MPH Student Handbook

TABLE OF CONTENTS

Appendix A: MPH Degree Requirements (by concentration)

Appendix B: Procedural Requirements for Graduation

Appendix C: MPH & Concentration Competencies

Appendix D: Applied Practice Experience-Field Placement Manual

[LAST UPDATED May 2023]

I. MPH PROGRAM AT UGA

Mission

The mission of the MPH program is to address the critical need for highly trained public health professionals by providing an academic and practice environment in which students of public health are trained through coursework and field learning experiences. The 2-year program is designed for health professionals who wish to expand their skills, knowledge and expertise, and for students who wish to build a career in public health. The Master of Public Health (MPH) degree is administered through the Dean's Office, not individual departments.

MPH Academic Affairs Faculty & Staff

Graduate Coordinator

Erin Lipp, PhD is the Graduate Coordinator for the MPH program. The Graduate Coordinator is an appointed faculty member responsible for admissions, academic development, and general oversight of the program. Most forms will require the Graduate Coordinator's signature or approval.

MPH Program Coordinator

Mumbi Anderson, EdD, MPH is the MPH Program Director, a supporting role to the Graduate Coordinator. She performs daily functions of administering the program including maintaining student files and clearing students for registration. She is also responsible for recruitment and retention. Any inquiries about admissions, the program in general, schedule of classes, etc. can be directed to her. Rhodes Hall, Rm 105G. Email: mumbi@uga.edu

MPH Practice Coordinator

Margaret McCallister is responsible for assisting the student in finding an appropriate internship site as well as coordinating University policy with that of the College of Public Health, and ensuring all paper and course work is completed. She will use field contacts to assist students in internship sites that interest them. Rhodes Hall, Rm 105N.
Email: mpmccallister@uga.edu

Program Assistant

Lindsey Welton, MA is the support staff to the MPH Program. She is responsible for coordinating admissions to the program, assisting with student questions and general maintenance of student files. Rhodes Hall, Rm 105F.
Email: lindseyt@uga.edu

Student Services

Heather McEachern serves as the information resource for students, faculty, and staff in the College of Public Health. She also maintains undergraduate records and matters related to the CPH undergraduate programs. She is also the webmaster for CPH. Rhodes Hall, Rm 105D.
Email: hivey@uga.edu

Registration Clearance for Students who have been advised:

Emory Perry is responsible for clearing students in Health Promotion and Behavior to register and in HPRB POD (Permission of Department) and POM (Permission of Major) classes. Wright Hall, Rm 128.
Email: eperry@uga.edu

Nichole Thomas is responsible for clearing students in Biostatistics and Epidemiology to register, and clearing students for BIOS/EPID POD
(Permission of Department) and POM (Permission of Major) classes. B.S. Miller Hall, Rm 106.
Email: nthomas@uga.edu

Amanda Cantey is responsible for clearing students in Health Policy and Management for registration, and in POD and POM classes for the HPAM department. Wright Hall, Rm 104.
Email: acole23@uga.edu

Audrey Grigg is responsible for clearing students in the Environmental Health Sciences department to register and in EHS POD (Permission of Department) and POM (Permission of Major) classes.
Environmental Health Science Building, Rm 205.
Email: audrey.grigg@uga.edu

Dr. Kerstin Gerst Emerson will serve as the contact person for students in the Gerontology concentration, and who wish to register in GRNT POD (Permission of Department) and POM (Permission of Major) classes.   Hudson Hall, 101 Spear Road.
Email: emerson@uga.edu

Dr. Curtis Harris will serve as the contact person for students in the Disaster Management concentration and who wish to register in DMAN POD (Permission of Department) and POM (Permission of Major) classes.   105 Bowstrom Road.
Email: cuharris@uga.edu

II. MPH COURSEWORK

General Description

Students are admitted for the fall semester each year, and classes are offered at the UGA campus in Athens. Students choose a concentration area when they initially apply to the program. The concentration areas and programs of study are (http://www.publichealth.uga.edu/academics/cph_mph.html):

- ❖ Biostatistics
- ❖ Disaster Management
- ❖ Environmental Health Science
- ❖ Epidemiology
- ❖ Gerontology
- ❖ Health Policy and Management
- ❖ Health Promotion and Behavior

Coursework

The MPH degree requires completion of a minimum of 44 credit hours. This will include the field placement, and the culminating experience (with poster presentation) as detailed below:

- Five-seven core courses (15 credit hours): biostatistics, epidemiology, environmental health science, health policy/management, and social/behavioral health.
- Concentration area courses (12 to 15 credit hours)
- Applied Practice Experience (APE) and Integrative Learning Experience (ILE) (9 credits)
- E-Portfolio & E-Poster presentation of the APE & ILE on the final semester
- Electives to complete at least the minimum 44 total credit hours

NOTE: Students must receive a grade of 'B-' or higher in the five core MPH courses and departments will not accept grades below 'C'. **Grade Point Average** - To be eligible for graduation, students must maintain a 3.0 (B) average on the graduate transcript and on the program of study. Grades below C will not be accepted.

Certificate Programs & Dual Degrees

Master of Social Work/Master of Public Health (MSW/MPH)

- The program is a MSW and MPH (Health Promotion Concentration) Dual Degree.
- 45 credits (Social Work) + 30 credits (Public Health) + 15 credits (Share or "Double Count") for a total of 90 credits towards the dual degree.
- Students are typically accepted into one

program and then apply during their first semester for acceptance into the other.

Master of Business/Master of Public Health (MBA/MPH)
Students typically begin in the MPH program and then apply during their first semester to the MBA program. The MBA program will accept GRE but requires candidates have at least 2 years' business experience before applying.

Master of Health Administration/Master of Public Health (MHA/MPH)
Students typically begin in the MPH or concurrently in both programs. The MHA program accepts GRE and provides flexibility with overlap of MPH coursework into MHA electives. This program is only open to students in the Health Policy and Management MPH Concentration.

Juris Doctorate/Master of Public Health (JD/MPH)
Students are typically in the JD program and then migrate to the MPH during their first year of study. MPH students interested in this program must take the LSAT to be considered for admissions to the law program, and must do so within their first semester of the MPH Program.

Doctor of Pharmacy/Master of Public Health (PharmD/MPH)
Doctor of Veterinary Medicine/ Master of Public Health (DVM/MPH)
Medical Doctor/Master of Public Health (MD/MPH)
A student must first be accepted into the College of Pharmacy Veterinary Medicine, or Georgia Health Sciences Universities. The student then applies later in their tenure to the College of Public Health.

UGA Double Dawgs (BS/MPH) Program
The MPH program partners with specific undergraduate degree programs to develop an approved pathway for undergraduates to begin taking taking graduate coursework no later than their junior year. Students will typically then be able to complete graduate coursework within one year of graduation from being awarded their Bachelor of Science degree. Students must enter only approved pathways, and must be cleared by their undergraduate departments and the MPH Program before beginning the MPH curriculum.

Disaster Management Certificate
- 18 hours of coursework
https://publichealth.uga.edu/departments/institute-for-disaster-management/

Global Health Certificate
- 18 hours of coursework
- Attendance in an evening educational session 4 times per year
http://ghi.publichealth.uga.edu/

Gerontology Certificate
- 18 hours of coursework, poster presentation at the annual conference
http://iog.publichealth.uga.edu/

Nonprofit Organizations Certificate
- Minimum of 12 hours of coursework
https://online.uga.edu/degrees-certificates/graduate-certificate-nonprofit-management-leadership

Women's Studies Certificate
- 18 hours of coursework
https://iws.uga.edu/graduate-certificate-womens-studies
- May substitute certain classes with approval from program advisor

Qualitative Studies Certificate
- 15 hours of coursework, including participation in at least one research seminar, and the successful defense of a thesis or dissertation that uses qualitative research methods or a combination of qualitative and quantitative methods.
https://coe.uga.edu/academics/non-degree/certificates/qualitative-research

Infectious Disease Certificate
- Students will need to complete a minimum of five 3-credit hour courses to earn a Certificate in Infectious Disease Epidemiology.

https://publichealth.uga.edu/degree/graduate-certificate-in-infectious-disease-epidemiology/

Health Informatics Certificate (coming soon)
http://hii.publichealth.uga.edu/academics/

Obesity and Weight Management Certificate
- Requires 16 credits in nutrition, physical activity, policy and related areas (6 courses)

https://www.fcs.uga.edu/fdn/graduate-certificate-in-obesity-and-weight-management-requirements

The curriculum for the MPH program is competency based. Competencies are knowledge, skills, and abilities that prepare students for work in a certain area. Students will master the 'core competencies' by taking the five core MPH courses, and competencies in their area of concentrations by completing their concentration area coursework (as shown in Box 1) and field placement. The competencies are derived from professional organizations that guide the field of public health. Examples of these organizations are: Association of Schools of Public Health, National Center for Health Education Credentialing, National Environmental Health Association, and Association of Teachers of Preventive Medicine.

Appendix C details these competencies.

Required MPH Core Courses
BIOS 7010   Introduction to Biostatistics I or BIOS Labs 7001, 7002L and 7003L
EHSC 7010   Fundamentals of Environmental Health
EPID 7010   Introduction to Epidemiology I
HPAM 7010   Introduction to Health Policy and Management
HPRB 7010   Social and Behavioral Foundations of Public Health

Required Concentration Courses

Biostatistics (BIOS)
BIOS 7020   Introduction to Biostatistics II
EPID 7020   Introduction to Epidemiology II
BIOS 8050   Intermediate Mathematical Statistics

Choose 2 out of 3:
BIOS 6380   Survival Analysis
BIOS 8110   Categorical Data Analysis
BIOS 8220   Clinical Trials

Epidemiology (EPID)
BIOS 7020   Introduction to Biostatistics II
EPID 7020   Introduction to Epidemiology II
EPID 7100   Current Topics in EPID (1 credit hour)
EPID 7410   Field Epidemiology and Surveillance

Disaster Management (DMAN)
DMAN 7100   Introduction to Disaster Management (Disaster Management I)
DMAN 7200   Disaster Management for Health Professionals (Disaster Management II)
DMAN 7400   Public Health Crisis and Disaster Management (Disaster Management III)
DMAN 7500   Understanding Terrorism and Homeland Security (Disaster Management IV)

Environmental Health Sciences (EHSC).

EHSC 7080 Advanced Environmental Air Quality

EHSC 7490 Advanced Environmental Toxicology

EHSC 7310 Public Health Microbiology

EHSC 8400 Occupational and Environmental Disease

Gerontology (GRNT)

GRNT 7100/E   Foundations of Aging
GRNT 6650/E   Aging in Society
GRNT 7200/E   Lifespan Health Psychology
GRNT8200/E   Public Health and Aging

Health Policy and Management (HPAM)

HPAM 7001	Foundations in Health Policy and Management
HPAM 7400	Policy Analysis in Public Health
HPAM 7600	Health Economics
HPAM 7650	Healthcare Finance
HPAM 7700	Management of Public Health Organizations

Health Promotion and Behavior (HPRB)

HPRB 7270	Resource Development and Implementation
HPRB 7470	Program Evaluation in Health Promotion and Health Education
HPRB 7510	Health Promotion Research Methods
HPRB 7920	Theory in Health Behavior
HPRB 7990	Diversity and Social Justice in Public Health

Required Elective Courses**:

Depending on the concentration **5-9 credit hours of electives** are required. Students can choose from courses within the department or take relevant courses from outside the department. Every elective taken MUST be approved by an advisor PRIOR to registration and must be pertinent to the students MPH program of study. Independent studies must be approved by the MPH program coordinator and cannot exceed 6 credit hours.

All MPH students must also fulfill the following courses:

Applied Practice Experience (PBHL 7660, 6 hours): The APE requires 300 clock hours in and appropriate public health setting. Students choose the site for their APE, with the assistance of the Academic Advisor and Internship Coordinator. The APE is intended to be a culminating experience at the end of the students' coursework.

Integrative Learning Experience (PBHL 7460/7560, 3 hours): The ILE is a professionalism seminar and APE advisement that is completed under the direction of a faculty advisor in the final 2 semesters of the program.

**See Appendix A for full departmental requirements and elective options

Note that changes in the programs of study may occur

When selecting courses, the following guidelines apply:

- Only up to 6 credit hours of independent studies can count as elective courses for completing the required 44 credits; the student's advisor must approve this course. Most importantly, independent studies should only be used when regular courses are not available.
- Only 6 credits of Applied Practice Experience (APE) field placement can count toward the 44 credits of the MPH Program of Study.
- The program of study, all electives and the APE site must be approved by the Advisor.
- The APE site and paperwork must be completed before any student is permitted to enter into field placement. All documents must be approved by the practice coordinator.
- The products for the APE and ILE require a proposal and registration prior to the semester taken.

Carefully review the *checklist for graduation requirements* section of this handbook. For specific questions about courses, contact the MPH Program Director at mumbi@uga.edu.

Change of Concentration Area

Students can apply to change their concentration area once they have been accepted into the MPH program, have completed at least one semester of coursework, and received at least a grade of B or better in the core course of the concentration area that the student would like to change to. Departments may have more stringent guidelines on grades or other requirements required for acceptance into their department. Departments may also use other criteria to evaluate students (prior coursework, a specific overall GPA in the MPH program, etc.). Changing concentrations is **not** an automatic function; it is an admissions process to which you are either accepted or denied.

To change concentrations, students should:
1. Complete the Change of MPH Concentration Area form, by contacting mph@uga.edu to obtain a copy of the form.
2. Make appointment to speak with and obtain signature from student's current advisor.
3. Submit this form to the department head of the concentration area to which the student would like to apply.
4. If the appropriate faculty committee accepts the student into the concentration, the department head will notify the student and sign the form.
5. Submit the signed form to the MPH Program Coordinator.

*PLEASE NOTE: Students who want to change to the Environmental Health department must have prerequisite courses on their transcript with sufficient grades to be eligible to transfer into EHS; these courses are Biology, Chemistry, Organic Chemistry and Microbiology. Students who want to change to Epidemiology must have sufficient and strong academic background in Algebra and Statistics.

Double Concentrations

If a student chooses to stay an extra year to receive training in a second concentration area, he/she must consult with the department to which he/she is double concentrating in first. Students who are approved to receive double concentration must take all major courses for that concentration area plus an internship in that concentration area. Students must complete and turn in the double concentration area form to the Graduate Coordinator no later than the semester prior to beginning the second concentration area coursework.

Transfer of Credit

MPH students may transfer up to six (6) credit hours from other institutions. Core courses taken at CEPH accredited schools or programs are automatically accepted. If a student wishes to transfer in a course from a non-CEPH accredited school or program, he/she must submit the syllabus of that course to the appropriate department within CPH for approval. No grade below 'C' will be accepted.

If a student has taken more than six (6) hours at another institution and feels as though he/she has sufficient knowledge in a particular course required for their core or concentration, he/she may petition to waive that course and substitute it for an upper level course in that same area.

Please remember that it is generally advisable to limit transfer credits. Any questions should be directed to your advisor first, and then to the Graduate Coordinator.

Applied Practice Experience in Public Health (PBHL 7560)

MPH students complete a field placement in an appropriate public health setting (6 credit hours of PBHL 7560), graded A-F. Sites include, but are not limited to, hospitals, not for profit organizations, governmental agencies, and worksite/for-profit companies. The site is chosen based on student interest and competencies that students need to achieve. Each site must have a mentor who is credentialed in their area of interest (EHS, HPRB, HPAM, EPID, BIOS, DMAN, GRNT) or who has experience in these areas. The site must have a major project that addresses the educational needs of the student, and the amount of work available for the student must fill at least 300 contact hours.

Each site must enter into a Memorandum of Understanding (MOU) with the University of

Georgia before any field placement work is approved. After meeting with the academic advisor, Practice Coordinator (Jacquelyn Hughes), and site supervisor to discuss possible sites and availability of a MOU, students will submit the required paperwork for the field placement site and identify competencies and learning objectives to be achieved during the 300 hours. Evaluation of the field placement will be in the form of two evaluations and a written report in which students will detail how they accomplished each learning objective by the duties, experiences, and tasks they have performed at the site. For details, read the ***Student Applied Practice Manual** (*Appendix D OR the CPH-GRAD elc *MPH APE Module)*. If a conflict arises regarding the selection of field placement site among the student, the advisor, and/or the field placement coordinator, and cannot be resolved between each, the parties in conflict should send a one-page letter to the MPH Curriculum Committee explaining the situation. This committee will make the final decision.

Students must have at least 18 credits of coursework in the MPH program before beginning the field placement; within those 18 credits must be the five MPH core courses. Students must have approval from the academic advisor to apply for the field placement. Please read the complete **Applied Practice Experience Manual** included in this handbook (appendix D or in the elc CPH-GRAD *MPH APE Module*) and also in the college's website, www.publichealth.uga.edu.

Practice Coordinator: Jacquelyn Hughes, jacquelyn.hughes@uga.edu.

Integrative Learning Experience in Public Health (PBHL 7460, 7560 & 7660)

All MPH students will participate in ILE as a part of their Applied Practice field placement. This is required for graduation from the program. **It is**

completed in final 2 consecutive semesters of the students' time in the MPH program.

The ILE includes a 1-credit course on professionalism, and advising for and during the students Applied Practice Experience. The completion of an APE proposal, as well as an e-Portfolio and e-Poster of the site experience are required. Please be sure to read the complete ILE Manual (appendix E or in the elc CPH-GRAD *MPH Capstone Module*) and also on the College's website, https://publichealth.uga.edu/mph-capstone/.

III: MPH POLICIES AND PROCEDURES

Academic Probation and Dismissal Policy

Graduate School Policy
- Students are required by the Graduate School to maintain a 3.0 GPA throughout their graduate studies.
- Students with a cumulative GPA below 3.0 for two consecutive semesters are placed on probation by the Graduate School. Students must maintain a 3.0 each semester after they are placed on probation. If they fall below a 3.0 during their probationary period, they are dismissed.
- Should a student be placed on academic warning or probation, advisement forms must be completed and signed by the student's advisor and the Graduate Coordinator, before permission to register is granted.
- Students may be dismissed from the Graduate School and the MPH program if they have not made sufficient academic progress to continue in the program.
- Students are not permitted to graduate if their GPA falls below 3.0 on the semester they intend to graduate.

MPH Program Policy
Academic Performance

Students are notified by letter to their permanent address if they have been placed on probation by the Graduate School. The MPH Graduate Coordinator is also notified by letter, along with the department head within the student's concentration. Any student falling below a 3.0 cumulative GPA during any semester is subject to review by the CPH Academic Affairs Office and may risk the possibility of dismissal from the program. **Note**: Students must receive a grade of "B-" or better in the MPH Core Courses and the Specialization Area Courses.

INCOMPLETE GRADES:
- Students may be dismissed from the MPH program if they have received a total of two "incompletes" (grade of "I") during their MPH course of study, except for those with hardship cases approved by the VP for Student Affairs' office.
- Students must file an Incomplete Form with the college. This form can be found on www.publichealth.uga.edu.
- Students who fail to remove an "I" within three semesters, including summer, will receive an "F" in that course. Once the grade converts to an "F", it remains an "F".
- At the end of each semester the CPH Academic Affairs Office will monitor student grades and notify the student (and the involved faculty or faculty advisor, if appropriate) of any academic performance issue(s).

All students must abide by the University's academic code of conduct found in "A Culture of Honesty." Any student accused of academic dishonesty has the right to appeal to the CPH Office of Academic Affairs. Students may be dismissed from the program if they are determined to be in violation of this policy. The full document of "A Culture of Honesty" can be located at https://honesty.uga.edu/Academic-Honesty-Policy/.

Students may appeal any decision that is made regarding their academic performance and

academic standing by following the CPH Appeals Procedure that can be found at the bottom of the following page: http://publichealth.uga.edu/wp-content/uploads/2018/06/CPH_academic_appeals_policy_2008.pdf/.

Financial Assistance for MPH

In addition to financial aid and fellowship information provided by the Graduate School, there are a **limited** number of research and teaching assistantships and traineeships available in the College of Public Health. Faculty will also nominate outstanding applicants for highly competitive fellowships offered through the Graduate School and/or the College of Public Health. Assistantship opportunities are most often advertised to individual student groups by faculty or departments, and when advertised to the College, appear in the CPH Friday Newsletter.

The University of Georgia Office of Student Financial Aid provides access to a variety of grants and loans for students in the Graduate School. For further information and application forms for all types of financial aid, contact them at 706-542-6147.

Teaching and Research Assistantships

Purpose

A limited number of graduate assistantships are available for full-time students. These assistantships provide in-state tuition rate and a stipend in return for 13-20 hours of work per week for faculty of the College of Public Health or in other departments on campus. A graduate assistant is a student who assists, under faculty supervision, functions related to teaching, research or other services that would otherwise be performed by regular faculty and staff members. In so doing, graduate assistants receive valuable, practical experience in preparation for future teaching, research, or administrative responsibilities.

Assistantships funded by nonprofit organizations or government agencies other than UGA must conform to Graduate School policies. Students appointed to such positions work for the sponsoring organizations, but are under the general supervision of their departmental faculty. When faculty identify positions in other agencies, they try to see that the major duties are related to academic skills that are a part of the discipline.

Requirements

- Must be fully admitted to a graduate degree program in the College of Public Health and be enrolled in The Graduate School.
- Must maintain a 3.0 overall grade point average (GPA), and generally good academic standing, including meeting grade expectations in the core curriculum.
- Must attend the Graduate Teaching Assistant Orientation; contact Paul Quick in the Center for Teaching and Learning at (706)542-0534.
- Must be registered for a minimum of twelve (12) semester hours in the fall and spring semesters, including the assistantship course (BIOS, EPID, EHSC, HPAM, HPRB-7005 or 9005). If appointed over the summer as a graduate research or teaching assistant, the student must be registered for a minimum of nine (9) hours. Those not taking summer courses can be paid as a temporary employee at an hourly rate, as negotiated by the department.
- Must adhere to the work schedule determined jointly by the supervisor (faculty or agency supervisor) and student.
- All teaching assistantships are arranged through the Graduate Coordinator in each Department. Research assistantships are arranged through individual faculty who provide the assistantship funding. Students should work with the Graduate Coordinator

in their Department to identify potential opportunities.

- Students shall be notified in writing of the terms of the Assistantship. Regardless of the assistantship funding source, it is the joint responsibility of the student and hiring faculty member to provide the Department Office Manager and CPH Business office with the appropriate hiring and exit paperwork before the assistantship can begin and end. All forms are located on the CPH website http://www.publichealth.uga.edu/about/forms

- Once a signed commitment to an assistantship position has been made, no change in position can be made without discussion by and approval of the Graduate Coordinator of the student's Department.

Hours, Fees and Other Issues of Employment

- Graduate assistants are special part-time employees of the University and should treat the assistantship as they would a professional job.

- Graduate assistants are expected to devote full-time effort to their studies and their assistantship responsibilities. They are discouraged from having additional employment, on or off campus, during the term for which they are appointed. It is University policy that no student shall be permitted to hold more than the equivalent of one University half-time assistantship.

- The student is expected to work 13-20 hours per week (depending on their assistantship appointment) with pay appropriate to the total hours worked. Stipends vary depending on percent effort and degree program.

- Students with graduate assistantships qualify for a tuition waiver, but are responsible for program fees, http://busfin.uga.edu/bursar/bursar_fees_1819/.

- Assistantships appointed after the first 30 days of a semester (10 days of a summer term), whose duties terminate before the midterm date, or whose duties terminate before they earn the minimum stipend amount will be billed for full term tuition, in accordance with the policies of the Graduate School.

- Assistants who fail to perform their duties satisfactorily, do not maintain a 3.0 GPA or other academic requirements, or who fail to remain in good academic standing may be terminated from their appointment. The Department is not obligated to offer assistantships in succeeding semesters for students terminated from an assistantship for these reasons.

- Assistants do not accrue annual or sick leave, so work missed due to illness should be made up.

- With the exception of Graduate School Assistants, general graduate assistants on a 9-month appointment (e.g., all graduate teaching assistants) are normally not expected to work during official school holidays or between semesters. Students requesting time off for quizzes, examinations or extended holidays may be required to make this time up. Work schedules should be arranged with the supervisor at the beginning of each semester.

- Graduate research assistants on 12-month appointments may be expected to work during semester breaks, as designated by their supervisor. Work schedules should be arranged with the supervisor at the beginning of each semester.

Placement in Assistantships

Each Department makes every reasonable effort to place students in assistantships that are consistent with the students' academic interests. However, the Department is not obligated to identify an assistantship that perfectly matches the student's interests in

every instance. Also, in some instances it may be necessary to place a student in an assistantship designed primarily to fulfill the Department's current needs. These positions will be consistent with the Department's goal of developing the student's abilities through the assistantship experience. Students who do not complete assigned assistantships satisfactorily are not guaranteed additional assistantships in succeeding semesters, even if this has been previously promised.

Time Limitation of Assistantships for MPH Students

Each Department is committed to supporting as many MPH students with assistantships as is possible with available funding. For students in master's degree programs who have been awarded an assistantship, this commitment will last for a maximum of four semesters depending upon availability of funding. Students should recognize that they may not be funded for assistantships beyond the fourth semester, and plan accordingly. This time limitation applies only to MPH students who are offered assistantships when admitted; the Department is not obligated to ensure that assistantships will be arranged for other MPH students who desire them, although we make every reasonable effort to assist these students to obtain assistantships. Successful placement in an assistantship does not obligate the Department to fund these students in succeeding semesters.

Other Issues

- Assistantships are usually for a set time commitment. **Any student considering a change in assistantship before the end of the agreed time period must consult with his/her academic advisor and the CPH**

Graduate Coordinator.
- Some assistantships may require the student to adhere to a dress code commensurate with the respective assignment.
- Some assistantships may require travel; work at odd hours, or flexibility of hours. A graduate assistant should be very clear with his or her supervisor about the time he or she can be available, but understand that attending class and fulfilling academic obligations should be the highest priority.
- No graduate assistant is expected to work more than the agreed upon hours. However, graduate assistants are encouraged to look for opportunities to attend meetings, seminars, etc., which will enhance his or her learning or development of specific skills. These activities may or may not be included in the paid hours of the assistantship.
- Open communication is a key to good working relationships as a graduate assistant. Supervisors are willing to accommodate assistant needs, but must be aware of the needs. Remember, supervisors of students are in charge and are responsible for setting graduate assistant work schedules.
- Assistantships will not be offered to satisfy any academic requirements, including practice requirements and thesis/dissertation research.
- Students who withdraw from a course should be aware of the fact that a reduction in their course load because of withdrawal may affect their assistantship, financial aid, and/or full-time student status. Plans for course withdrawal should always be discussed with supervisors prior to any formal action taking place.

The University of Georgia
The Graduate School

The Graduate School
Policy Manual

Mission

Graduate degrees at UGA are ultimately under the supervision of the Graduate School. From the Graduate School website (http://www.grad.uga.edu/):

"The Graduate School coordinates the graduate programs of all schools and colleges of the University. Matters of policy and procedure are determined by the graduate faculty through the graduate council. The graduate faculty consists of faculty members appointed by the President on the basis of productive research, effective teaching, and other creative activities. The policies adopted by the graduate council are administered by the dean of the Graduate School.

In addition to the Graduate School policies and procedures, the graduate degree programs within the CPH have developed their own set of guidelines to compliment the Graduate School. Please read through all of your handbooks carefully, as you are ultimately responsible for knowing policy and procedure from both the Graduate School and the CPH.

The Graduate School Administration:
- Interim Dean- Ron Walcott, Ph.D.
- Assistant Dean- Judy Milton, M.Ed.

The College of Public Health Mission Statement

The College of Public Health (CPH) at the University of Georgia (UGA) promotes health in human populations through innovative research, exemplary education, and engaged service dedicated to preventing disease and injury within the state and around the world.

College of Public Health Administration:
- Dean- Marsha Davis, PhD

- Associate Dean for Academic Affairs and Student Services- Erin Lipp, PhD
- Associate Dean for Research-Timothy Heckman, PhD
- Assistant Dean for Strategic Planning and Assessment-Jessica Muilenburg, PhD
- Assistant Dean for Outreach, Engagement, and Diversity-Grace Bagwell-Adams, PhD

CPH is composed of four academic departments, and three institutes. See Box 1 on the following page for mission statements and contact information.

Box 1. Mission Statements of the Departments, Institutes, and Center

Epidemiology and Biostatistics (EPID & BIOS)
The Department of Epidemiology and Biostatistics trains public health professionals in the use of epidemiological principles and biostatistical methods and conducts innovative research to address existing and emerging public health issues. Department Head, José F. Cordero, Ph.D.

Environmental Health Sciences (EHSC)
The mission of the Environmental Health Science Department is to conduct innovative research to improve human health, wellbeing, and quality of natural and working environments, and to provide exemplary education and training for future Environmental Health professionals. Department Head, Jia-Sheng Wang, Ph.D.

Health Policy and Management (HPAM)
The mission of the Department of Health Policy and Management (HPAM) is to advance the health of the public by developing leadership expertise and promoting an evidence-based approach to public and private policy making in health and medicine. Interim Department Head, Stuart Feldman, Ph.D.

Health Promotion and Behavior (HPRB)
The Department of Health Promotion and Behavior, through its teaching, research, and service initiatives, generates knowledge about the social and behavioral determinants of health and applies that knowledge to the design, delivery and evaluation of disease prevention and health promotion programs. Department Head, Nathan Hansen, Ph.D.

Global Health Institute (GLOB)
The Global Health Institute at the University of Georgia seeks to identify best practices of health care throughout the world, to support their dissemination, adaption, and then their adoption throughout the world, in order to improve health care for all. Director, Christopher Whalen, MD

Institute of Disaster Management (DMAN)
The Institute for Health Management and Mass Destruction Defense is a team of internationally recognized experts in fields such as emergency management, Weapons of Mass Destruction, disaster modeling, and public health. Director, Cham Dallas, Ph.D.

Institute of Gerontology (GRNT)
The Institute of Gerontology has a proven commitment to older adults. For almost fifty years, it has served the citizens of Georgia with courses, training, and service. We also circulate the product of our efforts to a global audience of scholars and policy makers. Our cadre of faculty affiliates makes this extensive outreach possible. We look forward to the next fifty years of meeting the evolving needs of older adults and society. Interim Director, Mary Ann Johnson, Ph.D.

V. DEPARTMENTAL POLICIES & PROCEDURES

Departmental Communication

Each department, institute, and center has an administrative assistant, who is often the primary point of contact for student requests or faculty. If a student has questions related to their departments, the dept. administrative assistant can oftentimes assist.

Dr. Curtis Harris – Disaster Management
105 Bowstrom Road
Email: cuharris@uga.edu

Audrey Grigg– Environmental Health Science
Environmental Health Science Bldg, Room 205
Email: audrey.grigg@uga.edu

Nichole Thomas-Epidemiology & Biostatistics
Miller Hall, Room 106
Email: nthomas@uga.edu

Dr. Kerstin Emerson - Gerontology
Hudson Hall, Room 100

Email: emerson@uga.edu

Emory Perry-**Health Promo & Behavior** Wright Hall, Room 128
Email: eperry@uga.edu

Amanda Cantey-**Health Policy and Management**
Wright Hall, Room 111B
Email: acole23@uga.edu

Dr. Juliet Sekandi – Global Health
Rhodes Hall, Room 105M
Email: jsekandi@uga.edu

Email. Students must have a university email account, even if they have a personal email account. Students will need this email account to register for courses and access courses that use eLearning Commons. Students receive their MyID username when they apply to UGA. It is in the format of initials followed by 5 digits (e.g. Adam John Smith would be ajs12345). Email addresses are the students' MyID followed by the email domain (e.g. ajs12345@uga.edu). Students can access their UGA email account from anywhere in the world, at http://ugamail.uga.edu/.

Students can change their automatically generated email address and passwords by clicking HERE or visiting, http://eits.uga.edu/access_and_security/myid/.

The UGA email will be added to several graduate student emailing lists: MPH, CPH, Graduate School, and concentration area. The Graduate Coordinator, student services team, and the Dean use these lists to communicate with students. If you would like to forward these emails to another account: open your UGA email account, click on "Options" on the upper right side, select 'ALL options', then click on "Forward your Email" in the menu to the right of the screen. To begin forwarding, simply follow the instructions. Make sure that go into your myUGA email account periodically and delete old messages as the UGA email space is limited and will not deliver messages once mailbox space is full.

eLearning Commons. eLearning Commons is an online e-learning system (http://elc.uga.edu/) used by most instructors for their courses.

Website: Pertinent forms, information, and documents are placed on CPH Website for easy access. Please click HERE or visit the *Current Students* menu option on https://publichealth.uga.edu/current-students/.

Advising

1. Students are assigned an Advisor in their area of concentration.

2. The Advisor (sometimes referred to as 'major professor'), in conjunction with the student, is responsible for:
   - Developing and updating the tentative program of study
   - Monitoring problems related to the completion of the degree (e.g., deficiencies, probation, incompletes, etc.)
   - Approving overloads
   - Filing forms in accordance with Graduate School and departmental regulations (e.g., transfer of credits, approval of formal program of study, admission to candidacy)
   - Guiding research
   - Approving elective courses and APE field placement site
   - Assisting in student development of Resume, e-Portfolio, and APE e-Poster. .
   - Signing off on final program of study, to be submitted in final semester, for graduation.

3. Students are responsible for monitoring their progress throughout the program.

Students will initiate meetings with their advisors prior to registration and will adhere to the deadlines for registration, filing forms with their degree program office and filing forms with the Graduate School.

Registration

1. **Registration Overview**. Registration via computer is available at any time during the university's registration periods, on ATHENA. Computers are available in labs across campus, and students may register at any location (on or off campus) where they can link into the internet. For registration instructions, click HERE or visit, http://wiki.eits.uga.edu/help/index.php/Athena.

2. **Registration Terms.** Registration for Fall classes occurs each spring semester, and registration for Spring and Summer classes will now occur each Fall semester. Students receive their assigned registration tickets around early October for the Fall and Early March for Spring. Students' registration ticket can also be accessed via their ATHENA registration menu.

3. **Registration Times**. Students are assigned registration periods each semester and notified via email by the registrar's office a few weeks prior to the beginning of registration. The exact dates and times for these phases for the current term are noted in the Key Dates within the Schedule of Classes. Generally, pre-registration for Spring and summer semesters is mid-October and pre-registration for Fall is early April. Please register at the earliest date possible! Early registration will help avoid problems when trying to add classes later on.

4. **Preliminary Steps.** Before registration, take these steps to make registration easier:

- **Meet with advisor**. Meet with the Advisor to plan a schedule. Prior to the advising appointment, check for any special authorizations or prerequisites to courses.
- **Check Course Authorizations**. Check the Schedule of Classes for any special permission needed to register for a class (e.g., Permission of Department—POD), and see the appropriate department to obtain permission. CPH students do NOT need any special authorization for CPH required courses, but may need authorization for specific elective courses.
- **Check Course Prerequisites.** Many departments block registration to students who have not met prerequisites. See the current Graduate Bulletin for course prerequisites: http://www.bulletin.uga.edu/coursesHome.aspx.
- **Check for Flags**. Go to the ATHENA Registration Main Menu to check for flags. Students with flags on their record for a given term will not be permitted to register until flags have been cleared. Students may have flags for unpaid parking tickets, unpaid University Health Center fees, library fees, tuition problems, etc.
- **Clear to Register**. After the advisor has authorized the courses to take (via signing a registration form), **contact the administrative assistant for your DEPARTMENT to have him/her clear you**. You MUST be cleared for each semester (fall, spring, & summer), before you can access courses.

5. **Waiving Classes.** As a general rule, classes will not be waived. If a student can prove that he/she has met with competency a required course, he/she may obtain approval to opt out of that class and take an upper-level course in that same concentration area. All petitions for waivers must be in accordance with the CPH Waiver Policy, which can be found on Publichealth.uga.edu or by contacting cphadm@uga.edu and requesting more information.

Mailbox. Student mailboxes are located in each department. Please contact your department administrator for information on the frequency of use by faculty/staff, and for those departments not listed below, the location. Frequently used boxes can be found departmentally, in the following rooms:
- Environmental Health Science, EHS Bldg, Room 206
- Health Promotion and Behavior, Wright Hall, Room 102D
- Health Policy and Management, Wright Hall, Room 102D
- Epidemiology & Biostatistics, Miller Hall

Change of address. Students who change address or phone number must communicate this change to the Graduate Coordinator AND to the Graduate School through ATHENA. To change your address in ATHENA simply login and select the *Personal Information* menu option. This menu also includes links to changing name, social security number and updating emergency contacts. Make changes and click on Update Data. Students who fail to communicate this change of address may miss important mail from the Graduate School, including their diploma.

Bulletin Boards. The departmental bulletin boards or televised bulletin boards contain diverse announcements. Check these bulletin boards for posted deadlines, information on new courses, job opportunities, study abroad programs, and other announcements. Consult with department staff for the location.

VI. GENERAL GRADUATE SCHOOL REQUIREMENTS

Degree Requirements

The University of Georgia Graduate School (http://www.grad.uga.edu) has detailed requirements for graduation. Below is a summary of the main requirements. However, for additional information please check their website. Any changes in University polices will override the requirements stated below.

1. **Grade Point Average**. To be eligible for graduation, the student must maintain a 3.0 (B) average on the graduate transcript and a 3.0 (B) average on the program of study. No grade below C will be accepted. (NOTE: Students must receive a grade of 'B-' or higher in the five core MPH courses and departments will not accept grades below 'C' for classes taken as undergraduate deficiencies.)

2. **Timeline to Complete Courses**. The student must complete all coursework credited toward the graduate degree within 6 years of the first semester of registration of courses. Extension of time may be granted only for conditions beyond the control of the individual.

3. **Transfer of Credits**. With proper approval, master students may transfer up to 6 semester hours of credit for graduate courses taken at other schools. The student must have taken these courses in the past 6 years. No grade below "B" may be transferred. The courses to be transferred may not have been used in a degree program at another institution. Transferred grades are not used in calculating cumulative grade point averages. The advisor will need a copy of the syllabus

from those courses to determine if there is a clear match in learning objectives from both institutions. Specific degree programs may have more stringent rules when accepting transfer credits. Please refer to your degree specific handbook and speak with the department head for additional information. Transfer credit instructions and forms can be found by clicking HERE or visiting http://grad.uga.edu//wp-content/uploads/2014/11/body_reqtrfcre.pdf.

4. **Incomplete Grades**. The grade "Incomplete" ("I") indicates that the student was doing satisfactory work but, for non-academic reasons beyond control (usually medical in nature), was unable to meet the full requirements of the course. Currently the "Incomplete" must be resolved within a maximum of 3 semesters. The student must develop a timeline with the professor, as faculty members may not be available certain semesters. When an incomplete is not removed, the "I" automatically becomes an "F." Once an "I" converts to an "F," it will remain an "F." It is the student's responsibility to monitor the conversion deadline. Students are not allowed to graduate with an "Incomplete" grade on their transcript. The form for filing an Incomplete with an instructor can be found by visiting www.publichealth.uga.edu. You may also send a request to cphadm@uga.edu.

Graduation Procedures

(for additional information, see next section 'what do I need to do to graduate')

1. If a student hasn't done so by graduation semester, s(he) MUST visit The Graduate School's Website to view all deadline dates for graduation documents, (http://grad.uga.edu/index.php/current-students/important-dates-deadlines/). This

must be done no later than the first week in the semester that a student intends on graduating.

2. **Program of Study**. Masters students must submit an electronic Program of Study form to the Graduate School the semester they intend to graduate. This form is located on each student's GradStatus.uga.edu account and should be completed no sooner than the last year of matriculation, as changes to programs of study are common. The advisor must work of the degree requirements prior to the student's completion of the form. The electronic signatures must then be obtained from the MPH Program Director and the College's Graduate Coordinator. The program of study is a list of all of the courses that will be used towards graduation. Do not include assistantship hours in this form (7005, 9005). This form enables the graduate school to make sure the student has completed all of the hours and courses needed for graduation. Please complete the '*Non-doctoral Professional Degree Program of Study'* Form. Graduating students will receive updates on deadlines for submission of forms, graduation requirements, and all other pertinent information on the College's listserv. It is the **responsibility of the STUDENT** to be sure to read all emails from the UGA Graduate School and CPH Academic Affairs faculty/staff.

3. **Application for Graduation**. A student must apply for graduation *no later than Friday of the second full week (the first full week for summer) of classes in the semeste*r of the anticipated graduation date to permit the Graduate School to review the student's file. This is also the due date for the Program of Study. These deadlines are published on the Graduate School Web site for three semesters in advance. Students must be enroll for a minimum of 3 hours during the semester in which degree requirements are completed and the student graduates.

4. **Late Filing for Graduation**. A graduate student who misses a graduation deadline by failing to file the Application for Graduation, Program of Study Form will have the option of paying a single fee of $50 (check or money order in U.S. dollars) for late processing of all required forms. A completed Late Filing for Graduation Form, all required graduation forms, and the late fee payment must be submitted to the Graduate School Office of Enrolled Student Services within 45 calendar days of the original deadline. After the 45 day late period, no students will be added to the commencement roster for the current semester.

5. **Change in Graduation Date**. If a student cannot complete degree requirements in the semester for which a graduation application was submitted, the student should log into ATHENA and click to '*View Graduation Term*'. From there is an option to remove the existing graduation term (athena.uga.edu). It is likely that the student will need to wait until the beginning of the following term to Apply for Graduation for that subsequent term. The student may also notify the Graduate School of the student's intent by e-mail to gradinfo@uga.edu. Should a student neglect to notify the Graduate School of failure to complete degree requirements, the student's name may be removed from graduation status. The student and graduate coordinator will be notified of this action. It will then be necessary for the student to reapply for graduation in ATHENA. The Graduate School's Website provides all deadline dates for each semester (see http://grad.uga.edu/index.php/current-students/important-dates-deadlines/). If a registered professional master's student is unable to complete degree requirements to meet graduation deadlines for the semester but is able to complete the requirements before Phase II registration of the next semester, no enrollment is required for the new term. If, however, all degree requirements have not been completed prior to the beginning of Phase II, a student will be required to register for a minimum of three hours of credit and pay the applicable tuition and fees.

6. **Graduation Clearance**. When all degree requirements have been successfully completed, the student's file is cleared for graduation. Under ordinary circumstances, this process occurs when the grades for the final semester are received. The grade of U as a terminal grade in 7300, 9300, or GRSC 9270 is not acceptable. The same ruling applies for courses titled technical report, applied project, seminar, special problems, field placement, practicum, and research courses when these are degree requirements. Graduate students must have a cumulative graduate course average of at least 3.0 to graduate (this includes all graduate courses attempted, whether or not they are used on the program of study for the current degree). A student will not be allowed to graduate with an incomplete grade on the transcript if conversion of the incomplete grade to F will drop the student's grade point average below a 3.0.

Procedural Requirements for Graduation

- ✓ Talk to your **Advisor regularly** about your courses (no less than 44 credits and must include PBHL 7460 1-credits, 7560 2-credits, and PBHL 7660 6-credits).
- ✓ Make sure Internship (PBHL 7660) requirements have been fulfilled. Talk to Margaret McCallisterif you have questions or concerns mccallister@uga.edu).
- ✓ Talk to your Adviser about your APE and ILE products (e-Portfolio and e-Poster). Formalize submission dates for drafts and all final documents on the final semester of your MPH Program.

When your final semester begins, follow the steps below:

1. All graduation related forms are due in the first week of classes for summer graduates, and the second for fall/spring. Please keep abreast of these important deadlines! Go to https://grad.uga.edu/index.php/current-students/important-dates-deadlines/

2. Apply for graduation via Athena. Login to your student portal and follow the Graduation Tab on the home screen. https://sis-ssb-prod.uga.edu/PROD/twbkwbis.P_GenMenu?name=homepage
   a. Your major is PUBLIC HEALTH
   b. Your Degree is MPH
   c. Check your transcript to make sure the correct concentration is listed. If it is not, email mumbi@uga.edu.
   d. Apply for graduation no later than the end of the second week of classes during the graduation semester (first week for summer graduates).
3. Submit the "Degree Requirements" document to your advisor (found in your MPH Handbook) to make sure all requirements have been completed. Your advisor should 1) double check that the courses listed in the Program of Study match courses you've taken, and 2) any substitutions that were previously approved are also documented (follow up with an email for your records).

4. Go online to complete the **"*Program of Study (Non-Doctoral Professional Degrees*)"**

   http://grad.uga.edu/index.php/current-students/forms/

   Follow these instructions exactly:
   - Fill in personal information to access the online form-
   - Department: *Public Health, College of*
   - Degree Objective: *Non-Doctoral Professional*
   - Major/Degree: *Public Health - MPH*
   - Area of Emphasis: Your Concentration(s)
   - List all the courses, hours, grades, terms and years as they are listed on your transcript. Example: Applied Practice Experiencie course will be PBHL 7560, 6.0 hours
   - For courses you're currently taking, leave the grade blank but be sure to list the courses!
   - Leave the *Grad Students Only?* box blank (this is not for MPH students)
   - Departmental requirements are ONLY used for replacements or exceptions to the core curriculum, such as Directed studies (i.e. 8910, 7100, 7300) or substitute courses.
   - **DO NOT list 7005 courses** used for assistantship; they do not count towards graduation.
   - **Major Professor Name: *Mumbi Anderson***
   - Do NOT list any course with grade below C. Final GPA must be 3.0 or above.
   - YOU MUST have a minimum of 44 credit hours.

- DOUBLE CHECK COURSE NUMBERS AND GRADES BEFORE SUBMITTING FOR APPROVAL!!!

5. **Check email from the Graduate School regularly to ensure submission was approved**. The approval process may take up to 7 days.

Continuous Enrollment Policy

All enrolled students pursuing a graduate degree at the University of Georgia must maintain continuous enrollment until completion of all degree requirements (http://grad.uga.edu/index.php/current-students/policies-procedures/academics/enrollment-policy/). Continuous enrollment is defined as registering for a minimum of three (3) credits in at least 2 semesters per year (Fall, Spring, Summer) until the degree is attained or status as a degree-seeking graduate student is terminated.

Calculation of Grade Point Average (GPA)

UGA assigns the following values to each letter grade (http://www.bulletin.uga.edu/PlusMinusGradingFAQ.html):

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

Harassment

UGA prohibits any member of the faculty, staff, administration, student body, or visitors to campus, whether they be guests, patrons, independent contractors, or clients from harassing and/or discriminating against any other member of the University community because of that person's race, sex (including sexual harassment), ethnic or national origin, religion, age, disabled status, status as a disabled veteran or veteran of the Vietnam era, or sexual orientation. Incidents of harassment

and discrimination will be met with appropriate disciplinary action, up to and including dismissal from the University. The UGA Non-discrimination and Anti-harassment Policy is found at https://eoo.uga.edu/policies/non-discrimination-anti-harassment-policy. Students who believe they are being harassed or discriminated against are encouraged to consult the Graduate Coordinator, Department Head, or the Office of Equal Opportunity.

Sexual harassment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, becomes sexual harassment when:

1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment or status in a course, program or activity;
2. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual; or
3. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from an educational program or activity.

The UGA Non-discrimination and Anti-harassment Policy states:

"When one party has a professional relationship towards the other, or stands in a position of authority over the other, even an apparently consensual sexual relationship may lead to sexual harassment or other breaches of professional obligations. The University prohibits all faculty and staff, including graduate teaching assistants, from pursuing sexual relationships with undergraduates whom they are currently supervising or teaching."

"The University also strongly discourages sexual relationships between

faculty or administrators and graduate, professional students and/or employees whose work they supervise. Anyone involved in a sexual relationship with someone over whom he or she has supervisory power must recuse himself or herself from decisions that affect the compensation, evaluation, employment conditions, instruction, and/or the academic status of the subordinate involved." For more information, please visit: https://eoo.uga.edu/policies/non-discrimination-anti-harassment-policy.

Academic Honesty and Codes of Conduct

Students at the University of Georgia are responsible for maintaining and adhering to the strictest standards of honesty and integrity in every aspect of their lives. Honesty in academic matters is a large part of this obligation. Specific regulations governing student academic conduct are contained in the UGA Student Handbook and in the UGA culture of honesty policy: https://honesty.uga.edu/Academic-Honesty-Policy/.

The Office of Judicial Programs, located in Memorial Hall, maintains and publishes the *Code of Conduct* for the University of Georgia. They are responsible for processing violations of conduct regulations, which includes providing false information to a University Official or University office. The *Code of Conduct* can be found at http://www.conduct.uga.edu/.

No student shall perform, attempt to perform, or assist another in performing any act of dishonesty on academic work to be submitted for academic credit or advancement. A student does not have to intend to violate the honesty policy to be found in violation. For example, plagiarism, intended or unintended, is a violation of this policy.

Academic Dishonesty

The following acts by a student are examples of academically dishonest behavior:

a. **Plagiarism** - Submission for academic advancement the words, ideas, opinions or theories of another that are not common knowledge, without appropriate attribution to that other person. Plagiarism includes, but is not limited to, the following acts when performed without appropriate attribution:

   i. Copying information directly from a website and using it as the student's own work without citation.
   ii. Directly quoting all or part of another person's written or spoken words without quotation marks, as appropriate to the discipline;
   iii. Paraphrasing all or part of another person's written or spoken words without notes or documentation within the body of the work;
   iv. Presenting an idea, theory or formula originated by another person as the original work of the person submitting that work;
   v. Repeating information, such as statistics or demographics, which is not common knowledge and which was originally compiled by another person;
   vi. Purchasing (or receiving in any other manner) a term paper or other assignment that is the work of another person and submitting that term paper or other assignment as the student's own work.

b. **Unauthorized assistance** - Giving or receiving assistance in connection with any examination or other academic work that has not been authorized by an instructor. During examinations, quizzes, lab work, and similar activity, students are to assume that any assistance (such as books, notes, calculators, and conversations with others) is unauthorized unless it has been specifically authorized by an instructor. Examples of prohibited behavior include, but are not limited to, the following when not authorized:

i. Copying, or allowing another to copy, answers to an examination;
ii. Transmitting or receiving, during an examination, information that is within the scope of the material to be covered by that examination (including transmission orally, in writing, by sign, electronic signal, or other manner);
   iii. Giving or receiving answers to an examination scheduled for a later time;
   iv. Completing for another, or allowing another to complete for you, all or part of an assignment (such as a paper, exercise, homework assignment, presentation, report, computer application, laboratory experiment, or computation);
   v. Submitting a group assignment, or allowing that assignment to be submitted, representing that the project is the work of all of the members of the group when less than all of the group members assisted substantially in its preparation;
   vi. Unauthorized use of a programmable calculator or other electronic device.
c. **Lying/Tampering -** Giving any false information in connection with the performance of any academic work or in connection with any proceeding under this policy. This includes, but is not limited to:
   i. Giving false reasons (in advance or after the fact) for failure to complete academic work. This includes, for example, giving false excuses to an instructor or to any University official for failure to attend an exam or to complete academic work;
   ii. Falsifying the results of any laboratory or experimental work or fabricating any data or information;
   iii. Altering any academic work after it has been submitted for academic credit and requesting academic credit for the altered work, unless such alterations are part of an assignment

(such as a request of an instructor to revise the academic work);
   iv. Altering grade, lab, or attendance records. This includes, for example, the forgery of University forms for registration in or withdrawal from a course;
   v. Damaging computer equipment (including removable media such as disks, CD's, flash drives, etc.) or laboratory equipment in order to alter or prevent the evaluation of academic work, unauthorized use of another's computer password, disrupting the content or accessibility of an Internet site, or impersonating another to obtain computer resources;
   vi. Giving or encouraging false information or testimony in connection with academic work or any proceeding under this policy;
   vii. Submitting for academic advancement an item of academic work that has been submitted (even when submitted previously by that student) for credit in another course, unless done pursuant to authorization from the instructor supervising the work or containing fair attribution to the original work.
d. **Theft** - Stealing, taking or procuring in any other unauthorized manner (such as by physical removal from a professor's office or unauthorized inspection of computerized material) information related to any academic work (such as exams, grade records, forms used in grading, books, papers, computer equipment and data, and laboratory materials and data).
e. **Other** - Failure by a student to comply with a duty imposed under this policy. However, no penalty is imposed under this policy for failure to report an act of academic dishonesty by another or failure to testify in an academic honesty proceeding concerning another.

Any behavior that constitutes academic dishonesty is prohibited even if it is not specifically listed in the above list of examples.

Graduate School Policy

- Students may be dismissed from the Graduate School and from CPH degree programs if they have not made sufficient academic progress to continue in the program. The Graduate School requires that students maintain a minimum 3.0 GPA throughout their graduate studies.

- Students with a cumulative graduate course average below 3.0 will receive a warning letter from the Graduate School explaining the probation procedure. If a student's graduate course average is below 3.0 for two consecutive terms, the student will be placed on academic probation by the Graduate School. While on probation, students must have at least 3.0 for the semester graduate average each succeeding semester. Probation status ends when the student's cumulative graduate course average reaches at least 3.0. If a student makes below a 3.0 semester graduate course average while on probation, s/he is dismissed from the Graduate School.

- When students repeat a graduate course, the last grade will be utilized to calculate the cumulative graduate average that is used for probation, dismissal, admission to candidacy and graduation. Grades of S, U, and I will not be used in calculating the cumulative graduate average. However, when a grade of I converts to F, this may result in an action of probation or dismissal for the semester in which the conversion takes place, even if the student is not registered for that semester.

- Students who are dismissed by the Graduate School may not apply for admission to another graduate program offered by the University. Students who are dismissed by the Graduate School for academic reasons may appeal the dismissal to the dean of the Graduate School. The appeal must be submitted to the dean within 30 calendar days following receipt of the notice of dismissal. Information concerning the appeal process may be obtained in the Graduate School.

- After the "warning letter" and after being placed in probation, the student, the Graduate Coordinator, and the advisor will meet to develop a written plan of action, which must be forwarded to the Graduate School.

- Students may be dismissed from the program due to academic dishonesty issues. Please read Academic Honesty and Codes of Conduct section in this manual.

Appeal Procedures for Graduate Students

The University of Georgia and the College of Public Health (CPH) have established a process for appealing decisions regarding academic matters in which a student disagrees with the decision rendered (e.g., grade disputes, termination from a program, and other grievances). Links to appeals policies can be found by visiting https://t.uga.edu/4d1. Additionally, please refer to the Graduate School's policies which can be found HERE or by visiting (http://grad.uga.edu/index.php/current-students/policies-procedures/academics/appeals/).

Grade Appeals

The College of Public Health assures all students the right to due process in the appeal of any performance evaluation (e.g., course grade) or other academic decision. The Student Appeals Policy and Procedures set forth in this document apply to all students enrolled in classes or programs in the College of Public Health (CPH) at The University of Georgia. The appeals process provides for an impartial review of a grading or other academic decision that is alleged to be capricious, arbitrary or discriminatory. This policy does not apply to petitions for a waiver of established policy or procedure from curricular and/or programmatic requirements. All students may obtain assistance in interpretation of appeals policies and procedures in the CPH Office of Academic Affairs and Student Services.

For specific steps, please read the CPH policy. Link can be found on the bottom of this page: https://t.uga.edu/4d1.

Note that all grade appeals are done through the Department and College of the instructor's primary affiliation. Thus, courses taken in other colleges will be resolved following that college's policies.

Waiver of established policy or curriculum requirement

Students who would like to request a waiver of a required course or policy should first contact their advisor and present justification for the course waiver. If approved, the request must be routed to the MPH Program Coordinator for final approval. Students who have achieved the competencies of a required CPH course—through previous studies—can petition to take an advanced course in the same area of studies. This will be a department level decision according to where the requested course is housed.

Program Dismissal Appeals

A student who has not made sufficient progress towards completion of the degree may be dismissed by the department or by the College of Public Health at the end of any semester. Students may appeal the decision for dismissal from a program to the Dean of the College of Public Health within 30 days of being notified of this decision. The Dean will make a decision based on the advice of a CPH committee. If the student does not accept the decision of the Dean, the student may appeal to the Graduate School, following the appeals procedures stated in the Graduate Coordinator's Handbook, located HERE or (http://grad.uga.edu/wp-content/uploads/2015/01/handbook.pdf).

Conflict Resolution

If a conflict between a student and faculty member should arise, the student should adhere to the following CPH protocol:

7. Speak directly with the instructor or faculty member in an attempt to resolve the conflict.
8. If step one does not solve the problem, speak directly to the Graduate Coordinator (if it is a problem related to your degree program) or to the Department Head where the faculty member is housed.
9. If step two does not solve the problem, speak directly with the Associate Dean for Academic Affairs.

Research with Human Participants

As a matter of University policy, research projects involving human participants cannot be carried out until a complete research protocol describing the project has been submitted and approved. This policy applies to all research, *regardless of whether or not it is funded*. Human participation is considered to be involved even if the data used were collected by others, and there is no contact with the participants. The policy extends to all projects involving faculty, staff, students or facilities of the University, including research performed by students as part of their degree or class

requirements. For students' projects, the Major Professor is responsible for overseeing that the project is approved. Approval is necessary for any type of research in any area of study (e.g., marketing research, behavioral or psychological studies, research involving children in classrooms, and on-the-street interviews).

The detailed guidelines of this policy and the forms necessary to obtain approval of a research protocol are available in the Office of the Vice President for Research, 612 Graduate Studies Building. Questions concerning these guidelines may be directed to that office. Projects involving no risk to participants can usually be approved expeditiously, but it is recommended that the forms be submitted well in advance of beginning the research and, if applicable, prior to submitting a proposal for external funding. All key personnel performing research with human participants must complete the CITI training. More information can be found at: https://research.uga.edu/hrpp/citi-training/.

Graduate Assistants

Course Load

Graduate assistants—teaching and research— occupy dual roles; they are both students at the University and temporary student employees of the University. Graduate students holding assistantships that requires from one-third to one-half time service:

- Must attend all college-wide functions as announced by the Dean's office. This includes meetings with the Dean, MPH Program Coordinator, CEPH staff, guest lecturers, poster sessions, etc.

- Must register each semester of their assistantship for 3 credits in a 7005 course (HPRB, EHSC, etc.), which corresponds to assistantship hours. These courses may not be used to satisfy a student's program of study.

- Must register for a minimum of 12 credit hours each semester (which must include 7005 course).

- May enroll up to a maximum course load of 18 semester hours (which must include 7005 course). Only in exceptional cases students may exceed the maximum course load, but they must obtain written approval from their Advisor and the Dean of the Graduate School. The MPH Graduate Coordinator may sign the overload request in the absence of the student's Advisor. Courses audited are not counted when considering maximum and minimum course load requirements.

- Must register for a minimum of 9 credit hours during the summer semester (which must include 7005 course), if they are on an assistantship during the summer. Graduate assistants who do not receive a stipend during the summer, but opt to register and receive the reduced tuition, must register for a minimum of 3 credit hours. Summer semester rules for maximum load for an 8-week summer session is 18 hours.

** Please note that programs or departments may have additional policies and procedures that students are to comply with. Please check the handbook for your specific degree program.

Tuition Waiver

To be eligible to pay a reduced tuition, holders of assistantships must (1) be hired for at least 13 hours per week, and (2) be paid at the approved rate for graduate assistants in the particular school or college in which they are employed.

Mandatory Health Insurance

A student health insurance policy is available for all UGA students; however, the following groups of UGA students are REQUIRED to have

health insurance:

- o Graduate International Students holding "F" or "J" visa status.
- o Graduate Students enrolled in programs that require proof of health insurance.
- o Graduate Students receiving Qualified Graduate Assistantships.
- o Graduate Students receiving Qualified Fellowships.
- o Graduate Students receiving Qualified Training Grants.

Students who have private health insurance can opt out of UGA Health Insurance; this process must be done every semester. Visit http://www.uhs.uga.edu/ for more information regarding policies and coverage.

VII. UGA RESOURCES

Academic Writing and Teaching

Writing and teaching are skills that can be learned and can be improved. Every student should take advantage of UGA resources that help to improve our writing and teaching skills.

- Visit the UGA Writing Center for help on writing and teaching skills at: http://writingcenter.english.uga.edu/.
- Visit the Center for Teaching and Learning (CTL) at http://www.isd.uga.edu/ for teaching aids. They also have special help for teaching assistants.

Computer Consulting Services

The University of Georgia Enterprise Information Technology Services (EITS) (http://www.eits.uga.edu/) offers a number of services regarding the use of computers.

Computers

Computer labs are located in EHS building room 104, and Rhodes Hall room 018. An additional computer lab is located in Russell Hall but is not supported by the College of Public Health. Generally, these labs have Macintosh and IBM-PC computers. Twenty-four access to the computer labs is possible via a proxy ID for buildings in which the computers are housed. For proxy access, please complete the forms HERE and submit to the administrator listed.

The largest computer lab on the UGA campus, as well as assistance for computing and library needs, is at the Student Learning Center. For full details on CPH supported computer labs, software and operating hours, please click HERE or visit, https://publichealth.uga.edu/directory/administrative-offices/cphoit/. The University also hosts a virtual lab (vLab) where students can access certain software and platforms from any device. Information and links for the vLab can be found HERE, or by visiting http://eits.uga.edu/support/vlab/.

Employment of Students

Please check the Student Employment Office at http://career.uga.edu/job_search/jobs/part_time_on_campus.
Also check the Student Handbook for employment opportunities at: http://dos.uga.edu/handbook.html
Please note: Students holding assistantships are limited in the number of hours that they can hold concurrent hourly rate employment on campus.

Employment of Spouse/Significant Other

Professional, semi-professional, and clerical positions are available on the University Campus. For further information, contact the Human Resources Department at: http://www.hr.uga.edu/. Additionally, some teachers and teacher aide positions may be

available in surrounding school districts, as well as in the many private schools and nursery schools located in the area (consult an Athens phone book for these addresses and phone numbers). Inquiries regarding public school openings should be directed to:

- Clarke County Schools:
  http://www.clarke.k12.ga.us/
- Jackson County Schools:
  http://www.jackson.k12.ga.us/
- Oconee County Schools:
  http://www.oconee.k12.ga.us/
- Oglethorpe County Schools:
  http://www.oglethorpe.k12.ga.us/
- Madison County Schools:
  http://www.madison.k12.ga.us/

Sources of employment in the health related area include nursing homes, retirement and life care communities, and physician offices (consult an Athens phone book for specifics). Additionally, job openings can be found in the following hospitals:

- Athens Regional Medical Center:
  http://www.armc.org/
- St. Mary's Hospital:
  http://www.stmarysathens.org/

For information about all hospitals, check: http://www.healthcarehiring.com/hospitals_georgia.html

Check the local Athens news outlets—

- The Athens-Banner Herald, local newspaper:
  http://www.onlineathens.com/
- The Red and Black, free UGA newspaper:
  http://www.redandblack.com/
- The Flagpole Magazine, free local magazine: http://flagpole.com/

Financial Aid

The departments offer assistantships involving teaching responsibilities, research, and special services. To receive a reduced tuition, the graduate assistant must be hired a minimum of 13 hours per week and be paid at the approved rate for that college. The compensation is based on degree level and the number of hours. Students should check with the department Graduate Coordinator for details. The Graduate School offers assistantships and fellowships, which are awarded on university-wide competitive basis.

Out-of-state students not supported by an assistantship may apply to the Graduate School for a waiver of out-of-state tuition. Please see the College of Public Health Graduate Coordinator for details.

The University participates in the Federally-sponsored Work/Study Program. Based on evidence of financial need, students may qualify for this program and be assigned to a variety of responsibilities around the campus. This program permits the student to work 10-25 hours per week. Approval of the Graduate School is required for work hours and course load.

The University has a large number of loan funds to assist students, which are administered by the Office of Financial Aid located in the Academic Building. Please check the stipulations regarding their use.

Any student desiring information regarding financial aid should explore these possibilities with the Financial Aid staff at: http://www.uga.edu/osfa/.

Housing

The university offers graduate student housing for single individuals, as well as individuals with families. Please check: https://housing.uga.edu/site/register_famgrad for housing options on the main campus.

For housing specific to Public Health Students, visit https://housing.uga.edu/site/register_medical_partnership. This housing option is on the Health Sciences campus and is reserved for Public Health and Medical Students ONLY. Units may be leased for an individual family or can be shared between TWO residents. Both residents, however, must be public health or medical students. All University housing assignments are made according to the date the completed housing application and deposit are received.

The Department of University Housing maintains a bulletin board (on first floor of Russell Hall) that is used to advertise off-campus rental housing (apartments, houses, duplexes, trailers, rooms, and roommate ads). Additionally, the Department of Housing has compiled an apartment listing handout. For more information, contact the Department of University Housing. Additionally, listing and inserts (such as the *Apartment Blue Book*; *Rental Community Guide*) in the local newspapers, as well as notices on bulletin boards located around campus, may be helpful in locating available housing.

Department of University Housing
University of Georgia, Russell Hall
Athens, GA 30602-5575
Phone: (706) 542-1421 | Fax: (706) 542-8595
https://www.housing.uga.edu/

Libraries and Student Learning Center

The University of Georgia Library is the largest university library in the state and is a member of the Association of Research Libraries. Thus, the Library is equipped to provide comprehensive services to students involving nationwide resources for both curricular and research needs. Numerous online books and journal articles can be retrieved at: http://www.libs.uga.edu/. The principal libraries on campus are:

- Main Library (on North Campus) 706/ 542-3251
- Science Library (on South Campus) 706/ 542-0698
- Miller Learning Center (North Campus, electronic library) 706-542-7000
- Special Collections Libraries-visit http://www.libs.uga.edu/scl/ for information on the three libraries and their offerings.
- Student Learning Center 706/ 542-7000. Please visit this center at http://www.slc.uga.edu/. It provides numerous resources for students.

Additional libraries can be found by visiting http://www.libs.uga.edu/locations/main.

Parking Services

Campus is divided up into permit required areas and short-term pay lots. Permits are distributed based on a unique priority system that takes into account factors such as cumulative hours for students, and years of service for employees. Customers should expect to ride the free bus and/or walk. It is unrealistic to expect to find parking right outside the dorm or building. Time management skills and scheduling around transportation requirements are necessary for a campus the size of UGA. Everyone must display a parking permit at all times on campus for the assigned lot. Information on registration for parking is sent via email to all students. Check myUGA email frequently. For more information: http://www.parking.uga.edu/

Health Sciences Campus (HSC) contains permit lots as well as visitor parking. Additionally, a campus bus route transports students between South Campus and HSC every 20 minutes. The HSC permit allows students to park in any location on the campus. For HSC parking map,

visit
https://tps.uga.edu/sites/default/files/docs/hsc.pdf.

Institute for Behavioral Research

This institute provides assistance to researchers in terms of survey design, data coding, data analysis, statistical consultations, grant support, manuscript submission assistance etc. Information can be found at: https://oibr.uga.edu/. The Center charges for these services. The College also provides research design and data analysis services via the Biostatistics department, additional information can be obtained by contacting Dr. Stephen Rathbun at rathbun@uga.edu.

UGA MyID, Email

Official university e-mail communications to students will be sent to the student's UGAMail account. In order to create an email account, a student must first have a UGA MyID. Please access this website in order to create an account:
https://eits.uga.edu/access_and_security/myid/
This MyID can be used to log onto email, eLearning Commons and some computer labs on campus.

UGA ID

All students need a UGA Card to withdraw books from the library, access HSC buildings after hours, the Ramsey Center, purchase student tickets to university events, and get into dining halls and residence halls. To obtain a UGA card, complete a Student Application Form at the Cashier's Window in the Tate Student Center. Bring a photo identification and proof of registration. The Cashier's Window is open 9:30-4:00 Monday-Friday during regular academic semesters. For details, check: www.uga.edu/ugacard. Students who need to have access to the Coverdell Building or HSC buildings after office hours will need to get a Proximity Card. Contact Diane Baird, in the

Dean's Office (dsbaird@uga.edu), for details.

UGA ID Number:
Although students will use the social security number for class registration and University payrolls, the UGACard will have a 16 digit identification number that will remain the entire time at UGA.
- The first six digits are alike on all UGA ID cards (627541). This is the UGA identifier.
- The next nine digits are the ID number. It will begin with 810 followed by six unique numbers assigned to the student.
- The last digit is the issue number. This number will change each time the student replaces the card.
- For access to services where that use a keypad rather, students MUST enter the 10 digit ID number (beginning with 810 or 811 and include the current issue number at the end).

Card Security and Hand Scanning:
After the UGACard Office produces a card, the staff will scan the student's hand to create access security for the card. This feature will prohibit another person from using the card to access University services.

University Health Center

The University Health Center is a state-of-the-art outpatient healthcare facility that provides a large number of medical services to students. They have specialty care clinics and departments for a range of services including:
- Allergy
- Dental
- Dermatology
- Massage Therapy
- Physical Therapy
- Radiology
- Sports Medicine
- Travel Clinic
- Urgent Care
- Vision
- Women's Services

Check their website at:

UGA Campus Carry Policy

House Bill 280, commonly known as the "campus carry" legislation, took effect on July 1. While current law already allows license-holders to keep weapons secured in motor vehicles, beginning on July 1, House Bill 280 allows anyone who is properly licensed in the State of Georgia to carry a handgun in a concealed manner on property owned or leased by public colleges and universities, with some exceptions as explained below. It will not allow any other type of gun to be carried around campus; nor will it allow handguns to be carried openly. (House Bill 280 does not apply, however, to institution-sponsored events or excursions away from campus on property not owned or leased by a University System institution.)

The statute defines *concealed* as "carried in such a fashion that does not actively solicit the attention of others and is not prominently, openly, and intentionally displayed except for purposes of defense of self or others." A license-holder therefore may carry a handgun while it is substantially ("but not necessarily completely") covered by an article of clothing he or she is wearing, or contained within a bag ("of a nondescript nature") he or she is carrying, or in another similar manner that generally keeps it out of the view of others.

There are a number of exceptions to the new law that limit the places on campus where handguns may be carried. Even license-holders may not carry a handgun into the following locations on college/university-owned or leased property:

- Buildings and property used for athletic sporting events. This exception includes stadiums, gymnasiums and similar facilities in which intercollegiate games are staged (but does not extend to so-called "tailgating" areas where fans may congregate outside the gates of the sports facility). It does not extend to student recreation centers and similar facilities that are not used for intercollegiate games.

- Student housing facilities including residence halls and similar buildings where students live such as fraternity and sorority houses. (Note that any housing that is not on property owned or leased by a University System institution is not covered by House Bill 280.)

- Spaces – including any room, continuous collection of rooms or outdoor facility – that are used for preschool or childcare. In order to qualify, preschool and childcare spaces must have controlled access (meaning access via personnel stationed at the door or an electronic mechanism) limited to authorized people.

- Rooms and other spaces during the times when they are being used for classes in which high school students are enrolled, whether through dual enrollment and programs such as Move On When Ready or through college and career academies or other specialized programs such as Early College. License-holders who want to carry handguns to class will need to visit the institution's registrar or other designated employee, who after verifying their enrollment status will tell them which of their classes, if any, have high school students enrolled. Institutions shall not, however, keep any listing of those who inquire. (Note

also that the names of enrolled high school students may not be revealed in accordance with applicable privacy laws.) It is the responsibility of license-holders to seek out this information and make themselves aware of which classrooms fall within this exception.

· Faculty, staff and administrative offices. This exception includes offices and office suites occupied by faculty, staff and administrators but does not include more general public common spaces outside of those areas.

· Rooms during the times when they are being used for disciplinary proceedings of any kind, including those regarding students, faculty or staff. These would include any meetings or hearings that are part of the University System's or the institution's sexual misconduct, student conduct, dispute resolution, grievance, appeals or similar processes.

Under the new law, it is a misdemeanor crime for a license-holder to carry a handgun "in a manner or in a building, property, room, or space in violation of" these provisions. Doing so also may be a violation of the institution's student code of conduct and personnel rules. It will be the responsibility of those license-holders who choose to carry handguns on campus to know the law and to understand where they can go while carrying. Institutions will not provide gun storage facilities or erect signs outside restricted areas.

It is incumbent upon each of us to follow the law. Students, faculty and staff should not attempt themselves to monitor or to enforce compliance with the statute by those who do carry handguns. Only law enforcement personnel, including the University System's more than 800 POST-certified officers, will be responsible for enforcing the law. If others have concerns or questions, they should contact their campus law enforcement departments. In the coming weeks, the University System Office of Safety and Security will be providing training to campus law enforcement officers.

Appendix A: MPH Degree Requirements

Departmental Requirements Overview

The Master of Public Health (MPH) degree is administered through the College of Public Health, not individual departments. Students can choose one of seven concentrations, and must complete all requirements for the concentration as well as the College. All MPH students must fulfill the following requirements:

MPH Core Courses: All MPH students must successfully complete the MPH core courses for a total of 15 credit hours. Grades in these courses cannot fall below B-.

Departmental Core Courses: There are 9-15 credit hours of courses specific to concentrations. Total required hours are determined by the departments, and cannot vary in requirements unless approved by the department head and MPH graduate director. Grades in these courses cannot fall below B-.

Departmental Electives: Depending on the concentration 5-9 credit hours of electives are required. Students can choose from courses within the department or take relevant courses from outside the department. Every elective taken MUST be approved by an advisor PRIOR to registration and must be pertinent to the students MPH program of study. Independent studies must be approved by the MPH program coordinator and cannot exceed 6 credit hours.

Applied Practice Experience (PBHL 7560, 6 hours): The APE requires 300 clock hours in and appropriate public health setting. Students choose the site for their APE, with the assistance of the Academic Advisor and Internship Coordinator. The APE is intended to be a culminating experience at the end of the students' coursework.

Integrative Learning Experience (PBHL 7460/7560, 3 hours): The ILE is a professionalism seminar and APE advisement that is completed under the direction of a faculty advisor in the final 2 semesters of the program. APE and ILE works can begin prior to the final semester as independent studies but cannot count towards elective hours.

To view the degree requirements for a particular concentration, please click on the title in the menu item on the previous page and you will be directed to that section.

Course Substitution Policy: Students with an undergraduate degree major in Health Promotion can waive the HPRB 7010 course and substitute the course with an upper level concentration within their current MPH concentration.

Students with an undergraduate degree major in EHSC can waive the EHSC 7010 course and substitute the course with an upper level concentration within their current MPH concentration.

Biostatistics

The M.P.H. requires a minimum of 44 semester hours of coursework, including the completion of an internship (6 credits), and culminating experience (3 credits). The curriculum comprises the following areas and courses:

MPH Core Requirement Courses: 15 credit hours
- BIOS 7010 Introductory Biostatistics I
- EHSC 7010 Fundamentals of Environmental Health
- EPID 7010 Introduction to Epidemiology I
- HPAM 7010 Introduction to Health Policy and Management
- HPRB 7010 Social & Behavioral Foundations in Public Health

Biostatistics Core Requirements: 15 credit hours
- BIOS 7020 Introductory Biostatistics II
- EPID 7020 Introduction to Epidemiology II
- BIOS 8050 Intermediate Mathematical Statistics

Choose 2 out of 3:
- BIOS 6380 Survival Analysis
- BIOS 8110 Categorical Data Analysis
- BIOS 8220 Clinical Trials

Biostatistics Electives*: minimum 5 credit hours
The following is a sample of suggested electives for an MPH concentration in Biostatistics:
- BIOS 7100 Biostatistical Applications for the Pharmaceutical & Biotech. Industries
- BIOS 7400 Research Data Management and Computing
- BIOS 8100 Case Studies in Nonlinear Biostatistics
- BIOS 8130 Multivariate Design for Public Health
- BIOS 8150 Spatial Epidemiology
- EPID 8150 Spatial Epidemiology
- BIOS 8200 Biostatistical Consulting I
- STAT 6230 Applied Regression Analysis
- STAT 6240 Sampling and Survey Methods
- STAT 6290 Nonparametric Methods
- STAT 6520 Mathematical Statistics II
- STAT 6630 Statistical Methods in Bioinformatics I
- STAT 6640 Statistical Methods in Bioinformatics II

Disaster Management

The M.P.H. requires a minimum of 44 semester hours of coursework, including the completion of an internship (6 credits), and culminating experience (3 credits). The curriculum comprises the following areas and courses:

MPH Core Requirement Courses: 15 hours

BIOS 7001, 7002L, 7003L	Biostatistics Lab Series
EPID 7010	Fundamentals of Epidemiology
EHSC 7010	Fundamentals of Environmental Health
HPAM 7010	Fundamentals of Health Policy and Management
HPRB 7010	Fundamentals of Health Promotion and Behavior

Disaster Management Core Requirements: 12 hours

DMAN 7100   Introduction to Disaster Management (Disaster Management I)
Provide an in-depth overview of the principles of disaster management. This will include the history of disaster management, examination of the four phases of disaster management, introduction to Federal emergency management functions, and learning basic disaster terminology.

DMAN 7200   Disaster Management for Health Professionals (Disaster Management II)
This course will provide students with the theory and hands-on experience needed to perform as a Public Health Professional in disaster management drills and exercises and real-world emergencies. This course will include development of discussion and operations based disaster exercises following the Homeland Security Exercise and Evaluation Program framework, Core Disaster Life Support (CDLS) and Basic Disaster Life Support (BDLS) training and certification, and American Red Cross basic First Aid certification.

DMAN 7400   Public Health Crises and Disaster Management (Disaster Management III)
Students will receive case study analysis, historical perspective, and modern risk assessment for the analysis and management of man-made and natural disasters that have occurred nationally and internationally. Students will gauge the response efforts by considering the strengths of the response and lessons learned that can be applied to future disasters. There will also be a hands-on introduction to the modeling and simulation software that allow disaster managers to predict affected populations and infrastructure-based response to specific events.

DMAN 7500   Understanding Terrorism and Homeland Security (Disaster Management IV)
The course is a multidisciplinary, comprehensive exploration of contemporary terrorism and counterterrorism that helps develop knowledge and skills needed to critically assess and respond effectively to terrorism and terrorist incidents. This course begins with the history of terrorism to gain foundational understanding of the definition of the term, it then delves into the various typologies of terrorism, and culminates with addressing counterterrorism and counterintelligence strategies in the United States. As part of the course students will research terror cells from around the world to understand differences in how they form, are funded, their tactics, and how they are monitored.

Disaster Management Electives*: minimum 8 credit hours

The following is a list of recommended electives for an MPH concentration in Disaster Management

DMAN 8900	Special Topics in Disaster Management
DMAN 8910	Problems in Disaster Management
HPAM 8500	Comparative Global Health
HPAM 7400	Public Health Law
HPAM 8400	Policy and Economic Analysis in Public Health
HPAM 8550	Comparative Global - Nation
HPAM 8820	Global Health Policy
HPAM 8700	Management of Public Health Organizations
HPAM 8800	Leadership in Public Health
HPRB 6610	Health Communication
HPRB 7040	Program Evaluation in Health Promotion and Health Education
EHSC 6490	Environmental Toxicology
EHSC 6400	Environmental Issues in the Developing World
EHSC 7410	Global Environmental Health: Focus on Developing Countries
EHSC 8110	Chemical and Microbial Risk Assessment
EPID/HPAM 7700	Public Health Ethics
EPID 8515/L	Modeling Infectious Diseases
EPID 8610	Principles and Practices in Global Epidemiology
INTL 8280	Nationalism and Ethnic Conflict
INTL 8290	Strategic Intelligence
INTL 8200	Special Topics in International Relations
INTL 8210	International Organizations
INTL 8230	International Conflict
GEOG 6370	Geographic Information Science
JRMC 7355	Health and Medical Journalism
JRMC 7356	Advanced Health and Medical Journalism
JRMC/SPCM 7611	Health Advocacy in a Multicultural Society
JRMC/SPCM 7612	Medical Interviewing and Information Dissemination
JRMC 8160	Special Topics in Public Relations (usually Media and Public Health)
JRMC/SPCM 8165	Public Health Communication
JRMC 8170	Risk Communication
PADP 7360	Managing Government Performance
PADP 7500	Local Government Management
PADP 7540	Productivity Improvement in Local Government
PADP 7900	Managing Volunteers in the Public and Nonprofit Sectors
PBHL 8100	Current Topics in Public Health
SPCM/JRMC 8165	Public Health Communication
MIBO/IDHIS/PHSI 8260	Global Perspectives on Tropical and Emerging Infectious Diseases (1hr)
POLS 9200	Intelligence and National Security
SPCM 6310	Communication Strategies in Government
SPCM/HPRB 6610	Health Communication
SPCM/JRMC 7611	Health Advocacy in a Multicultural Society
SPCM/JRMC 7612	Medical Interviewing and Information Dissemination

SPCM 8610   Seminar in Health Communication

SPCM/JRMC 8165   Public Health Communication

EDES 4270E/6270E Online Environmental Geographic Information Systems

Environmental Health Science

The M.P.H. requires a minimum of 44 semester hours of coursework, including the completion of an internship (6 credits), and culminating experience (3 credits). The curriculum comprises the following areas and courses:

MPH Core Requirement Courses: 15 hours

BIOS 7001, 7002L, 7003L	Biostatistics Lab Series
EPID 7010	Fundamentals of Epidemiology
EHSC 7010	Fundamentals of Environmental Health
HPAM 7010	Fundamentals of Health Policy and Management
HPRB 7010	Fundamentals of Health Promotion and Behavior

Environmental Health Science Core Requirements: 12 hours

Air Quality

EHSC 7080   Advanced Environmental Air Quality

Water Quality

EHSC 7490   Principles of Toxicology

Environmental Microbiology

EHSC 7310   Public Health Microbiology

Occupational Health

EHSC 8400   Occupational and Environmental Disease

Examples of Public Health Electives*: minimum 8 hours

EHSC 7550	Solid and Hazardous Waste Management
EHSC 7410	Global Environmental Health
EHSC 7900	Integrative Global Environmental and Public Health Issues
EHSC 8210	Cancer Etiology and Prevention
EHSC 8250	Biomarkers: Public Health, Clinical and Environmental Tox Applications
EHSC 8460/L	Environmental Genomics
EHSC 8550	Developmental and Reproductive Toxicology
EHSC 8650	Advanced Environmental Chemistry
EHSC 8800	Special Problems in Environmental Health
DMAN 7100	Introduction to Disaster Management
EPID 8070	Environmental and Occupational Epidemiology
HPAM 7400	Public Health Law

Epidemiology

The M.P.H. requires a minimum of 44 semester hours of coursework, including the completion of an internship (6 credits), and culminating experience (3 credits). The curriculum comprises the following areas and courses:

MPH Core Requirement Courses: 15 hours

BIOS 7010	Introduction to Biostatistics I
EPID 7010	Introduction to Epidemiology I
EHSC 7010	Foundations of Environmental Health
HPAM 7010	Introduction to Health Policy and Management
HPRB 7010	Social and Behavioral Foundations

Epidemiology Core Requirements: 10 hours

EPID 7020	Introduction to Epidemiology II
BIOS 7020	Introduction to Biostatistics II
EPID 7100	Current Topics in Epidemiology (1 credit hour)
EPID 7410	Field Epidemiology and Surveillance

Electives: minimum 10 credit hours

Any regular 7000 or 8000 level EPID or BIOS course can be used to fulfill the elective requirements. Suitable 7000 and 8000 level courses outside the department can also be taken as elective. In general, other courses within CPH are acceptable and courses across the university are acceptable if they cover areas pertinent to Epidemiology. Before taking any such electives, discuss them with your advisor and departmental graduate coordinator to obtain approval.

Gerontology

The M.P.H. requires a minimum of 44 semester hours of coursework, including the completion of an internship (6 credits), and culminating experience (3 credits). The curriculum comprises the following areas and courses:

MPH Core Requirement Courses: 15 hours

BIOS 7001, 7002L, 7003L	Biostatistics Lab Series
EPID 7010	Fundamentals of Epidemiology
EHSC 7010	Fundamentals of Environmental Health
HPAM 7010	Fundamentals of Health Policy and Management
HPRB 7010	Fundamentals of Health Promotion and Behavior

Gerontology Core Requirements: 12 hours
All students must complete the following 4 foundations course (3 credit hours each):

GRNT 7100/7100E	Foundations of Aging
GRNT 6650/6650E	Aging in Society
GRNT 7200/7200E	Lifespan Health Psychology
GRNT 8200/8200E	Public Health and Aging

Gerontology Electives: minimum 9 credit hours
The following is a list of recommended electives for an MPH concentration in Gerontology. Other courses may be approved with the permission of the Graduate Coordinator

GRNT 6720/6750E	Mental Health and Aging
GRNT 7400/7400E	Cognition and the Aging Brain
GRNT 7500/7500E	Smart Technology in an Aging Society
GRNT 7900/7900E	Applied Aging Research
GRNT/EPID 8400	Epidemiology of Chronic Disease
EPID 8300	Epidemiology of Aging
SOWK 6142	Social Work with Older Adults
HPAM 8400	Policy and Economic Analysis in Public Health
HPAM 8700	Management of Public Health Organizations
HPRB 7470	Program Evaluation in Health Promotion
ECHD 8380	Optimal Experience, Adaptation, and Aging
FDNS 6560/6560E	Nutrition, Health, and Aging
FDNS 8530-8550	Nutrition and Disease Processes I, II
KINS 6320	Exercise and Aging

Health Policy and Management

The M.P.H. requires a minimum of 44 semester hours of coursework, including the completion of an internship (6 credits), and culminating experience (3 credits). The curriculum comprises the following areas and courses:

MPH Core Requirement Courses: 15 hours

BIOS 7001, 7002L, 7003L	Biostatistics Lab Series
EPID 7010	Fundamentals of Epidemiology
EHSC 7010	Fundamentals of Environmental Health
HPAM 7010	Fundamentals of Health Policy and Management
HPRB 7010	Fundamentals of Health Promotion and Behavior

Heath Policy and Management Core Requirements: 13 hours

HPAM 7001	Foundations in Health Policy and Management
HPAM 7400	Policy Analysis in Public Health
HPAM 7600	Health Economics
HPAM 7750	Healthcare Finance
HPAM 7700	Management of Public Health Organizations

Health Policy and Management Elective Courses: Minimum of 9 hours
Health Policy and Management offers a variety of approved HPAM electives throughout the year. These include:

HPAM 7050 Health Policy and Obesity
HPAM 7760 Public Health Law & Ethics
HPAM 8300 Research Methods in Health Policy
HPAM 7410 Health Informatics I
HPAM 8450 Policy Evaluation in Public Health
HPAM 8750 Quality Improvement in Health
HPAM 8800 Leadership in Public Health
HPAM 8890 Strategic Management in Health Care Organizations

In addition, graduate level electives in BIOS, DMAN, EHSC, EPID, and GRNT may be used as electives with the approval of your advisor. It is your responsibility to make sure the electives you choose will be approved by your advisor. Other courses may be accepted as electives with prior written approval from academic advisor.

Health Promotion and Behavior

The M.P.H. requires a minimum of 44 semester hours of coursework, including the completion of an internship (6 credits), and culminating experience (3 credits). The curriculum comprises the following areas and courses:

MPH Core Requirement Courses: 15 hours

BIOS 7001, 7002L, 7003L	Biostatistics Lab Series
EPID 7010	Fundamentals of Epidemiology
EHSC 7010	Fundamentals of Environmental Health
HPAM 7010	Fundamentals of Health Policy and Management
HPRB 7010	Fundamentals of Health Promotion and Behavior

Heath Promotion and Behavior Core Requirements: 15 hours

HPRB 7270	Resource Development and Implementation
HPRB 7470	Program Evaluation in Health Promotion and Health Education
HPRB 7510	Health Promotion Research Methods
HPRB 7920	Health Behavior
HPRB 7990	Diversity and Social Justice in Public Health

Health Promotion Elective Courses: Minimum of 5 hours
Health Promotion and Behavior offers a variety of approved electives throughout the year. Please contact your advisor for assistance in choosing electives offered in both the Department and throughout the University. It is your responsibility to make sure the electives you choose will be approved by your advisor and the HPRB Graduate Coordinator, Dr. Jessica Muilenburg.

Appendix B: Procedural Requirements for Graduation

- ✓ Talk to your **Advisor** about your courses (no less than 44 credits and must include PBHL 7460, PBHL 7560, and PBHL 7660).
- ✓ Make sure APE (PBHL 7660) field requirements have been fulfilled. Talk to **Margaret McCallister** if you have questions or concerns (mpmccallister@uga.edu).
- ✓ Talk to your Adviser about your ILE e-Portfolio & e-Poster requirements for the final semester. Formalize submission dates for drafts and all final documents.

When your final semester begins, follow the steps below:

1. All graduation related forms are due in the first full week of classes for summer graduates, and the second for fall/spring. Please keep abreast of these important deadlines! Go to https://grad.uga.edu/index.php/current-students/important-dates-deadlines/

2. Apply for graduation via Athena. Login to your student portal and follow the Graduation Tab on the home screen. https://sis-ssb-prod.uga.edu/PROD/twbkwbis.P_GenMenu?name=homepage
   a. Your major is PUBLIC HEALTH
   b. Your Degree is MPH
   c. Check your transcript to make sure the correct concentration is listed. If it is not, email mumbi@uga.edu.
   d. Apply for graduation no later than the end of the second full week of classes during the graduation semester (first full week for summer graduates).

3. Review the "Degree Requirements" document for your concentration (found in your MPH Handbook) to your advisor. Your advisor should 1) double check that the courses listed in the Program of Study match courses you've taken, and 2) any substitutions that were previously approved are also documented (follow up with an email for your records).

4. Go online to complete the **"Program of Study (Non-Doctoral Professional Degrees)"**

   http://grad.uga.edu/index.php/current-students/forms/

   Follow these instructions exactly:
   - Fill in personal information to access the online form-
   - Department: *Public Health, College of*
   - Degree Objective: *Non-Doctoral Professional*
   - Major/Degree: *Public Health - MPH*
   - Area of Emphasis: Your Concentration(s)
   - List all the courses, hours, grades, terms and years as they are listed on your transcript. Example: Applied Practice Experience course will be PBHL 7560, 6.0 hours
   - For courses you're currently taking, leave the grade blank but be sure to list the courses!
   - Leave the *Grad Students Only?* box blank (this is not for MPH students)
   - Departmental requirements are ONLY used for replacements or exceptions to the core curriculum, such as Directed studies (i.e. 8910, 7100, 7300) or substitute courses.
   - **DO NOT list 7005 courses** used for assistantship; they do not count towards graduation.
   - **Major Professor Name: *Mumbi Anderson***
   - Do NOT list any course with grade below C. Final GPA must be 3.0 or above.
   - YOU MUST have a minimum of 44 credit hours.
   - DOUBLE CHECK COURSE NUMBERS AND GRADES BEFORE SUBMITTING FOR APPROVAL!!!

5. **<u>Check email from the Graduate School regularly to ensure submission was approved</u>**. The approval process may take up to 7 days.

Appendix C: MPH Core and Concentration Competencies

MPH Core Competencies

Upon completion of the five core MPH courses, students should be able to:

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

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

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

Policy in Public Health
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Systems Thinking

21. Apply systems thinking tools to a public health issue

Biostatistics Core Competencies

Upon completion of the Biostatistics core courses, students with a concentration in Biostatistics will be able to:

1. Use an understanding of public health research, practice and ethics to inform biostatistical practice.

2. Collaborate in the design of public health surveys and biomedical experiments.

3. Describe concepts of probability, random variation, and commonly used probability distributions.

4. Carry out and communicate exploratory data analyses including the production of tabular summaries, graphical displays and descriptive statistics.

5. Select the appropriate statistical procedure for statistical analysis based on study objectives, study design, and the types of variables involved.

6. Apply common statistical procedures including simple and multiple regression, analysis of variance, analysis of contingency tables, nonparametric methods, logistic regression, and survival analysis using at least one statistical software package.

7. Demonstrate knowledge of assumptions underlying common statistical procedures, apply appropriate diagnostic methods, and understand the consequences of violations of model assumptions.

8. Communicate orally and in writing descriptions of common statistical procedures, results of statistical analyses, and conclusions from such analyses.

Disaster Management Core Competencies

Upon completion of the core courses, students with a concentration in Disaster Management will be able to:

1. Explain methods of insuring community health and safety preparedness
2. Demonstrate proficiency in the use of an all-hazards framework for disaster planning and mitigation
3. Apply strategies for sharing information with internal and external partners
4. Apply principles of crisis and risk communication
5. Identify the roles and relationships among federal, tribal, state, and local governments and non-governmental organizations
6. Describe psychosocial consequences likely to be experienced by public health workers and community members
7. Demonstrate proficiency in the use of triage systems in a disaster or public health emergency
8. Demonstrate proficiency in the provision of health system surge capacity for the management of mass casualties in a disaster or public health emergency
9. Demonstrate proficiency in the management of mass fatalities in a disaster or public health emergency
10. Demonstrate proficiency in the initiation, deployment, and coordination of national, regional, state, local and institutional incident command and emergency operations systems
11. Analyze the ethical challenges faced by public health workers and public health organizations

Environmental Health Core Competencies

Upon completion of the Environmental Health core courses, students with a concentration in Environmental Health will be able to:

1. Demonstrate the basic mechanism by which environmental and occupational pollutants impact health (i.e., the linkage of pollutants' source, media, and receptor and health effects).

2. Analyze and interpret environmental and occupational data.

3. Compare approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.

4. Specify current environmental risk assessment methods.

5. Illustrate relevant factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards

6. Assess general mechanisms of toxicity in eliciting a toxic response to various environmental exposures

Epidemiology Core Competencies

Upon completion of the Epidemiology core courses, students with a concentration in Epidemiology will be able to:

1. Demonstrate a working knowledge of current and emerging major public health issues related to communicable and non-communicable disease.

2. Apply the basic terminology and definitions of epidemiology in oral presentations and written reports.

3. Critically review and summarize epidemiologic literature.

4. Access and utilize epidemiologic data available at the state, national and international level.

5. Demonstrate the understanding of basic epidemiologic study designs.

6. Identify and be able to apply surveillance methods used in both infectious and chronic diseases.

7. Be able to draw appropriate inference from epidemiologic data.

Gerontology Core Competencies

Upon completion of the core courses, students with a concentration in Gerontology will be able to:

1. Relate biological theory and science to understanding senescence, longevity, and variation in aging
2. Relate psychological theories and science to understanding adaptation, stability, and change in aging.
3. Relate social theories and science of aging to understanding heterogeneity, inequality, and context of aging
4. Adhere to ethical principles to guide work with and on behalf of older persons
5. Develop a gerontological perspective through knowledge and self-reflection.
6. Promote older persons' strengths and adaptations to maximize well-being, health, and mental health.
7. Promote quality of life and positive social environment for older persons.
8. Employ and generate policy to equitably address the needs of older persons

Health Policy and Management

Upon completion of the core courses, students with a concentration in Health Policy and Management will be able to:

1. Formulate the policy process for improving the health status of populations.
2. Assess evidence-based principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
3. Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.
4. Analyze the effects of political, social, and economic policies on public health systems at the local, state, national, and international levels.
5. Describe the legal and ethical basis for public health and health services.
6. Apply quality and performance improvement concepts to address organizational performance issues.

Health Promotion and Behavior Core Competencies

Upon completion of the core courses, students with a concentration in Health Promotion and Behavior will be able to:

1. Use theory of behavior and social change to inform the development, implementation, and evaluation of health interventions for targeted populations
2. Develop procedures and training materials to implement effective health promotion interventions that take into account cultural competence
3. Construct research hypotheses and design a study to test these hypotheses in accordance with ethical considerations
4. Determine the appropriate statistical analyses to examine different types of health promotion research questions and to conduct program evaluations
5. Describe the tenets of social justice as they apply to program development, implementation, and evaluation

Master of Public Health

Student Manual

Applied Practice and Integrative Learning Experience
2023-24

Table of Contents

MPH Applied Practice & Integrative Learning Experience

Statement of Goals

The Applied Practice Experience (APE), and Integrative Learning Experience (ILE) must be completed in the last two consecutive semesters of the MPH program. These combined experiences are the comprehensive documentation of the student's command of the MPH Foundational Competencies, as well as Concentration Competencies**.** These combined activities are required for accreditation by the Council on Education in Public Health (CEPH) and are also the Graduate School's Non-thesis equivalent of the mastery of a student's academic discipline. The academic courses in which the student must be enrolled are titled PBHL 7460 and PBHL 7560, and the student must enroll for one semester of PBHL 7460 and two consecutive semesters of 7560, for a total of 9 academic credits on the MPH program of study. There are TWO different options students can select. The **Practice Track (p. 3-18)** is a traditional internship, and the **Research Track (p. 19-24)** is an opportunity for students to publish a scientific manuscript.

Public Health Practice Track
The Integrative Learning Experience

The Professional Seminar

The Public Health Professional Seminar is a 1-credit course taken as a pre-requisite to the practice experience. This series of professional development exercises exposes graduate students in the College of Public Health to competencies related to communication, interprofessional development, and leadership. Upon completion, students will earn a professionalism certificate. It is recommended that this course be taken alongside the APE advisement course, the semester prior to graduation. The course syllabus and topical outline is located in eLC CPH-GRAD (See sample topical outline in Appendix 2). The first and last sessions of this class are dedicated to informing students about the APE process and preparing them for the practice experience and are led by the Practice Coordinator.

APE Advisement

The public health APE advisement is a 2-credit course taken as a pre-requisite to the applied practice experience and must occur the semester immediately before the field experience. In this course, the student identifies the agency or organization, by the midpoint of the semester. At that point, the placement proposal is initiated and the final document must be approved and submitted to applicable parties by the end of the term.

During the course of the semester, students must follow the weekly activities and meetings outlined on the syllabus to ensure that they are following the timeline for placement activities. At the completion of the term, students will have met with the academic advisor and the Practice Coordinator at defined periods of the semester, to ensure relevant milestones have been achieved. Meetings and activities are outlined on the syllabus and eLC CPH-GRAD at the beginning of each term.

Applied Practice Experience (APE) Proposal

Once a site is identified, the **APE Proposal** is completed and must contain the site's information, as well as the MPH Foundational and Concentration Competencies that the student must identify and map to deliverables and assigned duties. A sample proposal is included in Appendix 4, and the fillable PDF can be downloaded from APE-ILE Module of the eLC CPH-GRAD course.

The student may also begin the **Comprehensive Site Profile**, which will include the identification of a defined public health problem, the defined methodology in which to address the problem at the chosen agency, and the identification of specific MPH core competencies and learning objectives. These competencies and learning objectives must be mapped to the final product(s) and scope of work that the student and site preceptor outline in the APE proposal. Examples of products include policy analyses; program development, implementation, evaluation; agency data analysis and public health research; strategic communications and messaging, health education and promotion; data mining and management, environmental and occupational risk analysis, development of protocols, procedures, manuals, and occupational/industrial policies, or project management. The Comprehensive Site Profile is due at the completion of the practice experience that occurs the following semester. Use the Rubric in Appendix 6 to complete the profile.

Students will use the products developed during their APE to serve as the foundation for the final deliverables as well as the MPH Poster Presentation. To assure that the ILE deliverables and Poster requirements are met, the student MUST discuss the contents of the e-Portfolio, and the Poster, during the APE proposal phase.

During the PBHL 7560-2 Credit APE-Advisement course, students will craft and submit the Following:

- Resume or Curriculum Vitae
- LinkedIn Portfolio
- Approved APE Proposal

Once all products are successfully completed in the APE advisement course, the student is prepared for the field experience, which is to occur during the final semester of the MPH program.

The Applied Practice Experience-Practice Track

The Public Health culminating experience is an extended 6 credits of PBHL 7660, the final semester of the MPH program. During this term, the student is on site completing 300 contact hours of field experience, and conducting relevant public health work. Working alongside a site supervisor, the student will develop their defined products, create a Poster, and finalize theLinkedIn Portfolio by including these items in the final submission.

The e-Poster is to be presented to the college, in the final week of the MPH program. The final documents for the APE and ILE are expected to exemplify the rigor and quality of a professional work product that the site is able to use in a meaningful way.

During the PBHL 7660 APE course, students will craft and submit the following products:

- Field Experience Products
- Midterm and final evaluations
- Final LinkedIn Portfolio
- Comprehensive Site Profile
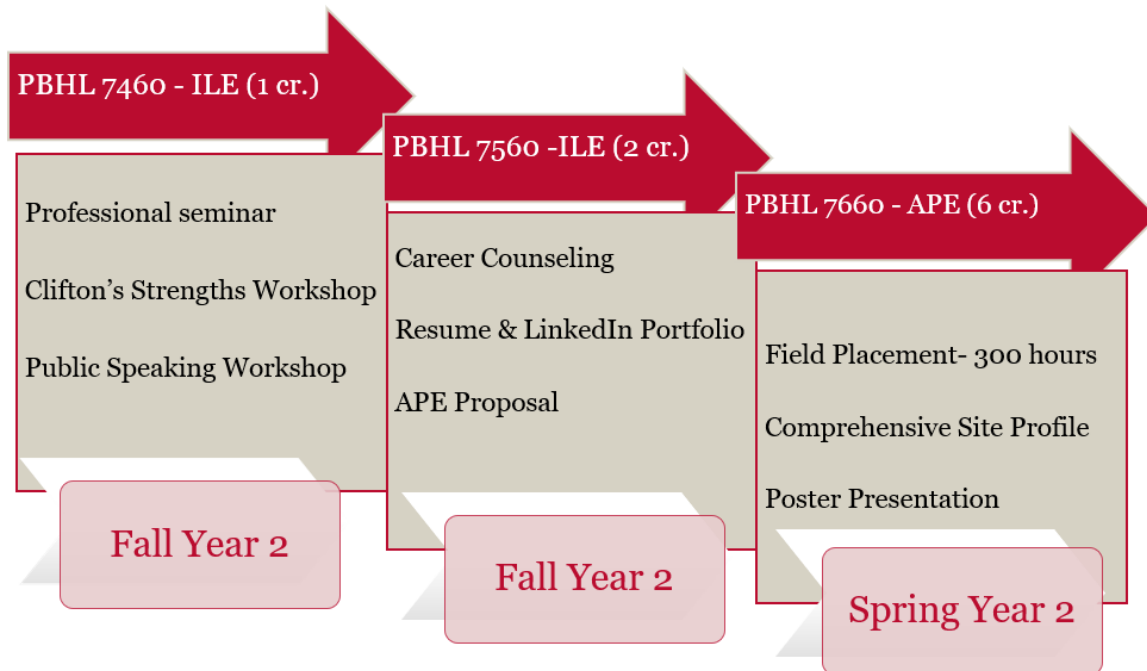- Practice or Scientific Poster
- Attend the final MPH Poster Session

Requirements and Deadlines

All deadlines are communicated to students via the MPH Graduate Student listserv, and via individual email correspondence once the student has successfully enrolled in the PBHL 7660 course during the final semester. If a student is not on the listserv or does not check inbox regularly, important deadlines and information may be missed. It is essential that the MPH Practice Coordinator has updated email contact and that the student is sure to stay abreast of all email communication from the CPH Office of Academic Affairs.

Deadlines to consider:

Two Semesters prior to Field Experience	• Registration for PBHL 7460 occurs the semester prior to the last year in the MPH. A sample timeline for the traditional 2-year program of study is to register for the course in the spring of year-1. • Similarly, registration for PBHL 7560 2-credits occurs the semester prior to the last year. Most students should plan to take this course alongside PBHL 7460. Thus a traditional 2-year student will likely register the spring of year-1. Both courses begin the semester before the field experience.
Semester Prior to Field Experience	• Students must finalize their placement by the midpoint of the semester, during their PBHL 7560 2-credit advisement course. • Students must finalize the APE Proposal by the end of the term. • Students must have a nearly completed LinkedIn Portfolio by the end of the term.
Semester during Field Experience	• During the APE term, students will be required to submit a midterm evaluation. Site supervisors will also submit a midterm evaluation. • During the APE term, students are required to submit a final evaluation. Site supervisors also submit a final evaluation. • Students must track their hours and submit a time log, signed by the site supervisor, upon completion of the requisite 300 hours. • During the APE term, students will draft their Comprehensive Site Profile.
PBHL 7660 Required Products	• To successfully pass all courses, students must have submitted a resume/CV, Comprehensive Site Profile, LinkedIn Portfolio, Poster, time log, all evaluations, and the APE products. • To pass all courses, students must attend the MPH Poster Session at the end of the term.

Sample Timeline:

PBHL 7460 - ILE (1 cr.)

Professional seminar

Clifton's Strengths Workshop

Public Speaking Workshop

Fall Year 2

PBHL 7560 -ILE (2 cr.)

Career Counseling

Resume & LinkedIn Portfolio

APE Proposal

Fall Year 2

PBHL 7660 - APE (6 cr.)

Field Placement- 300 hours

Comprehensive Site Profile

Poster Presentation

Spring Year 2

Fulfilling the requirements outlined above is crucial to the successful completion of the APE and ILE. The final products must be acceptably formatted, professional, and comprehensive, and must be an exhibition of the student's integration of the MPH Foundational Competencies as well as Concentration Competencies. The entire process must also be monitored by an academic advisor and the MPH Practice Coordinator.

All students must complete the PBHL 7660 for 6 credit hours in a single semester and must obtain a final grade no lower than a B- from the assigned faculty advisor or mentor. Failure to earn an acceptable grade will result in failing the APE, in which case the faculty advisor and/ or MPH Practice Coordinator may require repeating some or all of the APE-ILE requirements.

In the event of a documented emergency or circumstances that are out of the student's control, students may request an incomplete grade prior to the end of the term. Once approved by the faculty advisor, students must accept an Incomplete grade and register for a minimum of 3- credits of GRSC course, within 3 semesters, in order to graduate (please see the incomplete grade policy in p. 35).

6

APE PROPOSAL FORM
To be submitted the semester PRIOR to field placement.

The Fillable PDF file can be downloaded from the APE- ILE Module in eLC CPH-GRAD.

It is essential that you save your own copy of this proposal, to return to it multiple times and to share with others. Once completed, you will be required to share with multiple parties for signature approval. Hand written or partially completed proposals will not be accepted.

Prior to completing this proposal, please make sure you have reviewed the *APE-ILE Manual* and understand the appropriate steps for identifying the site and obtaining prior authorization for the content you will detail in this document.

It is also recommended that you review, draft, and share the initial drafts of this document BEFORE sending your final proposal to your site supervisor for signatures, to ensure you accurately and succinctly cover all aspects of your proposed field experience. Sections include; the student profile, site and supervisor profile, MPH-Foundational Competency mapping, Concentration Competency mapping, the Comprehensive Site Profile, and the required authorizations and signatures.

This proposal is for review purposes only. It is mandatory that you download and use the fillable PDF document located in eLC CPH-GRAD course, to simplify obtaining e-signatures.

Student Details:

First, Middle, and Last Name: _____

Email: _____   (81X): _____

Address: _____   Semester of Placement: _____

_____   Year of Placement: _____

Concentration: _____   Dual Degree (if applicable): _____

Site Details:

Agency Name: _____   Type of Agency or Organization:
  o Non profit

Division/Unit: _____   o Governmental

o For Profit

Address: _____   o Hospital

_____   o Other _____

_____

Site supervisor's information:

Supervisor's Name: _____   Email Address: _____

Title: _____   Phone Number: _____

Supervisor Qualifications:

Degrees Earned: _____   Licenses/Certifications: _____

Field or Discipline: _____   Years of Relevant Experience: _____

Site Profile:
Please use this section to provide details of your agency/organization

What is the agency's Mission?

What are the agency's Vision, Goals and/or Core Values?

What specific public health problem do you intend to focus on at the agency? You may identify multiple topics if needed.

Please describe the products you will create and how these products will help the agency in addressing the problem(s) you identified above?

Please use this section to identify the MPH Foundational Competencies and Concentration Competencies that you intend on addressing, as well as the learning objectives that you will map to each competency. You should reference your intended products and expected duties within each learning objective.

Competency 1:

Learning Objective 1:

Competency 2:

Learning Objective 2:

Competency 3:

Learning Objective 3:

Competency 4:

Learning Objective 4:

Competency 5:

Learning Objective 5:

Please Identify at least ONE Concentration Competency and learning outcome:

Concentration Competency 1:

Learning Objective 1:

* Please use the Rubric provided on page 16 to complete your Comprehensive Site Profile during your placement.

The following signatures confirm that I completed this proposal with the guidance of my academic advisor and site supervisor. My signature and my supervisor's signature are required, and the signed proposal is to be routed to the MPH Practice Coordinator, Margaret McCallister. I understand that all signatures below must be from the responsible party and that I cannot sign on behalf of anyone other than myself. Forgery or misrepresentation of signatures will result in the failure of PBHL 7560 APE Advisement. When this proposal is approved by the Practice Coordinator, I will be cleared for the PBHL 7660 APE course, for 6 credits under my faculty advisor. Throughout the practice experience, I will route all email communications to the Practice Coordinator at mpmccallister@uga.edu.

The APE minimum requirement is 300 hours. If the supervisor changes or additional supervisors are named during the course of the placement, I must resubmit the proposal with new signatures. If significant changes in the learning objectives or tasks occur, they must be submitted in writing to the MPH Practice Coordinator prior to implementation. Email to mpmccallister@uga.edu.

Please complete the following section only if you have discussed this proposal with your academic advisor, and have obtained approval to proceed:

o I have received approval: YES   NO

o My Advisor's Name: _____

o My Advisor's email Address: _____

Student Signature: My signature below indicates that I have discussed this proposal with my academic advisor as well as the site supervisor. The learning objectives and proposed tasks have been outlined, and I agree with the proposed learning objectives and related practice activities.

Sign: _____   Date: _____

Site Supervisor Signature: My signature below indicates that I have discussed with the student the placement learning objectives and proposed tasks and that I agree with the proposed learning objectives and related internship activities.

Sign: _____   Date: _____

Practice Coordinator Signature: My signature below indicates that I have approved all APE documents. I will assign the PBHL 7560 course to the student and communicate information and deadlines to the student and supervisor throughout the APE term.

Sign: _____   Date: _____

PBHL 7660 Course Information

Things to do this semester:
Congratulations on completing your APE Proposal for the Applied Practice Track. You will be cleared to register for 6 credits of PBHL 7660, under your faculty advisor. An email confirmation containing the Course Reference Number (CRN) will be sent within 24 hours.

Mark your calendar! You must attend the APE Briefing the final week of classes, this semester. To find that date, review the topical outline in your PBHL 7560 APE Advisement syllabus. The date is also posted on eLC CPH-GRAD.

Things to do next semester:
Remember to begin your **Comprehensive Site Profile** at the start of your placement, and submit your final copy prior to the final day of semester classes. The final document submission date and eLC Dropbox will be posted on eLC CPH-GRAD, at the start of next semester.

Steps to Completion:

- The Comprehensive Site Profile should contain the site's mission, vision and values, summary of financial health, and a robust description of the populations it serves. 2-pages recommended.
- The Profile should contain an analysis of the public health problem that you will address during your time at the site. Clearly identify the problem(s), provide an epidemiological scope of the problem(s) and the significance of this problem to the community that your site serves. You must also detail how you have practiced and integrated your FIVE MPH Foundational Competencies. You must also map at least ONE Concentration Competency to your final products. 6-8 page recommended.
- Detail the methods that your agency uses to address this problem, and the methods that you employed to address this problem. Please map your methods to your assigned duties and deliverables. 4-6 page recommended.
- The outline and grading rubric for the Comprehensive Site Profile is located on Page 16.

Timeline for Completion:
- 2 weeks before classes end, student submits first drafts of Site Profile and Poster to advisor;
- 1 week before classes end, advisor returns final edits to student for revisions;
- Last week of classes, student submits Site Profile and Poster to advisor for final grade;
- Three days prior to Poster session (the summer session is the day before) student must have poster, and all final documents submitted to the eLC CPH-GRAD course assignment Dropbox.

Mark your calendar! Remember to continue working on your **LinkedIn Portfolio** as well as your **Poster Presentation,** throughout the semester. Both are due the final week of classes. The final submission date and Dropbox will be posted on eLC CPH-GRAD, at the start of next semester.

Mark your calendar! The **Poster Session** takes place on Reading Day in the Fall and Spring semesters, and the first day of finals, in the summer thru session.

The APE is complete once you have submitted your LinkedIn Portfolio link, the Comprehensive Site Profile, and Poster, and attended the MPH Poster Session, at the end of the semester.

Requirements for the Comprehensive Site Profile

Remember to begin your **Comprehensive Site Profile** at the start of your placement, and submit your preliminary draft to your faculty advisor by the recommended deadlines. The final copy must be approved by your advisor, by the final week of classes. The final document submission date and Dropbox will be posted on eLC CPH-GRAD, at the start of next semester.

- The Comprehensive Site Profile should contain the site's mission, vision, and values, summary of financial health, and a robust description of the populations it serves. 2- pages recommended.

- The Profile should contain an analysis of the public health problem that you will address during your time at the site. Clearly identify the problem(s), provide an epidemiological scope of the problem(s) and the significance of this problem to the community that your site serves. You must also detail how you have practiced and integrated your FIVE MPH Foundational Competencies. You must also map at least ONE Concentration Competency to your final products. 6-8 page recommended.

- Detail the methods that your agency uses to address this problem, and the methods that you employed to address this problem. Please map your methods to your assigned duties and deliverables. 4-6 page recommended.

- The outline and grading rubric for the Comprehensive Site Profile is detailed on page 16. Please follow each section's requirements for the maximum points possible.

Sample Comprehensive Site Profile Rubric

Student: _____ **Email:** _____ **MyID:** _____

Faculty Advisor: _____

Draft Submission Date: _____ **Final Submission Date:** _____ **Final Grade:** _____

INSTRUCTIONS FOR STUDENTS:

Format: The APE e-Portfolio and Poster should be created on approved platforms and formats. Students typically use the CPH Poster Template as their preferred Poster format; however, advisors may recommend a different poster format. Final Comprehensive Site Profile should be in PDF. Once approved, the Poster and LinkedIn Portfolio link must be submitted to the MPH Practice Coordinator for final approval.

Formatting must follow the APA 7 style, unless a different formatting style is recommended by the faculty advisor.

The Comprehensive Site Profile and Poster should contain the following components:

STANDARD	EVALUATION*	REVIEWER'S COMMENTS
Introduction • The site's vision, mission, values are clear and coherent • The site's history is well researched and documented • Chronology contains significant milestones that are identified by the site preceptor or other site administrators as meaningful to the site's history • The site's public health mission is introduced, as a part of the introductory content • Identified MPH Foundational and Concentration Competencies are discussed	☐ Exceeds all criteria (10 pt max) ☐ Meets all criteria (8 pt max) ☐ Meets w/ minor exceptions (7 pt max) ☐ Meets w/ major exceptions (6 pt max) ☐ Does Not Meet Expectations (4 pt max) **Total Points earned** _____	

Background	☐ Exceeds all criteria (10 pt max)	
• The site's public health objectives are presented clearly and in an informative tone	☐ Meets all criteria (8 pt max)	
• Good analysis of the identified public health problem and target population	☐ Meets w/ minor exceptions (7 pt max)	
• Details provided are relevant to the identified public health problems	☐ Meets w/ major exceptions (6 pt max)	
• Details are sufficient in understanding context, scope, and depth of the site-specific public health problems and goals	☐ Does Not Meet Expectations (4 pt max) **Total Points earned** _____	
Review of the Literature	☐ Exceeds all criteria (25 pt max)	
• Depth of literature related to the site-specific public health problems is detailed	☐ Meets all criteria (22 pt max)	
• Explains theory and existing evidence clearly	☐ Meets w/ minor exceptions (20 pt max)	
• Accurately and effectively sites from varying authors	☐ Meets w/ major exceptions (18 pt max)	
• References align with the focus of the identified public health problems	☐ Does Not Meet Expectations (10 pt max)	
• References are sufficient in understanding the identified problems	**Total Points earned** _____	
Identified Deliverables	☐ Exceeds all criteria (25 pt max)	
• Well-written, detailed description of intended, and actual deliverables	☐ Meets all criteria (22 pt max)	
• Role in producing deliverables is clearly detailed	☐ Meets w/ minor exceptions (20 pt max)	
• Description of the way in which deliverables contributed to the site's public health agenda and overall mission	☐ Meets w/ major exceptions (18 pt max)	
• Description of the outcomes for the target population, audience, or community served are detailed	☐ Does Not Meet Expectations (10 pt max) **Total Points earned** _____	

Results & Discussion		
Results & Discussion • Goals are correctly documented and summarized • Outcomes clearly connect to original objectives • Comprehensive discussion of impact on agency mission and target audience, population or community is presented • Limitations experienced are identified • Barriers identified by the site for meeting needs of the target population are described • Synthesis of identified MPH Foundational and Concentration Competencies is detailed	□ Exceeds all criteria (10 pt max) □ Meets all criteria (8 pt max) □ Meets w/ minor exceptions (7 pt max) □ Meets w/ major exceptions (6 pt max) □ Does Not Meet Expectations (4 pt max) **Total Points earned** _____	
References • Included sufficient references to thoroughly address the identified public health problems, target population, and scope of work. • Included peer-reviewed, scientific references or referenced chapters from relevant books • Used referencing style correctly and without need for revision	□ Exceeds all criteria (10 pt max) □ Meets all criteria (8 pt max) □ Meets w/ minor exceptions (7 pt max) □ Meets w/ major exceptions (6 pt max) □ Does Not Meet Expectations (4 pt max) **Total Points earned** _____	
Poster / e-Poster Quality • Title and Sections of poster's content are listed • Appropriate information is included in each section • Information is consistent with Comprehensive Site Profile • Graphs/tables/charts are labeled, and appropriately depict intended information • Overall quality of content is acceptable	□ Exceeds all criteria (10 pt max) □ Meets all criteria (8 pt max) □ Meets w/ minor exceptions (7 pt max) □ Meets w/ major exceptions (6 pt max) □ Does Not Meet Expectations (4 pt max) **Total Points earned** _____	

* Each section's points are continuous. Accumulated points for all sections receive the following letter grade:
A 94-100 A-90-93 B+ 87-89 B 84-86 B- 80-83 C+ 77-79 C 74-76 C- 70-73 D 65-69 F below 65

Public Health Applied Research Track

The Integrative Learning Experience

The Professional Seminar

The Public Health Professional Seminar is a 1-credit course taken as a pre-requisite to the applied research experience. This series of professional development exercises expose graduate students in the College of Public Health to competencies related to communication, interprofessional development, and leadership. Upon completion, students will earn a professionalism certificate. It is recommended that this course be taken alongside the APE advisement course, the semester prior to graduation. The course syllabus and topical outline is located in eLC CPH-GRAD.

APE Advisement

The public health APE advisement is a 2-credit course that initiates the 2-semester timeline for the APE Research Track, and must begin the semester prior to graduation. In this course, the student identifies a mentor/advisor for the APE Research Track, and then works with the advisor towards a publishable manuscript. The reader must be a faculty member in the College and the instructor for both the PBHL 7560 and PBHL 7660 courses. The student must be primary author, but if this is not possible, the student must discuss the scope of their involvement in the research and detail this agreement in the proposal, for approval.

The Journal must be identified with all formatting specifications intended to meet the publication's requirements. Additionally, the content of the article must be related to the work completed during the student's research with faculty (at least one co-author must be the student's Primary Reader). Because of the lengthy period typically required to prepare a manuscript, the student must have discussed with the primary reader well in advance of the semester of the proposal's due date and it is highly recommended that the student have had at least one additional semester of directed study course work related to the project.

During the PBHL 7560 APE-Advisement course, students will craft and submit the following products:

- Approved APE Research Track Proposal
- The Literature Review
- Resume or Curriculum Vitae
- Preliminary LinkedIn Portfolio

Applied Practice Experience (APE) Proposal

An approved **APE Proposal Form** for the research track must be signed and kept in the student's files. A complete proposal is to include a project title, problem statement, detail of project and how the student will address the selected MPH Foundational and Concentration Competencies. See page 27 for sample proposal, and the fillable PDF is located in the APE-ILE Module on eLC CPH- GRAD.

For approval to register for PBHL 7660, the student must first prepare a project proposal that is to be reviewed and approved by the student's Faculty advisor. The APE advisor can be the student's academic advisor OR the student research mentor or co-investigator. If a student wishes to have a faculty member outside of his/her department be a reviewer, then a secondary reviewer within the student's department should also be selected to participate in all reviews, approvals, and signatures throughout the APE. This is not required but is recommended, to ensure the synthesis of the MPH Competencies are adequately practiced and documented.

The Faculty advisor and MPH Practice Coordinator must approve the APE Proposal for the research track by signing the APE Proposal Form. In the case that a student feels that modification of the proposal is necessary, the student must communicate first with the Faculty advisor, obtain approval to modify, and then submit a signed revised APE Proposal Form to the MPH Practice Coordinator. The Faculty advisor must carefully consider the timeline for completion from the time of the proposed revision before approving any changes to the proposal.

The APE Proposal is due to the Faculty Reviewer midpoint of the semester during the PBHL 7560 APE Advisement course, and in most cases it is the semester PRIOR to the student's graduation term. The fillable APE Proposal Form can be found on the eLC CPH-GRAD course. Proposal submission dates and the Dropbox are also posted on CPH-GRAD at the start of each term.

The student is responsible for completing the APE Project via the instructions included in the APE Manual, and must follow the approved proposal closely and thoroughly.

Exhibited Understanding of Competencies
A comprehensive paper documenting the student's APE experience and his/her understanding of the core areas of public health.

An Integrative experience is one that requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice or research. It must be used as a means by which faculty judge whether the student has mastered the body of knowledge and can demonstrate proficiency in the required competencies. It is essential that the APE Project be planned and implemented to ensure that the student applies skills from across the curriculum and demonstrates synthesis and integration of MPH Foundational Competencies as well as Concentration Competencies.

The Applied Practice Experience - Research Track

The PBHL 7660 course is completed during the student's final semester. The student fulfills all research requirements and finalizes the publishable manuscript, to prepare for submission to the identified journal.

The final manuscript must comply with the following guidelines:

- The manuscript must be prepared in the style of the scientific journal, including section headings, page number limits, and citation style.
- The student must be the first author of the article. The names of all authors, in the order submitted to the journal, and the name of the journal (with volume, page numbers, and date if known) must be given as a footnote to the title on the first page of the manuscript.
- Evidence of permission to use articles (e.g., graphs, figures) that have been published or accepted for publication must be included. The student is responsible for securing copyright releases prior to submitting the article for publication.
- The final report should be the length of the recommended format defined by the journal of interest. Very short journal articles, however, (e.g., teaching techniques of the *Journal of School Health*) should be accompanied by an additional review of the literature.
- The manuscript, whether submitted or not, must be approved as a publishable quality manuscript by the faculty mentor.
- The final grade is assigned at the point that the manuscript is considered publishable.

Note: Some faculty members recommend that students who prepare a manuscript using data from a faculty member's research sign a contract stating the length of time expected for submission of the article for publication as first author. The contract is established for the benefit of maintaining a professional relationship between student and faculty and details of expectations of student responsibilities including edits, resubmissions, and timelines should be clearly outlined.

Students will use the applied research experience to develop the manuscript as well as the Scientific Poster Presentation. To ensure that the manuscript and Poster requirements are successfully met, the student must discuss the contents of the LinkedIn Portfolio, and the format of the Poster, during the APE proposal phase and submit drafts and the final documents during their final semester in the program.
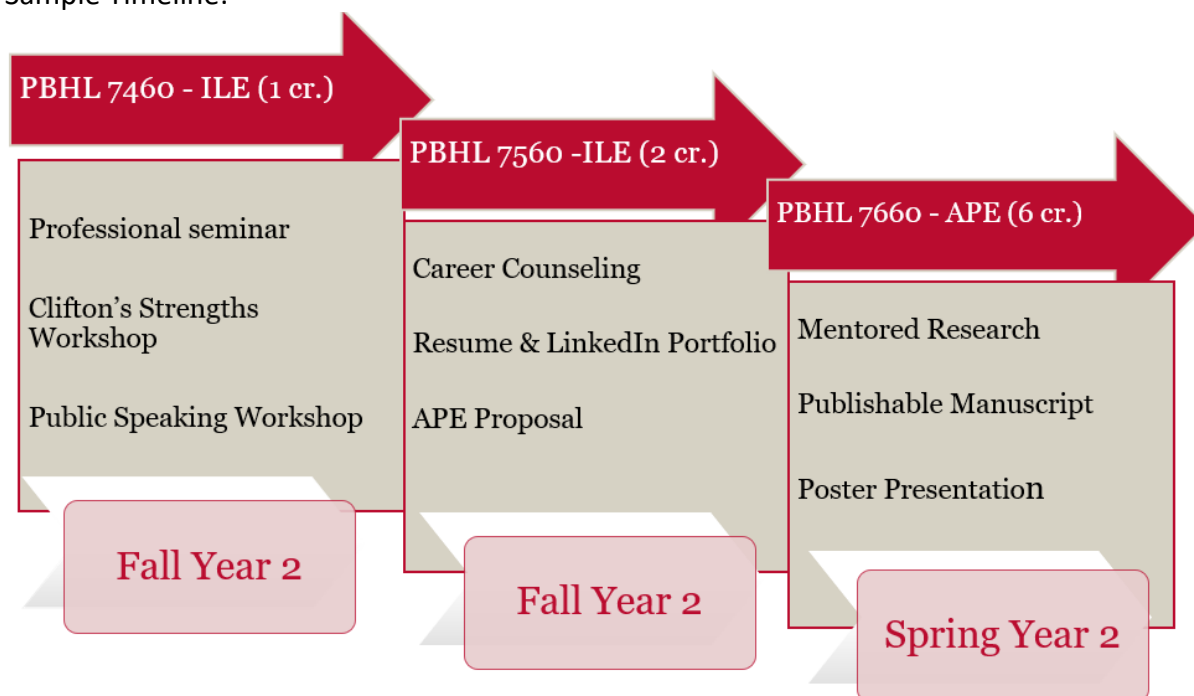
Requirements and Deadlines

All deadlines are communicated to students via the MPH Graduate Student listserv, and via individual email correspondence once the student has successfully enrolled in the PBHL 7660 course during the final semester. If a student is not on the listserv or does not read email regularly, important deadlines and information could be missed. It is essential that the MPH Practice Coordinator has updated email contact and that the student be sure to stay abreast of all email communication from the CPH Office of Academic Affairs.

Deadlines to Consider:

Two Semesters prior to Applied Research Experience	• Registration for PBHL 7460 course occurs the semester prior to the last year in the MPH program. A sample timeline for the traditional 2-year program of study is to register for the course in the spring of year-1. • Similarly, registration for PBHL 7560 2-credits occurs the semester prior to the last year. Most students should plan to take this course alongside PBHL 7460. Thus a 2-year student will likely register the spring of year-1. These courses begin one semester prior to graduation.
Semester Prior to Applied Research Experience	• In the PBHL 7560 2-credit course, students must submit their Resume/CV and APE proposal for applied research by the midpoint of the semester. • Students must submit the literature review and a working version of their LinkedIn Portfolio by the end of the term.
Semester during Applied Research Experience	• During the first half of the APE term, students will be required to attend a check-in session with the MPH Practice Coordinator. • During the APE term, students are required to submit a final evaluation. Faculty Advisor also submit a final evaluation. • Final draft of the manuscript must be approved for submission by the end of the term. The Faculty Advisor or student may initiate the email to the Practice Coordinator, with all parties included.
PBHL 7560 Required Products	• To successfully pass all courses, students must have submitted a resume/CV, publishable manuscript, final LinkedIn Portfolio, Poster, and all evaluations. • To pass all courses, students must attend the MPH Poster Session at the end of the term.

Sample Timeline:

PBHL 7460 - ILE (1 cr.)

Professional seminar

Clifton's Strengths Workshop

Public Speaking Workshop

Fall Year 2

PBHL 7560 - ILE (2 cr.)

Career Counseling

Resume & LinkedIn Portfolio

APE Proposal

Fall Year 2

PBHL 7660 - APE (6 cr.)

Mentored Research

Publishable Manuscript

Poster Presentation

Spring Year 2

Meeting all deadlines outlined above is crucial to the successful completion of the APE and ILE. The final products must be acceptably formatted, professional, and comprehensive, and must be an exhibition of the student's integration of the MPH Foundational Competencies as well as Concentration Competencies. The entire process must also be monitored by an academic advisor and the MPH Practice Coordinator.

All students must complete the PBHL 7660 course in a single semester and must obtain a final grade no lower than a B- from the assigned faculty advisor or mentor. Failure to earn an acceptable grade will result in failing the APE, in which case the faculty advisor and/ or MPH Practice Coordinator may require repeating some or all of the APE-ILE requirements.

In the event of a documented emergency or circumstances that are out of the student's control, students may request an incomplete, prior to the end of the term. Once approved by the faculty advisor, students must accept an Incomplete grade and register for a minimum of 3-credits of GRSC course, within 3 semesters, in order to graduate (please see the incomplete grade policy in p. 35).

Document Submission Procedures
Communication regarding deadlines and policies is sent to students via the MPH student listserv and email. Submission deadlines and dropbox instructions are posted on eLC CPH-GRAD at the beginning of each term.

The student will email their LinkedIn Portfolio link, preliminary draft of manuscript and e-Poster to the faculty advisor, 4 weeks prior to the university's published last day of class for that particular semester ([click here](#) for UGA's academic calendar). From that point, the student is responsible for making any suggested changes to the documents, based on advisor's recommendations, and submitting the FINAL document to the faculty advisor, for approval, three days prior to the scheduled poster session. The poster sessions are typically held on reading day each semester or the final day of classes in Summer terms. The full recommended timeline is also included on the APE proposal.

Students must be sure to submit all documents to the MPH Practice Coordinator as well as the Faculty Advisor, on the posted submission period, via eLC CPH-GRAD. These documents MUST be submitted no later than 3 days PRIOR to the scheduled soster session.

All files must be saved as a PDF and PPT, and titled as follows:

LAST NAME-Year-CONCENTRATION AREA-TitleWords.pdf
Example: SMITH-2000-HPB-SmokingCessation.pdf

The Fillable PDF file can be downloaded from the APE-ILE Module in ELC CPH-GRAD.
It is essential that you save your own copy of this proposal, in order to return to it multiple times and to share with others. Once completed, you will be required to share with multiple parties for signature approval.

Prior to completing this proposal, please make sure you have reviewed the APE-ILE Manual and understand the appropriate steps for identifying the site and obtaining prior authorization for the content you will detail in this document.

It is also recommended that you review, draft, and share the initial drafts of this document BEFORE sending your final proposal to your Faculty Reviewer for signatures, to ensure you accurately and succinctly cover all aspects of your proposed experience. Sections include; the student profile, manuscript profile, MPH-Foundational Competency mapping, Concentration Competency mapping, and the required authorizations and signatures.

It is recommended that you use the fillable PDF document, to simplify obtaining e-signatures. The Fillable PDF is required and can be downloaded from the APE-ILE Module in ELC CPH-GRAD. Handwritten or incomplete proposals will not be accepted.

APE Research Track Proposal Form

To be submitted the semester PRIOR to PBHL 7560 enrollment. Proposal is due on the UGA Midterm date.

First, Middle, and Last Name:

Email: (81X):

Semester of Completion: Year of Completion:

MPH Concentration: Dual Degree (if applicable):

Draft Manuscript Date: Final Manuscript Date:

Name of Faculty Reviewer:

CPH required dates for Manuscript Submission:
- 4 weeks before classes end, student submits first drafts of the Manuscript and poster to advisor;
- 2 weeks before classes end, advisor returns final edits to student for revisions;
- Last week of classes, student submits final manuscript and poster to reviewer for grading;
- Three days prior to poster session, student must have the poster and final manuscript submitted to the MPH Practice Coordinator.
- Advisor must confirm manuscript completion via email, prior to the MPH Poster Session.
- Please note: Reviewers can only approve a manuscript that is ready for submission.

Students must communicate these tentative submission dates, and obtain approval, at the start of the term. In the event that students cannot meet the established deadlines, written notice is required, and a revised submission schedule must be approved by the reviewer. Failure to adhere to established deadlines will result in an Incomplete or Failure of PBHL 7660.

If a student fails to meet APE requirements, including the mandatory e-Poster session, enrollment and tuition payment for a minimum of three credit hours the following semester is required, in order to complete the process at the conclusion of that semester. Additional graduation requirements and dates can be found at www.uga.edu/gradschool/academics/deadlines.html.

Working Title or Topic:

Intended Publication:

Publication's parameters:

Tentative Submission Date:

Overview of the topic, target population, and scope of the public health problem (1-page):

Identify the specific learning objectives for your applied research that you plan on addressing in your applied research and manuscript. These learning objectives should be directly related to a minimum of five MPH Foundational Competencies. You may begin by listing the competency and then briefly describing how you intend to address that competency via a learning objective:

Competency 1:

Learning Objective 1:

Competency 2:

Learning Objective 2:

Competency 3:

Learning Objective 3:

Competency 4:

Learning Objective 4:

Competency 5:

Learning Objective 5:

Please map at least ONE Concentration Competency with learning Objectives:

Competency 5:

Learning Objective 5:

Provide a detailed grading rubric or outline. It may be useful to use the parameters established by your publication. The sample on page 32 may also be used, by indicated this preference below:

APE Research Track Faculty Approval

The following signatures confirm that I completed this proposal with the guidance of my faculty reviewer. My signature and my reviewer's signatures are required, and the signed proposal will be routed to the MPH/DrPH Practice Coordinator, Margaret McCallister. When these three signatures are obtained, I will be cleared for the PBHL 7660 APE course, for 6 credits.

If significant changes in the manuscript details, timeline, or learning objectives occur, they must be submitted in writing to the MPH Practice Coordinator prior to implementation. I will Email Margaret McCallister at mpmccallister@uga.edu, to confirm the process or submit revised documents.

Please complete only if you have discussed this proposal with your academic advisor in detail, and have obtained approval to proceed:

    o I have received approval: YES   NO

    o My Advisor's Name: _____

    o My Advisor's email Address: _____

Student Signature: My signature below indicates that I have discussed this proposal with my academic advisor as well as the site supervisor. The learning objectives and proposed tasks have been outlined, and I agree with the proposed learning objectives and related practice activities.

Sign: _____   Date: _____

Site Supervisor Signature: My signature below indicates that I have discussed with the student the placement learning objectives and proposed tasks, and that I agree with the proposed learning objectives and related internship activities.

Sign: _____   Date: _____

Practice Coordinator Signature: My signature below indicates that I have approved all APE documents. I will assign the PBHL 7660 course to the student and communicate information and deadlines to the student and supervisor throughout the APE term.

Sign: _____   Date: _____

PBHL 7660 Course Information:

Congratulations on completing your APE Proposal for the Applied Research Track. You will be cleared to register for 6 credits of PBHL 7660, under your faculty advisor. An email confirmation containing the Course Reference Number (CRN) will be sent within 24 hours.

You must attend a check-in session 2-weeks after the start of next semester. The date will be posted on eLC CPH-GRAD at the start of the term.

Mark your calendar! Remember to continue working on your **LinkedIn Portfolio** throughout the semester, as well as your **Poster Presentation**. Both are due the final week of classes. The final submission date and Dropbox will be posted on eLC CPH-GRAD, at the start of next semester. An email confirming the successful completion of your **manuscript** must been emailed to Margaret McCallister, at mpmccallister@uga.edu. You may initiate the email communication by copying both your reviewer and Ms. McCallister, with confirmation of successful completion.

Mark your calendar! The **Poster Session** takes place on Reading Day in the Fall and Spring semesters, and the first day of finals, in the summer semester.

The APE is complete once you have submitted your LinkedIn Portfolio, manuscript, and poster, and attended the MPH Poster Session, at the end of the semester.

Sample Manuscript Rubric

Student: _____ **Email:**_____ **MyID:** _____

Faculty Advisor: _____

Draft Submission Date: _____ **Final Submission Date:**_____ **Final Grade:** _____

INSTRUCTIONS FOR STUDENTS:

Format: The APE e-Portfolio and e-Poster should be created on approved platforms. The CPH Poster Templates can be used as the preferred format, or the student's advisor may recommend a different format. The final Manuscript should be in PDF format.

Recommended formatting is APA 7, unless publication or advisor recommend a different format.

The Manuscript and e-Poster should contain the following components:

STANDARD	EVALUATION*	REVIEWER'S COMMENTS
Abstract and Introduction • Background/rationale is clear and coherent • Subject matter is well-researched and documented • Theoretical concepts are well-defined and integrated • Objectives and outcomes are well supported by current literature • Identified MPH Foundational and Concentration Competencies are discussed	□ Exceeds all criteria (10 pt max) □ Meets all criteria (8 pt max) □ Meets w/ minor exceptions (7 pt max) □ Meets w/ major exceptions (6 pt max) □ Does Not Meet Expectations (4 pt max) **Total Points earned** _____	

Background		
Background • Background is presented clearly and is informative • Good analysis of the problem • Details provided are relevant to the identified problem and study • Details are sufficient in understanding context, scope, and depth of the problem	□ Exceeds all criteria (10 pt max) □ Meets all criteria (8 pt max) □ Meets w/ minor exceptions (7 pt max) □ Meets w/ major exceptions (6 pt max) □ Does Not Meet Expectations (4 pt max) **Total Points earned** _____	
Review of the Literature • Explains theory and existing evidence clearly • Accurately and effectively sites from varying authors • References align with the focus of the study • References are sufficient in understanding the identified problem	□ Exceeds all criteria (25 pt max) □ Meets all criteria (22 pt max) □ Meets w/ minor exceptions (20 pt max) □ Meets w/ major exceptions (18 pt max) □ Does Not Meet Expectations (10 pt max) **Total Points earned** _____	
Method • Well-written, detailed description of methods • Methods are appropriate for the research question • Data analysis is adequate and appropriate for the research question • Interpretation of analysis is accurate, appropriate, and can be replicated	□ Exceeds all criteria (25 pt max) □ Meets all criteria (22 pt max) □ Meets w/ minor exceptions (20 pt max) □ Meets w/ major exceptions (18 pt max) □ Does Not Meet Expectations (10 pt max) **Total Points earned** _____	

Results & Discussion		
Results & Discussion • Goals are correctly documented and summarized • Results clearly connect to original objectives and research question • Findings can be related to or compared with previous research • Comprehensive discussion is presented • Possible Limitations or Future Implications are identified • Synthesis of MPH Foundational and Concentration Competencies are discussed	□ Exceeds all criteria (10 pt max) □ Meets all criteria (8 pt max) □ Meets w/ minor exceptions (7 pt max) □ Meets w/ major exceptions (6 pt max) □ Does Not Meet Expectations (4 pt max) **Total Points earned** _____	
References • Included sufficient references to thoroughly address the problem, research question and body of work. • Included peer-reviewed, scientific references or referenced chapters from relevant books • Used referencing style correctly and without need for revision	□ Exceeds all criteria (10 pt max) □ Meets all criteria (8 pt max) □ Meets w/ minor exceptions (7 pt max) □ Meets w/ major exceptions (6 pt max) □ Does Not Meet Expectations (4 pt max) **Total Points earned** _____	
Poster / e-Poster Quality (10) • Title and Sections of poster's content are listed • Appropriate information is included in each section • Information is consistent with manuscript • Graphs/tables/charts are labeled, and appropriately depict intended information • Overall quality of content is acceptable	□ Exceeds all criteria (10 pt max) □ Meets all criteria (8 pt max) □ Meets w/ minor exceptions (7 pt max) □ Meets w/ major exceptions (6 pt max) □ Does Not Meet Expectations (4 pt max) **Total Points earned** _____	

* Each section's points are continuous. Accumulated points for all sections receive the following letter grade: A 94-100 A-90-93 B+ 87-89 B 84-86 B- 80-83 C+ 77-79 C 74-76 C- 70-73 D 65-69 F below 65

Grade Policies

It is important that students adhere to meeting and submission deadlines posted on the PBHL 7460 and PBHL 7560 Syllabi. To the extent that advisors and reviewers are comfortable, scheduling meetings to discuss progress in proposals and products should be made well in advance of the proposed meeting timelines to ensure availability and consideration.

It is not acceptable for either student or advisors to submit documents and not permit sufficient period for feedback/grading/final submission. Thus, all parties are encouraged to adhere to dates that are communicated by the MPH Practice Coordinator, at the beginning of the semester.

Students are expected to submit all drafts and final electronic documents to eLC by the established deadlines each semester. Final products and manuscripts are due to the College's Elc submission dropbox, no less than three days prior to scheduled ePoster sessions each term.

Insufficient Academic Progress
In the event that a student receives a grade below B- on PBHL 7560, the student must repeat PBHL 7560 the subsequent semester to fulfill all required elements. The student is not permitted to resubmit the same documents used during the previous semester, and must complete a REVISED or entirely different final products.

Incomplete APE
If a student does not graduate because s/he received an incomplete (I) grade, s/he will be required to enroll for a minimum of three hours during the semester in which these requirements are completed. The student cannot register for PBHL 7560 again, and the "I" grade is not included in the grade point average computation. The student must instead register for GRSC 9270, the Graduate School's requirement completion course. The student must notify the MPH program coordinator, who then contacts the Graduate School in writing or by e-mail of the student's name, MyID number, and the requirement that is to be completed. Graduate School staff will place the student on an access list for the course and will assign a grade of "S" or "U" depending on whether the student completes the requirements sufficient to remove the incomplete and have an official passing grade assigned by the Faculty Advisor. The student will then be cleared to graduate on the semester that the incomplete is removed and a final grade change of B- or above is submitted by the Faculty Advisor.

If the student does not complete the final requirement, s/he will be required to register for GRSC 9270 each semester that an attempt is made (for a maximum of three semesters) until degree requirements are completed. If an "I" is not satisfactorily removed after 3 semesters, the "I" grade will be changed to an "F" by the Registrar. To submit the final grade, the instructor follows the electronic change of grade process via the registrar's office (click here).

Poster Requirements

During the semester in which the student is registered for PBHL 7660, it is **mandatory** that the student present a practice or scientific poster detailing the APE Project, during the designated presentation session at the end of the semester. Generally, this presentation session occurs during the university's published reading day in Fall/Spring or the last day of class in summer terms. The student is encouraged to invite advisors, preceptors, community members, friends and family to the MPH Poster Session. It is up to the student to create and present the poster on this day, and the quality of the poster is included as a portion of the APE Project as well as the PBHL 7660 final grade.

Any absences or incomplete submissions are considered as an incomplete grade for the PBHL 7660 course and the student will be required to fulfill the requirements in a subsequent semester.

APE Poster Presentations will occur in-person during the fall and spring semesters, and virtually via e-Posters during summer semesters. In the event that large gatherings are not permitted, a transition to Virtual e-Poster Sessions will occur and launch for viewing on the designated session date. Please refer to the instructions on Page 38 for details on the Virtual E-Poster sessions.

In-Person Poster Sessions

Fall and Spring Poster Session:

Students are required to submit and electronic copy of their Poster to the MPH Practice Coordinator 3 business days prior to the designated poster session. Submission details will be shared at the start of the term.

The standard printing requirements are 52x34 foamboards. Paper posters are also acceptable, but must be communicated to the Practice Coordinator at least 1 day prior to the event.

Free poster printing is available to all MPH graduating students at UGA Tate Print and Copy. Students will be expected to schedule a printing session at Tate Print and Copy, at least two weeks prior to the MPH Poster Session. Failure to schedule an appointment in advance may result in the unavailability of your preferred dates/times. Students who are not able to schedule an appointment with Tate Print and Copy will be required to seek their own printing service at their expense.

The in-person MPH Poster Session will take place in a designated space on HSC campus and each student will have a designated easel to display their poster. Each student is expected to be present for the duration of the presentation schedule and should be prepared to have a brief oral presentation prepared for visitors interested in hearing more about the presented work.

Posters will also be posted on the college's website and will be published for future presenters to view as well.

Virtual e-Poster Sessions

In the summer semester, an asynchronous Virtual e-Poster Session will take place, where audiences will be able to visit the site to view and comment on prerecorded presentations. The following will be required. Transition to Virtual e-Poster Sessions will occur in the event of fall/spring in-person cancellation due to unforeseeable circumstances or inclement weather.

1. A prepared e-Poster using the CPH template or a template approved by the faculty advisor.
2. A pre-recorded video file of your e-Poster Presentation
   a. Create your e-Poster by following the instructions below.
   b. Create a short video to accompany your poster. The video should highlight the Significant parts of the e-Poster that you also detail in your abstract.
   c. You may film just the poster with your audio or include yourself in the video. If you include yourself, please make sure that your e-Poster is legible and is the primary focus on your screen. While recording, do not try to adjust the images or change the primary focus. Keep the visual image the same throughout your recording.
   d. Make sure that the content is clear and concise, that your audio can be heard, and that th e-Poster is completely legible. If you use multiple slides, time the change to slide to be in sync with your audio.
   e. When your recording is complete, upload the video file to the google drive or eLC Assignment Dropbox. You will receive instructions on the upload format and platforms via email, 2 weeks prior to the submission date.
3. Uploaded copy of prerecorded presentation to the Kaltura media platform on eLC.
4. Interactive and timely responses to public comments during the allotted day and time of the scheduled e-Poster Session.

Failure to submit these products or attend the session will result in an Incomplete Grade for PBHL 7660.

e-Poster Session Equipment Specifications
- The College will provide a Laptop with Digital Display Monitor
- Software and saved presentation will be preloaded on the designated laptop
- Presentation file must be in PowerPoint or Prezi
- Video Player: VLC Media Player preferred. Media that does not display properly on the College's larger monitors will be deleted prior to presentation start date. Please be sure that any media on slides is not essential to the presentation, but is supplemental in nature.

e-Poster General Guidelines

- Recommended font size for all slides: 28pt or larger.
- Slide/Poster size: 40.97×23.04, which is a 16:9 ratio.
- Not to exceed three slides.
- If multiple pages are used, slides/pages need to either be timed or the "mouse click" option should be chosen for each slide/page to advance. Timed slides/pages can be set at 30 second intervals.
- Videos, animations, graphs and images can be embedded into your e-poster slides. Check that all embedded material works properly on the device you will be using on the day of presentation. For your sanity it is recommended that embedded material NOT be essential to your presentation. If embedded materials fail to load, lag in time, or do not work with the monitors in the lobby, they will be discarded. Do not spend valuable time attempting to upload embedded material during your time with visitors.
- For In-Person sessions, there is no audio allowed in the e-Poster file. Virtual sessions, however, will require a video recording of your presentation.
- Embedded video may be displayed in the following formats:
  - .mov, .mp4, .m4v, mpeg
- Layout needs to be in the landscape orientation
- Presentations with embedded videos should be saved as a PPTX file and the video files should be submitted along with the presentation
- Avoid use of red or green fonts as they are difficult to read
- Your e-Poster should be self-explanatory
- Your e-Poster should be in English
- The slide text should include your hypothesis, methods, results and conclusions.
- You may include a separate references file printed for visitors, but do not need to include it as a part of your e-Poster.
- If a Virtual e-Poster Showcase takes place, an abstract and video file must accompany submission of the e-Poster file.

A note to Apple Macintosh users: Please do not use "drag-and-drop" to insert pictures into Microsoft PowerPoint files, as graphs and images would not be displayed properly. Using the INSERT command from the menu will virtually eliminate these issues. **If you create your presentation on a MAC, it is imperative that you ensure your presentation is compatible with a PC. For the e-Poster Session, please bring your e-Poster presentations on a flash drive as a backup.**

Copyright
Please ensure you have permission to use all graphics that appear in your e-Poster. Do not assume an image taken off the internet is free to use.

Resources
- To learn more about how to prepare an e-Poster: https://www.researchgate.net/publication/273521377_How_to_Make_an_Effective_e-Poster

- Templates and samples can be found on our website at:
  https://publichealth.uga.edu/current-students

  https://publichealth.uga.edu/mph-APE/

- For logos, we recommend TIFF files.
- For images, we recommend JPEG files.
  Please note that you may ONLY use approved UGA logos. No logo images can be altered for content, color, or style. Approved UGA logos can be downloaded at, http://brand.uga.edu/downloads. CPH logos can be downloaded at https://www.publichealth.uga.edu/cphlogos/download.

Academic Integrity and Honesty

Students cannot work in groups or pairs of any kind for any portion of their APE-ILE experience. Collaborative work that is conducted in the field may be submitted as deliverables or products, however, students must clearly state that the work submitted is collaborative, and they must credit the individual(s) who contributed.

Students cannot copy or borrow any completed or published work from previous or current MPH student submissions.

Students must be careful in citing all non-original work, which includes direct quotes, paraphrases, theories or conceptual frameworks, graphics, images, and illustrations. Visit UGA's Academic Honesty Policy for comprehensive definition of academic plagiarism.

Students cannot forge or falsify verbal/email approvals or signatures from faculty advisors or site supervisors. If the College finds that approvals or signatures were not obtained by appropriate parties, the student will be required to speak with all parties regarding next steps. If parties determine that a failure of PBHL 7560 is warranted, the student must repeat the course the subsequent term.

Human Subjects in Student Class Projects

([click here](#) for policy on IRB website)

Definitions

Class Projects or Activities. Course assignments/projects conducted by students for training and education in the use of particular methods (e.g., qualitative research methods), devices or equipment with no intent to contribute to generalizable knowledge.

Generalizable. Activities designed to develop or contribute to generalizable knowledge are those designed to draw general conclusions (i.e., knowledge gained from a study may be applied to populations outside of the specific study population), inform policy, or generalize findings.

Human Subject or Participant. A living individual about whom an investigator (whether professional or student) conducting research obtains: (1) data through intervention or interaction with the individual, or (2) identifiable private information.

Human Subjects Research. A systematic investigation designed to develop or contribute to generalizable knowledge that involves gathering/obtaining data about living individuals through intervention or interaction with the individual or by obtaining identifiable private information about the living individual.

Interaction. Includes communication or interpersonal contact between investigator and subject.

Intervention. Includes both physical procedures by which data are gathered (for example, venipuncture) and manipulations of the subject or the subject's environment that are performed for research purposes.

Research. A systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.

Systematic Investigation. For the purposes of this policy, a *systematic investigation* is an activity that involves a prospective study plan which incorporates data collection, both quantitative and qualitative, and data analysis to answer a study question or prove/disprove a hypothesis.

Policy

The IRB will **NOT** review classroom projects or activities as defined above. Class projects are generally conducted for education or training solely to fulfill a course requirement; as such, an element of the definition of research—the intent to develop or contribute to generalizable knowledge—is lacking so these activities do not meet the regulatory definition of *research*.

Therefore, as a rule, student class assignments do not fall under the jurisdiction of the IRB and will not require an IRB application, approval, or oversight.

For a class project or activity to be research that will require IRB review, it must be designed with the intent to develop or contribute to generalizable knowledge. Most classroom activities are designed to teach or educate and have no such intent. However, when class projects or activities are intended to collect information systematically with the intent to develop or contribute to generalizable knowledge, the project or activity meets the definition of *research* and will fall under the jurisdiction of the IRB. The intent to publish or otherwise disseminate the results of the activity is one clear indication that the activity is regulated as research.

Accordingly, masters or doctoral theses publishable work involving human participants are considered human subjects research and must be submitted for IRB review.

Faculty and Student Responsibilities

It is the responsibility of the course instructor to determine whether an assigned project involving human participants can be classified as a course-related student project. Faculty should contact the Human Subjects Office if assistance in making this determination is needed. Faculty who require students to do course-related projects assume responsibility for the conduct of those projects and for ensuring that the rights and welfare of participants are protected. This includes discussing the general principles of ethical research with human subjects with the class prior to the initiation of the project. It also includes reviewing student research plans and monitoring research activities to ensure that human participants are protected. At a minimum, best practices include informing participants of the voluntary nature of participation and employing measures to protect privacy and confidentiality, if applicable. The completion of the CITI on-line IRB training by the students who will conduct the projects is also highly recommended.

Finally, instructors/advisors must convey to students that the data may not be used or shared beyond the circumstances described below:

1. In the classroom;
2. If the project involves gathering data from or about a company, agency, or organization, the data/results are shared only with that company, agency, or organization; and/or

3. Project results are presented at departmental, interdepartmental, or college seminars designed to exhibit coursework or to continue the learning process related to presentations.

Disclosure to Participants

All students conducting projects under this policy *must* disclose important information to the participants. If an Informed Consent Document or Consent Cover Letter is used, the following will be included:

1. The student identifies him/herself as a UGA student who is performing the activity to fulfill a course requirement, and the course is specifically identified.
2. The name and contact information for the course instructor or supervising faculty member to contact for questions is provided.
3. The persons who have access to the individual data and/or summarized results are specified (e.g., instructor only, company/agency/organization).
4. Participants are informed that their participation is completely voluntary, that they do not have to participate in the study if they don't want to, and that they can stop participating at any time.
5. The disclosure should *not* state that the project has been approved by the UGA IRB.

Future Use of Data

It is very important that careful consideration be given to the possibility of any publication, presentation, or use of any collected data for future research studies. Retroactive approval cannot be granted for studies conducted without IRB approval. For example, if a class project was conducted without IRB approval and resulted in unexpected but important findings or data, those findings or data may not be presented at a national meeting or used in a future project or research study.

Reference(s)

Protection of Human Subjects, Title 45 Code of Federal Regulations, Part 46.
***Questions:** Please contact the Human Subjects Office (706-542-3199 or irb@uga.edu) for any questions or guidance related to this policy.*

Appendix 1 - MPH Foundational Competencies

Students are expected to identify and then demonstrate proficiency in at least five MPH foundational competencies. Selected competencies are mapped to learning objectives in the APE Proposal, and subsequently, competency proficiency in the field is assessed through assessment of APE Products

Upon completion of the five core MPH courses, students should be able to:

Evidence-based Approaches to Public Health

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

Public Health & Health Care Systems

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

Planning & Management to Promote Health

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

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Systems Thinking

21. Apply systems thinking tools to a public health issue

Appendix 2 - MPH Concentration Competencies

Biostatistics Core Competencies

Upon completion of the Biostatistics core courses, students with a concentration in Biostatistics will be able to:

1. Use an understanding of public health research, practice, and ethics to inform biostatistical practice.

2. Collaborate in the design of public health surveys and biomedical experiments.

3. Describe concepts of probability, random variation, and commonly used probability distributions.

4. Carry out and communicate exploratory data analyses including the production of tabular summaries, graphical displays, and descriptive statistics.

5. Select the appropriate statistical procedure for statistical analysis based on study objectives, study design, and the types of variables involved.

6. Apply common statistical procedures including simple and multiple regression, analysis of variance, analysis of contingency tables, nonparametric methods, logistic regression, and survival analysis using at least one statistical software package.

7. Demonstrate knowledge of assumptions underlying common statistical procedures, apply appropriate diagnostic methods, and understand the consequences of violations of model assumptions.

8. Communicate orally and in writing descriptions of common statistical procedures, results of statistical analyses, and conclusions from such analyses.

Disaster Management Core Competencies

Upon completion of the core courses, students with a concentration in Disaster Management will be able to:

1. Explain methods of ensuring community health and safety preparedness.
2. Demonstrate proficiency in the use of an all-hazards framework for disaster planning and mitigation.
3. Apply strategies for sharing information with internal and external partners.
4. Apply principles of crisis and risk communication
5. Identify the roles and relationships among federal, tribal, state, and local governments and non-governmental organizations.
6. Describe psychosocial consequences likely to be experienced by public health workers and community members.
7. Demonstrate proficiency in the use of triage systems in a disaster or public health emergency.
8. Demonstrate proficiency in the provision of health system surge capacity for the management of mass casualties in a disaster or public health emergency.
9. Demonstrate proficiency in the management of mass fatalities in a disaster or public health emergency.
10. Demonstrate proficiency in the initiation, deployment, and coordination of national, regional, state, local and institutional incident command and emergency operations systems.
11. Analyze the ethical challenges faced by public health workers and public health organizations.

Environmental Health Core Competencies

Upon completion of the Environmental Health core courses, students with a concentration in Environmental Health will be able to:

1. Demonstrate the basic mechanism by which environmental and occupational pollutants impact health (i.e., the linkage of pollutants' source, media, and receptor and health effects).

2. Analyze and interpret environmental and occupational data.

3. Compare approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.

4. Specify current environmental risk assessment methods.

5. Illustrate relevant factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.

6. Assess general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.

Epidemiology Core Competencies

Upon completion of the Epidemiology core courses, students with a concentration in Epidemiology will be able to:

1. Demonstrate a working knowledge of current and emerging major public health issues related to communicable and non-communicable diseases.

2. Apply the basic terminology and definitions of epidemiology in oral presentations and written reports.

3. Critically review and summarize epidemiologic literature.

4. Access and utilize epidemiologic data available at the state, national and international level.

5. Demonstrate the understanding of basic epidemiologic study designs.

6. Identify and be able to apply surveillance methods used in both infectious and chronic diseases.

7. Be able to draw appropriate inference from epidemiologic data.

Gerontology Core Competencies

Upon completion of the core courses, students with a concentration in Gerontology will be able to:

1. Relate biological theory and science to understanding senescence, longevity, and variation in aging.
2. Relate psychological theories and science to understanding adaptation, stability, and change in aging.
3. Relate social theories and science of aging to understanding heterogeneity, inequality, and context of aging.
4. Adhere to ethical principles to guide work with and on behalf of older persons.
5. Develop a gerontological perspective through knowledge and self-reflection.
6. Promote older persons' strengths and adaptations to maximize well-being, health, and mental health.
7. Promote quality of life and positive social environment for older persons.
8. Employ and generate policy to equitably address the needs of older persons.

Health Policy and Management

Upon completion of the core courses, students with a concentration in Health Policy and Management will be able to:

1. Formulate the policy process for improving the health status of populations.
2. Assess evidence-based principles of program planning, development, budgeting, management, and evaluation in organizational and community initiatives.
3. Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.
4. Analyze the effects of political, social, and economic policies on public health systems at the local, state, national, and international levels.
5. Describe the legal and ethical basis for public health and health services.
6. Apply quality and performance improvement concepts to address organizational performance issues.

Health Promotion and Behavior Core Competencies

Upon completion of the core courses, students with a concentration in Health Promotion and Behavior will be able to:

1. Use theory of behavior and social change to inform the development, implementation, and evaluation of health interventions for targeted populations.
2. Develop procedures and training materials to implement effective health promotion interventions that take into account cultural competence.
3. Construct research hypotheses and design a study to test these hypotheses in accordance with ethical considerations.
4. Determine the appropriate statistical analyses to examine different types of health promotion research questions and to conduct program evaluations.
5. Describe the tenets of social justice as they apply to program development, implementation, and evaluation.

Appendix 3 - Sample PBHL 7460 Topical Outline

Session	Day/Time	Topic/Task
Week 1	Wednesday 4:10 - 6:05 PM	Field Placement Information Session
Week 2	Wednesday 4:10 - 6:05 PM	Resume & Branding Workshop
Week 2	Wednesday 4:10 - 6:05 PM	Science Communication
Week 3	Wednesday 4:10 - 6:05 PM	Interviewing Skills
Week 4	No Class	Meet with your advisor this week for check-in
Week 5	Wednesday 4:10 - 6:05 PM	Presentation Skills
Week 6-7	Wednesday 4:10 - 6:05 PM	Student presentations & Critique
TBD	Wednesday 4:10 - 6:05 PM	*Clifton's Strengths Assessment* Workshop
Weeks 8-14	No Class	Meet with MPH Practice Coordinator and Faculty advisor to finalize APE Proposal and Portfolio
Week 16	Wednesday 4:10 - 6:05 PM	Field Placement Briefing & submission of final documents

Appendix 4 - Sample PBHL 7560 Topical Outline

Week	Topic/Activity
1	APE Information Briefing
2	Activity: Prepare Resume or CV draft
2	Activity: Submit draft Resume or CV to eLC Assignment Dropbox
3	Synchronous session: Internship Expo
3	Activity: Create LinkedIn account with Photo, Headline, Summary and Experience
4	Synchronous session: Career Panel
5	Activity: Submit 3 minimum examples of work for LinkedIn
5	Activity: Work on your APE Proposal
5	Meeting: Mid-semester check-in with advisor/Practice Coordinator APE Research Track Proposal Due
6	Activity: Must have Organization, Education, and Volunteer/Service on LinkedIn
6	Activity: Must have Honors/Awards, Relevant Courses, Projects, and Skills/ Experience uploaded on LinkedIn
6	Meeting: Late Semester Check-in for APE proposal & MOU updates
6	Synchronous session: Fellowship/Externship Panel (on zoom)
7-10	APE Proposal with signatures are due
7	Meeting: Final Presentations
15	Field Information Briefing (Wednesday regular class session)