



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

MASTER OF PUBLIC HEALTH

STUDENT HANDBOOK

2024-2025

Master of Public Health Program
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INTRODUCTION

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

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

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

- **Build Community:** Get involved outside of your classes by networking with classmates and faculty, participating in student organization activities and participating in the many educational offerings, seminars and activities provided on the UW-Madison campus.
- **Network:** Build your professional and personal networks in your courses and Applied Practice Experience. The relationships you make today may result in the job of your dreams tomorrow! The courses are designed to teach you the core competencies of public health and to expose you to people working in the field of public health in many different ways.
- **Supplement your degree:** Customize your degree with one of our approved certificate programs.
- **Seek support when needed:** Reach out for help if you find yourself struggling in your classes or Applied Practice Experience. We are all here to help you— see the list below of Key Personnel to learn more about who you can go to for support for different needs. We want you to maximize your time in the program and succeed!
- **Communicate clearly with others:** Effective communication is key to having a successful MPH experience. Ensure that your communication is clear and concise. Identify and reach out to everyone directly impacted by a given situation. If you're uncertain about who to contact or how to proceed, program staff are available to guide you through the process, help you follow protocols, and assist with problem-solving.
- **Participate in shared governance:** Sit on one of the MPH Program's committees: Curriculum, Community Advisory or Steering Committee. A call to self-nominate to serve on one of these committees is sent out yearly.

KEY MPH PERSONNEL & CONTACT INFORMATION

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

Ajay Sethi, Faculty Director

(he/him/his)

1172 Health Sciences Learning Center

608-263-1756

ajay.sethi@wisc.edu

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

Sweta Shrestha, Associate Director

(she/her/hers)

1171 Health Sciences Learning Center

608-263-4215

sshrestha@wisc.edu

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

Danielle Smith, Community Engagement Manager

(she/her/hers)

1154 Health Sciences Learning Center

dsmith9@wisc.edu

The MPH Community Engagement Manager helps students plan and complete their Applied Practice Experience (APEX) and provides guidance to students on the Integrative Learning Experience (ILE) Final Written Product

Mindy Schreiner, Academic Program Manager

(she/her/hers)

1152 Health Sciences Learning Center

608-263-2298

schreiner3@wisc.edu

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

Kathryn Emmert, MPH Student Coordinator

(she/her/hers)

1152 Health Sciences Learning Center

kemmert@wisc.edu

The MPH Student Coordinator provides advising for the single and dual degree students, provides guidance related to the ILE presentation/portfolio/review, carries out recruiting and admissions efforts, serves as liaison to undergraduate pathway programs, and provides guidance for day-to-day program operations.

Bobbie Coons, Student Services Manager

(she/her/hers)

1159 Health Sciences Learning Center

bcoons@wisc.edu

The Student Services Manager plays a key role in supporting MPH students by serving as the primary liaison between the MPH program and other parts of the School of Medicine and Public Health (SMPH). She advocates for MPH students' needs throughout SMPH and co-coordinates the Health Professions Student Emergency Fund to assist with unexpected financial challenges. She can meet with students to help give guidance on academic, career, and student organization matters and can provide connection to resources within SMPH and the broader UW-Madison community.

Megan Malone, Learning Specialist

(she/her/hers)

2266 Health Sciences Learning Center

megan.malone@wisc.edu

The Learning Specialist provides support and strategies for organization and balancing school and life priorities. She is available to meet with students to assist with time management, study issues, and strategies to accomplish coursework while navigating stress or physical/mental health concerns.

Terrie Howe, Administrative Program Coordinator/Curricular Representative

(she/her/hers)

1170 Health Sciences Learning Center

608-263-4889

thowe2@wisc.edu

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

THE PROGRAM

MPH PROGRAM'S VISION, MISSION AND VALUES

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

VISION

Public health professionals optimizing population health and advancing social justice.

MISSION

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

VALUES

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

PROGRAM ACCREDITATION

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

COMMITMENT TO RACISM AS A PUBLIC HEALTH CRISIS

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

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

COMPETENCIES

The UW MPH degree curriculum is intentionally designed to prepare students for real-world public health practice. Our program emphasizes the development of specific competencies, including technical, interpersonal, and strategic skills, along with a thorough understanding of essential public health concepts and theories. Throughout the coursework, lessons, assignments, and assessments are tailored to teach and reinforce these various public health competencies, ensuring that students are well-equipped to address diverse public health challenges effectively. More information about the competencies that you will learn are included below.

UW MADISON MPH COMPETENCIES

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

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

As graduates of the MPH Program, our alumni will employ the skills and knowledge they have gained to become community engaged citizens, positively promoting social change, and striving for excellence through lifelong learning. MPH graduates will leave the University of Wisconsin School of Medicine and Public Health with the necessary training to make substantial contributions to a global society.

MPH FOUNDATIONAL COMPETENCIES

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

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

BEING A PROFESSIONAL DEGREE STUDENT

As part of a professional degree program, students are expected to conduct themselves in a professional and responsible manner that reflects positively on themselves, the profession, and the MPH Program. Improper conduct, both academic and non-academic, is incompatible with a career in the health disciplines. The MPH Program will enforce UW-SMPH policies and standards for academic integrity and professionalism. It is the student's responsibility to familiarize themselves with the rules and standards noted in this handbook. Students who fail to meet the expectations and policies specified in this handbook may be subject to disciplinary actions, which may include academic probation, suspension, or dismissal from the program.

STUDENT EXPECTATIONS

This handbook covers many details on the expectations we have of UW-Madison MPH Students. A high-level summary of the expectations we have of our students includes, but is not limited to:

1. **Academic Integrity:** Avoid plagiarism, cheating, and falsification of records. Ensure all work is original and properly cited
2. **Professional Conduct:** Exhibit professionalism, punctuality, and ethical behavior, and respect confidentiality in all interactions with program faculty, staff, and other students
3. **Adherence to Policies:** Review and follow all policies in the MPH Student Handbook, including guidelines on academic integrity and professional conduct
4. **Clear & Proactive Communication:** Check and respond to emails regularly and promptly, seek clarification and guidance when necessary, and communicate proactively about challenges and support needs
5. **Curiosity & Engagement:** Actively prepare for and engage in all assignments, coursework, and APEX/ILE activities. Commit to being a curious and open learner, eager to learn from faculty, mentors, and the larger public health community.
6. **Respectful Collaboration & Conflict Resolution:** Be enthusiastic about working with others collaboratively—recognize everyone's unique skills and perspectives and maintain a respectful and open attitude. Address conflicts with curiosity, extend grace, avoid defensiveness, and seek help from program staff when needed.
7. **Growth Mindset:** Be open to feedback and view it as a valuable opportunity for learning and professional development. See mistakes as a normal part of the learning process that cannot be avoided and use mistakes to help you grow. Maintain humility and self-reflect on your behavior and experiences in the program to understand your strengths and limitations and engage in continuous self-improvement.

EMAIL COMMUNICATION

Email is the primary method through which we will communicate important information to you, which can have significant consequences if not read or acted upon. All students are assigned a wisc.edu email address, which the MPH Program uses exclusively for official communication. We ensure that our emails contain information relevant to your academic journey, so it is crucial to read all emails thoroughly and respond as requested. Responses should be in line with professional decorum, typically within 48-72 hours, unless you have set an out-of-office notification.

Utilizing email appropriately is a crucial professional skill that you will need to learn effectively for a successful career in public health. Mastering clear, concise, and respectful email communication is essential for collaborating with colleagues, engaging with stakeholders, and managing professional relationships. Developing strong email skills will enhance your ability to convey important information, request assistance, and maintain professionalism in all your interactions.

Here are a few considerations and tips to keep in mind regarding email during your time in the program:

1. **Check Regularly:** Make it a habit to check your wisc.edu email frequently
2. **Respond Promptly:** Aim to respond to emails within 48-72 hours, adhering to professional standards and respecting others' time.
3. **Be Clear and Concise:** Ensure your emails are clear and to the point. Provide all necessary context and information to avoid confusion.
4. **Follow Up:** Given the volume of emails received by professionals in today's world, it is possible that messages may be overlooked. If you do not receive a response within a week, it is appropriate and necessary to respectfully follow up.
5. **Proofread:** Before sending, proofread your emails for spelling and grammar errors to maintain professionalism.
6. **Maintain Professional Tone:** Use a respectful and professional tone in all communications, regardless of the recipient.
7. **Allow reasonable time for responses:** Keep in mind that professionals have many important responsibilities and may not be able to respond immediately.
8. **Use Subject Lines Effectively:** Write clear and relevant subject lines to help recipients understand the purpose of your email at a glance.

CALENDAR MANAGEMENT

Using a calendar system is another key professional skill essential for managing the numerous assignments and activities you'll encounter in the MPH Program. A well-organized calendar helps you keep track of important deadlines, meetings, and tests, and helps you stay on top of your responsibilities. Without a system, it can be challenging to manage multiple commitments effectively. Make it a priority to record all deadlines, appointments, and meetings, and adhere to them diligently. Missing appointments or failing to meet deadlines can negatively impact your professional reputation and academic progress. By leveraging a calendar system, you can stay organized, avoid conflicts, and ensure you fulfill your commitments reliably.

VIDEO CONFERENCING

The program uses video conferencing platforms such as Zoom, Microsoft Teams and Webex frequently for 1:1 meetings, classes, group work and other academic programs. Students are expected to be familiar with said technology and its appropriate usage in classroom settings and otherwise. Students should know how to link zoom and other virtual meetings to their calendars and invite guests to the meeting as appropriate.

As students use virtual spaces to participate in classes, projects, meetings and field work, it is important to keep the following etiquette in mind.

Preparation:

- **Stable Internet Connection:** Ensure a reliable internet connection to avoid disruptions.
- **Quiet Environment:** Choose a quiet, distraction-free area for your meetings.
- **Appropriate Background:** Opt for a clean and neutral background or use virtual backgrounds if necessary.
- **Check Equipment:** Test your microphone, camera, and speakers before the meeting to ensure they are functioning properly.

Professionalism:

- **Punctuality:** Join meetings on time. Logging in early can help resolve any technical issues before the meeting starts.
- **Appropriate Attire:** Dress professionally, as you would for an in-person meeting.
- **Preparing an Agenda:** Share an agenda in advance if you're leading the meeting, and stick to it to keep discussions focused.
- **Use of Video and Screen Sharing:** Keep your video on to facilitate better communication and use screen sharing effectively to present information.

Engagement:

- **Active Participation:** Engage actively in discussions and contribute to the conversation.
- **Non-verbal Cues:** Use non-verbal cues like nodding and hand-raising to communicate and show engagement.
- **Note Taking:** Take notes during meetings to capture important information and action items.
- **Communication:** Communicate clearly and respectfully. Use chat functions for side conversations and questions without interrupting the main discussion.

USE OF ARTIFICIAL INTELLIGENCE

As you progress through the program, we encourage you to explore and practice using AI tools to enhance your skills for future job roles. However, the use of AI tools for assignments will be governed by each instructor's specific policies and preferences. Given that instructors may have different perspectives on AI, it is essential to understand their individual expectations regarding AI use. If you do not see a clear policy outlined in a course syllabus regarding AI use expectations, it is your responsibility to proactively seek clarification from your professor. This includes asking whether AI use is permitted for assignments and, if so, how it should be cited. Using AI tools in a manner that contradicts an instructor's instructions may be considered academic misconduct.

SOCIAL MEDIA

We encourage you to be mindful of how you use social media. Always maintain professionalism and respect in your online interactions. Avoid sharing or commenting on content that could reflect poorly on yourself, the program, or the public health profession. Before posting or commenting, consider how your content might be perceived by others and ensure it aligns with the values and standards of UW-Madison and the field of public health. For more information, see the Personal Social Media Use policy for SMPH, linked at the end of this handbook.

MPH CURRICULUM

The MPH degree is a 42-credit program. Students may enroll full-time or part-time. Full-time students complete the program in approximately two years. Students have up to five years to complete the program. In the event the Program is not completed in five years, students must re-apply to the program and re-enrollment would need to be reviewed by both the MPH Program Student Promotions Committee and Admissions Committee. The Program may also be completed as part of an approved dual degree program.

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

Details about the MPH Program curriculum are as follows:

CORE COURSES

30 credits

PUBLHLTH 780	3 cr	Evidence-based Decision-making
PUBLHLTH 782	3 cr	Determinants of Health and Health Equity: A Systems Approach
PUBLHLTH 783	4 cr	Quantitative Approaches to Public Health I
PUBLHLTH 784	3 cr	Quantitative Approaches to Public Health II
PUBLHLTH 785	3 cr	Public Health and Health Care Systems
PUBLHLTH 786	3 cr	Planning & Management to Promote Health
PUBLHLTH 787	1 cr	Applied Practice Experience Seminar
PUBLHLTH 790	2 cr	Social Justice and Public Health: Tools and Models
PUBLHLTH 791	3 cr	Strategic Health Communication – Theory and Practice
PUBLHLTH 792	3 cr	Public Health Policy
PUBLHLTH 793	2 cr	Public Health Leadership

ELECTIVE COURSES

6 credits*

MPH students expand their knowledge and skills through elective courses and graduate certificates. A list of frequently taken courses by students is available in the Student Toolkit on Canvas. Students who wish to take a course outside of the approved list may request approval from the MPH Curriculum Committee prior to enrolling in the course by submitting the course's syllabus and a justification about how the class applies to the MPH degree and/or future career goals. The elective must address public health throughout 50% of the course. Approval must be documented on the student's Program Plan. **Only graduate level courses (courses numbered 500-level or above) will be considered for possible elective credit.**

**Some dual-degree students may need 7 elective credits due to approve coursework from their other program to count towards MPH requirements. Students should consult their program plan to verify their required number of minimum elective credits.*

APPLIED PRACTICE EXPERIENCE (APEX)

6 credits

The Applied Practice Experience (APEX) is a hands-on opportunity for students to apply what they have learned in classes to a real-world setting. All MPH students complete 6 credits of PUBLHLTH 788 and work 240 hours for their Applied Practice Experience (APEX). **Students must complete all first-year courses before they can begin their APEX.** Specifically, these courses are 780, 782, 783, 784, 785, 786, and 787. More information about the APEX can be found in the Applied Practice Experience and Integrative Learning Experience Student Handbook.

INTEGRATIVE LEARNING EXPERIENCE (ILE)

Not for credit

The Integrative Learning Experience (ILE) is the culmination of the MPH learning experience. It is a non-credit requirement that allows students to demonstrate their public health expertise and professional growth and signify that they are ready to enter professional practice. The ILE is a **non-credit requirement for graduation.**

There are three components of the ILE:

- Final Written product
- Poster Presentation
- Portfolio

In addition, students must also meet with their public health mentors for an ILE Review. This is a meeting prior to graduation where students will review all of the components of their ILE and reflect on their time in the program and their career path forward with their mentors. Details about the ILE can be found in the Applied Practice Experience and Integrative Learning Experience Student Handbook.

OPTIONAL LEARNING OPPORTUNITIES

Graduate Certificates

Courses taken as part of an approved graduate level certificate will count towards the MPH Program's elective credits. All courses taken as part of the graduate certificates must be a 500-level course or above. More information on certificates can be found in the MPH Student Toolkit or you can ask your advisor(s).

Independent Study

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

DUAL DEGREES

The MPH Program has several dual degree programs that are approved by the University. These programs are described in greater detail on the MPH Student Toolkit. Being a dual degree student provides additional complexities in planning an MPH degree. Students in the dual degree programs are encouraged to meet with their academic advisor(s) early and often throughout the degree completion. The dual degree programs are as follows:

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

WAYS TO GET GUIDANCE & HELP

NEW STUDENT ORIENTATION

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

The MPH Program's in-person orientation comes highly recommended by past MPH student. This is an important time to meet your new cohort, professors, and Program staff. During the orientation we will provide you with information regarding the curriculum, including the Applied Practice Experience, tips on how to be successful in the program, and have the opportunity to meet and network with current students and faculty

MPH STUDENT TOOLKIT

The MPH Student Toolkit is a Canvas course that is available on an ongoing basis. This course contains tons of key information relevant to our students, and it also provides supplemental materials and tips and tricks on how to be successful in the Program. **Whenever you have a question regarding anything related to the MPH Program, the Toolkit is the first place you should go to find the answer.** If you still have questions after reviewing, reach out to an MPH program staff member.

ACADEMIC ADVISING

Core Courses/Electives

Academic advising is a process in which an advisor helps students understand and navigate their educational path. Advisors provide guidance on course selections and degree requirements. The goal is to support students in achieving their academic and career objectives while ensuring they make informed decisions about their education.

The Academic Program Manager (Mindy Schreiner) and the MPH Student Coordinator (Kathryn Emmert) serve as the academic advisors for the UW MPH Program. In general, MPH Exclusive students will work primarily with Kathryn Emmert and Dual Degree students will work primarily with Mindy Schreiner. Both of them are available to help you with academic issues (course requirements, electives, degree progress, graduation, transfer courses, dual degree process) and personal issues (leave of absence, withdrawal).

You will be provided a customized MPH Program Plan when you begin your program that outlines the curriculum requirements and when you plan to take each course/meet each requirement. Each semester, you should update your MPH Program Plan and submit it to your advisor(s). You will update the Program Plan with your grades from the previous semester, current courses you are enrolled in, and courses you are planning to take in the future. You may request to meet with your advisor(s) as needed to ask questions, check in on your progress, and to confirm that you are completing all programmatic requirements.

You should inform your advisor(s) about any issues you are encountering that may impede your progress in the program. They can provide advice or potential solutions and refer you to supports available within the MPH Program or elsewhere in SMPH or on campus.

Applied Practice Experience (APEX)

The Community Engagement Manager advises students on potential APEX site/project opportunities and APEX project requirements through group APEX information sessions and individual advising sessions. Students are expected to schedule at least one individual meeting with the Community Engagement Manager to discuss their APEX plans prior to enrolling in and beginning PUBLHLTH 787 (the APEX Seminar). The Community Engagement Manager serves as the instructor for PUBLHLTH 787, and during that course, additional information and guidance will be provided on how to plan an APEX that meets the student's career goals, the needs of their APEX site, and the MPH Program requirements. Individualized support in the planning process will also be provided.

The APEX and ILE Handbook contain essential procedures that should be carefully reviewed and considered integral to what is presented in this handbook. Please refer to the APEX and ILE Handbook for more details regarding the APEX.

Integrative Learning Experience (ILE)

Your main support for the ILE will come from your public health mentors; more information about this can be found in the Public Health Mentors section on the next page. Because it builds on your APEX, the Community Engagement Manager can also provide guidance regarding your ILE Final Written Product.

Questions about other components of the ILE (such as the poster presentation, portfolio, and ILE review), can be directed to your academic advisor(s).

PUBLIC HEALTH MENTORS

Public Health Mentors oversee and guide your educational experience and play a key role in developing and assessing the ILE. Students have two public health mentors while in the MPH program: 1) the Primary Public Health Mentor is assigned when you enter the program based on your interests and goals. 2) The Secondary Public Health Mentor is identified as you prepare for your APEX. This person is someone with a background or expertise in the area of your APEX project.

Your mentors may provide guidance regarding career paths and goals for your MPH and may help with connecting you with networks and opportunities on campus and beyond.

In regards to your ILE, your two public health mentors will:

- Help you reflect on your APEX and decide on an appropriate ILE Final Written Product
- Guide you through the conceptualization, writing, editing, and approval of your ILE Final Written Product
- Participate in your required ILE Review and help you reflect on your time in the program
- Sign off that your ILE is complete

You should plan on meeting or checking in with your public health mentors periodically throughout your tenure as a student. It is the student's responsibility to be active in their engagement with their mentors, to regularly reach out and check-in to update them on your progress in courses and in professional goals.

COURSE INSTRUCTORS & TEACHING ASSISTANTS (TAs)

We are fortunate to have a dedicated and knowledgeable team of instructors in our program who bring deep expertise and real-world experience in public health. Our instructors are not only passionate about teaching but are also actively involved in various public health initiatives, research projects, and community engagement efforts. They are invested in your success—never hesitate to reach out if you need clarification on course concepts or assignments, or if you are falling behind or not understanding course material.

Additionally, your teaching assistants (TAs) are available to help you understand your courses and assignments, having been in the same place last year. They offer a valuable perspective and can provide guidance and support based on their recent experiences.

STRESS/MENTAL HEALTH SUPPORT

The UW-Madison campus is committed to assisting students with stress and mental health concerns. We recognize that many students struggle with stress due to personal matters and the demands of graduate school. There are numerous resources available to support you. More information about the various support options can be found in the Mental Health Services module of the MPH Student Toolkit on the Canvas site. Megan Malone, Learning Specialist, is available to meet with students to provide mental health support and connect them with resources.

WELLNESS & SELF-CARE

We encourage all of our students to prioritize their health by actively engaging in self-care and health-promoting behaviors. Maintaining a balanced approach to physical, mental, and emotional well-being is essential for your success in the program and beyond. Taking care of yourself ensures that you are able to perform at your best and manage the demands of your academic and professional responsibilities effectively.

If you find yourself struggling with your physical or mental health, please seek support. While all MPH program staff are open to speaking with students about challenges, Megan Malone, Learning Specialist, is specifically available to meet with students to provide support and connect them with resources. Additional health support opportunities are detailed elsewhere in this handbook under "Ways to Get Guidance and Help."

MAXIMIZING YOUR MPH EXPERIENCE

NETWORKING

During their time in the program, students are encouraged to actively network to enhance their professional development. They are advised to join the Wisconsin Public Health Association as student members, providing them with valuable connections and resources within the public health community. Additionally, students are encouraged to attend events hosted by the School of Medicine and Public Health, as well as other campus-wide events, to expand their professional network, gain insights from experts in the field, and engage with peers and faculty members. This proactive approach to networking helps students build a strong professional foundation and opens doors to future opportunities.

GAMMA XI CHAPTER DELTA OMEGA HONORARY PUBLIC HEALTH SOCIETY

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

Eligibility

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

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

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

EBLING LIBRARY

MPH students have access to Ebling Library, located on the second floor of the Health Sciences Learning Center (HSLC). The library provides a wide range of resources and study spaces to support their academic and research needs.

UW-SMPH STUDENT LOUNGE

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

FUNDING

Students are charged tuition for all 42 credits of the MPH degree, including the 6 credits of the Applied Practice Experience. The MPH program does not secure or provide funding for students. Students are responsible for finding their own sources of funding, such as loans, grants, scholarships, or assistantships. More information about these options is provided below.

FINANCIAL AID

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

Brianne Camacho, SMPH Director of Financial Aid and Financial Wellness Advising with the UW-Madison Office of Student Financial Aid is available to meet with current students about financial aid questions. She can be reached at 608-263-3800 or brianne.camacho@wisc.edu.

ASSISTANTSHIPS

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

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

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

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

CONFERENCE & TRAVEL GRANTS

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

Preference will be given to students who:

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

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

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

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

MPH PROGRAM POLICIES AND PROCEDURES

This section of the Student Handbook contains the policies and procedures particular to the MPH Program. Our shared policies with the other Health Professional Programs in the School of Medicine and Public Health and the University of Wisconsin-Madison at large; those policies are detailed in the next section (Shared Policies).

The policies included in this section here are:

1. Degree Credit Requirements
2. Incomplete Grades
3. Transfer Credits, Waivers, and Substitution Procedures
4. Graduation Procedures
5. Student Progress Policies
6. Student Leave of Absence (LOA)/Withdrawal Policy

DEGREE CREDIT REQUIREMENTS

To fulfill degree requirements, all courses must be completed with a satisfactory grade. Specifically, students must achieve a grade of C or better in courses graded A-F or receive a "Satisfactory" grade in courses evaluated on a Satisfactory/Unsatisfactory basis. If a satisfactory grade is not achieved, the student will need to repeat the class in order for it to count towards their degree requirement. Students may not graduate with incomplete grades on their transcript.

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

INCOMPLETE GRADES

Incomplete (I) is a temporary grade assigned by an instructor when a student is not able to complete course work at the end of a term due to unforeseen circumstances. After satisfactory completion of remaining course work, the Incomplete (I) grade will be changed to the grade earned by the course work.

If you are unable to finish coursework by the end of the term, you may request an Incomplete from the course instructor. They will review your situation and, if approved, work with you to develop a plan for completing remaining work. For Incomplete grades in PUBLHLTH 788 (the Applied Practice Experience), the APEX preceptor also has to approve the Incomplete.

Incomplete (I) grades must be resolved by the end of the subsequent semester or by the time specified by the course instructor and program if special circumstances warrant. For extensions beyond the start of the next semester, students must collaborate with the course instructor to draft an MPH Course

Completion Plan. This plan must be approved and signed by the student, the course instructor, and the MPH Program. For APEX Incompletes, the APEX preceptor must also sign the form.

Failure to resolve Incomplete grades in a timely manner may result in the grade being converted to the appropriate grade based on the work completed to date. Additionally, students may be placed on academic probation or required deceleration and/or dismissed from the Program and SMPH. More information about probation and dismissal can be found under the “Student Progress Policies” section of this handbook.

Students may not graduate with Incomplete grades on their transcript.

TRANSFER CREDITS, WAIVERS, AND SUBSTITUTIONS PROCEDURE

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

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

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

Criteria for Consideration:

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

Approval Process:

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

Core Course Substitution

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

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

GRADUATION PROCEDURES

Students must plan ahead for the completion of all degree requirements and graduation paperwork. Students must notify the MPH Program office of anticipated graduation no later than 2 weeks after the start of the term in which they will complete all degree requirements.

At the time of graduation all degree requirements must be completed, including coursework, APEX, and ILE components, and the ILE review. A completed program plan and all required ILE documentation must be submitted to the MPH Program before the student's graduation warrant can be signed. All incomplete grades ("I") must be resolved and satisfactory grades received.

STUDENT PROGRESS POLICIES

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

- 1) remediation
- 2) probation
- 3) deceleration
- 4) dismissal from the Program

Remediation

Students who do not get a satisfactory grade in a course required for degree credit will be asked to retake the course for a second time to replace the poor grade and/or take additional coursework as approved by the appropriate MPH Committee. Any student required to remediate may be delayed in the timing of graduation.

Probation

Academic probation is a very serious matter and acts as official notice to the student that improvement in performance is required for progression in the Program. While on academic probation, students are ineligible for teaching assistant positions and other leadership positions within the program.

Students are placed on academic probation for the following reasons:

- **A semester or cumulative GPA below 3.0:** If a semester GPA of 3.0 is not attained during the next semester of full-time enrollment (or 8 credits of enrollment if enrolled part-time) the student will be flagged for the Student Promotions Committee for further action which may include dismissal from the Program.
- **Receiving an unsatisfactory grade in all courses for MPH degree credit:** All MPH core courses must receive a grade of "C" or better **while also** maintaining the 3.0 GPA mentioned above.
- **Unresolved Incompletes:** If a student does not finish the work for an incomplete grade within one semester, and does not have a signed MPH Course Completion Plan in place, they will be in unsatisfactory academic standing and could face disciplinary action.

- Continued and unaddressed incompletes will be flagged for the Student Promotions Committee for further action which may include deceleration or dismissal from the Program. For more information about Incomplete grades, see the Incomplete policy outlined above.

The Program reviews the academic performance of all students on probation. Based on academic performance, the program may: 1) remove probationary status, 2) continue probation, or 3) if a probationary student's progress fails to adequately address the deficiency, may refer the student to the MPH Program's Student Promotions Committee for further action, including deceleration or dismissal from the Program.

Deceleration

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

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

Dismissal from the Program

Dismissal is the immediate termination of student status. If a student has been dismissed, he/she has no active standing as an MPH student during the reconsideration process. A student who has been dismissed from the MPH Program may appeal the decision—first to the MPH Program and then to an SMPH Level review. Please refer to the Program Level and SMPH Level Student Appeals procedures outlined in the SMPH Shared Policies & Procedures section.

STUDENT LEAVE OF ABSENCE (LOA)/WITHDRAWAL POLICY

The purpose of this policy is to define policy and procedure for students to request a leave of absence or withdrawal from the UW-Madison MPH Program. A Leave of Absence (LOA) is a suspension of coursework for at least one semester such that a student is not enrolled in any courses.

There are two types of LOA:

- 1: Student-Initiated LOA- The student elects to suspend coursework. Most often this is done for personal/health reasons.
- 2: Mandated LOA- The Promotion Committee suspends a student's participation in some or all activities.

Students who are granted leaves of absence are not permitted to enroll in courses offered in the MPH curriculum. If a LOA is granted for the current semester after it has begun, the student must withdrawal from courses following the University-defined procedure.

Students on financial aid are encouraged to inquire about the possible impact of a leave on their loan status.

Student-Initiated Leave of Absence:

Students who find it necessary to request a leave of absence must submit a written request to the Academic Program Manager (Mindy Schreiner) or the MPH Student Coordinator (Kathryn Emmert). Student-Initiated LOA requests are reviewed internally by the MPH Program and approval is dependent on the reasons and goals for the leave. The MPH Promotions Committee is consulted if further guidance is necessary.

A leave of absence may be granted at the discretion of the MPH Program within the following guidelines:

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

Mandated Leave of Absence:

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

- 1. Re-entry requirements will be determined by the Promotions Committee.
- 2. The MPH Promotions Committee must approve return to coursework.
- 3. While on a mandated leave of absence a student may not participate in program courses and/or activities.

Leave of Absence for Medical Reasons:

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

Maternity/Paternity Leave of Absence:

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

Impact of Leave of Absence on Progress in MPH Program:

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

Withdrawal from the Program

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

SMPH SHARED POLICIES & PROCEDURES

As part of the School of Medicine and Public Health (SMPH) and the larger UW-Madison campus, the MPH Program follows shared guidelines and policies outlined by SMPH and campus. Important policies that you need to be aware of as a student are referenced below:

HEALTH PROFESSIONS PROGRAMS (NON-MD) ACADEMIC AND NON-ACADEMIC MISCONDUCT GUIDELINES

Note: Terms used in this procedure document are defined in the Health Professions Programs (non-MD) Professionalism and Misconduct Policy (SMPH-8070).

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

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

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

Examples of violations:

1. cutting and pasting text from the Web without quotation marks or proper citation;
2. paraphrasing from the Web without crediting the source;
3. using notes or a programmable calculator in an exam when such use is not allowed;
4. using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator;
5. stealing examinations or course materials;
6. changing or creating data in a lab experiment;
7. altering a transcript;
8. signing another person's name to an attendance sheet;
9. hiding a book knowing that another student needs it to prepare for an assignment;
10. collaboration that is contrary to the stated rules of the course; or
11. tampering with a lab experiment or computer program of another student.

Non-Academic Misconduct:

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

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

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

HEALTH PROFESSION PROGRAMS (NON-MD) PROFESSIONAL BEHAVIOR CODE

Note: Terms used in this procedure document are defined in the Health Profession Programs (non-MD) Professionalism and Misconduct Policy (SMPH-8070).

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

1. **Honesty and Integrity:** Students shall demonstrate honesty and integrity as shown by challenging themselves in academic pursuits; honesty and ethics in research and Institutional Review Board applications—including honesty in interpretation of data and documenting research activities, protecting subject/client confidentiality, and complying with regulations concerning protected health information. Students shall follow-through and pull their weight in group activities and understand where collaboration among students is or is not allowed; not plagiarize others or past work (self-plagiarism), cheat, or purposefully undermine the work of others; and avoid conflicts of interest for the duration of their time in the program. As a professional, honesty and integrity also extends to personal behavior in life outside of the academic setting by realizing that students are representatives of the program, UW-Madison, and the profession as a whole. Examples of violations:
 - Plagiarism
 - Falsifying application materials to the university or the professional program
 - Making an assertion that intentionally deceives or misleads
 - Obtaining assistance with coursework submitted as one’s own, copying the answers of another student on an examination or using unauthorized print or technology-assisted resources during an exam
 - Providing another student with unauthorized materials or answers on an examination to aid that student with his/her coursework
 - Denying other students authorized preparatory material
 - Feigning illness or crisis to postpone an examination
 - Accessing or having possession of unauthorized medical records when not directly involved in patient care
 - Falsifying patient records
 - Discussing patients in public, including public areas of hospitals and clinics
 - Failing to be truthful and forthright in all dealings with patients, faculty, fellow students, staff, and the public
2. **Interpersonal and Workplace Relationships:** Students shall interact with peers, faculty, staff and those they encounter in their professional capacity (e.g., patients) in a manner that is respectful, considerate, and professional. This includes and is not limited to: attending all scheduled meetings, honoring agreed upon work schedules, being on-time and prepared for work/meetings, contributing collaboratively to the team, keeping lines of communication open, offering prompt response to inquiries, and employing respectful use of available equipment/technology/resources. Chronic or unexplained absences are unprofessional in the workplace and could be grounds for dismissal or removal of funding. To facilitate the free and open exchange of ideas, any criticism shall be offered in a constructive manner, and students shall show respect for a diversity of opinions, perspectives and cultures. Examples of Violations:
 - Interfering with the learning process by belittling a presenter or classmate, carrying on an audible conversation during a lecture or making or receiving cell phone calls
 - Discriminating against, stalking or harassing patients, fellow students, faculty, or staff
 - Making comments, or using humor, with fellow students, instructors, staff, patients and the public in a manner that could be considered offensive or intimidating
 - Engaging in violent, abusive, indecent, profane, unreasonably loud, or other behavior that causes a disturbance on university property, in a clinical setting, or in public
 - Arguing for a higher grade after an instructor or preceptor has made a final decision
 - Interacting with the program or dean’s office staff in a rude or demanding way
3. **Commitment to Learning:** Students are expected to meet their educational responsibilities at all times. Be actively prepared for class and be ready for questions and answers. Be on time for

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

- Missing or being late for an examination; failure to contact the instructor
 - Attendance or punctuality behaviors for classes, orientations, or End of Rotation activities that violate standards set by instructors or preceptors
 - Being under the influence of alcohol or non-prescription drugs while participating in any educational activities
 - Creating a disturbance in the classroom or clinical setting
 - Failing to contact your clinical preceptor and program faculty/staff for permission to take care of personal business that interrupts your clinical duties
4. **Professional Appearance in the Classroom and Professional Setting:** Students represent their Program and profession in the classroom and the professional setting. They shall maintain a physical appearance and personal hygiene that is conducive to developing effective relationships with instructors, staff, fellow students, and partners. In the classroom, dress may be casual, but should promote a positive image of the Program. In fieldwork/community settings, clothing and appearance should be appropriate for the work environment and professional duties (including safety protocols and protective clothing in environments that require them).

STUDENT IDENTIFICATION BADGES

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

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

STUDENT TRAINING AND COMPLIANCE REQUIREMENTS

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

- [Cybersecurity Awareness Training](#)

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

STUDENT HEALTH DOCUMENTATION

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

Required Immunizations

Influenza

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

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

Recommended Immunizations & Health Evaluations

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

COVID-19

UW-Madison recommends students receive a COVID-19 vaccine. The MPH program also encourages students to receive all recommended booster doses. The vaccine is available through University Health Services at no cost to students: <https://www.uhs.wisc.edu/covid/>

Tuberculin Skin Test/Annual TB Health Evaluation

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

STUDENT MISTREATMENT POLICY

The SMPH [Student Mistreatment Policy \(SMPH 8005\)](#) articulates UW SMPH's zero-tolerance stance on the mistreatment of students, delineates reporting procedures, articulates the institutional response to reports of mistreatment, and ensures that mistreatment reporters experience no retaliation. There are a variety of ways to report student mistreatment or unprofessional behavior including the SMPH Student

Mistreatment or Unprofessional Behavior Reporting Form, which allows the reporter to remain anonymous if desired.

If the grievance concerns a grade or an evaluation, the SMPH Health Profession Program Grievance Procedure in the next section will be followed.

STUDENT GRIEVANCE AND APPEALS POLICY

STUDENT GRIEVANCE POLICY

Any student in an SMPH graduate program who feels that they have been treated unfairly by a faculty member, staff member, postdoc, or student in regards to educational decisions and/or outcomes, or issues specific to the graduate program—including academic standing, progress to degree, professional activities, appropriate advising, or the program’s community standards—has the right to complain about the treatment and receive a prompt hearing of the grievance following the grievance procedures in the procedure section below.

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

The above is per SMPH Guidelines and the SMPH [Resolution of Health Professions Programs Student Grievances Policy \(SMPH-8020\)](#), SMPH Health Professional Program Grievance Procedure is articulated below.

SMPH Health Profession Program Student Grievance Procedure:

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

Informal Resolution

1. Students should first attempt to resolve a Grievance informally with the SMPH faculty or staff member directly involved in the matter within thirty (30) days of receiving the disputed grade.
2. If the student feels the Grievance was insufficiently addressed, or, due to the nature of the grievance, is uncomfortable interacting directly with the SMPH faculty or staff member involved, the student should contact the person responsible for the course, *e.g.*, the course director or clerkship/clinical director/administrator, for resolution according to individual course grading policies on grade disputes.
3. If the course-level review process does not resolve the Grievance, the student may request a review by the appropriate Program Director.
4. The student’s request for review must be in an email or written letter and include the reasons the student believes the grade or evaluation was unfair.

5. The Program Director will attempt to resolve the Grievance through informal mediation with the parties involved within ten (10) business days of receiving the student's written request for review.

6. Following this review, the person responsible for the course makes the final decision.

7. The course director will inform the student of the final decision by telephone and/or email within 24 hours of the decision, to be followed within five (5) business days by a written letter.

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

Formal Resolution

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

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

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

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

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

- Senior Associate Dean for Academic Affairs
- Associate Dean for Medical Student Education and Services
- Associate Dean for Public Health
- Associate Dean for Graduate Medical Education
- Director Continuing Professional Development

- Doctor of Physical Therapy Program Director
- Genetic Counseling Program Director
- Master of Public Health Associate Program Director
- Physician Assistant Program Director
- Administrative Director of Academic Affairs

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

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

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

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

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

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

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

12. The Grievance hearing will proceed as follows:

- a. Introduction of student, Respondent(s) and Grievance Board members;
- b. Chair assigns one person to take minutes, describes the nature of the issues at hand, including relevant policy, and reviews the hearing procedures, including time restraints, if any;
- c. The student makes their statement relevant to the Grievance and answers questions from the Grievance Board and Respondent(s);

- d. The Respondent(s) makes their statement relevant to the Grievance and answers questions from the Grievance Board and student;
- e. Each party may refute any statement by the other party and make a closing statement;
- f. Chair excuses parties and support people; and
- g. The Grievance Board deliberates in closed session.

13. Determinations of the Grievance Board are based on a “preponderance of the evidence” standard where the student bears the burden of proof. Specifically, the student must demonstrate that it is more likely than not that the grade or evaluation was based upon factor(s) other than objective assessment of the student’s academic performance and/or the student’s compliance with their Program’s Professional Behavior Code. The Grievance Board should strive to reach consensus on a workable solution with a final determination made by simple majority as a last course of action.

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

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

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

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

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

HEALTH PROFESSION STUDENT (NON-MD) PROGRAM LEVEL APPEALS PROCEDURE

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

1. Any student wishing to appeal a dismissal decision must submit a petition for appeal within 7 calendar days of receiving written notification of dismissal from the Program Director. Written notification of dismissal may be provided by the Program Director either by hand or by email. Petitions for appeal must be submitted via email, by hand, or by email. Petitions submitted after 7 days will not be considered. For clarity, a student receiving written dismissal notification on a Tuesday has until midnight on the following Tuesday to submit their petition.
2. Petitions for appeal must outline the student's basis for appeal, including a statement of the specific reason(s) for disagreement with the dismissal or explanation of the extenuating circumstances that interfered with the student's academic performance and/or professionalism.
3. The student's status shall remain that of dismissed throughout the appeals process, and they shall have no active standing in SMPH during the appeal process.
4. The Review Committee will comprise members selected by the Program.
5. The student's in-person attendance at the appeal hearing is mandatory. The Program Director will endeavor to schedule the hearing within 4 weeks of the student's request for an appeal and at a time that is mutually agreeable to the student and all Review Committee members.
6. A quorum of at least 2/3 voting Review Committee members must be able to attend the appeal hearing in person.
7. At least 3 full business days before the appeal hearing, the student must submit a written statement, maximum 3 pages (excluding relevant appendices) to the Program Director, describing the basis of the appeal, steps taken to alleviate the circumstances that led to dismissal, and a proposed plan for improvement along with any supporting documentation or evidence.
8. The student may be accompanied by one support person during the appeal hearing. This person and their relationship to the student must be identified in the written statement.
9. The Program Director will provide the Review Committee members with copies of the student's notification of dismissal, a summary of the basis of the dismissal, the student's petition for appeal, and any materials provided by the student at least one full business day before the hearing. The Review Committee members shall have access to the student's relevant SMPH records before the hearing.
10. The student's support person may speak to the student during the appeal hearing to provide support and consultation, but not address the Review Committee.
11. Only voting and *ex officio* members of the Review Committee, the student, and the support person may be present during the appeal hearing.
12. The Program Director shall act as chair of the Review Committee. The appeal hearing will proceed as follows:
 - a. Introduction of the student and committee members
 - b. Chair assigns one person to take minutes and describes the basis of the dismissal, including applicable policy

- c. The student has a reasonable amount of time (15 minutes) to make a statement to the Review Committee and present supporting evidence
- d. The Review Committee has the opportunity to ask the student relevant questions
- e. The student may make a final statement and is then dismissed
- f. The Review Committee deliberates in closed session

13. Appeals determinations are made by simple majority vote of the Review Committee. The Program Director does not vote except in instances when the Review Committee is otherwise tied on whether to grant the appeal. The Program Director cannot overrule a majority decision of the Review Committee.

14. If the appeal is granted, the Review Committee will establish the student's obligations for reinstatement in the Program.

15. The Program Director will notify the student of the Review Committee's decision by telephone and/or email within 24 hours of the appeal hearing, to be followed within 5 business days by a written letter. The Program Director will also notify the student's faculty advisor and the senior associate dean for academic affairs, or their designee.

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

- Brief Summary of Events
- Brief description of the Process
- Findings of the Review Committee
- Decision of the Review Committee

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

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

HEALTH PROFESSION STUDENT (NON-MD) SMPH LEVEL APPEALS PROCEDURE

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

1. A student who appeals a dismissal from their Program per the Health Profession Student (non-MD) Program Level Appeals Procedure and is denied reinstatement may request a hearing to appeal the Review Committee's decision by contacting in writing the SMPH senior associate dean for academic affairs, or their designee, within 15 business days of the date of the decision. The written appeal request must specifically identify the basis for appeal, such as specific reason(s) for disagreement with the dismissal or explanation of the extenuating circumstances that interfered with the student's academic performance and/or professionalism.

2. A Case-Specific Appeals Hearing Meeting will be convened within 15 business days of the student's request for an Appeal Hearing to minimize disruption to their desired course of study in the event of a successful appeal. However, a student may request up to 15 additional business days to prepare their appeal at the time of their request. Exceptions may be considered by the committee chair due to emergency circumstances upon consultation with university legal counsel.
3. Voting members for a Case-Specific Appeals Hearing Meeting will be drawn from an appointed SMPH At-Large Appeals Hearing Committee that consists of two academic leaders representing each of the Programs (academic leaders include SMPH associate deans, assistant deans, program directors, associate program directors, and student services directors). Members from the At-Large Appeals Hearing Committee will be contacted to identify a working cohort that can be convened in a timely fashion for a Case-Specific Appeals Hearing Meeting when appeals from students are requested.
4. Three voting members from the At Large Appeals Hearing Committee will be convened for a Case-Specific Appeals Hearing Committee meeting. The voting members will represent 3 different Programs (including Doctor of Medicine) for each case. There will be NO representation on the convened Case-Specific Appeals Hearing Committee from the Program that the student is or has been recently enrolled in. For example, if a student from Physical Therapy is recommended for dismissal by that Program due to academic standing and/or professionalism issues based on existing policies and procedures as outlined in its student handbook, Physical Therapy faculty/staff will NOT be members of the convened Case-Specific Hearing Appeals Committee for that particular student's appeal.
5. The senior associate dean for academic affairs or their designee will serve as the non-voting chair for the At-Large Appeals Hearing Committee. The office of the senior associate dean for academic affairs will serve as the coordinating office to convene the Case-Specific Appeals Hearing Committee and as the neutral contact for the convened committee members, the Program leadership, and the student.
6. At least 3 full business days (excluding weekends and holidays) prior to the Case-Specific Appeals Hearing Committee Meeting, the Program recommending dismissal must submit to the office of the senior associate dean for academic affairs a document describing the basis of the decision to dismiss the student. The Program's document will be distributed to members of the convened Case-Specific Appeals Hearing Committee and to the student for review. The document may not exceed 3 pages but relevant appendices may be attached. Related policies from the student handbook must be attached if they are being used as a basis for dismissal.
7. At least 3 full business days (excluding weekends and holidays) prior to the Case-Specific Appeals Hearing Committee Meeting, the student should submit to the office of the senior associate dean for academic affairs a document outlining the basis for their appeal. The document will be distributed to members of the convened Case-Specific

Appeals Hearing Committee and to the Program leadership for review. The document may not exceed 3 pages but relevant appendices may be attached. Related policies from the student handbook must be attached if the student's appeal alleges that policies were not followed.

The Case-Specific Appeals Hearing Committee will still convene and render a decision even if no materials are received from the student regarding the appeal or in the event the student does not attend the hearing. The student may appear in person to present information at the Case-Specific Appeals Hearing Committee Meeting even if materials are not submitted in writing prior to the meeting.

8. The student may bring one advisor or representative of the student's choice to the Case-Specific Appeals Hearing Committee Meeting. The advisor may be an attorney. The advisor may counsel the student but may not address the committee except as authorized by the non-voting chair. The student is expected to present their own case and respond directly to any questions asked during the meeting.
9. The student, and their advisor or representative will be invited to attend a portion of the Case-Specific Appeals Hearing Committee Meeting. The student may present their appeal orally and will be expected to answer questions from committee members. The student will have the opportunity to provide any additional information they have to support the appeal. The student, and the student's advisor, may be present when the Program leadership presents its position to the committee.
10. The involved Program leadership will provide its case for dismissal to the convened committee and will be available to answer questions. They may discuss appendix information used to support its decision. They may be present for the student presentation to the committee.
11. After the student and the Program leadership have presented their information to the committee, they (and the student's advisor) will be excused from the meeting. The committee and the chair will discuss the case. The committee will vote to make a recommendation to the chair in closed session. The non-voting chair will accept the committee's recommendation based on majority committee vote unless the non-voting chair finds that 1) the information in the record does not support the findings and recommendation of the committee; 2) appropriate procedures were not followed by the committee; or 3) the decision was based on factors proscribed by state or federal law. The non-voting chair may return the matter for reconsideration by the same committee or a different committee, or may modify the decision on their own. The decision by the non-voting chair is final with no further right of appeal.
12. The non-voting chair will inform the student, the SMPH dean, and the relevant Program director of the final decision. Initial notification may be by email or phone and will be confirmed within 7 calendar days of the decision in a follow-up letter summarizing the outcome of the meeting and the basis for the decision.

13. Written documentation of the final decision will be summarized in minutes for the meeting and will include: a brief Summary of Events (student's position and Program's position); brief description of Process; and the Final Decision. Minutes will be reviewed for accuracy by the chair and maintained confidentially in the office of the senior associate dean for academic affairs. Details of the Case-Specific Hearing Committee Meeting and the outcome are private and will only be disclosed as permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. s. 1232g.

ADDITIONAL POLICY RESOURCES

[Shared Guidelines for Professional Conduct](#)

The Shared Guidelines for Professional Conduct at UW-Madison's School of Medicine and Public Health (SMPH) outline expectations for professionalism within the community. These guidelines emphasize respect, integrity, and accountability, and aim to foster a positive learning and working environment. They cover how to handle mistreatment, ethical behavior, and professional interactions.

School of Medicine & Public Health Policies

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

[UW-Madison Policy Library](#)