

MPH Student Handbook



2019-2020



UNIVERSITY OF
GEORGIA
College of Public Health

www.publichealth.uga.edu

TABLE OF CONTENTS

I. MPH PROGRAM AT UGA	1
Mission.....	1
MPH Academic Affairs Faculty & Staff	1
Student Services.....	1
Registration Clearance for Students who have been advised:	1
II. MPH COURSEWORK	2
General Description	2
Coursework	2
Certificate Programs & Dual Degrees.....	2
MPH Competencies and Curriculum.....	4
Change of Concentration Area	7
Double Concentrations	7
Transfer of Credit	8
Field Placement in Public Health (PBHL 7560).....	8
Culminating Experience in Public Health	8
III: MPH POLICIES AND PROCEDURES.....	9
Academic Probation and Dismissal Policy	9
Financial Assistance for MPH	10
IV. THE GRADUATE SCHOOL POLICY MANUAL	13
Mission.....	13
The College of Public Health Mission Statement	13
V. DEPARTMENTAL POLICIES & PROCEDURES	14
Departmental Communication	14
Advising	15
Registration	16
VI. GENERAL GRADUATE SCHOOL REQUIREMENTS	17
Degree Requirements	17
Graduation Procedures	18
Procedural Requirements for Graduation	20
Continuous Enrollment Policy	22
Calculation of Grade Point Average (GPA)	22

Harassment	22
Academic Honesty and Codes of Conduct.....	23
Probation and Dismissal	25
Appeal Procedures for Graduate Students.....	25
Research with Human Participants	26
Graduate Assistants	27
VII. UGA RESOURCES.....	28
Academic Writing and Teaching	28
Computer Consulting Services.....	28
Computers.....	28
Employment of Students	28
Employment of Spouse/Significant Other.....	28
Financial Aid	29
Housing.....	29
Libraries and Student Learning Center	30
Parking Services.....	30
Institute for Behavioral Research.....	31
UGA MyID, Email.....	31
UGA ID	31
University Health Center.....	31
UGA Campus Carry Policy	32
 Appendix A: MPH Degree Requirements (by concentration)	
Appendix B: Procedural Requirements for Graduation	
Appendix C: MPH & Concentration Competencies	
Appendix D: Field Placement Manual	
Appendix E: Capstone Manual	

[LAST UPDATED August, 2019]

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 205E Email: mumbi@uga.edu

MPH Practice Coordinator

Jacquelyn Hughes, MPH, MBA. As internship coordinator, Ms. Hughes 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: jacquelyn.hughes@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:

Allison Patton 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: aepatton@uga.edu

Sara Ervin 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: scervin@uga.edu

Dell Whitehead 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: dellw@uga.edu

Kainien Morel 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: kcmorel@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 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)
- Field Placement (PBHL 7560, 6 credits)
- Culminating Experience (Capstone) (PBHL 7800, 3 credits)
- E-Poster presentation of the Culminating Experience
- 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' for classes taken as undergraduate deficiencies. **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 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>

MPH Competencies and Curriculum

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
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).

Choose one class from 4 of 6 areas*

Air Quality

EHSC 7080 Advanced Environmental Air Quality

Water Quality

EHSC 7650 Water Quality: Protection, Monitoring, Management for Health

Toxicology

EHSC 7490 Advanced Environmental Toxicology

Risk Assessment

EHSC 8110 Fundamentals of Chemical and Microbial Risk Assessment

Environmental Microbiology

EHSC 7310 Public Health Microbiology

EHSC 8310 Advanced Topics in Aquatic Microbiology, Health & Environment

Occupational Health

EHSC 7150/L Occupational Hygiene and Safety

EHSC 8400 Occupational and Environmental Disease

**EHSC Core Courses may be used as electives if not taken as part of 12hr requirement.*

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 8400	Policy Analysis in Public Health
HPAM 8600	Health Economics
HPAM 8650	Healthcare Finance
HPAM 8700	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:

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

Culminating Experience (PBHL 7800, 3 hours): The culminating experience is a capstone paper, thesis, or publishable article that is completed under the direction of a faculty advisor in the final semester of the program. Capstone works can begin prior to the final semester as independent studies but cannot count towards elective hours.

**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 internship can count toward the 44 credits of the MPH Program of Study.
- The program of study, all electives and the internship site must be approved by the Advisor.
- The internship 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.
- Capstone project requires 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.

Field Placement in Public Health (PBHL 7560)

MPH students complete a field placement in an appropriate public health setting (6 credit hours of PBHL 7560), graded S/U. 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 (Nina Cleveland), 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 Field Placement Manual*** (Appendix D OR the CPH-GRAD elc *MPH Internship 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 **Field Placement Manual** included in this handbook (appendix D or in the elc CPH-GRAD *MPH Internship Module*) and also in the college's website, www.publichealth.uga.edu.

Practice Coordinator: Nina Cleveland,
ninac64@uga.edu.

Culminating Experience in Public Health

All MPH students will participate in a culminating experience designed by their department of concentration. This is required for graduation from the program. **It is**

completed in the very last semester of the students' time in the MPH program.

Proposed examples of culminating experiences include: research papers, publishable articles, service learning courses with required papers, etc. Please be sure to read the complete **Capstone Manual** included in this handbook (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 Graduate School

Policy Manual

2018-2019

<http://www.grad.uga.edu/>

IV. 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 Strategic Initiatives- Eric Dahl, 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

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

Kainien Morel – Environmental Health Science

Environmental Health Science Bldg, Room 205

Email: kcmorel@uga.edu

Sara Ervin-Epidemiology & Biostatistics

Miller Hall, Room 106

Email: scervin@uga.edu

Dr. Kerstin Emerson - Gerontology

Hudson Hall, Room 100

Email: emerson@uga.edu

Allison Patton-Health Promo & Behavior

Wright Hall, Room 128

Email: aepatton@uga.edu

Amanda Cole-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 field placement site
 - Assisting in student development of Capstone Project. Assisting student with identification of Primary Capstone Reader.
 - 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 policies 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 semester* 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 7560, and PBHL 7800).
- ✓ Make sure Internship (PBHL 7560) requirements have been fulfilled. Talk to **Jacquelyn Hughes** if you have questions or concerns (jacquelyn.hughes@uga.edu).
- ✓ Talk to your Adviser about your capstone. Find a Primary Reader. Register with Mumbi Anderson for PBHL 7800. 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 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: capstone course will be PBHL 7800, 3.0 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.

Probation and Dismissal

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:

- Graduate International Students holding "F" or "J" visa status.
- Graduate Students enrolled in programs that require proof of health insurance.
- Graduate Students receiving Qualified Graduate Assistantships.
- Graduate Students receiving Qualified Fellowships.
- 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/hospitalsGeorgia.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.slsc.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:
<http://www.uhs.uga.edu>.

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	2
Biostatistics	4
Disaster Management.....	5
Environmental Health Science	8
Epidemiology.....	9
Gerontology	10
Health Policy and Management.....	11
Health Promotion and Behavior	12

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 five 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.

Internship (PBHL 7560, 6 hours): The internship requires 300 clock hours in an appropriate public health setting. Students choose the site for their internship, with the assistance of the Academic Advisor and Internship Coordinator. The internship is intended to be a culminating experience at the end of the students' coursework with deliverables submitted to the student's site upon completion.

Culminating Experience (PBHL 7800, 3 hours): The culminating experience is a capstone paper, or publishable article that is completed under the direction of a faculty advisor in the final semester of the program. Capstone 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.

Students with an undergraduate minor in Public Health, Environmental Health Science, Health Policy & Management or Health Promotion are NOT permitted to waive any 7010 courses or substitute for upper level courses. The courses contained in the minor program of study do not sufficiently or adequately cover disciplinary content enough to justify waiving 7010 courses. It is also a concern that accreditation standards may be compromised if non-majors are permitted to waive MPH courses.

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 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

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

See page two for elective options

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	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

Environmental Health Science Core Requirements: 12 hours

(Choose one class from 4 of the 6 areas)

Air Quality

EHSC	7080	Advanced Environmental Air Quality
------	------	------------------------------------

Water Quality

EHSC	7650	Water Quality: Protection, Monitoring, Management for Health
------	------	--

Toxicology

EHSC	7490	Principles of Toxicology
------	------	--------------------------

Risk Assessment

EHSC	8110	Fundamentals of Chemical and Microbial Risk Assessment
------	------	--

Environmental Microbiology

EHSC	7310	Public Health Microbiology
------	------	----------------------------

EHSC	8310	Advanced Topics in Aquatic Microbiology, Health & Environment
------	------	---

Occupational Health

EHSC	7150/L	Occupational Hygiene and Safety
------	--------	---------------------------------

EHSC	8400	Occupational and Environmental Disease
------	------	--

**EHSC Core Courses may be used as electives if not taken as part of 12hr core requirement.*

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 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

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 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

Health Policy and Management Core Requirements: 13 hours

HPAM 7001	Foundations in Health Policy and Management
HPAM 8400	Policy Analysis in Public Health
HPAM 8600	Health Economics
HPAM 8650	Healthcare Finance
HPAM 8700	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 7400 Public Health, Law, and Society
HPAM 7700 Public Health Ethics
HPAM 8300 Research Methods in Health Policy
HPAM 8410 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 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

Health 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 7560, and PBHL 7800).
- ✓ Make sure Internship (PBHL 7560) requirements have been fulfilled. Talk to **Jacquelyn Hughes** if you have questions or concerns (jacquelyn.hughes@uga.edu).
- ✓ Talk to your Adviser about your capstone. Find a Primary Reader. Register with Mumbi Anderson for PBHL 7800. 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 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 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: capstone course will be PBHL 7800, 3.0 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.

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

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. 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. Understand 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. Understand the basic sciences deemed most relevant for the study of environmental and occupational health.
3. Be able to collect, analyze and interpret environmental and occupational data.
4. Demonstrate the ability to implement an occupational or environmental health investigation or project and clearly report on the result.
5. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
6. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.
7. Specify current environmental risk assessment methods.
8. Describe relevant factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
9. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.
10. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
11. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.

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.
8. Be sensitive to social, cultural and ethnic differences that may influence the conduct and execution of epidemiologic studies.
9. Possess knowledge of the development of epidemiology and the historical contributions of the discipline to public health.

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. Demonstrate leadership and communication skills for building partnerships.
4. Appraise PH problems in terms of magnitude, person, time, and place.
5. Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.
6. Analyze the effects of political, social, and economic policies on public health systems at the local, state, national, and international levels.
7. Describe the legal and ethical basis for public health and health services.
8. Apply quality and performance improvement concepts to address organizational performance issues.
9. Apply “systems thinking” for resolving organizational problems.

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. Understand the tenets of social justice as they apply to program development, implementation, and evaluation



**UNIVERSITY OF
GEORGIA**
College of Public Health

**MPH FIELD PLACEMENT
STUDENT MANUAL
2019-2020**

Contents

PROGRAM RATIONALE.....	4
FIELD PLACEMENT PREREQUISITES	6
FIELD PLACEMENT PROCESS.....	7
PRE-PLACEMENT	7
POST-PLACEMENT	9
RESPONSIBILITIES.....	12
ACADEMIC ADVISOR RESPONSIBILITIES	12
MPH FIELD PRACTICE COORDINATOR RESPONSIBILITIES	12
SITE SUPERVISOR RESPONSIBILITIES.....	13
ASSESSMENT	13
PLACEMENT SITES	14
CRITERIA.....	15
EXAMPLES OF SITES	15
SITE REQUIREMENTS.....	16
SPECIALIZED SITES.....	16
FREQUENTLY ASKED QUESTIONS.....	17
ADDITIONAL RESOURCES	19
APPENDIX A.....	21
COMPETENCIES.....	21
MPH Core Competencies	21

Biostatistics Core Competencies.....	23
Disaster Management Core Competencies	23
Environmental Health Core Competencies	24
Epidemiology Core Competencies.....	25
Gerontology Competencies.....	26
Health Policy and Management Core Competencies	26
Health Promotion and Behavior Core Competencies	28
FIELD PLACEMENT DOCUMENTS.....	29

PROGRAM RATIONALE

Practical knowledge and skills are essential to successful practice as publichealth professionals. As professional degree students, you will have the opportunity to develop skills in basic public health concepts and demonstrate the application of these concepts through a Practice experience that is relevant to your area of concentration. The Practice in the MPH program is one phase, and arguably the most important, of the total degree program. The two parts, the program of study and the Practice experience, are designed to contribute to the basic objective of providing opportunities for the student to develop the competencies and skills necessary to assume professional responsibilities in the field of public health.

Practice experiences can take place in a variety of agencies or organizations and *should include local and state public health agencies to the extent possible*. A vital part of your Practice experience will be finding a qualified site supervisor who is a public health professional. You will work closely with your site supervisor to plan a Practice experience that is mutually beneficial to you and to the site. Additionally, you will work with your academic advisor to develop well-defined learning objectives to be accomplished during your experience. You will have the opportunity to evaluate your Practice experience and in turn, the site supervisor will have the opportunity to evaluate your quality of work.

The practice experience is required of all students. **Waivers will not be granted for the Practice requirement and placements cannot be counted retroactively.** You will complete a minimum of 300 contact hours for your Practice. The experience must contribute to the MPH and concentration core competencies set forth by the College of Public Health.

Effective training principles must be followed to insure sound educational experiences. The following principles are starting points for planning sound practical training. In choosing a site, please keep these principles in mind. With each principle, ask the question “can this site provide me with this?”

1. Practical training for an individual student must be planned in terms of his/her abilities, and needs and interests as an integral part of the total training experiences in which he/she is participating;
2. The student must be an active participant in planning their training experience making sure that their projects and activities are a quality contribution to the agency;
3. The experiences offered to the student should meet real needs of the agency in their particular mission, goals and objectives. If at all possible, the student should be given the opportunity to function as a full-fledged staff member;
4. The practice experience should be so designed that the student has an opportunity for responsible participation in a significant project common to the activities of public health professionals. The resources available must be adequate for this purpose;
5. Practical training must be under the guidance and supervision of an individual who is able to make a learning experience out of a work situation and who is professionally competent in the student's area of specialization;
6. The agency provides experiential learning to improve student competencies;
7. Evaluation of the practice experience must be in terms of:
 - a. The student's growth in understandings and abilities needed in situations faced by public health professionals;
 - b. The student's contributions to the agency's program.

During the experience, the student should be able to:

1. Develop an understanding of the structure and functions of the participating public health agency;

2. Learn to function effectively in a work environment with existing staff members and administrators;
3. Develop a project which is consistent with the goals and objectives of the host agency and with the learning objectives set forth by the student;
4. Gain an understanding of the process of multi-program coordination;
5. Utilize basic related applied research and data gathering techniques as they apply to public health

FIELD PLACEMENT PREREQUISITES

The Field Placement is a requirement for all MPH students and must be completed **in an agency with a community focus**. In general, the student will arrange for the experience to be completed during one semester for **six (6) credit hours**. All students must be in good academic standing and are considered only after they have:

1. Completed at least two semesters in the MPH program,
2. Completed a minimum of 18 hours of coursework, including all five MPH core courses with a 3.0 or above,
3. Demonstrated professionalism and maturity during coursework,
4. Met departmental requirements and received approval from their advisor.

Different Departments may have additional policies on when it is appropriate for a student to be eligible for field placement. As a general rule, these are the departmental policies on experiences that must be met in addition to completion of the FIVE MPH Core Courses:

Department	Practice Semester
Health Promotion and Behavior	Spring of second year and completion of HPRB 7920 (theory) and HPRB 7470 (evaluation)
Environmental Health Science	Upon Advisor's approval
Epidemiology	Spring of second year or upon advisor approval
Biostatistics	Upon completion of Bios 7020 and 8050
Health Policy and Management	Upon Advisor's approval

Once the above prerequisites have been met, the student must begin the proposal and approval process in order to be cleared for the PBHL 7560 class.

FIELD PLACEMENT PROCESS

As a part of the protocol for any student entering the field, two steps must be completed. In order to ensure successful placement, the **pre-placement** steps must be completed before the Midpoint of the semester prior to placement. In order to ensure that assessment takes place, **post-placement** steps must be followed when the student is on-site.

PRE-PLACEMENT

1. Review MPH Field Placement Manual to ensure knowledge of policies, procedures and practices;
2. Make an advisement appointment with both departmental advisor and Practice Coordinator and attend one Field Placement Briefing no later than the beginning of the semester before placement;
3. Complete the *MPH Proposal and Approval Form* (See Appendix A). This paperwork will serve as the student's Syllabus for their specific placement. Each placement is different, **and it is the responsibility of the student to design his/her own syllabus via the *Proposal and Approval Form* after consulting with**

- the site supervisor and the academic advisor.** Using the form's template, the student will;
- a. Describe the site,
 - b. Describe the projects and activities that the student will accomplish at the site to achieve those objectives,
 - c. Identify five MPH competencies (two from MPH core and three from concentration competencies) that the Placement will cover, and define related learning objectives;
4. Complete the Memorandum of Understanding (*MOU*) with the site;
 5. Submit the *Proposal and Approval Form*, *Applied Learning Agreement* and *Release of Records* forms. All forms must have appropriate signatures prior to submission.
 6. Attend Field Placement Briefing (attendance is mandatory for registration of PBHL 7560 to occur).
 7. Develop a *LinkedIn Page* and connect with the College of Public Health. The student will update the profile throughout the semester and provide the link to the Practice Coordinator and Advisor with the *Midterm Evaluation*.
 8. Institutional Review Board (IRB) Approval. If the student is collecting data from human subjects (via phone survey, focus group, pen and paper survey, etc), and intends of publishing his/her work at any point, she/he must receive approval from the UGA IRB office. The student will need to complete the CITI training from the website: www.ovpr.uga.edu/compliance/hso/training/. Please check with your advisor immediately upon accepting the placement to determine if this will be needed; these approvals can take weeks, and you don't want to delay your placement for IRB purposes.

POST-PLACEMENT

Students must insure that several evaluation components are met. All evaluation forms can be found on the CPH website, and in Appendices below:

Midpoint Evaluation:

1. *Midterm Evaluation* is completed, signed and then submitted to the MPH Practice Coordinator by the midpoint of the semester (Fall semester- October; Spring semester- March; Summer semester- June).
2. The Student is required to provide the deadline and link for the forms, to the site supervisor.

Final Evaluation:

3. *Final Evaluation* is completed, signed, and then submitted to the MPH Practice Coordinator by the last day of classes, per [UGA's Academic Calendar](#). The Student is responsible for providing the deadline and the link to the forms, to the Site Supervisor.

Final Report

4. *Final Report* is due by the last day of classes. The report should be sent to the MPH Practice Coordinator as well as the student's academic advisor. Please see the section "**Grading of the Practice**" for details.

Time Log

5. *Time-Log* is due with the *Final Report*. The Student is responsible for keeping a time log that documents all work hours committed to the Site. The Site Supervisor is asked to sign the time log, ensuring the student met the required 300 contact hours.

Table 1: Practice Time Line

Two Semesters Before	Semester Before	During Practice
<p>Advisement with Practice Coordinator and department advisor</p> <p>Intern Interviews</p> <p>MOU Agreements for international placements</p>	<p>Intern Selection</p> <p>Practice Proposal and Approval Documents (Midpoint of semester)</p> <p>New MOU initiation for Domestic placements due at the mid-point of this semester</p>	<p>Midpoint Evaluation</p> <p>Final Evaluation</p> <p>Final Practice Report</p>

A. Agency or Site policies and procedures. The student is responsible for abiding by the policies and procedures of the agency or site in which they are completing their placement. This includes all HR policies such as background checks, drug screens and orientations. Adherence to HIPPA policies is especially important. **If you fail a drug screen or a background check, one additional attempt will be made to find you another placement, but it cannot be guaranteed that one can be found.**

B. Professional Liability Insurance. Some sites will require you to purchase professional liability insurance before you can begin to work at the site. If you are an employee of the site, coverage is usually covered as part of your employment. You need to check with your site to determine if this coverage is needed. To purchase your own liability coverage, you can use the insurance

company of your choice. In the past some students have used the following companies:

- **Healthcare Providers Services Organization** – www.hpsso.com
- **MARSH** – www.proliability.com

IMPORTANT: In order to ensure coverage, you **MUST** select a profession from the list of “covered” professions provided by the company of your choice. Several public health professions are not specifically listed (i.e epidemiology, biostatistics, etc.), however you should choose the profession that is closest to what you will be doing.

*Costs may vary between \$20-50 a year; therefore, it is recommended that students research their own coverage options prior to placement.

C. *Deadlines. The deadline for submitting the MPH Practice Proposal and Approval Form is the midpoint of the semester before entering into your placement.*

Students should check for the “Midpoint Withdrawal Deadline” in the graduate school calendar for the actual date. No approvals will be accepted past the deadline unless you have been given prior approval by the Practice Coordinator specific day for each semester

(<http://www.uga.edu/gradschool/academics/calendars.html>)

D. Changes or revisions to signed proposals. Any changes or revisions to your proposal, either to the preceptor, projects, objectives or competencies must be communicated to the Practice Coordinator and instructor of record as soon as possible.

E. **NOTE:** Students wishing to be placed at a site without an existing MOU can request to start the MOU process with the site. This process can take up to 12 weeks to complete; Therefore, no new MOUs will be processed after Mid-point of the semester. In cases where attempts to obtain an MOU have been exhausted and the site is relevant to the student’s learning/practice experience, the student may appeal and request as an alternative a waiver for other

mechanisms for successful placement in lieu of the MOU. However, if you are considering this option, you will need to have the waiver granted by appeal to the College's Graduate Education Committee no later than the mid-point of the semester before placement.

- F. Sites understand that you may be applying with multiple sites. **However, it is your responsibility to let the prospective sites know this during your interview and negotiations.**

RESPONSIBILITIES

ACADEMIC ADVISOR RESPONSIBILITIES

The academic advisor will:

1. Assist the student in finding a suitable site of their choice,
2. Insure the student is being placed in an appropriate site,
3. Approve the student's proposal,
4. Insure that the student has appropriate IRB approval if needed,
5. Supervise the internship,
6. Grade the internship.

MPH FIELD PRACTICE COORDINATOR RESPONSIBILITIES

MPH Practice Coordinator will:

1. Assist the student in finding a suitable Practice site of their choice,
2. Insure the student is being placed in an appropriate site,
3. Route the Memorandum of Understanding (MOU) from site to UGA Legal Affairs Office and CPH Dean for signatures,
4. Approve the student's proposal,
5. Clear the student to register for PBHL 7560.
6. Maintain a tracking system of the Practice sites and student performance.

SITE SUPERVISOR RESPONSIBILITIES

1. Meet and interview students as potential interns and discuss specific possibilities for their experience and related on-site projects.
2. If the student is selected as an intern, negotiate with the student a proposal for an acceptable experience. This proposal form is to be completed by the student and signed by the site supervisor. The student will submit the proposal with appropriate learning objectives to their site supervisor, departmental advisor and MPH Practice Coordinator for final approval. The proposal should be as specific as possible as to the nature of the interns' expected work. This proposal form must be submitted to the MPH Practice Coordinator by the midpoint of the previous semester and approved by the MPH Practice Coordinator before the student may begin the Practice experience. **Students are required to spend a minimum of 300 hours total at the Practice experience site.**
3. Arrange for office or work space for the student.
4. Provide a structured orientation period at the beginning of the experience.
5. Be available, on an appointment basis if necessary, to provide guidance to the student on specific issues. Meeting with the student regularly to discuss progress, problems, and insights will benefit the student in his/her practical learning process.
6. Contact the MPH Practice Coordinator if, for some reason that cannot be resolved, it is felt the student should not continue the Practice experience.
7. Complete all evaluations for the student's record including:
 - a. the midterm evaluation (student will provide)
 - b. the final evaluation form (student will provide)

ASSESSMENT

The Field Placement grade is comprised of the deliverables, Final Report, both the Midterm and Final Evaluations, and the Time-Log. All materials must be submitted to your advisor and the Practice Coordinator by the final Day of Classes for the semester of Placement. The submissions will consist of:

1. *Final Report*: Due the **final day of class by 5pm**. students will submit an electronic copy of their comprehensive report of the Practice to the Practice Coordinator and their academic advisor (see CPH Website for template). At a minimum, the report must address how the student achieved the learning objectives and the public health relevance of the work. Reports should include the following:
 - Cover page (student name, site name, date, course number)
 - Site description (physical location and employees)
 - Project Description
 - Competencies/Learning Objectives to be accomplished and rationale of how they were achieved
 - Reflection on lessons learned, public health implications of the projects completed by the student, any other important information related to the public's health.
2. The student is responsible for providing links to the *Midterm* and *Final Evaluation* form to the site supervisor for completion. Both forms must be emailed to the advisor and Practice Coordinator.
3. *Time sheet*: Each student will record their time spent at the site (See Appendix ???). This log should have the site supervisor and student signatures.
4. *Exit Evaluation*: All students must complete the Field Placement Exit Survey, which will be distributed by the Practice Coordinator, via email.

PLACEMENT SITES

The College of Public Health faculty believes that a wide range of organizations and agencies can provide a valuable field residency experience for the MPH student. Therefore, the MPH Coordinator will work with the student to identify and arrange field sites that meet the specific needs of individual students in the terms of their own career interests and identities. In general, any organization that provides, plans for,

coordinates, organizes, pays for, or regulates public health services is a valid training site. **Please be aware that sites external to the University may have policies that require criminal background inquiries and/or drug tests in order to participate in a field experience. Cost associated with those policies are the responsibility of the student.**

CRITERIA

1. The site provides a model for public health practice that reflects the mission and curricula of the College of Public Health.
2. The site is community oriented
3. The site provides support and space for the student appropriate for the student's experience.
4. The environment of the site is safe for the student's field experience.
5. The site has an available preceptor who is qualified and free to provide guidance to the student.

EXAMPLES OF SITES

- Federal agencies: Department of Health and Human Services, Veterans Administration, Centers for Disease Control and Prevention, Health and Human Services, Occupational Safety and Health Administration
- State, County or City Health Departments
- Other State and Local Health and Social Service Agencies
- Managed Care Organizations
- Insurance Companies
- Neighborhood Health Centers and Community Clinics
- Hospitals (Public, Nonprofit, Profit, Psychiatric, Rehabilitation)
- Community Mental Health Centers
- Environmental Health Consulting Companies
- Industrial Settings

- Multi-Specialty Medical Practices
- International Sites

SITE REQUIREMENTS

- Availability of a preceptor who is willing and able to spend time with the student and provide guidance.
- Availability of other Public Health Practice role models at the site.
- An understanding of the educational needs of students, including the need to increase responsibility and independence gradually.
- Willingness to provide support, ranging from a desk and a phone to stipends or salary, transportation, and lodging.
- Appropriateness of experience as it relates to career goals and the student's area of concentration.

SPECIALIZED SITES

INTERNATIONAL PLACEMENTS: It is highly recommended that you begin communications between the practice coordinator, your advisor and site supervisor as soon as possible if you are considering an International Placement. Please consider the following:

1. The advisor, practice coordinator and site supervisor should be in communication with each other at least a semester before your scheduled deployment to the site.
2. It is advisable that you travel to a site that has a prior UGA connection to ensure a planned experience. Some courses or meetings may be offered for you to take prior to beginning an international placement.
3. No new Memorandums of Understanding for international placements will be initiated AFTER the beginning of the semester before your placement

4. Each student is responsible for completing all requirements of the Office of International Education. You will register for their course in addition to the PBHL 7560 and be given a person to contact in that office

Contacts:

Jacquelyn Hughes MPH Program Coordinator 105N Rhodes Hall Health Sciences Campus jacquelyn.hughes@uga.edu 706-542-3648	Sarah Quinn Education Abroad Advisor Office of International Education (706) 542-2900 http://international.uga.edu/education_abroad/squinn@uga.edu
--	--

FREQUENTLY ASKED QUESTIONS

Q: What is a Learning Objective?

A: A learning objective is a statement of what students will be able to do when they have completed instruction. A learning objective has three major components:

1. A description of what the student will be able to do
2. The conditions under which the student will perform the task.
3. The criteria for evaluating student performance.

Examples:

1: Competency: Planning effective health education programs. <i>Learning Objective:</i> Recruit volunteers, community members and community organizations to participate in a focus group as a needs assessment tool for planning sexual violence prevention programs.
2: Competency: Apply epidemiologic methods to the measurement of disease rates. <i>Learning Objective:</i> Compile and research data on disease rates (prevalence, incidence) of HIV/AIDS in at risk populations in 3 health districts.

Q: What if I fail my Field Placement?

A: A student may fail the Practice several reasons, including:

- Insufficient hours in the field;
- Incomplete or insufficient work on the deliverable;
- Violation of rules or policies of the Practice site. E.g. failure to submit documents in a timely manner;
- Failure to communicate tardies, absences, or other work-related delinquencies.

If the problem for failing is serious, it may be a cause for dismissal from the MPH Program. If the problem is less serious and there are paths to correcting the behavior, the student will have one more opportunity to do another. The student must first meet with their advisor and the MPH Practice Coordinator to discuss the causes of the failure and develop a plan of action. The plan of action may include taking additional courses, taking a semester off, completing the placement in a different site, etc.

ADDITIONAL RESOURCES

Pre-Internship (beginning 2 semesters before)	In Progress	Complete
1. Advisement with Academic Advisor to approve/discuss Practice timing.		
2. Advisement with Practice Coordinator regarding site and MOU information and approval. (NO NEW MOUS WILL BE INITIATED AFTER THE MID POINT OF THE SEMESTER BEFORE YOU ARE TO ENTER INTO THE PRACTICE. NO NEW INTERNATIONAL MOUS AFTER THE BEGINNING OF THE SEMESTER BEFORE)		
3. Development of LinkedIn Page		
Pre-Placement (beginning 1 semester before placement)	In Progress	Complete
4. Interview with site and acceptance into placement.		
5. Check with site supervisor about any IRB approval needed		
6. Approval and Proposal form completed with all signatures and sent to Practice coordinator (as PDF by email) DUE BY MID-TERM OF SEMESTER BEFORE GOING INTO INTERNSHIP		
7. Student Applied Learning Agreement and Release of Information forms (Exhibits B and C) signed and witnessed and sent to Practice Coordinator as a PDF via email.		
8. Obtain liability Insurance (information in handbook)		
9. Communicate with site about HR requirements. (e.g. background checks, paperwork, orientations, badges, parking)		
10. Register for 6 hours of Internship on Oasis (You will not be cleared to register unless you have your approval paperwork in and a MOU is in place. NO EXCEPTIONS)		
Post-Placement	In Progress	Complete
1. Check the Registrar's website for important dates (Mid-		

term, last day of class) http://www.reg.uga.edu/or.nsf/html/Academic_Calendar		
2. Mid-term email from Practice Coordinator to Site Supervisor		
3. Update LinkedIn Page with complete projects		
4. Mid-term Evaluation completed with Site supervisor and sent to Practice Coordinator and Academic Advisor		
Assessment (Last day of class by 5pm)	In Progress	Complete
1. Complete Final Evaluation with Site Supervisor and send to Practice Coordinator and Academic Advisor		
2. Final Report completed using template on website and sent electronically to Practice Coordinator and Academic Advisor. INCLUDE LINK TO LINKEDIN PAGE		
3. Practice Experience Survey completed		

Appendix A:

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

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. 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 bio statistical 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 Disaster Management 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. Understand 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. Understand the basic sciences deemed most relevant for the study of environmental and occupational health.
3. Be able to collect, analyze and interpret environmental and occupational data.
4. Demonstrate the ability to implement an occupational or environmental health investigation or project and clearly report on the result.
5. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.

6. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.
7. Specify current environmental risk assessment methods.
8. Describe relevant factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
9. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.
10. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
11. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.

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.
8. Be sensitive to social, cultural and ethnic differences that may influence the conduct and execution of epidemiologic studies.
9. Possess knowledge of the development of epidemiology and the historical contributions of the discipline to public health.

Gerontology Competencies

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

1. Apply the basic terminology and definitions of gerontology in oral presentations and written reports.
2. Appraise public health problems in terms of magnitude, person, time, and place.
3. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
4. Describe the cultural, social, and behavioral determinants of aging.
5. Utilizes appropriate methods for interacting sensitively, effectively, and professionally
6. with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences
7. Assess evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.
8. Explain how professional ethics and practices relate to equity and accountability in diverse community settings.

Health Policy and Management Core Competencies

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

Health Policy

1. Analyze the policy process for improving the health status of populations.
2. Critically assess current policies and design “systems thinking” approaches to address the health status of populations.
3. Design communication strategies, using appropriate channels and technologies, to address health policy issues.
4. Demonstrate and foster leadership skills for building partnerships.

5. Analyze the impact of global trends and interdependencies on public health related problems and systems.
6. Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, and other moral theories) to issues of public health practice and policy.
7. Analyze how professional ethics and practices relate to equity and accountability in diverse community settings.
8. Critically assess the legal and ethical bases for public health and health services.
9. Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.

Health Management

1. Critically assess organizations and design “systems thinking” approaches to address organizational opportunities and challenges.
 2. Design communication strategies, using appropriate channels and technologies, to address health management issues.
 3. Demonstrate and foster leadership skills for building partnerships.
 4. Analyze and evaluate the main components and issues of the organization, financing and delivery of health services and public health systems in the US.
 5. Critically assess the legal and ethical bases for public health and health services.
 6. Construct and evaluate models of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
1. Critically assess and design programs for strategic planning and marketing in public health.
 2. Analyze and evaluate quality and performance improvement initiatives at the system, organization and provider levels.
 3. Design quality and performance improvement programs that employ “systems thinking”.

Health Promotion and Behavior Core Competencies

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

Competency Area: Theory

1. Use theory of behavior and social change to inform the planning and evaluation of health interventions

Competency Area: Health Behavior Promotion Programs

2. Apply evidence-based approaches to identify effective individual, community, and policy level health promotion programs
3. Design and implement effective individual, community, and policy level health promotion programs

Competency Area: Methodological and Analytic Skills

4. Assess the health needs of a community
5. Utilize appropriate research design, data collection strategies, quantitative and qualitative methods to evaluate health promotion programs

Competency Area: Cultural Competency

6. Describe the cultural, social, and behavioral determinants of health and health disparities
7. Develop and adapt approaches to health promotion issues that take into account cultural differences

Competency Area: Leadership

8. Identify strategies for developing partnerships, community organizing, and coalition building to address health promotion issues
9. Integrate ethical considerations and values in all aspects of public health practice.



UNIVERSITY OF
GEORGIA
College of Public Health

Master of Public Health
Student Manual
for the
Capstone Project
2019

Table of Contents

MPH INTEGRATIVE EXPERIENCE	2
PBHL 7800	2
STATEMENT OF GOALS.....	2
ACADEMIC INTEGRITY AND HONESTY	3
PROJECT OPTIONS.....	3
OPTION A – CAPSTONE PAPER.....	3
OPTION B – PUBLISHABLE ARTICLE.....	4
PROCESS FOR SUCCESSFUL COMPLETION	5
PBHL 7800 GRADING	8
INCOMPLETE (I) GRADE	9
E-POSTER REQUIREMENTS	9
SECTION XII: HUMAN SUBJECTS IN STUDENT CLASS PROJECTS	13
APPENDIX 1 – MPH CORE COMPETENCIES	1
APPENDIX 2–CAPSTONE REGISTRATION FORM	3
APPENDIX 3 – CAPSTONE RUBRIC	7
APPENDIX 4 – CAPSTONE SIGNATURE PAGE.....	10
APPENDIX 5 - DIRECTORY	11
APPENDIX 6 - CAPSTONE TITLES FROM PAST SUBMISSIONS.....	12
APPENDIX 7 - FACULTY ROLES AND RESPONSIBILITIES.....	13

MPH Integrative Experience PBHL 7800

Statement of Goals

The Integrative Experience must be completed in the last semester of the MPH program, as it is a comprehensive documentation of the student's command of the MPH Core Competencies (see Appendix 1). The Integrative experience is more commonly called the **Capstone Project** because it is the Graduate School's Non-thesis equivalent of the mastery of a student's academic discipline. The academic course in which the student must be enrolled is titled PBHL 7800 and the student cannot enroll for more than ONE semester or more than 3 academic credits.

The Capstone Project should be consistent with a student's academic interests and professional aspirations. Selection of a defined problem to address, research question in which to address the problem, and identification of specific MPH core competencies in which to focus, should all be determined by the key areas of interest in public health, topics that the student can document confidently and in detail, as well as areas of career interest. The final document for the Capstone Project is expected to exemplify the rigor and quality of a publishable manuscript or technical paper for professional publication.

Meeting all deadlines is crucial to the successful completion of the Capstone Project. The deadlines include successful submission of a proposal the semester prior to enrolling in the capstone course, successful submission of all drafts of the document and poster during the capstone semester, and perhaps most importantly, the submission of the final document and poster to the Primary Reader, department, and MPH Graduate Coordinator, as well as attendance to the MPH e-Poster session at the completion of the semester. The final written product must be acceptably formatted, professional, comprehensive, and must be an exhibition of the student's comprehension of the MPH Core Competencies. The entire process must also be completed alongside a capstone advisor (called a primary reader).

All Capstone proposal 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 7800 course. 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 Program Coordinator has updated email contact and that the student be sure to stay abreast of all email communication from the CPH Academic Affairs office. The student must also be aware of any departmental requirements or deadlines and must speak with an advisor regarding policies for the Capstone Project. Any Capstone Manuals published by individual departments will be distributed to students by their departments. In the case that a student's department does not publish a unique manual, adherence to the requirements documented in this manual is required.

Academic Integrity and Honesty

Students cannot work in pairs or groups for any portion of their Integrative experience, nor are students to borrow any content provided to them as examples of exemplary work by past students. Students must be careful in citing all non-original work appropriately and should read [UGA's Academic Honesty Policy](#) prior to beginning their Integrative experience.

Project Options

To complete the written document, students can choose one of two options: A) capstone paper or B) publishable article. Any other formats must be detailed and approved by the student's Primary Reader. Samples of prior submissions by concentration can be found on the CPH website ([Click Here](#)).

Option A – Capstone Paper

Students can choose to write a professional report that integrates different aspects of the MPH core and area of specialization courses with the evaluation of a public health problem or issue. The report must be a minimum of 15 pages, although the approved number can vary by department or topic, and can take on any acceptable form that is approved by the Primary Reader, including the following:

Original Project

Students may use a major project completed during field placement to serve as the foundation for the capstone paper. In this instance when the field placement experience is closely linked with the Integrative experience, it is essential that these assignments be planned and implemented to assure that the student applies skills from across the curriculum and demonstrates synthesis and integration of knowledge that does not overlap in scope, but is cumulative. To assure that the Capstone Project is unique and requirements will be met, the student MUST be sure to discuss this synthesis during the proposal phase. Additionally, the content in the deliverables and evaluation of the field placement experience are to be entirely separate from that of the Capstone Project.

Literature Review

The Capstone Project would be an analysis of an important public health problem through a survey of current literature on the topic. The project would include sections that clearly describe the problem, assess the problem and its magnitude, evaluate its causes and determinants, interpret the data presented, and discuss prevention and intervention strategies.

Program Evaluation

The Capstone Project would involve the evaluation/monitoring of an existing public health program, such as process evaluation, monitoring of outputs and outcomes, impact assessment,

and/or cost analysis. A program evaluation must incorporate primary or secondary data that is appropriately analyzed and interpreted.

Policy Analysis

The Capstone Project would involve analysis of the public health implications of a current or proposed policy. The project must include background analysis, including the epidemiologic evidence that outlines the scope of the problem. The body could include perspectives on economics and financing, need and demand, politics/ethics/law, or quality/effectiveness.

Research Report

The Capstone Project could involve the collection, analysis, and/or interpretation of data to address a public health problem. The project could include sections on the research question, study design, data collection procedures, data analysis, interpretation, and significance of findings.

In general, most capstone papers will follow the outline described in Appendix 3. However, the final outline will be determined by the Primary Reader and the student, per departmental guidelines. **It is crucial that the MPH Core Competencies that the student will be addressing are clearly outlined.**

Option B – Publishable Article

If the student is permitted to be first author, and it has been or is ready to be submitted to a scholarly journal, s/he may elect to submit a journal article as the Capstone Project. The Journal must be identified with all formatting specifications intended to meet their requirements. Additionally, the content of the article, whether it is research or practice, 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 journal article, 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.

The final document 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 publishable quality manuscript by two faculty members (a primary and a secondary reviewer).

Note: Some faculty members recommend that students who write an article 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 primary reader and details of expectations of student responsibilities including edits, resubmissions, and timelines should be clearly outlined.

Process for Successful Completion

All students must complete the Capstone Project in one semester (PBHL 7800 for 3 credit hours) and must obtain a final grade no lower than a B- from the assigned capstone reader. The process includes successful completion of a capstone proposal, submission of rough and final drafts, and an e-Poster presentation (to be more thoroughly discussed in the proceeding section):

Capstone Project Proposal

An approved [Capstone Project Proposal Form](#) to 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 MPH Core Competencies, and description of deliverable(s). See Appendix 1 for sample proposal.

The semester BEFORE the student is to register for the Capstone Project (PBHL 7800), he or she must first prepare a project proposal that is to be reviewed and approved by the student's Primary Reader. Depending on the department, the Primary Reader is either assigned by the faculty, OR the student must approach a faculty member within his or her department, based on interest and topic. 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 must also be selected and must participate in all reviews, approvals, and signatures throughout the Integrative experience.

The first draft of the Capstone Project Proposal is due to the Primary Reader no later than four weeks prior to the end of each semester ([click for UGA Academic Calendar](#)) and the final draft is due the week before classes end. Again, the fillable [Capstone Project Proposal Form](#) can be found on the CPH website.

All readers and Graduate Coordinators must approve the Capstone Proposal by signing the Capstone Project Proposal Form. In the case that a student feels that modification of the proposal is necessary, the student must communicate first with the Primary Reader, obtain approval to modify, and then submit a signed revised Capstone Proposal Form to the MPH

Program Coordinator as well as the Department's Graduate Coordinator. The Primary Reader must carefully consider the timeline for completion from the time of proposed revision before approving any changes to the proposal.

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

Exhibited Understanding of Competencies

A comprehensive paper documenting the student's capstone experience and his/her understanding of the FIVE 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. 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 Capstone Project be planned and implemented to assure that the student applies skills from across the curriculum and demonstrates synthesis and integration of knowledge.

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

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

To exhibit comprehension and mastery of the core areas of public health, the student and Primary Reader will base the rubric around the MPH core competencies. The team will identify learning objectives to analyze the problem, the solution, and the relevance of the problem to the public health agenda of improving population level health.

Document Submission Procedures

Communication regarding deadlines and policies are sent to students via the MPH student listserv and email ONLY. See Appendices 3 and 4 for samples of rubric and signature page.

The student will submit a preliminary version of the paper no later than 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 document, based on advisor's recommendations, and submitting the FINAL document for approval several days prior to the scheduled e-Poster session (typically held on reading day each semester or the final day of classes in Summer terms). The full recommended

timeline is available on the first page of the capstone proposal. The recommended dates are also sent via email at the beginning of the semester.

Students must be sure to include the typed signature page in the final submission of the capstone document to the Primary Reader for grade and final signatures. This signature page MUST be delivered (email is acceptable) PRIOR to the scheduled e-Poster session

Along with submitting copies of the final report and e-poster to the Primary Reader, students must also submit an electronic copy to the MPH Program Coordinator via google drive, which will be available for student access 2 weeks prior to the e-Poster 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

PBHL 7800 Grading

The student must earn a grade of B- or above in the capstone course. If the student fails to successfully complete any portion of the Capstone Project requirements (i.e. proposal, document submission, final draft, or poster presentation), the student will receive a grade of incomplete.

To approve the final project, readers must grade all components using the rubric that was established at the proposal stage. The final grade will be based on UGA's plus/minus A-F scale. Because of the scaled grading, students and readers are encouraged to establish clear and concise grading parameters at the beginning of the semester to ensure the student is familiar and comfortable with all expectations.

It is important that students adhere to draft submission deadlines to give the reader sufficient time to review and provide adequate feedback. The student should expect no less than TEN business days' turnaround from the Primary Reader, at which point the student has a final period of no less than FIVE business days' to return the final version with all editing recommendations addressed to the reader's satisfaction. Students may be required to resubmit additional drafts before submitting the final document and should discuss these deadlines with the Primary Reader. It is not, however, recommended that students submit final drafts any less than THREE business days before the poster session.

It is not acceptable for either student or reader(s) 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 program coordinator, at the beginning of the semester.

When the final draft is submitted to the reader(s), the student will also send a signature page to and solicit the signatures from the reader(s). The student will then submit the final electronic reports, with signature page, to the assigned Google Drive no later than THREE days prior to the published e-Poster session date.

In the event that a student receives a grade below B- on PBHL 7800, the student must enroll for a GRSC course in the subsequent semester and fulfill all required elements of the Capstone Project. The student is not permitted to resubmit the same documents used during the previous semester, and must complete a REVISED or entirely different Capstone Project.

Incomplete (I) Grade

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 7800 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 Primary Reader. 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 primary reader.

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](#)).

e-Poster Requirements

During the semester in which the student is registered for PBHL7800, it is **mandatory** that the student present an electronic poster (e-Poster) of the Capstone Project during the designated presentation day towards the end of the semester. Generally, this presentation day occurs during the university's published reading day (last day of class in summer terms). The student is encouraged to invite his/her advisor and all readers to the presentation. It is up to the student to create, print, and present the e-poster on this day, and the quality of the e-poster is included as a portion of the Capstone Project.

Any absences are considered an incomplete for the PBHL7800 course and the student will be required to fulfill the requirements in a subsequent semester.

e-Poster Presentations

An e-Poster utilizes a monitor and computer to display multimedia versions of a poster. It takes less space in the presentation space, and offers an opportunity to more effectively convey information that would not necessarily be possible with a traditional printed poster. Dynamic visual elements such as videos, slide shows, animated charts or graphs, scrolling text, or 3D rotation of a model can be used to enhance visualization to attract interest of attendees.

Beginning in 2017 the MPH Program launched its first successful e-Poster presentation with a group of nine summer graduates. Moving forward, all Capstone Poster Presentations will exclusively display e-Posters. The designated space will be equipped with tables and outlets for each student to have a personalized space to display the work and yield questions or discussions. Students will be required to electronically submit their e-Poster to the MPH Program Director 3 business days prior to the designated poster session. Students must also bring printed copies of their slides for patrons to collect. Slides can be printed 2-3 per page for handouts.

How and where will they be displayed at the poster session?

The presentations will take place in a designated space on HSC campus and each student will have a table equipped with a display monitor and access to their e-poster file available for display. Each student is expected to be present for the duration of the presentation schedule and should be prepared to have a brief oral presentation ready for visitors interested in hearing more about the presented work. Paper copies will be handed out to each guest by staff, but students should have a few copies available at their tables as well.

Students are expected to be present by your monitor and interact with attendees during the scheduled timeslot for presentations.

E-Posters will additionally be shown throughout the day in a continuous loop, on the day of presentations in all of the College's e-Bulletin Boards. e-Posters will also be posted on the college's web site. These e-Posters will be posted for future presenters to view as well.

e-Poster 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.

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.
- Due to the close proximity of your peers, there is **no audio allowed**
- It is important to send all of your multimedia files as well
- 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.

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 and notify the MPH program prior to the day’s presentation to ensure that the presentation is accessible for the IT to prepare for presentation.**

IMPORTANT: 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 of 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/poster-templates/> and
<https://publichealth.uga.edu/mpg-capstone/>
- 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>.

Section XII: 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 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

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

APPENDIX 2—CAPSTONE REGISTRATION FORM

CAPSTONE REGISTRATION FORM

Please click [HERE](#) for interactive PDF

To be submitted the semester PRIOR to PBHL 7800 enrollment. First draft is due Midterm date and final draft is due during the early registration period

First, Middle, and Last Name:

Email:

CAN (810):

Semester of Completion:

Department:

Draft Proposal Date:

Final Submission Date:

Name of Instructor/Primary Reader:

CPH required dates for Capstone Submission:

- 4 weeks before classes end, student submits first draft to reviewer;
- 1 week before classes end, reviewer returns final editing recommendations to student for final revisions;
- Last week of classes, student submits final version and Capstone signature page to reviewer for grading;
- Three days prior to e-Poster session, student must have poster, final e-copy of capstone and signed rubric and signature page ready to submit to the MPH Program Coordinator (Mumbi Okundaye). The rubric and signature pages indicate to the College that all requirements have been met and the student is cleared for graduation.
- Please note: a final electronic version must also be submitted to the reviewer upon completion of all revisions.

Each department may have deadlines that they set and communicate to students. These dates may precede those outlined above, but should not be later. It is the student's responsibility to ensure that no additional deadlines apply. If no additional requirements are communicated to the student by the reviewer, the student should comply with those outlined above.

If a student fails to meet Capstone 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.

Title of Capstone:

Overview of topic:

Identify the specific learning objectives for your Integrative experience that you plan on addressing throughout your document. These learning objectives should be directly related to the MPH Core competencies. You may begin by listing the competency and then briefly describing how you intend to address that competency via a learning objective

Describe the deliverables of your Integrative experience (what do you expect to produce?). You may use a detailed grading rubric or outline:

FACULTY APPROVAL

Primary Reader Signature:

Date:

Secondary Reader (if applicable)
Name:

Signature:

Date:

MPH Program Coordinator Signature:

Date:

**This form is to be submitted to the MPH Program Coordinator for course clearance. 105E Rhodes Hall, mumbi@uga.edu, 706.583.0059.*

APPENDIX 3 –RUBRIC (click for fillable PDF)

Student: _____ Email: _____ MyID: _____

Primary Reader: _____ Secondary Reader: _____

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

INSTRUCTIONS FOR STUDENTS:

Format: The capstone paper should be typed using double spacing (except references) and left margin justification. Page numbers must be added in bottom right. The final report should be a minimum 15 pages (excluding cover page, index page, graphs, figures, tables, and references), but the exact number is to be approved by the primary reader.

References. References should follow the APA style. Reference list should be typed using single spacing and in alphabetical order. Include only the references cited in your paper. Include at least 10 references, but the exact number is to be approved by the primary reader.

STANDARD	EVALUATION*	REVIEWER'S COMMENTS
<u>Introduction/Literature Review (25)</u> <ul style="list-style-type: none"> Background/rationale is clear and coherent Subject matter is well researched and documented Theoretical concepts are well defined and integrated Learning Objectives are well supported by current literature 	<input type="checkbox"/> Exceeds all criteria (25 pt max) <input type="checkbox"/> Meets all criteria (22 pt max) <input type="checkbox"/> Meets w/ minor exceptions (20 pt max) <input type="checkbox"/> Meets w/ major exceptions (18 pt max) <input type="checkbox"/> Does Not Meet Expectations (10 pt max) Total Points earned _____	

<p><u>Depth of Problem Analysis/Research Method (25)</u></p> <ul style="list-style-type: none"> • Presented clear, good analysis of the problem • Methods are clearly described • Analysis/Methods are aligned with learning Objectives • Variables, targets, measures are thoroughly discussed and align with expected outcomes • Implementation/Exploration is clearly discussed, along with expected outcomes • Explained concepts in own words • Interpretations were clearly based on the review of literature 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds all criteria (25 pt max) <input type="checkbox"/> Meets all criteria (22 pt max) <input type="checkbox"/> Meets w/ minor exceptions (20 pt max) <input type="checkbox"/> Meets w/ major exceptions (18 pt max) <input type="checkbox"/> Does Not Meet Expectations (10 pt max) <p>Total Points earned _____</p>	
<p><u>Discussion/Conclusion/Evaluation (25)</u></p> <ul style="list-style-type: none"> • Findings are correctly documented and summarized • Interpretation of findings is clearly discussed • Findings are clearly connected back to learning objectives • Short and long term implications are discussed adequately • Limitations are identified, suggestions for future research are documented 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds all criteria (25 pt max) <input type="checkbox"/> Meets all criteria (22 pt max) <input type="checkbox"/> Meets w/ minor exceptions (20 pt max) <input type="checkbox"/> Meets w/ major exceptions (18 pt max) <input type="checkbox"/> Does Not Meet Expectations (10 pt max) <p>Total Points earned _____</p>	
<p><u>References (5)</u></p> <ul style="list-style-type: none"> ▪ Included at least 10 references ▪ Included peer-reviewed, scientific references or referenced chapters from relevant books ▪ Used referencing style correctly 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds all criteria (5pts max) <input type="checkbox"/> Meets all criteria (4 pts max) <input type="checkbox"/> Meets w/ minor exceptions (3pts max) <input type="checkbox"/> Meets w/ major exceptions (2pts max) <input type="checkbox"/> Does Not Meet Expectations (1pt max) <p>Total Points earned _____</p>	

<p><u>Content Structure (5)</u></p> <ul style="list-style-type: none"> • The writing is focused and well-organized, with effective use of leading sentences, transitions between sentences, and word choices. • Errors in grammar, spelling, and punctuation are minimal, and they do not interfere with understanding. • Paper is clearly organized using titles and subtitles that match the index. • No errors or unsupported leaps in content 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds all criteria (5 pt max) <input type="checkbox"/> Meets all criteria (4 pt max) <input type="checkbox"/> Meets w/ minor exceptions (3 pt max) <input type="checkbox"/> Meets w/ major exceptions (2 pt max) <input type="checkbox"/> Does Not Meet Expectations (1 pt max) <p>Total Points earned _____</p>	
<p><u>Document Structure (all components are included) (5)</u></p> <ul style="list-style-type: none"> • Cover page • Index • Introduction: Described the problem and 3-5 learning objectives of the project • Analysis of the problem • Analysis of the solutions • Summary of Findings • Discussion of implications • Conclusion: Describe how learning objectives were addressed in this project • References 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds all criteria (5pt max) <input type="checkbox"/> Meets all criteria (4 pt max) <input type="checkbox"/> Meets w/ minor exceptions (3 pt max) <input type="checkbox"/> Meets w/ major exceptions (2 pt max) <input type="checkbox"/> Does Not Meet Expectations (1 pt max) <p>Total Points earned _____</p>	
<p><u>Poster / e-Poster Quality (10)</u></p> <ul style="list-style-type: none"> • Title and Sections of poster's content are listed • Appropriate information is included in each section • Information is consistent with capstone document • Graphs/tables/charts are labeled, and appropriately depict intended information • Overall quality of content is acceptable 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds all criteria (10 pt max) <input type="checkbox"/> Meets all criteria (8 pt max) <input type="checkbox"/> Meets w/ minor exceptions (7 pt max) <input type="checkbox"/> Meets w/ major exceptions (6 pt max) <input type="checkbox"/> Does Not Meet Expectations (4 pt max) <p>Total Points earned _____</p>	

* 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

SIGNATURE PAGE (click for fillable PDF)

Title of Project: _____

Name: _____

810 number: _____

Email Address: _____

Department: _____

Date (semester, year): _____

Final Grade: _____

I hereby certify that the student named above has successfully completed all capstone requirements.

Primary Reader Name

Primary Reader Signature

Secondary Reader Name (Optional)

Secondary Reader Signature

MPH Program Coordinator

**This form is to be submitted, along with an electronic copy of the final document, to the Graduate Program Coordinator, Mumbi Okundaye. Health Sciences Campus, Rhodes Hall Suite 105E, mumbi@uga.edu, 706-583-0059.*

APPENDIX 5 - Directory

The Capstone Project requires approvals and signatures of various administrators in the College of Public Health. Though the majority of communication will occur between the student's advisor and capstone reader, some approvals/signatures will be needed from additional faculty or staff. Please see below for detailed list of appropriate faculty/staff and their respective titles.

Full faculty directory can be found by clicking [HERE](#).

CPH Administration (final approvals, PBHL 7800 course clearance, signatures, and troubleshooting)		
CPH Graduate Coordinator	Mark G. Wilson	mwilson@uga.edu
MPH Program Coordinator	Mumbi Okundaye	mumbi@uga.edu
Departmental Graduate Coordinators (Departmental approval and signatures)		
Biostatistics	Stephen Rathbun	rathbun@uga.edu
Epidemiology	Andreas Handel	ahandel@uga.edu
Disaster Management	Curt Harris	cuharris@uga.edu
Environmental Health Science	Erin Lipp	elipp@uga.edu
Gerontology	Kerstin Gerst Emerson	emerson@uga.edu
Health Policy & Management	Stuart Feldman	sfeldman@uga.edu
Health Promotion & Behavior	Jessica Muilenburg	jlm@uga.edu
Department Heads (Departmental approval and signatures)		
Biostatistics/Epidemiology	José Cordero	jcordero@uga.edu
Disaster Management	Cham Dallas	cdallas@uga.edu
Environmental Health Science	Jia-Sheng Wang	jswang@uga.edu
Health Policy & Management	Stuart Feldman	sfeldman@uga.edu
Health Promotion & Behavior	Nathan Hansen	nhansen@uga.edu
Departmental Administrators (Primary contacts for faculty advisors/readers and administrators)		
Biostatistics/Epidemiology	Sara Ervin	scervin@uga.edu
Disaster Management	Curtis Harris	cuharris@uga.edu
Environmental Health Science	Kainien Morel	kcmorel@uga.edu
Gerontology	Josie Pough	jopough@geron.uga.edu
Health Policy & Management	Mumbi Anderson	mumbi@uga.edu
Health Promotion & Behavior	Allison Mixon	apmixon@uga.edu

APPENDIX 6 - Capstone samples from past submissions

[Vulnerability Index for Heat-Related Mortality in Georgia, U.S.](#)

Biostatistics

[Potential Contribution of Next Generation Sequencing \(NGS\) to Improving Food Safety and the Estimates of the Burden of Foodborne Diseases](#)

Environmental Health Sciences

[Health Status of Migrant Farm Workers in South Georgia](#)

Epidemiology

[Using System Dynamics to Model Regional Healthcare Evacuations During a Hurricane](#)

Disaster Management

[Diet Quality, Stress and Caregiver Burden Relationship in Long-Term Caregivers](#)

Gerontology

[The Use of Technology to Improve Quality and Reduce Costs for Hospitals in Georgia](#)

Health Policy and Management

[Hospice and Palliative Care: What are the Preferred Communication Channels for Older Adults Seeking Information about End-of-Life Decision Making in Atlanta, GA](#)

Health Promotion and Behavior

[Sample e-Poster Submissions](#)

*These are samples of student projects and not meant to be replicated in any way by current students completing the Capstone Project. Samples of E-Posters can be found [HERE](#).

APPENDIX 7- Faculty Advisor and Reader Roles and Responsibilities

Faculty Advisor

- Begin advising student on the capstone process and deadlines during the student's second year, preferably in the beginning of their second to last semester. For example, if a student is scheduled to graduate in Spring 2020, capstone advising will need to begin early Fall 2019.
- Assist the student in selecting a Primary Reader. This is based on the student's interests and experience. Thus, a conversation about the student's topics of interest is a good place to start.
- Facilitate an introduction of the student to the potential reader. If your department has a committee for this process, it makes the selection process of student to reader much less tedious for all. Another recommendation would be to recommend students attend research work groups for faculty they are interested in working with.
- Once the Primary Reader has been selected, it is then the student's responsibility to ensure that the process meets his/her academic needs.

Primary Reader

Please note that the student's primary reader must be a faculty member in the student's concentration. In the event that a student wishes for an outside member, a secondary reader in the student's concentration must be assigned and participate in all aspects of the Capstone Project.

- Once a faculty member has agreed to be Primary Reader, (s)he must work with the student to complete a proposal for a project that meets the requirements outlined in the capstone manual. A sample of the capstone proposal can be found in Appendix 2.
- The Primary Reader must ensure that the student's proposal adheres to the expectation that the student shall exhibit proficiency in ALL MPH Core Competencies. A document that does not address the significance of the student's topic to the Public Health agenda does not meet the CEPH requirements for a comprehensive and robust Capstone Project. The MPH Core Competencies can be found in Appendix 1, and should be consulted during the proposal's development.
- In addition to the capstone proposal, the student and Primary Reader should discuss the expected outline and grading rubric for the document. A sample rubric can be found in Appendix 3.

- The capstone proposal must have the approved signature of the Primary Reader and the student's department head. It is then sent via scan/email or mail to the MPH program coordinator who is responsible for clearing the student for the PBHL 7800 course.
- Throughout the semester, the Primary Reader and the student are expected to adhere to the established deadlines for submission of all deliverables, including document drafts, draft feedback, poster, and the final document and signature page. It is recommended that the Primary Reader and student establish these deadlines during the drafting of the student's capstone proposal. CPH deadlines are sent to primary reader and students at the beginning of the semester in which the student is completing the capstone.
- The capstone proposal outlines recommended submission dates that all Primary Readers and students are encouraged to follow. If the student and reader make alternative submission dates, it is the responsibility of the student to ensure that all CPH deadlines are met regardless of other deadlines.
- It is imperative that the student receive adequate and timely feedback for all drafts of the capstone document BEFORE the final weeks of the semester. Therefore, continued communication with students is expected of all Primary Readers.
- If a situation arises where the student is not able to complete the capstone on time, the student may work with the Primary Reader to determine whether an Incomplete (I) grade is possible. The process for fulfilling requirements for removal of I grades can be found in the capstone manual.
- The **final** Capstone Paper (with all recommended edits discussed and approved) and Poster are due to the Primary Reader no later than FIVE business days prior to the date for that semester's MPH student poster session. This should give the student and Primary Reader time to have all documents signed and submitted to the faculty, department, and College by the College's final submission deadline.