the exit gate or by mobile pay upon leaving. The cost of visitor parking is \$2.10/hour before 4 p.m. and \$1.55/hour after 4 p.m. and on weekends.

A daily option is available through the [Parking Portal](#) for \$13. The daily option cannot be purchased at pay stations, only through the Parking Portal. The daily option is only valid in the Anderson Parking Facility (APF) and is not valid for overnight parking.

Parking Permits are available for students who plan to frequent campus often. To qualify for a parking permit, you must have a valid St. Thomas identification card and must be engaging in St. Thomas related business or events. There are multiple parking options across campus, along with the Anderson Parking Facility.

Parking enforcement is managed through license plate recognition. It is critical that permit holders have an accurate license plate number connected to their parking permit. Visit the [Parking Portal](#) to purchase parking passes and provide license plate information.

Public Safety

The Public Safety Department operates seven days a week, 24 hours a day, covering both the St. Paul and Minneapolis campuses. The primary focus of the department is the care and safety of the students, employees, and guests of the University. Services provided to the community include immediate response to medical emergencies, responding to crimes in progress or suspicious persons, providing campus safety escorts, assisting with vehicle lockouts and jump-starts, and conducting safety inspections. The department is also responsible for the campus-wide emergency notification system.

The Department of Public Safety is responsible for:

- [Parking and Transportation Support, including the Campus Shuttle](#)
- [Campus Maps](#)
- [Emergency Planning](#)
- [Campus Safety, Consisting of Patrol and Dispatch, Crime Prevention, and Safety Services \(Including Vehicle Assistance\)](#)

Members of the St. Thomas community are encouraged to review Public [Safety's Crisis Response and Emergency Plan](#).

Student Diversity and Inclusion Services

[Student Diversity and Inclusion Services](#) (SDIS) promotes understanding, respect, and belonging for all students through personal interactions, leadership opportunities, and educational programs. Rooted in Catholic values of dignity, solidarity, and social justice, our work reflects the ideals outlined in the Principles of Good Practice for Student Affairs at Catholic Colleges and Universities, which guide us in fostering a campus community where all students feel valued and supported in their academic and personal journeys.

Technology Tools

One or more of these technologies may be used in your MPH course at St. Thomas:

- Canvas (Tutorial: [Canvas Student Guide](#))
- Zoom (Tutorials: [How do I Join a Meeting?](#))
 - [Getting Started with Zoom](#) (This tutorial will help you schedule and host your own meetings.)
 - [Zoom for Your Student Presentation](#)
- Recording Videos:

- Panopto (Tutorial: [Panopto Recordings Instructions](#) and [Get the Most Out of Panopto Viewing](#))
- [Recording Presentations by Narrating PowerPoint Slides](#)
- [Recording Presentations with VoiceThread](#)
- [Zoom for Your Student Presentation](#)
- Portfolium ([How to Use Portfolium](#) and [Portfolium Help Tutorials](#))

Transcript Request

[Transcript requests](#) are made through the Office of Student Data and Registrar.

Veterans Resources

Veterans and/or their dependents may be entitled to benefits from a variety of programs to assist with educational expenses. For more detailed information on the following programs, contact a Veterans Affairs counselor at (888) GIBILL-1 or [\(888\) 442-4551](#) or visit www.va.gov. For [more information on Veterans benefits](#) or information regarding certification, please contact the [Registrar](#). Additionally, visit our [Veteran Resources](#) page for more information on opportunities and support we offer at St. Thomas.

Writing Support

Live review and e-review services are available for graduate students in the Morrison Family College of Health. Graduate Writing Assistants (GWA) will consult on a one-to-one basis with you by providing student support and confidence building related to writing ability, learning to find your own voice and to interpret assignments, apply rubric evaluation tools, and self-reflect upon overall writing within the context of coursework, banded dissertation and broader graduate studies. The GWA will not edit or write papers for you. To make an appointment, visit this [page](#). Email: healthwriting@stthomas.edu

Additionally, the university's [Center for Writing](#) offers individualized conferences to students at any stage of the writing process. Email: writing@stthomas.edu

APPENDICES

Code of Ethics

The [Public Health Code of Ethics](#) (2019) by the American Public Health Association “contains ethical standards and obligations for both public health practitioners and institutions, and it is intended to guide individual and collective decision making, especially in ethically challenging situations”.

Course Descriptions

PUBH 500 Public Health Foundations and Ethics, 3 credits

This is a graduate-level, introductory course in public health introducing students to foundational frameworks, ethics, issues, and practices within the field of public health. Topics covered in this course will include a range of public health core areas: social and

behavioral health, epidemiology, environmental health, health policy, management and administration within public health, and more. This course incorporates case studies and discussions of on-going public health issues to provide students with real-world context and concept applications. Pre-requisite: none .

PUBH 500 Course Learning Outcomes

- Define core terms and concepts in public health
- Articulate the differences between public health and medicine
- Identify key determinants of health, including social, environmental, behavioral, and economic factors that contribute to health outcomes
- Describe how structural racism impacts population health outcomes and health disparities seen domestically
- Develop a nuanced understanding of ethical dilemmas in public health; propose solutions to balance common good with individual autonomy
- Engage in hands-on case studies and practical applications of public health to address emerging and existing threats to population health

PUBH 530 Healthcare Systems & Health Policy, 3 credits

PUBH 530 explores the origins, process, and effects of public health policy, with specific emphasis on policies related to the US health care delivery system. Health policy making examples and case studies will be examined to identify lessons learned as well as future opportunities to improve health care utilization, quality, efficiency, and equity. Students will build their public health policy competence and learn action steps to exert influence in health policy making. Pre-requisite: none.

PUBH 530 Course Learning Objectives

- Discuss the framework for health policy formation
- Identify components of the US health care system and describe how it is organized
- Compare and contrast the various settings (ambulatory, in patient acute, etc.) in which health care is provided in the US
- Describe the federal and state government roles' in health care
- Discuss the steps of the US government policy making process
- Specific to health care financing, differentiate among national health expenditures, health consumption expenditures, and personal health care
- Apply a framework for analyzing health care policy
- Evaluate impacts of health policies on health and social determinants of health
- Analyze the complexities and controversies surrounding health care reform

PUBH 540 Biostatistics for Public Health, 3 credits

This is an introductory course in biostatistics for application within the field of public health practice. Through this course, students will gain a foundation in biostatistics and learn how to apply statistical methods to public health data and studies. Topics covered in this course will include probability, descriptive statistics, and additional principles for statistical inferences. Students will gain hands-on experience applying biostatistics to

public health data and learn how to communicate the findings of analyses to public health and general audiences. Pre-requisite: none.

Course Learning Outcomes

- Define core biostatistics terms and concepts
- Explain the role of biostatistics in public health decision making
- Apply biostatistics principles (e.g., descriptive statistics, t-tests, chi-square tests, ANOVA)
- Interpret results of biostatistics analyses for communication to public health and general audiences
- Utilize and understand the basics of statistical software (e.g., R, SAS) for use in public health
- Engage in hands-on exercises and practical applications using statistical software relevant to public health

PUBH 560 Health Literacy and Health Communication, 3 credits

In this course, students will examine health communication practice and research as a means of learning how to effectively disseminate disease prevention and health promotion information to a variety of non-scientific audiences. We will explore public health communication frameworks, theories, and guidelines, applying and examining their use and effectiveness. Varying health information needs and preferences of diverse audiences will be considered. Approaches to improve personal health literacy and organizational health literacy will be emphasized throughout the course. Ethical issues related to the creation and dissemination of health communication will be covered. Practical and ethical uses of generative artificial intelligence (AI) in health communications will also be explored. Pre-requisite: none.

PUBH 560 Course Learning Outcomes

- Apply a public health communication framework to design a health communication campaign for a targeted audience
- Identify (and assess) psychological, behavioral, cultural, social, and/or environmental variables to consider when designing tailored health communication messages
- Determine tenants of effective public health communication approaches through literature review
- Apply best practices when presenting public health information and data
- Integrate health literacy and numeracy recommended practices in developing health communication campaign materials

PUBH 570 Program Planning & Evaluation, 3 credits

This course will cover the steps and processes involved in planning, implementing, and evaluating health promotion programs. Students will learn practical tools and skills to apply to program design and delivery. In addition, students will compare approaches to conduct community health assessments, prioritize health problems, set goals and

objectives, and design program inputs and interventions, through a health equity lens. Theoretical and evidence-based approaches will be emphasized. Students will apply their acquired knowledge and skills to plan a tailored needs assessment. Pre-requisite: PUBH 500 Public Health Foundations and Ethics or instructor approval.

PUBH 570 Course Learning Outcomes

- Compare and contrast the strengths and weaknesses of various program planning models and frameworks
- Create a tailored needs assessment proposal plan for a local community agency or organization; collaborate with community partnering agency (stakeholders) to learn their expressed needs and interests for the assessment
- Identify appropriate evidence-based interventions, with consideration to behavioral and social theories and diversity needs, to align with prioritized health needs
- Critique the evaluation processes of health promotion programs described in peer-reviewed literature
- Engage in critical reflection on the needs assessment process recommended for a community agency, assessing professional growth and interest in program planning endeavors

PUBH 580 Epidemiology for Public Health, 3 credits

Epidemiology, considered the core science of public health, is the study of the distribution and determinants of health and disease in human population. As a scientific method, epidemiology can be used to investigate, analyze, and ultimately prevent or control health problems on the population level. In this course you will develop your understanding of the epidemiologic approach for addressing important population health problems. You will have the opportunity to examine various population health issues from an epidemiologic perspective. You will learn to describe data in epidemiologic terms and examine associations between exposures and health/disease outcomes. You will also develop skills to conduct basic data analysis, critically analyze epidemiologic study methods, and assess the validity of epidemiology study results. You will leave this course with a better understanding of both the significant impact of epidemiology on human health as well as some of the limitations of science. Pre-requisite: PUBH 540 Biostatistics for Public Health, or instructor approval.

PUBH 580 Course Learning Outcomes

- Define and understand core epidemiology concepts (e.g. incidence, prevalence, risk, confounding, etc.)
- Describe the various study designs used in epidemiological research (e.g., cohort, case-control, etc.)
- Explain how public health approaches identifying and containing infectious disease outbreaks
- Calculate and interpret measures of disease frequency and association (e.g., risk, risk ratios, odds ratios, etc.)

- Critically evaluate epidemiologic literature, identifying pertinent epidemiologic information and study strengths and limitations
- Identify sources of bias and confounding in epidemiologic study and general study designs
- Engage in hands-on exercises and practical applications using statistical software relevant to epidemiology

PUBH 590 Leadership and Program Management/Administration, 3 credits

This course covers an overview of public health administration, management, and leadership principles and considerations. Key roles and responsibilities of public health administrators will be discussed, including strategic planning, human resources management, ethical decision-making, community engagement and stakeholder relations, evaluation, and team dynamics and communication. The course will emphasize how public health leaders must be mindful of and actively address health disparities, foster inclusive environments, and ensure equitable access to services and opportunities. As we explore the attributes and actions of effective public health leaders, students will learn practical strategies to improve personal leadership development and cultivate inclusive leadership skills. Pre-requisites: PUBH 550 Health System & Health Policy and PUBH 570 Program Planning and Evaluation, or instructor approval.

PUBH 590 Course Learning Outcomes

- Explain the key principles of public health administration and leadership, including strategic planning, management, and ethical decision-making
- Identify the roles and responsibilities of public health administrators in fostering effective and sustainable public health programs and services
- Analyze the importance of DEI in public health leadership and administration, identifying how leadership can address health disparities and promote inclusive, equitable practices
- Demonstrate an understanding of human resources management, team dynamics, and communication within public health organizations
- Reflect on personal leadership development and apply strategies for growth, including identifying leadership strengths and areas for improvement
- Navigate complex ethical dilemmas, balancing the needs of different population groups and upholding social justice and equity in public health practice

PUBH 600 Social and Behavioral Health, 3 credits

This course explores the intricate interplay of individual, social, and environmental factors that shape health outcomes. Emphasizing the crucial role of behavior, students will identify and analyze the determinants of health-related behaviors. Through the application of social and behavioral theories, students will examine health disparities and uncover public health opportunities to address the social, behavioral, and psychological determinants that contribute to risk and adverse health outcomes. The course will prioritize evidence-based principles, ethical considerations, and the development of

effective behavioral interventions, including policy initiatives, to promote healthier communities. Pre-requisite: PUBH 500 Public Health Foundations & Ethics or instructor approval.

PUBH 600 Course Learning Outcomes

- Apply socioecological frameworks to analyze individual, social, cultural, environmental, economic, etc. determinants of health and sickness behaviors and leading causes of morbidity and mortality in the U.S.
- Apply behavioral and social theories to identify risk and protective factors that influence the onset, continuation, and/or cessation of health-related behaviors
- Identify strengths and weaknesses in public health practice and research pertaining to social and behavioral health
- Identify evidence-based principles and practices that can inform individual and community behavior change interventions

PUBH 610 Environmental & Occupational Health, 3 credits

This course covers foundational frameworks, issues, and practices at the intersection of public health, environment, and occupational settings. Through this course, students will explore how environmental and occupational factors impact determinants of health and population health outcomes. Topics covered in this course will include toxicology, air and water quality, food safety, environmental risk assessment, and zoonotic diseases. This course incorporates analysis of environmental and occupational health issues through individual assignments, case studies, and guest lectures, to provide students with real-world context and concept applications. Pre-requisite: PUBH 500 Public Health Foundations and Ethics or instructor approval.

PUBH 610 Course Learning Outcomes

- Define core terms and concepts in environmental and occupational health (e.g., risk assessment, workplace hazards, exposure distributions, industrial hygiene, etc.)
- Analyze common environmental and occupational hazards (e.g., air and water quality, food quality, chemical and biological workplace hazards, etc.)
- Describe common and prominent issues within environmental health and occupational health (e.g., climate change, air pollution, water contamination, chemical and radiation exposure, etc.)
- Explain the role that environmental and workplace regulations have in protecting the health of the population
- Engage in hands-on case studies and practical applications of environmental and occupational health concepts to address emerging and existing threats to environmental health and occupational hazards

PUBH 650 Computational Analysis Methods for Public Health Data, 3 credits

This course provides an introduction to computational analyses methods used to analyze public health data. Students will learn to utilize statistical software and data visualization tools to derive insights from health datasets. Students will gain experience in application of statistical software for analysis of real-world public health data, including predictive modeling and the interpretation of results in the context of public health questions. Pre-requisites: PUBH 540 Biostatistics for Public Health, and PUBH 580 Epidemiology for Public Health, or instructor approval.

PUBH 650 Course Learning Outcomes

- Utilize and understand the basics of statistical software (e.g., R, SAS) for use in public health
- Apply biostatistics and epidemiologic principles to analyses of real-world data
- Interpret results of biostatistics and epidemiologic analyses for communication to public health and general audiences
- Engage in hands-on exercises and practical applications using statistical software relevant to public health

PUBH 670 Research Methods for Public Health, 3 credits

This course covers an overview of basic research methods commonly used in the fields of public health and health promotion. Key concepts and approaches of quantitative and qualitative research will be covered. Students will independently design and conduct a study, analyze and report on results, and provide recommendations for public health practice and future research. Students will share their findings with their peers as well as a non-academic population. Research ethics will be emphasized throughout. Pre-requisite or co-requisite: PUBH 650 Computational Analysis Methods for Public Health Data, or instructor approval.

PUBH 670 Course Learning Outcomes

- Demonstrate understanding of various research designs and methodologies used in public health, including qualitative, quantitative, and mixed methods approaches
- Evaluate public health literature, identifying strengths, weaknesses, and potential biases in study designs and findings
- Develop skills in locating existing /designing data collection instruments, selecting sampling strategies, and analyzing public health data using appropriate statistical software
- Understand and apply ethical principles and guidelines in public health research, including issues related to informed consent, confidentiality, and the responsible conduct of research
- Utilize statistical techniques to analyze research project data, interpret results, and draw conclusions that can inform public health practice.
- Communicate research findings effectively to diverse audiences

PUBH 680 Capstone Integrative Experience in Public Health, 3 credits

PUBH 680 is the culminating course in the MPH program, providing students with the opportunity to apply the knowledge and skills gained throughout the program to address a real-world public health issue. In this course, students will select, design and implement a community-based project in collaboration with community partners. The capstone project will demonstrate the student's ability to analyze public health information and data, propose evidence-based solutions, and contribute to public health common good. Prerequisites: PUBH 670 Research Methods and completion of 36 graduate MPH credits, or instructor approval.

PUBH 680 Course Learning Outcomes

- Apply public health theoretical-based principles and scientific knowledge in developing a project to meet community needs
- Partner with a local community organization and agency; demonstrating effective communication and collaboration skills
- Integrate and synthesize acquired knowledge and skills covered in the MPH program into a culminating project
- Thoughtfully reflect upon one's educational journey, with emphasis on principles of public health, whole person health, and the common good

Elective Courses

PUBH 505 Global Health, 3 credits

This course introduces the field of global health, focusing on the major health challenges, determinants, and disparities faced by populations worldwide. Students will examine the social, political, economic, and environmental factors that shape global health and will explore key topics such as infectious and non-communicable diseases, maternal and child health, health systems and policies, global health governance, and health inequities. Students will critically analyze global health issues through interdisciplinary perspectives, examining the intersections of public health, medicine, economics, culture, and policy. Students will gain foundational knowledge that will allow them to understand the complexities of global health and the roles of governments, non-governmental organizations, international organizations, and communities in improving health outcomes worldwide. Pre-requisites: none.

PUBH 505 Course Learning Outcomes

- Analyze the social, economic, political, and environmental factors that contribute to health disparities and shape health outcomes across different populations and regions.
- Critically assess the effectiveness of global health interventions and programs, using examples of successful and unsuccessful initiatives.
- Evaluate global health policies and strategies used by international organizations, governments, and non-governmental organizations (NGOs) to address health challenges and promote health equity
- Participate in discussions and debates about global health challenges, and formulate informed opinions and recommendations based on evidence.

PUBH 515 Introduction to Maternal and Child Health, 3 credits

This course provides an introduction to the key concepts, issues, and challenges in maternal and child health (MCH) from a public health perspective. It covers the social, economic, cultural, and environmental factors influencing maternal and child health outcomes in the U.S., globally and within specific populations. Topics include reproductive health, maternal and neonatal care, child nutrition, immunization, maternal morbidity and mortality, health inequities, and global health initiatives. Students will examine the role of public health programs and policies in improving maternal and child health, with a focus on strategies to reduce disparities, improve access to care, and enhance overall health outcomes for mothers, infants, and children. Students will explore both domestic and international maternal and child health challenges, and they will gain an understanding of how public health interventions and research can improve outcomes. Pre-requisites: none.

PUBH 515 Course Learning Outcomes

- Describe the key social, economic, cultural, and biological factors that influence maternal and child health outcomes across the lifespan.
- Assess how health disparities affect maternal and child health, with a particular focus on race, ethnicity, income, and geographic location.
- Analyze global and local public health policies and interventions aimed at improving maternal and child health, and evaluate their effectiveness in addressing health inequities.
- Compare and contrast maternal and child health challenges in low- and middle-income countries with those in high-income countries, and examine international efforts to improve MCH outcomes.

PUBH 525 Injury Prevention and Control in Public Health, 3 credits

Injury Prevention and Control in Public Health provides an in-depth exploration of the principles and strategies used to prevent and control injuries within populations. Injuries, including unintentional injuries (such as falls, motor vehicle crashes, and drowning) and intentional injuries (such as violence and self-harm), are significant public health issues worldwide, leading to morbidity, mortality, and substantial economic costs. Topics will include injury surveillance, social and environmental determinants of injury risk, and injury disparities affecting vulnerable populations. Students will learn about the frameworks for injury prevention, such as the Haddon Matrix, and will critically analyze public health programs, policies, and strategies designed to prevent both unintentional and intentional injuries. Pre-requisites: none.

PUBH 525 Course Learning Outcomes

- Describe the distribution, burden, and trends in unintentional and intentional injuries in the United States and globally, including major causes and risk factors.
- Identify disparities in injury risk and outcomes across different demographic groups (e.g., age, race, socio-economic status) and propose strategies to reduce these inequities.

- Analyze the role of public health policies in injury prevention and propose evidence-based policy changes to reduce injury-related morbidity and mortality.
- Demonstrate the ability to integrate injury prevention concepts into broader public health initiatives, including health promotion, environmental health, and emergency preparedness.

PUBH 555 Healthy Aging and Public Health, 3 credits

PUBH 555 explores the health and well-being of aging populations within the context of the field of public health. This course examines the social, economic, and health-related challenges faced by older adults and the impact of population aging on health systems and society. In addition, we will cover key determinants of health in aging populations, and challenges related to healthcare access, social determinants of health, health disparities, and aging-related diseases. The course will also focus on the role of public health policies and interventions in addressing the unique needs of aging populations. Students will analyze population-level data, review policies that impact older adults, and explore evidence-based practices and interventions that promote healthy aging and enhance the quality of life for older individuals. Pre-requisites: none.

PUBH 555 Course Learning Outcomes

- Demonstrate knowledge of demographic trends related to aging populations, including the implications of population aging for families and communities, health systems, social policies, and economic structures.
- Analyze public health strategies, policies, and interventions aimed at promoting healthy aging and preventing age-related diseases and suggest policy improvements to better meet the needs of older adults.
- Identify health disparities within aging populations, based on race, ethnicity, socioeconomic status, and geographic location, and propose solutions to address these inequities.
- Design public health interventions to create age-friendly communities and environments, addressing accessibility, social inclusion, and the promotion of physical and mental well-being in older adults.
- Reflect upon one's own aging perspectives and viewpoints, personally and professionally

PUBH 615 Be Ready! Emergency Preparedness and Response, 3 credits

In this course, students will learn about the essentials of public health emergency preparedness and essential services of public health. We will focus on community readiness, disaster risk assessment and preparedness, emergency planning for natural and manmade disasters and emergencies, surveillance, resource management and community recovery, with special emphasis on the important role of communication and information sharing. Emergencies discussed will include weather-related events (hurricanes, tornadoes, floods, extreme heat, etc.), disease outbreaks and pandemics, energy loss and water supply hazards, and nuclear and radiological hazards. Interdisciplinary collaboration and coordination efforts in emergency preparedness and

management will be discussed as well as theories and strategies of risk communication and information dissemination. Special preparedness considerations will be emphasized for vulnerable populations, the community, and first responders/front line professionals. Pre-requisites: none.

PUBH 615 Course Learning Outcomes

- Discuss frameworks of emergency preparedness and response in the U.S., emphasizing the roles of federal, state and local governments (public health)
- Identify assets and vulnerabilities related to sound disaster preparedness and response
- Utilize evidence-based planning approaches and recommended communication strategies in designing emergency preparedness materials and messages
- Evaluate the preparedness and response to a case study disaster with reference to the 10 Essential Public Health Services and public health ethics

PUBH 635 Infectious Disease Control, 3 credits

This course explores the principles, strategies, and frameworks for controlling and preventing infectious diseases within the context of public health. Students will examine the epidemiology of infectious diseases, public health surveillance systems, and methods for outbreak detection, response, and management. Topics will include the role of vaccination, antimicrobial resistance, global health security, and the socio-political factors that influence public health interventions. Through case studies, students will analyze the effectiveness of different interventions, with a focus on global and local perspectives in both developed and resource-limited settings. The course will also explore ethical issues, policy development, and communication strategies critical to managing infectious disease threats. Pre-requisites: none.

PUBH 635 Course Learning Outcomes

- Identify the causes and transmission routes of infectious diseases in human populations, applying epidemiological principles to understand disease dynamics.
- Discuss the complexities of controlling infectious diseases in global contexts, with a particular focus on the challenges posed by resource-limited settings, emerging infectious diseases, and global health inequalities.
- Evaluate the effectiveness of vaccination programs, antimicrobial treatments, public health measures (e.g., quarantine, isolation), and other control strategies in the context of specific infectious diseases.
- Develop strategies for communicating risk and preventive measures to diverse populations, including during outbreaks and public health crises.
- Critically assess the influence of socio-political, cultural, and economic factors on the success or failure of infectious disease control and prevention programs.
- Discuss ethical dilemmas faced by public health professionals in controlling infectious diseases, including issues of consent, privacy, equity, and access to care.

PUBH 645 Chronic Disease Prevention, 3 credits

This course examines the growing global burden of noncommunicable diseases (NCDs), including cardiovascular diseases, cancer, chronic respiratory diseases, and diabetes. Students will explore the epidemiology, risk factors, and social determinants of NCDs, as well as strategies for their prevention, management, and control at the individual, community, and population levels. The role of public health systems in addressing NCDs will be discussed, with emphasis on health promotion, early detection, and integrated care models. Through case studies, students will learn to design evidence-based interventions, recommend public health programs, services, and policies, and address the challenges posed by NCDs in both high- and low-resource settings. Pre-requisites: none.

PUBH 645 Course Learning Outcomes

- Understand the global burden, distribution, and trends of noncommunicable diseases, with a focus on risk factors and vulnerable populations.
- Identify how socio-economic status, environment, culture, and lifestyle contribute to the development of NCDs.
- Evaluate the role of health systems and policies in the prevention, early detection, and management of NCDs, and understand the importance of integrating NCD care into health systems.
- Examine the challenges and opportunities for NCD prevention and control in both high-income and low-resource settings, with a focus on global health disparities.
- Evaluate current policies and programs aimed at reducing the burden of NCDs, including tobacco control, alcohol regulation, and obesity prevention.

PUBH 685 Internship in Public Health, 2-3 credits

The MPH Internship is an optional (elective) experiential learning opportunity designed to provide students with hands-on experience in public health practice. This 100-hour(2 credit) or 150 hour (3 credit) internship will allow students to apply theoretical knowledge gained in the classroom to real-world public health problems. Working with a local, state, or national public health agency (either in-person or virtually), students will engage in projects related to health promotion, epidemiology, program evaluation, policy analysis, health education, or other relevant public health areas. The internship will foster the development of essential public health skills such as teamwork, communication, problem-solving, and cultural competency, while also providing a deeper understanding of the day-to-day operations and challenges faced by public health agencies. Prerequisites: completion of 24 graduate MPH credits, or instructor approval.

PUBH 685 Course Learning Outcomes

- Demonstrate the ability to apply public health theories, concepts, and skills to real-world challenges and projects within a public health agency or organization.
- Actively contribute to the design, implementation, and/or evaluation of public health programs, ensuring that these programs are grounded in evidence and public health best practices.

- Develop and strengthen skills for working with diverse teams, including public health professionals, community organizations, and other stakeholders, to address public health issues and improve health outcomes.
- Produce a comprehensive final report that documents the work accomplished during the internship, including an analysis of the project's impact, and a reflective evaluation of the experience.

PUBH 695 Research Independent Study, 2-3 credits

This course provides MPH students with an opportunity to engage in a self-directed research project on a public health topic of their choosing, under the guidance of a faculty advisor. The course is designed to allow students to deepen their understanding of a particular area of public health while applying the research methods, techniques, and principles learned throughout their program. Students will be responsible for developing a research proposal, conducting data collection and analysis (if applicable), and synthesizing their findings in a comprehensive final paper. This course allows students to demonstrate their ability to design, conduct, and communicate public health research. Prerequisites: PUBH 650 Computational Analysis Methods for Public Health Data and completion of 24 graduate MPH credits, or instructor approval.

PUBH 695 Course Learning Outcomes

- Develop a research proposal that clearly outlines the research question, objectives, methodology, timeline, and expected outcomes in a specific public health area.
- Conduct a systematic review of relevant literature, collect and analyze primary or secondary data (if applicable), and synthesize findings.
- Demonstrate competency in applying qualitative and/or quantitative research methods, and data analysis tools to answer research questions.
- Apply ethical principles in the conduct of research.
- Communicate research findings in a clear and organized manner.

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