

Georgia State University School of Public Health

MPH Student Handbook 2014-2015

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About the MPH Graduate Student Handbook

The School of Public Health (SPH) faculty is committed to providing a supportive academic environment that promotes the growth and progress of students engaged in graduate studies. This handbook contains information that will be helpful to a student while enrolled in graduate degree programs in public health at Georgia State University (GSU).

The Graduate Student Handbook provides the most recent SPH policies and procedures; thus, this handbook supersedes any publication regarding policies and procedures related to graduate degrees in public health. It covers topics such as degree requirements, registration procedures, standards of academic performance and conduct, grievance procedures, guidelines for submitting theses and capstones, and graduate school and university policies and regulations. The Graduate Student Handbook is the authoritative document of the School of Public Health academic and conduct policies, and updated versions of the Graduate Student Handbook will be available on the website and in the Office of Academic Assistance. The handbook is revised each summer, with the new edition published in August each year, before the start of the fall semester.

Georgia State University Graduate Catalog

In addition to the graduate student policies contained in this handbook, students, faculty and administrators are subject to applicable university-wide policies. This handbook does not replace published university requirements and should be used in conjunction with the GSU Graduate Catalog: <http://enrollment.gsu.edu/catalogs/> to answer policy and procedural questions regarding your program of study. The faculty and administration encourages you to review the Georgia State University Graduate Catalog for the year in which you were admitted.

The School of Public Health reserves the right to change information contained within this handbook without prior notice.

Georgia State University, a unit of the University System of Georgia, is an equal opportunity institution and is an equal opportunity/affirmative action employer.

**Georgia State University School of Public Health
MPH Graduate Student Handbook 2014-2015**

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School of Public Health Quick Facts

Mission

Advancing health through leadership, scholarship, research and service to better the human condition and promote the common good

Established at Georgia State University	2002
Founding Dean	Michael P. Eriksen, Sc.D.
First MPH Students Admitted	Fall 2004
First Ph.D. Students Admitted	Fall 2011
J.D.-MPH Dual Degree Launched	Fall 2013
Accreditation	Fully Accredited by the Council on Education for Public Health
Affiliation	Association of Schools & Programs in Public Health (ASPPH)
Degrees & Programs	<ul style="list-style-type: none">▪ Doctor of Philosophy in Public Health▪ Master of Public Health with five concentration options in Biostatistics, Environmental Health, Epidemiology, Health Management & Policy and Health Promotion & Behavior▪ MPH-JD Dual Degree with the GSU College of Law▪ Graduate Certificate in Public Health▪ Co-curricular opportunities with Policy Studies
MPH Students Enrolled as of Fall 2014	Over 220 Graduate Students
Fulbright Students as of Fall 2014	15
U.S. Minorities	Close to 60%
Students born outside of the U.S.	Close to 10%
Faculty	39 Core Faculty Members
Student-Faculty Ratio	6 to 1
Alumni	Over 346 graduates as of Spring 2014

Administration & Staff

Michael P. Eriksen, Sc.D.
Dean

Rodney Lyn, Ph.D.
Associate Dean for Academic Affairs

John Lutzker, Ph.D.
Associate Dean for Faculty Development

Laura Salazar, Ph.D.
Associate Dean for Research

Ike Okosun, Ph.D.
Director, Division of Epidemiology & Biostatistics

Christine Stauber, Ph.D.
Director, Division of Environmental Health

Bruce Perry, M.D.
Director, Division of Health Management & Policy

Daniel Whitaker, Ph.D.
Director, Division of Health Promotion & Behavior

Shannon Self-Brown, Ph.D.
Director, Ph.D. Program

Office of Academic Assistance & Career Services

Maggie Tolan, Ed.D.
Director

Jessica Howell Pratt, MPH
Practicum & Career Planning Coordinator

Denise Gouveia Terry, M.Ed.
Administrative Specialist

Lynette Reid
Admissions Coordinator

Gina Maddox Sample, MPH
Graduate Advisor

Esther Singh
Administrative Assistant

Academic Divisions

The graduate programs in the School of Public Health (SPH) are comprised of four academic divisions. Each division is headed by a Division Director and supported administratively by the Associate Dean for Academic Affairs and the Ph.D. Program Director. Academic Divisions provide academic mentoring, course offerings and research opportunities for graduate students in SPH.

Division of Environmental Health

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About the School of Public Health

Mission

Advancing health through leadership, scholarship, research and service to better the human condition and promote the common good.

Evolution of the School

During the 2002-2003 academic year, the Institute of Public Health began offering the Graduate Certificate in Public Health to provide an introduction to public health concepts, methods and theory. In January 2004, the Board of Regents of the University System of Georgia approved the Master of Public Health (MPH) degree program, and the first MPH class enrolled in Fall 2004. In June 2007, the program received full five-year accreditation from the Council on Education for Public Health (CEPH). The School launched its Doctor of Philosophy in Public Health degree program in 2011 and enrolled its first cohort of Ph.D. students in Fall 2011.

The Institute of Public Health was reaccredited as a public health program in 2012 for a full seven year term through 2019. In June 2013, the Institute of Public Health was accepted as an applicant for school accreditation by CEPH and was renamed the School of Public Health in that same month. School accreditation is expected to be granted in 2016 through a school-wide self-study effort by faculty, staff, students, alumni and external supporters. During this period of transition, the School of Public Health still retains its program accreditation. Questions about the accreditation process can be directed to publichealth@gsu.edu.

With a focus on scholarship and research in urban health and health disparities, the School of Public Health supports the mission of Georgia State University “to achieve a front-rank position among the nation's premier state-supported universities located in an urban setting.” The school’s mission is strengthened by the objective of the University System of Georgia, through its Strategic Plan for Public Health Education, Research and Service, “to ensure that the System becomes one of the national leaders in public health education, research and service.”

Goals

The School of Public Health is guided by the following goals:

- Prepare students to use multi-disciplinary skills to address contemporary public health problems.
- Advance public health sciences and our understanding of the causes and prevention of disease.
- Promote service activities and initiatives by implementing community-based projects, educating professional and lay audiences, and collaborating with the public health workforce to advance health promotion and disease prevention.

Philosophy

Faculty in the School of Public Health embrace the philosophy of public health embodied in the preamble to the Constitution of the World Health Organization (WHO): *The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition.* The school's educational partnership between faculty and students is structured to provide a rigorous, supportive and principled academic foundation for the next generation of public health practitioners and leaders.

Accreditation

Fully accredited through 2019 by the Council on Education for Public Health (CEPH)

Research

The School of Public Health is a multi-disciplinary, degree granting and research-based school drawing upon the faculty of all Georgia State University colleges, dedicated to advancing the health of the public through training, research and community service. The School of Public Health achieves this mission by applying existing scholarship within GSU to priority public health problems, particularly those that are aimed at reducing health disparities in urban settings. Training and research programs focus on both building the science base that underlies public health practice, as well as applying effective interventions that have been demonstrated to improve the public health. Academic and training efforts emphasize the basic prevention sciences (e.g., emerging infectious diseases, immunology, virology, bioinformatics, genomics, and geographic sciences), as well as applied public health efforts (e.g., chronic disease prevention, health promotion, behavior change, program evaluation, health policy, public health ethics and law, health communications, community-based participatory research, and global health).

Centers & Research Initiatives

- Center for Excellence on Health Disparities Research (CoEx)
- Center for Healthy Development (CHD)
- Center for Leadership in Disability (CLD)
- Community Research Center (CRC)
- Georgia LEND Program (LEND)
- National SafeCare® Training & Research Center (NSTRC)
- Partnership for Urban Health Research (PUHR)
- Policy Leadership for Active Youth (PLAY)
- Prevent Child Abuse Georgia (PCA-GA)
- Tobacco Center of Regulatory Science (TCORS)
- University Center for Excellence in Developmental Disabilities (UCEDD)

Georgia State Campus Directory

School of Public Health, Office of Academic Assistance & Graduate Admissions

One Park Place | Suite 640 | P: (404) 413-1452 | F: (404) 413-1489 | publichealthadvising@gsu.edu

Auxiliary and Support Services: 200 University Center, (404) 413-9500

Campus Bookstore: 3rd floor, University Center, (404) 413-9700

Disability Services, Office of: Student Center, Suite 230, (404) 413-1560

Financial Aid (The Enrollment Services Center): 227/228 Sparks Hall, (404) 413-2600

Graduation Office: 75 Piedmont Ave., Suite 1190, (404) 413-2248

Housing Office: 75 Piedmont Avenue, Suite 110, (404) 413-1800

Human Resources: One Park Place, Suite 344, (404) 413-3270

Immunization Office & Health Clinic: 141 Piedmont Ave, Suite D, (404) 413-1930

International Student and Scholar Services: 252 Sparks Hall, (404) 413-2070

Parking & MARTA Information, Auxiliary Services: 200 University Center Building, (404) 413-9500

Recreational Services: Student Recreation Center, Suite 200 or 101 Piedmont Avenue, SE (404) 413-1750

Registrar's Office: 227/228 Sparks Hall or 292 Kell Hall, (404) 413-2600, onestopshop@gsu.edu

Residency Auditor, Office of the Registrar: 227 Sparks Hall, admissions@gsu.edu

Student Accounts: 227/228 Sparks Hall, (404) 413-2600

Student Organizations, Office of the Dean of Students: 300 Student Center, (404) 413-1515

Ticket Office: 125 Decatur St., Suite 106, (866)-GA-State or (404) 413-4020, tickets@gsu.edu

University Career Services: 260 University Center, (404) 413-1820

Veterans Office/The Military Outreach, Office of the Registrar: 234 Sparks Hall, (404) 413-2331, vetstudentservices@gsu.edu

Welcome Center, 100 Auburn Avenue, NE, 1st Floor, (404) 413-2063

Campus Map: <http://map.gsu.edu/>

Official University Business Hours: Monday-Friday, 8:30 AM – 5:15 PM

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Degree Requirements

Master of Public Health (MPH) Degree Requirements: 42 credit hours

The MPH program requires a minimum of 42 credit hours of study at the master's level beyond the bachelor's degree. All MPH students must also select a public health concentration.

- Public Health Core Courses: 16 credit hours
- Concentration Courses: 18 credit hours
- Public Health Research Methods: 3 credit hours
- Public Health Practicum: 2 credit hours (includes 240 field hours at an approved practicum site)
- Thesis or Capstone Project: 3 credit hours

Master of Public Health Curriculum

Courses Required by All MPH Students

MPH Core Requirements - 16 credit hours

- PH7011 Epidemiology for Public Health (3)
- PH7017 Biostatistics for Public Health (4)
- PH7140 Social and Behavioral Dimensions of Public Health (3)
- PH7150 Environmental Health (3)
- PH7160 Introduction to the Healthcare System (3)

Additional MPH Required Courses - 8 credit hours

- PH7019 Public Health Research Methods (3)
- PH7960 Public Health Practicum (2)
- PH7990 Public Health Thesis or PH7991 Public Health Capstone (3)

MPH Concentration (Required & Elective) Courses – 18 credit hours

- Students must select one (1) of the following five (5) concentrations:
 - Biostatistics
 - Environmental Health
 - Epidemiology
 - Health Management & Policy
 - Health Promotion & Behavior

Total MPH Requirements – 42 credit hours

MPH Competencies

MPH Core Competencies

BIOS	1. Formulate pertinent research questions and hypotheses in public health in statistical terms.
	2. Use statistical software, perform appropriate statistical analyses based on the research questions, research design, and appropriateness or tenability of statistical assumptions.
	3. Interpret and communicate, via oral and written form to professional and lay audiences, the results of statistical analyses.
EPI	4. Calculate and interpret common epidemiologic measures to draw appropriate inferences.
	5. Critically evaluate strengths and weaknesses of epidemiologic methods.
	6. Communicate epidemiologic concepts in both technical and lay language by explaining trends and patterns of health-related events and the importance of epidemiology in health policy, disease prevention, and health promotion.
EH	7. Describe major environmental and occupational contaminants including biological, chemical and physical agents and discuss effects of exposure to these contaminants on human health.
	8. Identify important susceptible human sub-populations with respect to environmental exposures and the sources of variability.
	9. Analyze approaches to assessing, preventing and controlling environmental hazards that pose risks to human health.
HMP	10. Identify and critically discuss the organization and financing of the health services and public health systems in the United States, with emphasis on the consequences for vulnerable populations.
	11. Apply evidence-based principles to critically evaluate current policies and practices in healthcare delivery and in public health systems including present and future healthcare reform proposals to address the quality, accessibility and cost of our health systems.
HPB	12. Describe how social and behavioral risk factors contribute to individual and public health outcomes.
	13. Develop and evaluate social and behavior interventions, especially through community participatory research in diverse communities.
	14. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.

MPH Core Courses and Core Competencies Alignment

MPH Core Courses (15 hours)		MPH Core Competencies													
		Biostatistics			Epidemiology			Environmental Health			Health Management & Policy		Health Promotion & Behavior		
Course #	Course Title	1	2	3	4	5	6	7	8	9	10	11	12	13	14
PH 7011	Epidemiology for Public Health				X	X	X								
PH 7017	Biostatistics for Public Health	X	X	X											
PH 7140	Social and Behavioral Dimensions of Public Health												X	X	X
PH 7150	Environmental Health							X	X	X					
PH 7160	Introduction to the Healthcare System										X	X	X		

Note on elective courses: All elective courses within the EPI Concentration should be explicitly aligned with at least 2 concentration-specific competencies (from the list above).

MPH Concentration Requirements & Core Competencies

Students in the Master of Public Health (MPH) program must select one of the five concentrations offered in the MPH program and complete eighteen (18) hours of required and elective coursework in that concentration. Any requests for course substitutions or other curriculum exceptions must be requested through a petition process handled by the Graduate Advisor in the Office of Academic Assistance & Career Services. Prior to degree completion, students may take additional electives to expand their knowledge base or enhance special skills.

Biostatistics (BIOS) Concentration – 18 credit hours

The Biostatistics concentration emphasizes the development and application of statistical reasoning and methods in addressing, analyzing and solving problems in public health, healthcare, biomedical, clinical and population-based research. Students completing an MPH with a concentration in Biostatistics apply core and intermediate level statistical methods to public health endeavors within the context of government and private health agencies, industry, and research institutions.

Required BIOS Courses (15 credit hours)

- PH7028 Topics of Inference in Biostatistics
- PH7029 Categorical Data Analysis
- PH8027 Biostatistics II
- PH8170 Applied Correlation and Regression

Select one (1) of the following two courses or another pre-approved graduate-level data analysis course:

- PH7525 Intro to Data Analysis & Statistical Packages (3) **OR** STAT8678 SAS Programming (3)

Elective BIOS Courses (3 credit hours)

One additional three (3) credit hour course focused on quantitative methods should be chosen in consultation with the student's advisor. There are a number of departments at the university that offer quantitative methods courses including but not limited to Math/Statistics, Decision Sciences, Marketing, Sociology, Policy Studies, and Education.

Biostatistics - SPH MPH Concentration Competencies and Course Alignment

Biostatistics - SPH MPH Concentration Competencies and Course Alignment

1. Apply basic probability theory and statistical methods to public health.
2. Identify vital statistics and other key data sources, and apply descriptive techniques commonly used to summarize data.
3. Formulate pertinent research questions and hypothesis in statistical terms.
4. Design observational and experimental studies to address public health problems.
5. Develop an efficient design for collecting, recording, and storing data collected in the conduct of public health research.
6. Apply appropriate statistical estimation technique to answer scientific questions using regression methods.
7. Perform statistical analyses including correlation, simple linear regression, multivariable linear regression, logistic regression and analysis of variance.
8. Utilize a software package for data management, statistical analysis and data presentation.
9. Evaluate strengths and limitations of statistical methods.
10. Interpret results of statistical analyses and use these results to make relevant inferences.

		Competencies									
Required Biostatistics Courses (12 hours)											
Course #	Course Title	1	2	3	4	5	6	7	8	9	10
PH7028	Topic of Inference in Biostatistics	X		X	X				X	X	X
PH7029	Categorical Data Analysis	X	X	X	X	X		X	X	X	X
PH8027	Biostatistics II	X		X		X		X	X	X	X
PH8170	Applied Correlation & Regression	X	X	X	X	X	X	X	X		X
PH7525	Introduction to Statistical Packages							X	X		X

Note on elective courses: All elective courses within the Biostatistics concentration should be explicitly aligned with at least 2 concentration-specific competencies (from the list above).

Environmental Health (EH) Concentration – 18 credit hours

The concentration in Environmental Health will prepare students for research and practice in the field of environmental health sciences, which is the understanding of environmental factors, including biological, physical and chemical factors that affect the health of a community. This concentration will provide students with knowledge in the core Environmental Health disciplines of exposure assessment, toxicology, risk assessment, air pollution, and water pollution. In addition to these core knowledge areas, additional areas of specialization include food safety, occupational health, infectious diseases, environmental epidemiology, and urban health.

Required EH Courses (9 credit hours)

- PH7293 Environmental Health Toxicology (3)
- PH7294 Exposure Assessment (3)
- PH7345 Introduction to Risk Assessment (3)

Elective EH Courses (9 credit hours)

Select 9 credit hours from the following list of elective courses.

- PH7155 Air Quality and the Environment (3)
- PH7280 Infectious Disease Epidemiology (3)
- PH7297 Global Water, Sanitation and Hygiene (3)
- PH7299 Sampling of the Environment (3) [lab course]
- PH7300 Urban Health (3)
- PH7325 Urban Health Seminar (1)
- PH7335 Environmental Health Policy and Practice (3)
- PH7340 Built Environment and Health (3)
- PH7540 Introduction to Public Health Laboratories (3)

Environmental Health - SPH MPH Concentration Competencies and Course Alignment

1. Describe the major environmental and occupational contaminants and implications of exposure for human health.
2. Demonstrate the basic implications of regulations, laws, standards, and various types of policy on protecting environmental health.
3. Identify and describe important susceptible human sub-populations with respect to environmental exposures and the sources of variability.
4. Describe approaches to risk assessment for a wide variety of environmental contaminants
5. Identify and analyze approaches to assessing, preventing and controlling environmental hazards that pose risks to human health.
6. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.
7. Demonstrate transparency, integrity, and honesty in all actions.
8. Articulate how biological, chemical and physical agents affect human health.
9. Apply biological principles to development and implementation of disease prevention, control, or management programs.

		Competencies								
Required Environmental Health Courses (9 hours)										
Course #	Course Title	1	2	3	4	5	6	7	8	9
PH7294	Exposure Assessment	X		X	X	X			X	X
PH7296	Toxicology	X	X	X		X	X		X	X
PH7345	Intro to Risk Assessment	X	X	X		X	X	X	X	X

Note on elective courses: All elective courses within the EH Concentration should be explicitly aligned with at least 2 concentration-specific competencies (from the list above).

Epidemiology (EPI) Concentration – 18 credit hours

Epidemiology is concerned with the distributions and determinants of disease, disabilities and death in human populations, the characteristics and dynamics of human populations, and the natural history of disease and the biologic basis of health. The concentration in Epidemiology will prepare MPH students for work in the field by furnishing a solid base in epidemiologic methods, including multivariable methods, time-dependent analysis, and an introduction to Bayesian approaches. This concentration will afford students choice in the in-depth treatment of substantive issues such as cancer, cardiovascular diseases, general infectious diseases, STDs and HIV. Students will also have the opportunity to focus on prevention methods and will become knowledgeable in the use of analytic tools such as SPSS, SAS, and STATA.

Required EPI Courses (12 credit hours)

- PH7021 Epidemiologic Methods (3)
- PH7031 Epidemiologic Methods II (3)

Select one (1) course from the following three courses:

- PH7041 Epidemiologic Methods III (3) *or*
- PH7525 Introduction to Data Analysis and Statistical Packages (3)
- PH8097 Biostatistics II (3)

Select one (1) course from the following two courses:

- PH7290 Case Studies in Epidemiology (3) *or*
- PH 7355 Prevention Methods (3)

Elective EPI Courses (6 credit hours)

Select 2 courses (6) credit hours from the following list of elective courses.

- PH 7014 Epidemiology of HIV/STD (3)
- PH 7035 Topics in Public Health & Reproductive Health (3)
- PH7265 Epidemiology and the Prevention of Violence (3)
- PH7275 Chronic Disease Epidemiology (3)
- PH7280 Infectious Disease Epidemiology (3)
- PH7285 Social Determinants of Public Health (3)
- PH7365 Epidemiology of Young Adult & Adolescent Risk Behaviors (3)

Epidemiology - SPH MPH Concentration Competencies and Course Alignment

1. Identify and discuss risk factors and their relationship to health outcomes.
2. Demonstrate proficiency in advanced epidemiologic methods.
3. Assess, synthesize and critically evaluate epidemiologic literature for strengths and weaknesses.
4. Identify key sources of data for epidemiologic purposes their strengths and limitations.
5. Demonstrate proficiency in data analysis and appropriate interpretation of results.
6. Calculate advanced epidemiology measures.
7. Design, analyze, and evaluate an epidemiologic study.
8. Design and evaluate interventions to reduce prevalence of major public health problems.
9. Identify and discuss ethical dilemmas in epidemiologic research.
10. Explain policy implications of epidemiologic research findings.

		Competencies									
Course #	Course Title	1	2	3	4	5	6	7	8	9	10
Required Epidemiology Courses (18 hours)											
PH7021	Epidemiologic Method I		X	X	X			X	X	X	
PH7031	Epidemiologic Method II		X	X	X			X	X	X	
PH7041	Epidemiologic Method III		X	X	X			X	X	X	
PH7290	Case Study in Epidemiology	X			X	X	X				X
PH7355	Prevention Methods	X	X	X	X	X					X

Health Management & Policy (HMP) Concentration – 18 credit hours

Health Management and Policy is concerned with the administration and management of U.S.-based public, not-for-profit, and community-based health care organizations, formulating and implementing health care policy, analyzing the distribution of and access to health care services, financing and reimbursement of health care services, and evaluating quality and outcomes of health care services and programs. The Health Management and Policy concentration draws upon a variety of disciplines, including health administration, health policy, public administration, business, public health law, health ethics, and economics.

Required HMP Courses (9 credit hours)

- PH7130 Leadership & Public Health (3)
- PH7170 Public Health Policy (3)
- PH7250 Healthcare Financing (3)

Select 2 courses (6 credit hours) from the following list of courses.

- PH7012 Health Program Planning Implementation & Evaluation (3)
- PH7300 Urban Health (3)
- PH7340 Built Environment and Health (3)
- PH7521 Evaluation Research (3)
- PH7535 Intervention/Implementation Research (3)
- PH7600 Global Health (3)

Elective HMP Courses (3 credit hours)

Select three (3) credit hours from the following list of elective courses or from any of the unused required HMP courses.

- PH7013 Health Care Quality (3)
- PH7018 Advanced Analytics (3)
- PH7030 Disparities in Sexual Health (3)
- PH7325 Urban Health Seminar (1)
- PH7522 Qualitative Research (3)
- PH7525 Introduction to Data Analysis & Statistical Packages (3)
- PH7555 Disability & Public Health (3)
- PH7565 Disability Policy (3)
- HA8190 Health Policy and Ethics (3)
- HA8250 Health Economics and Financing (3)
- HA8700 Health Services Research & Evaluation Methods (3)
- SNHP8000 Trends Affecting Health Policies, Practices, Laws (3)
- LAW7244 Public Health Law (3)
- PMAP8010 Social Policy (3)
- PMAP8431 Leadership and Organizational Behavior (3)
- PMAP8531 Policy Analysis (3)
- SOC7110 Aging Policy and Services (3)

Health Management & Policy - SPH MPH Concentration Competencies and Course Alignment

1. Describe the legal and ethical bases for public health and health services.
2. Explain methods of ensuring community health safety and preparedness.
3. Apply principles of strategic planning and marketing to public health.
4. Demonstrate leadership skills for building partnerships.
5. Apply commonly used frameworks for policy analysis to prominent, contemporary public health issues.
6. Utilize theories of policymaking to develop policy proposals that address public health challenges.
7. Describe the attributes of leadership in public health.
8. Describe alternative strategies for collaboration and partnership among organizations, focused on public health goals.
9. Articulate an achievable mission, set of core values, and vision.
10. Demonstrate team building, negotiation, and conflict management skills.
11. Demonstrate transparency, integrity, and honesty in all actions.

Course #	Course Title	Competencies										
		1	2	3	4	5	6	7	8	9	10	11
Required HMP Courses (9 hours)												
PH7130	Leadership & Public Health	X	X	X	X			X	X	X	X	X
PH7170	Public Health Policy					X	X					X
PH7250	Health Care Finance					X	X	X				X

Note on elective courses: All elective courses within the HMP concentration should be explicitly aligned with at least 2 concentration-specific competencies (from the list above).

Health Promotion & Behavior (HPB) Concentration – 18 credit hours

The concentration in Health Promotion & Behavior focuses on the practice of selecting, applying and monitoring appropriate behavioral, social and political change strategies to enhance the health of populations. Health promotion and disease prevention are key concepts in public health and provide the foundation for community participation as well as health behavior change. The Health Promotion and Behavior concentration draws from a variety of disciplines, including psychology, sociology, anthropology, communications, and ethics.

Required HPB Courses (15 credit hours)

- PH7016 Introduction to Health Promotion (3)
- PH7022 Health Behavior Theory for Public Health (3)
- PH7023 Applied Quantitative Research Methods for Health Promotion (3)
- PH7521 Evaluation Research (3)
- PH7522 Qualitative Research (3)

Elective HPB Courses (3 credit hours)

Select 1 course (3 credit hours) from the following list of courses:

- PH7014 Introduction to HIV/STD in Public Health (3)
- PH7020 Principles of Tobacco Control (3)
- PH7025 Health Disparities (3)
- PH7265 Epidemiology & the Prevention of Violence (3)
- PH7275 Chronic Disease Epidemiology (3)
- PH7285 Social Determinants of Public Health (3)
- PH7300 Urban Health (3)
- PH7340 Built Environment & Health (3)
- PH7535 Intervention/Implementation Research (3)
- PH7555 Disability & Public Health (3)
- PH7600 Global Health (3)

Health Promotion & Behavior - SPH MPH Concentration Competencies and Course Alignment

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
2. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
3. Apply theory and strategy-based communication principles across different settings and audiences.
4. Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.
5. Describe the tasks necessary to assure that program implementation occurs as intended.
6. Explain how the findings of a program evaluation can be used.
7. Explain the contribution of logic models in program development, implementation, and evaluation.
8. Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program.
9. Differentiate the purposes of formative, process, and outcome evaluation.
10. Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses, and emphases on reliability and validity.
11. In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs.
12. Assess evaluation reports in relation to their quality, utility, and impact on public health.

Course #	Course Title	Competencies											
		1	2	3	4	5	6	7	8	9	10	11	12
Required HPB Courses (15 hours)													
PH7016	Introduction to Health Promotion	X	X	X	X	X	X		X	X		X	
PH7022	Health Behavior Theory for Public Health	X	X	X									
PH7521	Evaluation Research		X			X	X	X	X	X			X
PH7522	Qualitative Research	X	X				X		X	X	X	X	X
PH7023	Applied Quantitative Research Methods for Health Promotion	X	X		X						X		

Note on elective courses: All elective courses within the HPB Concentration should be explicitly aligned with at least 2 concentration-specific competencies (from the list above).

JD-MPH Dual Degree Requirements – 105 Credit Hours

Public health law is a broad, interdisciplinary field that encompasses laws and policies that have the potential to impact the public's health. Applicants to the dual degree in law and public health must apply for admission separately to the School of Public Health (SPH) and the College of Law (COL).

As part of the dual degree, students must complete a minimum of 27 credit hours of study at the master's level beyond the bachelor's degree with a declared concentration in Health Management & Policy (HMP), and the JD program requires a minimum of 78 hours. Successful candidates will earn a Juris Doctor degree (JD) upon completion of the law program at the College of Law and a Master of Public Health degree (MPH) upon completion of the graduate public health program offered by the School of Public Health.

No credit hours for MPH or course work will be applied toward the JD degree requirements until completion of the MPH degree requirements. Similarly, no credit hours of JD course work will be applied toward MPH degree requirements until the completion of JD degree requirements. Students can satisfy this requirement by completing JD and MPH degree requirements simultaneously or by completing the requirements for the JD first.

Students must apply for graduation from the College of Law and the School of Public Health separately in accordance with the guidelines set forth by the university and the degree programs. The JD and MPH degrees must be completed within six years of initial enrollment in the dual degree program.

MPH Core Requirements - 16 credit hours

- PH7011 Epidemiology for Public Health (3)
- PH7017 Biostatistics for Public Health (4)
- PH7140 Social and Behavioral Dimensions of Public Health (3)
- PH7150 Environmental Health (3)
- PH7160 Introduction to the Healthcare System (3)

Additional MPH Required Courses - 8 credit hours

- PH7019 Public Health Research Methods (3)
- PH7960 Public Health Practicum (2)
- PH7990 Public Health Thesis or PH7991 Capstone (3)

Health Management & Policy Required Courses – 6 credit hours

- PH7130 Leadership & Public Health (3)
- PH7170 Public Health Policy (3)

Required Law Courses – 42 credit hours

- Law5000 Civil Procedure I (3)
- Law5001 Civil Procedure II (3)
- Law5010 Contracts I (3)
- Law5011 Contracts II (3)
- Law5020 Criminal Law (3)
- Law5030 Legal Bibliography I (.5)
- Law5031 Legal Bibliography II (.5)
- Law5050 Property (4)
- Law5060 Torts (4)
- Law5070 Legal Analysis & Writing I (3)
- Law5071 Legal Analysis & Writing II (3)
- Law6000 Constitutional Law I (3)
- Law6010 Evidence (4)
- Law6030 Litigation (3)
- Law6020 Professional Responsibility (2)

Law Electives – 36 credit hours

- **Health Law Courses – 9 credit hours**
 - Law7240 Health Finance & Delivery (3)
 - Law7244 Public Health Law (3)
 - Health law-related lawyering skills course or Public Health Practicum (3)
- **Health Law Electives – 6 credit hours**
 - *Select six (6) credit hours of health law electives in consultation with COL academic advisor.*
- **Law Electives – 21-24 credit hours**
 - *At least one elective must meet the writing requirement.*

Graduate Certificate in Public Health

The School of Public Health offers a 16 credit hour graduate certificate to provide an introduction to public health concepts, methods and theory. The Graduate Certificate in Public Health (GCPH) is not intended to serve as a substitute for a professional degree in public health, but rather to provide an introduction and familiarity with public health concepts and approaches. The GCPH is available to students enrolled in other graduate programs at Georgia State.

Required Public Health Courses – 10 credit hours

- PH7160 Introduction to the Healthcare System (3)
- PH 7011 Epidemiology for Public Health (3)
- PH7017 Biostatistics for Public Health (4)

Elective Courses - 6 hours

- Two electives agreed upon by the student and the Graduate Coordinator.

Graduate Certificate Total = 16 credit hours

Grade Requirements

Students in the graduate certificate program must maintain a 3.00 cumulative institutional grade point average in the courses for the Public Health certificate. The records of students who fall below the 3.00 GPA requirement will be reviewed for continuation in the program. No grade lower than C will count for credit towards the certificate, nor will more than one grade of C+ or C be allowed for credit towards the certificate. The time limit for completing the certificate program is three years from the term of entry.

Transfer Credits

A student may apply a maximum of three (3) semester hours transferred from another program or institution toward fulfilling GCPH degree requirements:

http://publichealth.gsu.edu/files/2013/06/SPH_TransferCreditForm1.pdf

Transfer credits are processed and approved by the Office of Academic Assistance (OAA) and the corresponding division director.

Application for Completion

All candidates for the GCPH must file a formal application for completion with the School of Public Health during the semester in which the student plans to complete the GCPH. A copy of the application form is included in Appendix A. The Office of Academic Assistance will conduct an audit to confirm completion of the requirements before the certificate is issued to the student. A certificate will be awarded only to a student who meets both the university academic and residence requirements and the standards of performance, academic requirements and residence requirements for the GCPH.

MPH Policies & Procedures

Faculty Mentors

Students are strongly encouraged to research faculty within the School of Public Health and identify faculty mentors who can provide academic, research, and career guidance. Students should actively interview and talk with faculty to learn about their research interests and areas of expertise, with the eventual goal of identifying a faculty member who may serve as a thesis or capstone chair. It is critical for all MPH students to talk to faculty and visiting lecturers to maximize their professional networks and to develop a career development plan while in the program.

Change Program Concentration

Students who have determined that their research and/or career interests are in an area different from their currently declared concentration may fill out a graduate petition form to change their concentration. Contact the graduate advisor in the Office of Academic Assistance for further information on completing this form.

Online Academic Evaluation & Degree Works

Degree Works (DW) is a web-based tool that provides real-time advice on degree progression (see <http://advisement.gsu.edu/self-service/academic-evaluations/>). This system is designed to aid and facilitate academic advising, but it is not intended to replace face-to-face advising or faculty mentoring sessions. Students can access DW through PAWS.

Here are some of the tasks you can accomplish with Degree Works:

- Learn the degree requirements for your program
- Identify courses needed to complete your degree
- See how the courses you have completed fulfill requirements for your major
- See what courses you have taken that do not count towards your major
- View the grades, transfer credits, or exceptions applied to your requirements
- Confirm your grade-point average (GPA)
- Find out, before you officially change your concentration, how the courses completed meet the new concentration requirements
- Select the right courses for next term

It is imperative that you monitor your Degree Works audit and speak to your graduate advisor in the Office of Academic Assistance about any discrepancies, since this audit will be the tool to determine your graduation eligibility by the university's Registrar.

Grade Point Average Requirements

An overall grade point average (GPA) of 3.00 or better must be earned to receive the MPH degree. All core courses (PH7011, PH7017, PH7140, PH7150, PH7160) must be completed with a grade of B or better, and no more than six semester hours of grades less than B will be accepted for the degree. No grade below a C will be accepted toward the degree.

Academic Warning and Suspension

Each student admitted to graduate work in the School of Public Health must maintain a minimum cumulative grade point average of 3.00. A student whose cumulative institutional grade point average (labeled "GSU GPA" in Degree Works) falls below 3.00 at the end of a semester will be placed on Academic Warning. The student will be notified of this standing by the School of Public Health. If a 3.00 cumulative grade point average is not achieved by the end of the next twelve semester hours or two semesters, whichever is longer, of completed course work approved by the graduate adviser, the student will be suspended from the graduate program. Transient students must maintain a 3.00 cumulative institutional grade point average in order to continue in that status. Transient students who do not maintain a 3.00 cumulative grade point average may be subject to Academic Suspension.

A student may apply for reinstatement after one semester as a suspended student. Application for reinstatement must be made no later than six weeks prior to the first day of classes for the semester in which reinstatement is sought.

Final Course Grades

The following course grades will be given as final grade options in courses taught by public health faculty members. Any deviations will be at the discretion of the individual faculty member and specifically stated in his or her syllabus.

A	90-100
B	80-89
C	70-79
D	60-69
F	below 60

Transfer Credits

A student may apply a maximum of nine (9) semester hours of course credit transferred from other graduate programs or institutions toward fulfilling MPH degree requirements. Transfer credits are processed by the Office of Academic Assistance and must be approved by the student's faculty advisor and the Division Director: <http://publichealth.gsu.edu/pdf/transfercrreditrequest.pdf>. Students who have been accepted in the MPH program and who wish to take courses at another institution for credit toward the MPH must first obtain written approval from their graduate advisor and the Division Director.

Course Evaluations

Students are expected to participate in the university-mandated course evaluation for each course in their program of study. Additionally, graduates will be asked to evaluate the total program at time of degree completion and one to three years following graduation.

Continuous Enrollment Policy and Degree Completion

Students in all graduate programs must maintain enrollment with degree required and/or applicable courses totaling 6 hours (or more) over all consecutive three semester periods (including summers). In other words, the total enrollment of the current term plus the two terms preceding it must add to 6 hours or more at all times. The status of all students will be checked by the midpoint of each term for compliance with the continuous enrollment requirement. Any student whose enrollment is out of compliance will receive a registration hold preventing all current and future registration. Those students will be notified by an e-mail message sent to their official Georgia State University's e-mail account.

To resume their programs, students with continuous enrollment holds must file for re-entry by the published deadline and must enroll at a level sufficient to satisfy the continuous enrollment criterion. That is, their enrollment in the re-entry term plus the two terms preceding it must total to 6 hours or more. The maximum required enrollment level for the re-entry term is 6 hours. For more information on the re-entry process, contact the Office of Academic Assistance at publichealthadvising@gsu.edu.

Standards of Performance

The dean or associate dean of the school may require that a student withdraw from a particular course or courses, from a graduate program, or from the school because of unsatisfactory academic work or for other adequate reason. To continue in a graduate program, a student must make reasonable and timely progress in terms of grades, courses, and other requirements toward the degree concerned.

The student's progress may be reviewed each semester. As a result of this review, any student whose scholastic performance does not indicate appropriate progress may be required to reduce the course load or may be required to withdraw from the program.

Enrollment in Approved Courses

Students must enroll for courses that are part of the approved curriculum for the program to which they have been accepted. Students who do otherwise are subject to loss of credit and/or loss of eligibility to continue to register. For students to follow the program of study for an AYSPS degree, they must qualify for admission to the AYSPS program.

Time Limit for Completion of the Program

Before deciding to enroll in a graduate program, students must examine seriously and realistically their abilities to adjust their personal and professional schedules to accommodate the challenge of graduate study. The maximum time limits set by the faculty for completing a graduate degree program are: six (6) years from the first semester of admission for the MPH and three (3) years from the first semester of admission into the certificate program. Students or applicants with questions about the commitment needed to complete a graduate program should schedule an appointment with the graduate advisor.

A student must have a minimum GSU grade point average of 3.0 in order to receive a master's degree or certificate from the School of Public Health.

Graduation

All candidates for the MPH degree must file a formal application for graduation with the GSU Graduation Office **at least two semesters** in advance of the expected semester of graduation. Deadlines are published online at: <http://enrollment.gsu.edu/catalogs/>

The Graduation Office will inform the student's college when the application is filed. The Office of Academic Assistance will conduct an audit and inform the student of any remaining requirements. A degree will be awarded only to a student who meets both the university and academic and residence requirements as well as the standards of performance and academic requirements for the MPH degree.

Waiver Requests

Students are required to fill out a Student Petition form when requesting a waiver of an established policy and procedure. The form is electronic and is available on the SPH website: <http://publichealth.gsu.edu/students/program/>. See Appendix B for a copy of this petition.

Student Appeals

The School of Public Health assures all students the right to due process in the appeal of a performance evaluation. This due process provides a way of receiving a fair determination of the School of Public Health Appeals procedure.

Student Responsibilities. The student is responsible for stating the basis upon which the student evaluation or grade is questioned and for initiating and maintaining communication and compliance within the framework of the grievance process.

Faculty Responsibilities. Each faculty member is responsible for being aware of the student's right of grievance of an evaluation or grade and for providing the student with guidance to initiate the process. The faculty is responsible for maintaining evaluation materials and providing materials necessary to the grievance process.

Unit Responsibilities. The School of Public Health will ensure that the student's expected progression through the program is not interrupted during the grievance process.

Registration Procedures

How to Register

Students can register for courses during Early, Regular and Late Registration following instructions on the university's registration guide: <http://registrar.gsu.edu/registration/registration-guide/>

The registration dates are available on the GSU Academic Calendar:

<http://registrar.gsu.edu/registration/semester-calendars-exam-schedules/>

Students who wait until Late Registration to register for classes will incur a fee of \$50. Any schedule revisions after late registration must be done in the Office of the Registrar and may be refused by the faculty. At that time, students will also be charged a nonrefundable manual registration fee of \$37.50 for each change.

1. Log in to PAWS with your CampusID and password. You can look up or change your CampusID or password at <http://campusid.gsu.edu>.
2. Go to the One Stop Shop tab for access to all of your records. Scroll down to the Registration block and select Add/Drop/Withdraw Courses.
3. Select the appropriate registration term.
4. Read the agreement carefully and select "I Agree" or "I Do Not Agree."
5. Select your course options, such as subject (to browse all classes in a particular subject), or course number if you know the specific course you're looking for. You can also further refine your search by selecting an instructor, time, or location.
6. Choose the course you would like to add and click "Register."
7. Review your status to make sure the course is registered correctly.
8. Select "Concise Student Schedule" under the Registration tab to review your current registration schedule.

Registration Error Messages

Some courses require special authorization from a department or have certain registration restrictions before you can register. The appropriate department must approve and enter the overflow or special authorization information into the registration system before you will be able to successfully register for the course yourself.

Overflows, Authorizations and Restrictions

Before you can register, some courses require special authorization from a department or have certain registration restrictions. The appropriate department must approve and enter the overflow or special authorization information into the registration system before you will be able to successfully register for the course yourself. As shown in the online course listings found at [PAWS](#), an asterisk precedes the course number for courses requiring special authorization and a plus sign precedes the course number for courses with registration restrictions. Overflow policies vary with each department. Contact the specific department for authorization and overflow information. See the "Course Authorization" in the General Information section of this guide for departmental locations and telephone numbers.

Dropping a Class

You drop a class when you remove the class from your schedule during Regular or Late Registration. A dropped class does not appear on your transcript. Late Registration is the last time period for dropping a class without penalty. After the last day of Late Registration, only withdrawal will be allowed. Remember, to be certified as a full-time student, you must carry a minimum of 9 semester hours.

A student who is enrolled in less than a full-time course of study at Georgia State may be in jeopardy of:

1. losing insurance coverage under his or her parent/guardian's insurance policy
2. being out of compliance with the Department of Homeland Security if enrolled at Georgia State on a student visa
3. being placed on a loan payment schedule by a lender or guarantor if the student is the recipient of federal financial aid
4. losing a scholarship if the guidelines for receiving the scholarship require full-time student enrollment.
5. losing an out of state tuition waiver or a graduate assistantship if they require full-time student enrollment.

When and How to Withdraw from a Course

You must complete the procedure to withdraw from a class using [PAWS](#). A withdrawal before the semester midpoint does not guarantee a grade of W. We encourage you to speak to your advisor or professor before withdrawing from a course. For more detailed information on withdrawals, please refer to the "Revision of Class Schedule" section in the university graduate catalog.

Withdrawals appear on a student's permanent record and count towards a student's attempted hours. There is not a limit on withdrawals for graduate degree programs. The following provides a list of the different types of withdrawals.

- *Voluntary Withdrawal*
Students may make a voluntary withdrawal from a class or classes using PAWS. Students will receive a grade of W or WF for any class dropped during this period depending on whether or not they have exceeded their limit of withdrawals with a grade of W. Further details on voluntary withdrawals can be found in the University catalog.
- *Involuntary Withdrawal*
When a faculty member determines that a student is in violation of one of the class policies (e.g., has missed a required assignment or has excessive absences), that faculty member may withdraw the student from the course. Further details on involuntary withdrawals can be found in the University catalog.
- *Hardship/Emergency Withdrawal*
Students may be granted hardship withdrawals when non-academic emergency situations occur which prevent them from completing their coursework (e.g., severe medical problems, traumatic events/circumstances that cause them to miss numerous classes.). Further details on hardship withdrawals can be found in the University catalog.
- *Military Withdrawal*
A student who is on active duty or is a military reservist (including members of the National Guard) may withdraw from the university if called for active duty or reassignment. The student must officially withdraw and submit Official Orders to Active Duty to the Enrollment Services Center. Further details on military withdrawals can be found in the University catalog.
- *Non-Academic Withdrawal*
In the judgment of the Dean of Students, a student may be withdrawn from the university for non-academic reasons when it is determined that the student has demonstrated behavior that: (a) poses a significant danger or threat of physical harm to self or to the person or property of others; or (b) interferes with the rights of other members of the university community or with the exercise of any proper activities or functions of the university or its personnel.

Auditing a Course

Students who wish to audit a course need to contact the One Stop Shop, 2nd floor, Sparks Hall to process an application for audit. Audit registration is not available through PAWS. Auditing is permissible only after prerequisite requirements are met and by permission of the instructor. *Tuition and fees will be assessed at the same rate as for courses being taken for credit.*

NOTE: After the official last day to register for course credit, students may not transfer from credit to audit status or vice versa.

Individuals who have been accepted to the university as regular students may register for learning support courses either for audit or for institutional credit. Institutional credit will not count toward degree requirements and may not be calculated into a grade-point average but is included in the calculation of academic hours carried for tuition purposes. Students receiving financial aid should contact the Office of Student Financial Aid. No course grade will be awarded for students who audit classes. Students who register for institutional credit will be awarded a letter grade.

Cross-Registration

Georgia State University students may enroll in courses offered by member institutions of the Atlanta Regional Council for Higher Education (ARCHE) under a cross registration agreement:

<http://registrar.gsu.edu/registration/cross-registration/>. Students who wish to cross register must meet all eligibility requirements under the ARCHE agreement and the University. Courses taken through Cross Registration are considered resident credit.

Cross-Registration Application Deadlines

- Fall Semester: July 26
- Spring Semester: December 1
- Summer Semester: May 1

Cross-Registration Eligibility Criteria

- Students must be in good standing and have a minimum Georgia State University cumulative GPA of 2.0 and the required GPA to enroll in the Georgia State course which is most similar to the course the student wishes to cross register.
 - Students must be concurrently enrolled in at least one Georgia State course.
 - Students must meet prerequisites for requested course(s) as defined by Georgia State University and the host institution.
 - Students must meet the host institution's immunization and health requirements.
-

Advising in the School of Public Health

The School of Public Health (SPH) takes seriously its charge to provide a quality public health graduate education that improves the knowledge, skills and abilities of public health professionals and researchers. Learning outcomes for individual students are monitored and assessed by authorized University and SPH faculty and staff.

The Office of Academic Assistance & Career Services

The Office of Academic Assistance & Career Services (OAA) provides SPH students with advisement and information on general academic and university policies and procedures, but it is not intended to handle substantive questions on public health course selection. This level of advisement and mentoring is coordinated in the academic department. The staff also works closely with the Division Directors and Associate Dean for Academic Affairs in resolving academic issues.

The OAA Director is responsible for notifying the student in writing if he or she falls below the required institutional GPA and is placed on academic warning. The Graduate Advisor will meet with the student to address any current academic issues and to develop a plan for raising the GPA during the two semester time limit.

During the summer, the Office of Academic Assistance audits student records to determine if any students are inactive or are due to move to inactive status. A student's record automatically becomes inactive if he or she has not registered for any classes for three consecutive semesters. Unless there is documentation related to a withdrawal from the program, the Graduate Advisor contacts these students to discuss options for reentry and successful completion of the degree program.

The OAA has the following key functions related to monitoring student progress:

Monitoring Grade Point Average

An overall grade point average (GPA) of 3.0 or better must be earned to receive the MPH degree. All core courses must be completed with a grade of B or better, and no more than six semester hours of grades less than B will be accepted for the degree. No grade below a C will be accepted toward the degree. The OAA reviews all SPH students each semester to determine if any have fallen below a 3.0 GPA. The Office of Academic Assistance is responsible for notifying the student by mail of his or her current standing and the timeframe given to resolve the issue.

Monitoring Continuous Enrollment Policy and Degree Completion

SPH students must maintain an enrollment totaling six credit hours (or more) over three consecutive semester periods (including summers). The status of all SPH graduate students is checked at the semester midpoint of each term for compliance with the continuous enrollment policy. Students who are out of compliance will be notified about the process for reentry.

Performing Graduation Audits

At the start of the semester in which students are scheduled to graduate, OAA staff working with the GSU Graduation Office and the SPH Graduate Coordinator, review the tentative graduation list and resolve issues related to missing requirements. A number of different audits are performed on an ongoing basis by the university, OAA, and SPH up until the week degrees are conferred.

Graduate Advisor

All MPH students receive academic advising from the Graduate Advisor in the Office of Academic Assistance (OAA). The role of the graduate advisor is to monitor degree progression, answer questions about registration or degree requirements, and to direct students to faculty who can serve as their mentors. The graduate advisor is also responsible for monitoring graduation requirements and readiness as well as handling Thesis & Capstone processes.

Faculty Mentors

After enrolling in SPH's degree programs, each student is encouraged to seek out faculty mentors. Faculty mentors should serve as experts and practitioners in the field of public health and provide students more specialized counsel in determining elective courses and career advising.

International Student and Scholar Services (ISSS)

GSU's ISSS office provides support for Georgia State University's non-immigrant international student, faculty, and researcher population, their dependents, and any foreign-born citizens and permanent residents of the United States who may need services. The office staff serves as a liaison with all academic departments and informs academic departments if students are out of compliance or seek a program extension.

Evaluating Student Progress

Performance evaluations of applicable competencies and learning outcomes for all students will be conducted annually by the school's academic leadership in concert with the core faculty and affiliated faculty. Faculty, in consultation with students, will work together in a continuous quality improvement process to ensure that learning outcomes are understandable, measurable, properly linked with applied public health and research, and being achieved.

Successful Completion of Core Courses

All core courses (16 credit hours) must be completed with a grade of B or better.

Final Course Grades

No more than six semester hours less than a B will be accepted for the degree. No grade below a C will be accepted toward the degree. Degree Works (DW) is formatted not to accept grades below a "C" and no more than two C's in non-core courses.

Practicum Evaluations

Evaluation of the MPH practicum experience involves the student, preceptor, and practicum coordinator. Informal evaluations will occur one-on-one with the practicum coordinator and during the in-class sessions. Formal evaluation will be conducted through midterm and final evaluations completed by the student and the preceptor. The evaluation will assess student accomplishments or practicum goals and demonstration of MPH competencies. The student will also provide feedback on the preceptor and practicum site overall.

Thesis and Capstone Registration & Defense

All MPH students are required to complete in their last semester of course study, a thesis or capstone project. Students should seek out faculty mentors during their first two semesters in the program and begin to narrow down on who they wish to have serve as their Thesis/Capstone Chair. Then once you select a Chair, in consultation with them, you both will select at least one additional committee member. The additional member does not need to be a faculty member in the School of Public Health. The Graduate Advisor in the Office of Academic Assistance and the student's Division Director must approve the composition of the thesis committee by signing off on the Thesis Application before you will be able to register for thesis credit.

The School of Public Health has a Continuous Enrollment policy for the Thesis/Capstone course, which means that once you register for the course, you must continue to register each semester (including summer) until you defend and complete your final draft. You will need permission to register for the course each time. Contact the Office of Academic Assistance for authorization.

Suggested Fall & Spring Thesis Approval Timeline

Before the First Day of Class	Complete and submit Thesis Application. Register for PH7990 once application is approved.
Four Weeks into the Semester	First draft due to Thesis Committee
Eight Weeks into the Semester	Second or final draft due to Thesis Committee. Defense scheduled and announced.
At Least Two Weeks Before Last Day of Class	Thesis defense.
Last Day of Class	Final thesis approved and submitted electronically.

After your committee has concluded that you are ready to defend, you and your committee will need to agree to a date and time for your defense. It is the student's responsibility to contact phroomreservations@gsu.edu to request a room reservation.

Once the room reservation has been confirmed, complete the Thesis Announcement form and submit to the Office of Academic Assistance at least two weeks before your defense date.

Every SPH student who has completed a thesis or capstone is subject to a final oral examination of his or her work (final defense). The student may only schedule the final defense of the thesis when all other degree requirements have been satisfied. On the day of your defense, print out a “Results of Thesis Presentation” form. Your committee will need to complete and sign this form, and your chairperson should report the results to the Office of Academic Assistance immediately following the final thesis defense.

Appendix A

Certificate in Public Health

Application of Completion

GEORGIA STATE UNIVERSITY CERTIFICATE IN PUBLIC HEALTH APPLICATION OF COMPLETION



Name: _____

Address: _____

Panther ID: _____

Term you expect to complete certificate requirements: _____

Core Courses (9 hours)

Indicate the terms in which you completed the core courses required for the certificate in Public Health:

<u>Course Number</u>	<u>Course Title</u>	<u>Term</u>
PH 7160	Introduction to the Healthcare System	_____
PH 7011	Epidemiology	_____
PH7017	Biostatistics for Public Health	_____

Electives (6 hours)

List the courses taken and terms to fulfill the two elective courses requirement:

<u>Course Number</u>	<u>Course Title</u>	<u>Term</u>
_____	_____	_____
_____	_____	_____

Student Signature

Date

Upon completion of this form, the student should bring the application to the Office of Academic Assistance on the 6th floor of One Park Place.

Appendix B

Master of Public Health

Graduate Petition



MPH Graduate Petition

Please note that all petitions must be discussed with the Graduate Advisor in the Office of Academic Assistance prior to submitting this form.

Have you consulted with the OAA Graduate Advisor about your petition?

- Yes
- Not Yet (Stop! Please contact Gina Maddox at mmaddox10@gsu.edu to arrange a time to meet and discuss your petition first.)

Name:		Panther ID:	
Email Address:		Phone #:	
GSU GPA:	Semester/Year First Enrolled in MPH Program:		
Degree Concentration:			

Please select the issue you wish to petition:

- Change to a different MPH Concentration
- Course Substitution
- Thesis/Capstone Continuous Enrollment Waiver
- Other: Please Describe: _____

In order for the review committee to fully evaluate your request, you need to provide a thorough and thoughtful explanation for your request and to clearly outline what outcome you are seeking as a result of this petition. Attach all supporting documentation, if relevant.

Please e-mail this completed form to mmaddox10@gsu.edu. If you have any questions, contact the School of Public Health Office of Academic Assistance at 404-413-1452.

Appendix C

Master of Public Health

Practicum Guidelines

Georgia State University, School of Public Health

Master of Public Health

Practicum Guidelines

For more information, contact
Jessica Howell Pratt, MPH – Practicum & Career Planning Coordinator
Email: jhowell@gsu.edu or Phone: 404-413-1438

Integral to the MPH curriculum is a required practicum. The Council on Education for Public Health (CEPH) specifies that the MPH program “*as a minimum, shall assure that each student acquires skills and experience in the application of basic public health concepts and of specialty knowledge to the solution of community health problems.*”

CEPH further determined that “*a planned, supervised and evaluated practice experience is considered a very important component of a public health professional degree program. These opportunities should be arranged in cooperation with as wide a range of community agencies as possible, including especially local and state public health agencies in the program’s geographic area.*”

Practicum Goal

The goal of the public health practicum is to provide students with the opportunity to apply public health academic theory and acquired skills from their concentration or specialty track to community-based research and service in a practice setting.

Competencies for MPH Practicum

While each practicum will be different, the experience should provide the student with an opportunity to demonstrate the following competencies:

1. Demonstrate effective written and oral skills for communicated with different audiences in the context of professional public health activities.
2. Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.
3. Promote high standards of personal and organizational integrity, compassion, honesty and respect for all people.
4. Work collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations) to advance public health goals.

Length and Credits

Students must register for **two (2) academic credits**, which represent **240 hours** of field-based work and a monthly in-class component. Field-based work can be performed in a concentrated fashion within one semester or carried out in two consecutive semesters. The in-class requirement, designed to complement the student’s work in the field, will consist of professional development opportunities; student-led seminars describing practicum progress; guest and preceptor presentations; and the student’s development and presentation of the final practicum report. Credits will be awarded by demonstrating achievement of all related requirements as outlined in this handbook, including those described in Section IV (Roles and Responsibilities).

Positioning within the MPH program

Students are eligible to begin practicum coursework following successful completion of the following core classes: PH7011, PH7017, PH7140, PH7150, and PH7160; and at least **two (2)** classes in the selected specialty track or concentration.

Practicum Topic Selection

The practicum topic selection process is a collaborative effort involving the student, the practicum coordinator, and the preceptor. The topic must relate to the student's chosen specialty track or concentration and division faculty can serve as consultants in the selection process. Practica may either be focused on practice-based research or a public health-oriented project.

Relationship to Culminating Experience (Thesis or Capstone Project)

Although the practicum and the culminating experience are two distinct MPH curriculum requirements, the two may be linked. For example, a public health practice-oriented practicum can be developed into a central thesis theme. However, a full presentation documenting the results of the practicum remains a separate and distinct requirement. Likewise, a research-based practicum can yield a specific research aspect sufficiently robust for the development of a thesis. The resulting thesis would be distinct from the required final practicum presentation. Decisions regarding thesis and capstone development are further specified in the Graduate Student Handbook.

Enrollment and Grades for the Practicum

In order to begin the practicum, students must enroll in **PH7960 (Public Health Practicum)** for a total of **two (2) hours**. The practicum is an academic course; students register for the course, pay tuition, and receive academic credit that applies toward the degree requirements. Students only register once for the practicum and credit hours are only applied once. If the practicum is not completed in one semester, the student is permitted to continue the fieldwork for two additional semesters until the hours are completed.

University rules state that no letter grades will be given for a practicum except "S" (satisfactory), "U" (unsatisfactory), or "IP" (in progress). An IP grade indicates that the student is continuing fieldwork for an additional semester. An IP will be assigned for a maximum of two semesters – therefore, hours must be completed within three semesters or student will receive a "U." Using the practicum evaluation and in-class progress reporting, the practicum coordinator will evaluate student work and determine the appropriate grade for the practicum period under review.

Enrollment Exceptions

If a student proposes a practicum experience that will span more than one semester, the student will be permitted to register in the second semester of work. The student, preceptor, and practicum coordinator must sign off on the proposed timeline. If the student fails to register for the practicum in the second semester, he or she will not be allowed to count the hours accumulated in the first semester toward the total hours.

PRACTICUM SITES

Site Selection Criteria

Exposure of future public health professionals to practice relies to an important extent on the collaboration of a diverse set of public, private, and not-for-profit organizations engaged in public health and other related disciplines. Eligible organizations are those that offer practice settings with the following characteristics:

- Field experiences that are commensurate with the student's specialty track or concentration;
- Well-defined activities that enable students to apply academic theory in real world situations;
- Engagement of experienced preceptors or practicum supervisors as outlined in the practicum plan; and
- A work environment, including work space, conducive to successful performance.

Affiliation Agreement

A memorandum of understanding (MOU) concerning affiliation of students for applied learning experience, on file at GSU, establishes a formal relationship between the University and the practicum placement organization and articulates the terms and conditions for the practicum experience. Each prospective practicum site will be required to enter into an MOU with GSU. Students should check with the practicum coordinator to determine if an MOU is already in place or if one must be initiated.

Preceptor Selection

Skilled practitioners who are willing to serve as preceptors or practicum supervisors represent a critical component of the practicum experience. Effective preceptors are those that possess the following qualifications:

- Extensive experience in public health, health care or a related discipline;
- Engaged in work that fulfills the requirements of the practicum;
- Experience as a mentor or supervisor;
- Ability to spend the required time with the student; and
- Ability to provide periodic feedback and guidance to the students through formal evaluations, regularly scheduled meetings and other means as described in the practicum plan.

Student and preceptor will develop an individualized practicum plan using the prescribed forms. The parties will work together to fulfill the expectations set forth in the practicum plan, which will identify joint responsibilities of the practicum project; tangible, measurable practicum learning objectives; and available technical and programmatic support to achieve the objectives.

Student

In collaboration with the practicum coordinator, the advisor, and appropriate specialty track faculty, students are responsible for the following:

- Identify potential practicum sites based on the practicum topic, area of specialization, previous experience, career interests, and career goals. The MPH program will provide a list of approved practicum sites that offer diverse and effective placement opportunities. In some instances students may propose a practicum site; it is the student's responsibility to establish contact with that organization, identify a prospective preceptor and propose the site and specific practicum plan to the program coordinator for review. The practicum site can only be approved by the MPH program after a formal agreement has been signed between the MPH program and the respective practicum site.

- Develop a practicum/project plan including learning objectives, a timeline, milestones, and final deliverables and secure approval of the plan by the preceptor and the practicum coordinator. Where indicated, the student's faculty advisor or a faculty member in the student's specialty track may be involved.
- Purchase Georgia State University Professional Liability Insurance. The purpose of Professional Liability Insurance is to cover you from alleged mistakes that may occur while you are completing your practicum in a place of employment. Students who already have coverage must provide documentation; otherwise, students may purchase insurance for a one-time fee of \$13.00 through the [GSU web store \(https://webpay.gsu.edu/C20797_ustores/web/product_detail.jsp?PRODUCTID=194\)](https://webpay.gsu.edu/C20797_ustores/web/product_detail.jsp?PRODUCTID=194).
- Provide written progress reports to the preceptor and practicum coordinator.
- Participate in seminar series and student presentations
- Maintain professional conduct such as keeping regular working hours, being punctual and respectful, and following dress codes
- Submit a final practicum poster describing the project, activities undertaken, results, findings and recommendations.
- Conduct a midterm and final evaluation of the practicum experience.

Practicum Coordinator

The practicum coordinator provides overall management of the MPH practicum program. In this role, the coordinator, in collaboration with other faculty, is engaged in the following activities:

- Identifies prospective sites in collaboration with MPH faculty.
- Facilitates the development of formal agreements between the MPH program and the practicum organization.
- Serves as the liaison to the program, the student and the organizations formally approved as practicum placement sites.
- Provides advice to students regarding site selection, the development of the specific practicum plan, and reviews overall progress of the student during the practicum process.
- Facilitates any in-class component that accompanies the fieldwork

Practicum Sites

Following the development of a formal agreement, practicum sites are expected to accomplish the following actions:

- Identify prospective preceptor(s) who have expertise in the proposed practicum topic and will serve as the organization's representative and mentor for the student.
- Allow the preceptor adequate time to serve as a mentor and supervisor
- Provide workspace and other workplace attributes to foster successful student performance.
- Provide periodic feedback to the MPH program through formal evaluations, organized meetings etc.

Preceptor

Once selected to serve as preceptor, the preceptor's responsibility includes the following:

- Provide technical and administrative oversight to the student throughout the practicum period.
- Provide periodic feedback and guidance to the student in writing and through meetings.
- Review the student's progress through formal mid-term and final evaluations.
- Collaborate with the practicum coordinator to address overall project issues

PRACTICUM EVALUATION

Evaluation of the MPH practicum experience involves the student, preceptor, and practicum coordinator. Informal evaluations will occur one-on-one with the practicum coordinator and during the in-class sessions. Formal evaluation will be conducted through midterm and final evaluations completed by the student and the preceptor. The evaluation will assess student accomplishments or practicum goals and demonstration of MPH competencies. The student will also provide feedback on the preceptor and practicum site overall.

PRACTICUM FORMS

Forms for practicum students and preceptors are available from the Practicum Coordinator or on the School's website <http://publichealth.gsu.edu/students/practicum/practicum-forms/>.

PRACTICUM WAIVER

For MPH students who are admitted to the School of Public Health possessing extensive public health experience, the fieldwork experience may be waived without credit. For more information on this option, contact the Practicum Coordinator.

Appendix D

Master of Public Health

Thesis Guidelines

Thesis Guidelines

Master of Public Health

Introduction and Overview of Guidelines

This guide is intended to assist students in preparing a thesis and to provide suggestions and answer questions about preparing and submitting a thesis that conforms to the established technical requirements of style and format of the Master of Public Health.

Questions about the content of the thesis should be addressed to the thesis committee. Maintaining contact with the committee while writing the thesis is strongly encouraged. This should avoid the need for major revisions in the final copy.

Be sure to consult the most recent edition of the GSU Graduate Catalog: <http://enrollment.gsu.edu/catalogs/> for academic policies related to the MPH degree. Currently, the deadline for submission of the approved thesis is the last day of final exams in the semester of graduation.

Thesis Credit

A minimum of three (3) semester hours of thesis credit is required. The student's committee specifies the maximum number of credit hours. Additional thesis credit hours may be required for completion of the thesis. However, all thesis credit must be granted within the following guidelines:

Continuous Enrollment in PH7990

All students in the School of Public Health who are involved in writing a master's thesis shall register for at least three credit hours of thesis credit **each semester** from the time they finish their coursework until the time all requirements for the degree are completed. A degree candidate must be enrolled for a minimum of three (3) semester hours of graduate credit during the semester of degree completion (generally, the semester of graduation).

The student must be continuously registered from the completion of all coursework until all degree requirements are complete. Any waiver of this continuous registration requirement must be handled through the petition process on a semester-by-semester basis.

Thesis Grades

Until the semester in which the thesis is defended and completed, the chair of the thesis committee will submit a grade of either IP or U for the student enrolled in PH7990. A grade of IP indicates that the student did not complete the thesis during the semester, but was making satisfactory progress. A grade of U indicates that progress was unsatisfactory.

At the end of the semester during which the thesis is defended and completed, the chair of the thesis committee will submit a final grade of S or U. A grade of S indicates that the thesis was successfully defended and completed. A grade of U indicates that the thesis was not successfully defended or was not successfully completed following a successful defense. A student receiving a grade of U must petition for permission to register for additional thesis credits. Such permission is not automatic, but depends upon the thesis committee chair's determination that the student can complete the thesis

satisfactorily in the succeeding semester. The grades of IP or U assigned to thesis work prior to the completion of the thesis will remain on the student's record.

Composition of the Thesis Committee

The student must have a thesis committee composed of a Chair and at least one additional committee members. The committee should be selected at least one semester prior to registration for PH7990. The committee must be selected in accordance with the following criteria:

- (1) The committee chairperson must hold primary appointment in the School of Public Health and be recognized as graduate faculty.
- (2) The student, in consultation with the committee chair, will select one additional committee member who is willing to serve and have appropriate academic preparation and/or experience relative to the thesis topic and proper qualifications to direct a thesis within their respective academic units. Practitioners and faculty from other institutions in the field of public health and outside the School of Public Health are strongly recommended.
- (3) The Graduate Advisor and the student's Division Director must approve the composition of the thesis committee.

Because the faculty-student relationship is very important in a graduate program, students should thoroughly discuss background, interests, and career objectives with his or her advisor and/or the Graduate Advisor before making a final selection. The thesis committee is responsible for directing the thesis and evaluating the thesis proposal and thesis. The Graduate Advisor must approve all changes in the composition of the committee.

Choice of a Thesis Topic

The thesis constitutes a significant part of the work toward a Master's degree and is the culmination of all other activities. The thesis must represent high standards of scholarly inquiry, technical mastery, and literary skill. It should be a contribution to the student's area of study and should reflect the student's independent efforts with guidance from the thesis committee.

The choice of a topic is the responsibility of the student, assisted by his or her thesis committee chair. Normally, the student should have a reasonably well-defined topic in mind before requesting faculty to chair or serve on a thesis committee. *This means a student seeking to register for a thesis should be able to write a brief statement of the research problem and receive approval of the topic prior to registering for thesis hours.* This statement can then be refined through advisement. The thesis committee chair and other members of the committee are responsible for providing guidance and assistance, and ultimately for evaluating the thesis. The student is the investigator and author of the thesis. After the initial selection of the thesis committee, the student must submit to the Office of Academic Assistance (OAA) a **Thesis Application form** for approval.

Thesis Proposal

The student submits a detailed proposal outlining the planned research. The proposal should be prepared according to the directions of the student's thesis committee. The proposal must contain an introduction (purpose and hypothesis), a review of the literature, and methods and procedures

(subjects, research design and planned analysis). The student's thesis may focus on any topic that has direct relevance to their area of specialty.

Thesis application forms are available at: <http://publichealth.gsu.edu/students/thesis/forms-need/> or in the Office of Academic Assistance.

Final Defense of the Thesis

Every student who has completed a thesis will complete a final oral examination of his or her work (final defense). The thesis can only be defended in the student's final semester of the MPH program. The thesis committee must receive the final draft of the thesis **two weeks** prior to the scheduled final defense (see the final defense timeline listed below).

The student and thesis committee must agree upon the date, time, and place of the final thesis defense, and the student must send the Thesis Defense Announcement form to the Office of Academic Assistance at least one week prior to its administration. A final thesis defense cannot be scheduled during semester break.

The final defense of the thesis must be scheduled prior to the final two weeks of scheduled classes for the semester of anticipated graduation. The final thesis defense must be attended by the members of the student's thesis committee and will be open to all faculty and the general public.

FINAL DEFENSE TIMELINE – SEMESTER SCHEDULE

The following timeline provides a general outline of due dates for the thesis. Consult your Chair and committee for specific deadlines.

Suggested Fall & Spring Thesis Approval Timeline

Before the First Day of Class	Complete and submit Thesis Application. Register for PH7990 once application is approved.
Four Weeks into the Semester	First draft due to Thesis Committee
Eight Weeks into the Semester	Second or final draft due to Thesis Committee. Defense scheduled and announced.
At Least Two Weeks Before Last Day of Class	Thesis defense.
Last Day of Class	Final Thesis approved and submitted electronically.

Approval of the thesis will be by majority vote of the student's thesis committee. Unsuccessful attempts to defend the thesis are handled by the thesis committee; however, an unsuccessful defense may result in additional requirements or termination from the program. The student is allowed two attempts to successfully defend the thesis.

Immediately following the final thesis defense, the committee chairperson should report the results to the Office of Academic Assistance via the Results of Thesis Defense form.

Electronic Submission of the Thesis

All MPH theses are required to be filed through the Georgia State University Electronic Thesis and Dissertation Library. **A printed and bound copy is no longer required.** Having successfully defended the thesis and completed the final document, the candidate is required to submit the electronic version of the thesis in the document format prescribed in the Thesis Guidelines and in accordance with the guidelines set forth by the library: <http://scholarworks.gsu.edu/>

IMPORTANT NOTE: The Results of Thesis Defense form must be signed by all committee members and the student and submitted to the Office of Academic Assistance. *The thesis will not be cleared for uploading until the original, signed Results Form is submitted to the Office of Academic Assistance.*

Reproduction and Publication of the Thesis

The electronic version of the thesis should be submitted in a single **Adobe Acrobat PDF file**, in conformity with library guidelines. Currently, there are no fees for uploading a thesis. Students are encouraged to select worldwide availability for publication of the thesis.

Human Subjects

A student planning to conduct research involving human subjects must submit pertinent information for review. The Georgia State University Institutional Review Board (IRB) for the Protection of Human Subjects is charged with protecting the rights and welfare of human subjects by reviewing the background, purpose, methodology, and instrumentation of all research involving human subjects conducted by faculty, staff, students and employees of the university.

For further information regarding this review process, the student is advised to speak with their thesis chair or visit: <http://ursa.research.gsu.edu/ursa/compliance/human-subjects/>. Applications for approval of a research project involving human subjects are available from the University Research Services Administration (URSA). Students should use the following procedures when planning to conduct research involving human subjects:

Suggested Format for a Thesis

Consult your Chair and committee on formatting.

1. Overall Style and Format

Font: Times New Roman 12 point font must be used for the body of the thesis. A different font may be used in the Appendices if necessary.

Margins: a. Top - 1 ¼ inches on the first page of any chapter, appendix, bibliography, table of contents, list of figures, or other major section. One inch on regular pages.
b. Bottom - 1 inch.
c. Left side - 1 ½ inches.
d. Right side - 1 inch.

Justification: Use left justification.

Chapter

Headings: Use Roman numerals for chapter headings. Ex: Chapter I, Chapter II, etc.

Page

Numbering: On the first pages of chapters, appendices, references, and acknowledgments the page number should be centered at the bottom.

On ordinary pages, the page number will be placed at the top right corner.

Signatures: All original signatures must be made in blue ink.

2. Organization

The thesis may be written in a **traditional or a manuscript format**. The format decision will be made by agreement between the thesis chair and the student.

a. Traditional Format

1. Initial pages

These pages appear before the body of the text and are numbered with lowercase roman numerals unless otherwise specified.

- Abstract not counted or numbered
- Title page: number “i” is assigned but not typed
- Approval page: number “ii” is assigned but not typed
- Dedication page optional; if used, this page and those following carry typed lowercase roman numerals
- Acknowledgments optional; if used, it should be listed in the Table of Contents
- Author’s statement required, but not numbered. This page in the original manuscript and first copy on 100% rag paper must have the author’s original signature also in blue ink. This page may then be copied for inclusion in other copies of the thesis. Please see example.

- Notice to Borrowers required, but not numbered.
- Vita required, but not numbered. The vita should be limited to one page, and should include at least the author's full name, address, education, professional experience, professional organizations and selected publications and presentations.
- Table of Contents may have more than one page
- List of Tables used if necessary
- List of Figures used if necessary

2. Text

These pages are numbered with Arabic numerals beginning with 1.

- Chapter I – Introduction
- Chapter II – Review of Literature
- Chapter III – Methods and Procedures
- Chapter IV – Results
- Chapter V – Discussion and Conclusion
- References
- Appendix or Appendices

Do not use separation pages between text, references and appendices. All Chapters must begin on a new page.

b. Manuscript Format

The manuscript format can be used when a manuscript prepared for publication is incorporated as a chapter into the thesis. The manuscript will be prepared according to the guidelines of the journal to which the manuscript will be presented.

1. Initial pages

These pages appear before the body of the text and are numbered with lowercase roman numerals unless otherwise specified.

- Abstract not counted or numbered; must have a separate one per manuscript
- Title page number “i” is assigned but not typed
- Approval page number “ii” is assigned but not typed
- Dedication page optional; if used, this page and those following carry typed lowercase roman numerals
- Acknowledgments optional; if used, it should be listed in the Table of Contents
- Author’s statement required, but not numbered. This page in the original manuscript and first copy on 100% rag paper must have the author’s original signature also in blue ink. This page may then be copied for inclusion in other copies of the thesis. Please see example.
- Notice to Borrowers required, but not numbered.
- Vita required, but not numbered. The vita should be limited to one page, and should include at least the author’s full name, address, education, professional experience, professional organizations and selected publications and presentations.
- Table of Contents may have more than one page
- List of Tables used if necessary
- List of Figures used if necessary

2. Text

These pages are numbered with Arabic numerals beginning with 1.

- Chapter I Brief Introduction
- Chapter II Literature Review (should include references at the end of the chapter)
- Chapter III Manuscript in style of journal
- Appendices

Do not use separation pages between chapters and appendices. All Chapters must begin on a new page.

SAMPLE TABLE OF CONTENTS
(for traditional format)

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SAMPLE TITLE PAGE
(for both traditional and manuscript format)

SCHOOL BOARD PERCEPTIONS OF RESPONSIBILITIES FOR
CHILDHOOD OVERWEIGHT

by

JOAN Q. STUDENT

B.A., GEORGIA STATE UNIVERSITY

(List other degrees awarded in the same format)

A Thesis Submitted to the Graduate Faculty
of Georgia State University in Partial Fulfillment
of the
Requirements for the Degree

MASTER OF PUBLIC HEALTH

ATLANTA, GEORGIA
30303

SAMPLE APPROVAL PAGE
(for both traditional and manuscript format)

SCHOOL BOARD PERCEPTIONS OF RESPONSIBILITIES FOR
CHILDHOOD OVERWEIGHT

by

JOAN Q. STUDENT

Approved:

Committee Chair

Committee Member

Date

SAMPLE ABSTRACT
(for both traditional and manuscript format)

JOAN Q. STUDENT

School Board Perceptions of Responsibilities for Childhood Overweight
(Under the direction of BOB C. FACULTYMEMBER)

In the face of a national epidemic of overweight in school-aged children, school boards are being forced to consider what, if any, responsibility board members and school systems have to promote healthy weight, energy balance and nutrition.

(BODY OF THE ABSTRACT CONTINUES....)

(THE BODY OF THE THESIS ABSTRACT MUST NOT EXCEED 150 WORDS.)

INDEX WORDS: schools, overweight, nutrition, energy balance, health behavior

Sample Author's Statement Page
(for both traditional and manuscript format)

In presenting this thesis as a partial fulfillment of the requirements for an advanced degree from Georgia State University, I agree that the Library of the University shall make it available for inspection and circulation in accordance with its regulations governing materials of this type. I agree that permission to quote from, to copy from, or to publish this thesis may be granted by the author or, in his/her absence, by the professor under whose direction it was written, or in his/her absence, by the Associate Dean, School of Public Health. Such quoting, copying, or publishing must be solely for scholarly purposes and will not involve potential financial gain. It is understood that any copying from or publication of this dissertation which involves potential financial gain will not be allowed without written permission of the author.

Signature of Author

Notice to Borrowers Page
(for both traditional and manuscript format)

All theses deposited in the Georgia State University Library must be used in accordance with the stipulations prescribed by the author in the preceding statement.

The author of this thesis is:

Student's Name: _____

Street Address: _____

City, State, and Zip Code: _____

The Chair of the committee for this thesis is:

Professor's Name: _____

Department: _____

College: _____

Georgia State University
School of Public Health
P.O. Box 3995
Atlanta, Georgia 30302-3995

Users of this thesis who not regularly enrolled as students at Georgia State University are required to attest acceptance of the preceding stipulation by signing below. Libraries borrowing this thesis for the use of their patrons are required to see that each user records here the information requested.

NAME OF USER	ADDRESS	DATE	TYPE OF USE (EXAMINATION ONLY OR COPYING)

Appendix E

Master of Public Health

Capstone Guidelines

Capstone Guidelines

Master of Public Health

Introduction and Overview of Guidelines

The capstone is designed as a practical experience for students, and serves as an alternative to the thesis requirement for graduation in the Master of Public Health Program. The goal of the capstone is to enhance students' public health knowledge and to improve students' proficiency in a specific public health area of interest. Students will integrate knowledge and skills acquired through their academic course-work and apply these principles and ideas to a particular public health problem or situation similar to that found in a professional work setting. For those interested in pursuing a doctoral program, a thesis might serve as a better culminating experience.

The capstone project will constitute a significant part of the work toward a Master's degree and is the culmination of all other activities. The project must represent high standards of scholarly inquiry, technical mastery, and literary skill, and should be consistent with the student's concentration. The capstone project is conducted independently by the student under the guidance of his/her Capstone Committee.

This guide is intended to assist students in preparing a capstone project that conforms to the established technical requirements of style and format of the Master of Public Health degree program. Questions about the content of the capstone project should be addressed to the Graduate Advisor or Division Director of the student's concentration.

Capstone Credit (PH7990)

A minimum of three (3) semester hours of capstone credit is required for the MPH curriculum. Additional credit hours may be required for completion of the project if the student needs more than one semester to complete the project. The capstone project will require both an oral presentation and final product (i.e. a community assessment report, a video, a website, a program evaluation, etc.)

Continuous Enrollment in Capstone Hours

All students in the School of Public Health who are involved in completing a master's thesis or project must register for at least three credit hours **each semester** from the time they finish their coursework until the time all requirements for the degree are completed.

Any waiver of this continuous registration requirement must be handled through the petition process on a semester-by-semester basis.

A degree candidate must be enrolled for a minimum of three (3) semester hours of graduate credit *during the semester of degree completion* (generally, the semester of graduation).

Capstone Grades

Until the semester in which the capstone project is presented, a grade of either IP or U will be submitted for the student enrolled in PH7990. A grade of IP indicates that the student did not complete the project during the semester, but was making satisfactory progress. A grade of U indicates that progress was unsatisfactory.

The Capstone Committee will collaborate to determine the student's grade. If the project does not receive a satisfactory review, students can continue to register for and work on the capstone until adequate completion.

At the end of the semester during which the capstone is presented and completed, a grade of S or U will be submitted. A grade of S indicates that the project was successfully presented and completed. A grade of U indicates that the project was not successfully presented or was not successfully completed at the end of the semester. A student receiving a grade of U must petition for permission to register for additional capstone credits. Such permission is not automatic, but depends upon the capstone evaluator's determination that the student can complete the project satisfactorily in the succeeding semester.

Composition of Capstone Committee

The student must have a capstone committee composed of a faculty chairperson who holds primary faculty appointment in the School of Public Health and one additional committee member (generally the capstone site supervisor). The committee must be selected prior to registering for PH7990.

The capstone committee is responsible for reviewing and evaluating the capstone project. The Office of Academic Assistance must approve all changes in the composition of the committee.

Choice of a Capstone Topic

The choice of a topic is the responsibility of the student, assisted by the faculty chair. Normally, the student should have a reasonably well-defined topic in mind before requesting faculty to chair or serve on a committee. A student seeking to register for capstone project hours (PH7990) should be able to write a brief statement of the project and receive approval of the topic prior to registration. This statement can then be refined through advisement. The capstone committee chair is responsible for providing guidance and assistance, and ultimately for evaluating the project.

Capstone Proposal

In order to begin the approval process, students should submit a draft or summary of the capstone project to their faculty chair and committee during the semester before they plan to register for PH7990. Once approved by the committee, the student must complete a **Capstone Project Application**. The application should be signed by the chair and committee before being submitted to the Director and Graduate Advisor for final approval.

If the project is approved, students must submit and present the project by departmental deadlines to be eligible for graduation.

Be sure to consult the most recent edition of the SPH Handbook and GSU Graduate Catalog for academic policies related to the MPH degree. Currently, the deadline for submission of the approved capstone project is the last day of final exams in the semester of graduation.

Capstone application forms are available at:
<http://publichealth.gsu.edu/students/capstone/application-evaluation-forms-packet/> or in the Office of Academic Assistance.

Final Defense of the Capstone

Every student who has completed a capstone will complete a final oral examination of his or her work (final defense). The capstone can only be defended in the student's final semester of the MPH program. The capstone committee must receive the final draft of the capstone **two weeks** prior to the scheduled final defense

The student and capstone committee must agree upon the date, time, and place of the final thesis defense, and the student must send the Capstone Defense Announcement form to the Office of Academic Assistance at least one week prior to its administration. A final defense cannot be scheduled during semester break.

The final defense of the capstone must be scheduled prior to the final two weeks of scheduled classes for the semester of anticipated graduation. The final defense must be attended by the members of the student's capstone committee and will be open to all faculty and the general public.

Suggested Fall & Spring Capstone Approval Timeline

Before the First Day of Class	Complete and submit Capstone Application. Register for PH7991 once application is approved.
Four Weeks into the Semester	First draft due to Capstone Committee
Eight Weeks into the Semester	Second or final draft due to Capstone Committee. Defense scheduled and announced.
At Least Two Weeks Before Last Day of Class	Capstone defense.
Last Day of Class	Final Capstone approved and submitted electronically.

Approval of the capstone will be by majority vote of the student's capstone committee. Unsuccessful attempts to defend the capstone are handled by the committee; however, an unsuccessful defense may result in additional requirements or termination from the program. The student is allowed two attempts to successfully defend the capstone.

Immediately following the final defense, the committee chairperson should report the results to the Office of Academic Assistance via the Results of Capstone Defense form.

Electronic Submission of the Capstone

All MPH capstones are required to be filed through the Georgia State University Electronic Thesis and Dissertation Library. **A printed and bound copy is no longer required.** Having successfully defended the capstone and completed the final document, the candidate is required to submit the electronic

version of the capstone in accordance with the guidelines set forth by the library:
<http://scholarworks.gsu.edu/>

IMPORTANT NOTE: The Results of Capstone Defense form must be signed by all committee members and the student and submitted to the Office of Academic Assistance. *The capstone will not be cleared for uploading until the original, signed Results Form is submitted to the Office of Academic Assistance.*

Reproduction and Publication of the Capstone

The electronic version of the capstone should be submitted in a single **Adobe Acrobat PDF file**, in conformity with library guidelines. Currently, there are no fees for uploading a capstone. Students are encouraged to select worldwide availability for publication of the capstone.

Types of Capstone Projects

All final submissions should be accompanied at a minimum by a 2-3 page executive summary. The length of the paper (if relevant to the project) can vary depending on the subject matter and should be discussed in consultation with the chair and committee. Examples of formats or designs for the capstone project are listed below:

Grant Proposal/Research Plan: The project would include a clearly defined research question, the specific objectives of the proposal, review of literature, study design, methods of analysis, and implications of the work. The research question would be one that is encountered in professional work such as the evaluation of a public health intervention.

Research Report: The capstone project will address a specific public health problem. Students will collect, analyze and interpret data. The capstone components must include a proposed research question, project design and methods of data collection, data analysis and interpretation, and implication of findings.

Community Assessment: Students will conduct an in-depth analysis of health factors of a defined population or community of interest.

Public Health Program Plan: Students will design and develop a plan to implement a public health program. Management, fiscal, and ethical factors must be addressed. Students will develop instructions, procedures and manuals for the program.

Program Evaluation: Students examine and evaluate the effectiveness and outcomes of a specific program.

Community Intervention: Student designs and implements a community intervention.

Analysis of a Public Health Problem: Students will conduct an in depth analysis to assess a public health problem of interest. The capstone must describe the specific problem, its determinants and magnitude, and also include an assessment of the issue. Students are expected to include sections discussing methods of prevention and intervention.

Video. Students may create a video documenting a public health issue for an organization.

Comprehensive Resource Directory. Students create an extensive directory of resources related to a public health issue.

Training Manuals.

Website Development.

Appendix F

Georgia State University

Policy on Academic Honesty

Georgia State University Academic Conduct Policies and Procedures

POLICY ON ACADEMIC HONESTY

1. Introduction

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The University assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

The University's policy on academic honesty is published in the Faculty Handbook (<http://www2.gsu.edu/~wwwfhb/fhb.html>) and the Student Handbook, On Campus, which is available to all members of the University community (<http://studenthandbook.gsu.edu/>). Academic honesty is a core value of the University and all members of the University community are responsible for abiding by the tenets of the policy. Georgia State students, faculty, and staff, are expected to report all instances of academic dishonesty to the appropriate authorities. The procedures for such reporting are outlined below and on file in the offices of the deans of each college, the Office of the Dean of Students, and the Office of the Provost.

Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisors, and other members of the University community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered by the university.

No instructor or department may impose academic or disciplinary penalties for academic dishonesty outside the parameters of this policy. This policy applies to all incidents of academic dishonesty, including those that occur before a student graduates but are not discovered until after the degree is conferred. In such cases, it is possible that the application of this policy will lead to a failure to meet degree completion requirements and therefore a revocation of a student's degree.

Many colleges and/or departments provide statements of what constitutes academic dishonesty within the context of their discipline, and recommend penalties for specific types of academic dishonesty. As noted in the Faculty Handbook, all syllabi are required to make reference to the Academic Honesty Policy; syllabi should also include a link to departmental standards where they exist.

2. Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

Plagiarism. Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or

spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or part, taken from the internet without properly referencing the corresponding URL (along with the author's name and title of the work, if available) may be considered plagiarism. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations. Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

Unauthorized Collaboration. Unauthorized collaboration means working with someone or getting assistance from someone (a classmate, friend, etc.) without specific permission from the instructor on any assignment (e.g., exam, paper, homework) that is turned in for a grade. It is also a violation of academic honesty to knowingly provide such assistance to another student. Collaborative work specifically authorized by a faculty member is allowed.

Falsification. It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

Multiple Submissions. It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however, the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

3. Information and Burden of Proof

In determining whether or not academic dishonesty has occurred, the standard which should be used is that guilt must be proven by a preponderance of the information. This means that if the information which indicates that academic dishonesty occurred produces a stronger impression and is more convincing as to its truth when weighed against opposing information, then academic dishonesty has been proved. In other words, the information does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Information as used in this statement can be any observation, admission, statement, or document which would either directly or circumstantially indicate that academic dishonesty has occurred.

4. Procedures for Resolving Matters of Academic Honesty

The following procedure is the only approved means for resolving matters of academic dishonesty, except

for matters arising in the College of Law, which has its own Honor Code for handling such matters. It is available to all members of the academic community who wish to pursue an action against a student for academic dishonesty. A brief summary of the procedures is presented here; details of these procedures are found in the following sections.

1. The faculty member should discuss the incident with the student before filing a charge of academic dishonesty. The faculty member, in consultation with the department chair, prepares the Notice of Academic Dishonesty. The chair forwards the notice to the college dean, who sends the notification to the student by university email or by certified mail.
2. The student must appeal in writing to the College Dean within 10 business days of the date the email was sent or the certified mail was received if the student wishes to deny the finding of academic dishonesty.
3. If the student does not appeal within 10 business days, the College Dean forwards the notice of academic dishonesty to the Dean of Students.
4. If the student appeals the charges, a College Hearing Committee conducts a hearing and reports its findings to the College Dean regarding guilt or innocence. If the student is found not guilty, the faculty member is notified to assign an appropriate grade. If the student is found guilty, the dean forwards the notice of academic dishonesty to the dean of students.
5. Any recommendation for a disciplinary penalty and a challenge of that disciplinary penalty submitted by the student, if any, is reviewed by the University Senate Committee on Student Discipline. Based on the committee's recommendation, the provost makes a decision and takes action regarding any disciplinary sanction.
6. The dean of students maintains the disciplinary records on all findings of academic dishonesty and is responsible for forwarding notice of multiple findings to the Senate Committee on Student Discipline for review. Multiple findings may result in a disciplinary penalty even if one was not recommended by the faculty member.

5. Initiation of Action

If a member of the academic community believes that a student has engaged in academic dishonesty in a course, on a test, or as a part of an academic program, that individual is responsible for initiating action against the student or bringing the matter to the attention of an individual who may initiate action against the student (i.e., complete and submit a notification of academic honesty). In allegations of academic dishonesty involving course requirements, the course faculty member is required to initiate the action. If the alleged violation involves a departmental program requirement (e.g., comprehensive examination or language competency examination) or an institutionally-required test (e.g., test of Georgia/United States history or Georgia/United States constitutions), or if the individual who discovers the incident is not a faculty member, the individual should bring the matter to the attention of the faculty member and administrator who has responsibility of overseeing the activity (e.g., departmental chair, director of the Testing Office). If that administrator decides to bring charges of academic dishonesty against the student, then that administrator becomes the initiator. (Test proctors, laboratory assistants, and other individuals who are not course faculty members should bring any instances of alleged academic dishonesty to the attention of the course faculty member or their administrative superior. That individual, after weighing the information, may become the initiator by formally charging the student with academic dishonesty.)

The channel of review, recommendation, and decision-making follows the administrative lines associated with the course or program requirement involved. In any instance, however, when the alleged incident does not occur within the context of a course, and when it is unclear which college should have jurisdiction in review and decision-making, any unit may initiate the case.

For the sake of brevity the following processing procedures are written from an academic unit/college perspective. Nonacademic units (i.e., Testing Center) would substitute appropriate supervisory personnel at the respective levels. Herein the initiator will be referred to as faculty member and the administrative unit head will be referred to as chair, designating the departmental chair. Dean will refer to appropriate administrative supervisory personnel at the overall college or division level.

When an allegation of academic dishonesty is made, the relevant dean will inform the Office of the Registrar to place a grade of GP (grade pending) for the student in the course involved. Withdrawal from a course does not preclude the imposition of penalties for academic dishonesty. While the matter of academic dishonesty is pending, the student will be allowed to continue in the course and register for upcoming semesters.

A. Penalties to be Imposed

Penalties to be imposed in incidents of academic dishonesty are classified as academic or disciplinary. Academic penalties include assignment of a failing grade for a particular course requirement, or for the course itself, or for other tests or program assignments. They are set by the faculty member, in consultation with the department chair.

Disciplinary penalties can be sought in addition to those considered academic and could include, but are not limited to, the following: suspension, expulsion, transcript annotations (temporary for a period of five years or permanent, as designated). Course credit earned at other institutions while on suspension may not be transferred to GSU. Disciplinary penalties can be requested by the faculty member, in consultation with the chair; they must be reviewed by the University Senate Committee on Student Discipline and they are set by the provost.

B. Action at Administrative Unit (Department and College Level)

As soon as possible after the alleged incident, the faculty member should discuss the matter with the student. This discussion should be conducted in a manner which protects the rights and confidentiality of students. If the faculty member believes that academic dishonesty has occurred, the faculty member, in consultation with the department chair, will determine the appropriate academic penalty. The faculty member and the chair will complete a notice of academic dishonesty form describing the incident and indicating the academic penalty imposed and any recommended disciplinary penalty. The chair will forward the notice of academic dishonesty, which includes a statement of the right to appeal, to the dean of the college, who delivers it either through the student's official university email address or by certified mail.

C. Student Action

The student will have 10 business days after receipt of the notice of charges of academic dishonesty (i.e., the date that the email was sent or that the certified mail was received) to submit a written appeal denying the charges and providing any rationale for the appeal. The appeal should be addressed to the college dean of the initiator. In the event the student is found guilty of academic dishonesty, the student does not have the right to appeal the academic penalty assessed by the faculty member, unless the student can prove that such penalty was arbitrarily imposed or applied in a discriminatory manner.

If the student wishes to challenge a disciplinary penalty, the student must submit a written rationale for challenging the disciplinary penalty within 10 business days of receipt of the notice of charges of academic dishonesty. The statement of challenge should be addressed to the college dean. The college dean will forward the challenge to the dean of students for inclusion in the review of the disciplinary penalty by the University Senate Committee on Student Discipline. All disciplinary penalties are automatically reviewed by

the University Senate Committee on Student Discipline, regardless of student appeal.

If the student has also filed an appeal denying the charges of academic dishonesty, any review of disciplinary penalty recommended will be delayed pending review of the charges of academic dishonesty by the college hearing committee.

D. College Action

1. No Appeal by the Student. If the student does not submit a written appeal to the college dean or challenge the disciplinary penalty within 10 business days, the college dean will notify the chair/faculty member to post any pending grade(s) immediately. The college dean will then forward the notice of academic dishonesty to the dean of students for inclusion in the student's disciplinary file. Any recommendation of a disciplinary penalty will also be forwarded to the dean of students for appropriate review by the Senate Committee on Student Discipline.
2. Appeal by the Student.
 - a. If the student submits a written appeal of the charges of academic honesty, the college dean will forward the charges to the chair of a college hearing committee and will notify the faculty member to set forth in writing a comprehensive response describing the incident of academic dishonesty. This statement will be presented to the committee and to the student at least five (5) business days prior to the hearing.
 - b. If the student wishes to challenge the disciplinary penalty without appealing the charges of academic honesty, a college hearing committee will not be convened; instead, the college dean will forward the challenge to the dean of students for inclusion in the review of the disciplinary penalty by the University Senate Committee on Student Discipline.
3. Student Hearing Committee Process. Guidelines that Govern the Hearing of the Appeal by the College Student Hearing Committee
 - a. Within ten (10) business days after the committee receives the charges of academic dishonesty, a hearing date will be determined. The committee will notify the faculty member and the student of the time, date, and the place of the hearing. Copies of all charges of academic dishonesty and related materials for the hearing will be provided to the student at least five (5) business days in advance of the hearing.
 - b. The faculty member and the student will be allowed to make oral presentations, call witnesses, and present any documentary information regarding the incident in question. The hearing will be recorded on audio tape. The hearing will not be open to observers.
 - c. At the conclusion of the hearing, the committee will meet in closed session and will make its recommendation as to the guilt or innocence of the student based on a preponderance of information with respect to the charge of academic dishonesty. The committee chair will forward to the college dean its findings and recommendations in a written report within five (5) business days of the hearing.
4. College Decision on Appeals. Within five (5) business days of receiving the committee's written report, the college dean will make the final decision regarding guilt or innocence. The college dean will notify all appropriate parties of the decision.

If the college dean finds the student not guilty, the matter will be terminated and no notice of charges will be filed with the dean of students. The college dean will notify the chair to post the pending course grade promptly and will notify the registrar to remove the GP (grade pending) on the student's

transcript.

If the college dean finds the student guilty, the notice of charges of academic dishonesty will be forwarded to the dean of students for inclusion in the student's disciplinary file. The academic penalty stipulated by the faculty member will be imposed. The college dean will notify the chair to insure that any pending grade is posted promptly. The college dean will notify the registrar to remove the GP (grade pending) on the student's transcript if only an academic penalty was involved.

If a disciplinary penalty has been recommended, the college dean will notify the registrar to continue the GP (grade pending) annotation until the disciplinary penalty can be reviewed by the University Senate Committee on Student Discipline.

5. Appeal of the Decision of the Dean. If the student or initiator wishes to appeal the decision of the college dean regarding guilt or innocence of the charges of academic dishonesty, the student or initiator may appeal to the provost. The subsequent appeal route would be to the president and then the Board of Regents. The student or initiator must submit a written statement of appeal to the provost within 10 business days of notification of the dean's decision. The basis of the appeal must be on the grounds that the decision was arbitrary, capricious, or discriminatory.

E. UNIVERSITY SENATE COMMITTEE ON STUDENT DISCIPLINE ACTION

In cases where a disciplinary penalty has been recommended, the Senate Committee on Student Discipline will conduct a hearing to review the disciplinary penalty. The committee will review the faculty member's notice of academic dishonesty and the student's statement of challenge of the disciplinary penalty, if any. The faculty member and the student will be allowed to appear at the hearing to discuss the imposition of disciplinary penalties. Only the recommendation concerning the disciplinary penalty to be imposed will be considered by this committee. Issues of guilt or innocence are determined at the college level (see II.4 C and D above).

The Senate Committee will conduct the hearing in accordance with its regular hearing procedures. Copies of these procedures may be obtained from the Provost's Office.

The Senate Committee on Student Discipline will provide its recommendation within five (5) business days of its hearing to the provost regarding appropriateness of the disciplinary penalty recommended by the college and/or whether other disciplinary penalties are to be imposed in addition to or in lieu of those already recommended by the college.

F. PROVOST ACTION

1. Decision of the Provost. The role of the provost in handling student appeals regarding the charge of academic honesty has been explained (see II.E.5 above). Based on the recommendation, the Provost will render a decision within ten (10) business days of receipt of the recommendation of the Senate Committee. The provost will notify the student, the referring dean, the department chair and the faculty member of the Senate Committee's recommendations and of the provost's decision. At that time the provost will also notify the registrar to annotate the student's transcript, if necessary.
2. Appeal of the Decision of the Provost. If the student wishes to appeal the decision of the provost regarding the imposition of a disciplinary penalty, the student may appeal to the president, and then to the Board of Regents. The student must submit a written statement of appeal to the president within ten (10) business days of notification of the provost's decision. The basis for such an appeal must be on the grounds that the decision was arbitrary, capricious, or discriminatory.

G. STUDENTS INVOLVED IN TWO OR MORE INCIDENTS OF ACADEMIC DISHONESTY

A student is subject to disciplinary action in addition to any already undertaken once it is determined that the student has been found guilty in a previous incident of academic dishonesty. In such cases, the dean of students will forward a report to the University Senate Committee on Student Discipline regarding the incidents of academic dishonesty which have been reported. The dean of students is responsible for initiating this report within ten (10) business days of notification of the proceedings of any subsequent finding of academic dishonesty.

The University Senate Committee on Student Discipline will review the report of the dean of students. The student may submit supplemental written documents for the committee's review and may request to appear before the committee in its deliberations. After reviewing the matter, the committee will send a report to the provost with the recommendation for disciplinary penalty to be imposed. The provost will proceed as in G above.

H. GRIEVANCE PROCEDURES FOR ACADEMIC MATTERS

- 1.** Each of the undergraduate colleges has stated policies for settling grievances of students for academic matters. Refer to the office of the dean of each college for policies.
- 2.** Obligation to Report Suspected Violations. Members of the academic community, students, faculty and staff are expected to report all instances of academic dishonesty to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college.
- 3.** Penalties. The University takes the matter of academic honesty most seriously. Penalties for violations vary, but include both suspension and permanent expulsion from the institution.

Approved - University Senate Committee on Admissions and Standards – March 14, 1994

Approved - University Senate - November 3, 1994

Amended – University Senate – October 15, 2009

Amended – University Senate – October 7, 2010

Amended – University Senate – January 19, 2012

Amended – University Senate – March 15, 2012

Amended – University Senate – April 17, 2014

Appendix G

Georgia State University

Procedures for Student Complaints, Petitions for Policy Waivers & Variances, and Appeals

GEORGIA STATE UNIVERSITY POLICY PROCEDURES FOR STUDENT COMPLAINTS, PETITIONS FOR POLICY WAIVERS AND VARIANCES, AND APPEALS

I. Purpose and Applicability

Georgia State University seeks to maintain the highest standards of integrity and fairness in its relationships with students. The Undergraduate Catalog and the Graduate Catalog (both found at http://www.gsu.edu/es/catalogs_courses.html), and the [Student Code of Conduct](#) set forth policies and requirements for Georgia State students. Students are expected to know and comply with these policies. Students may, however, seek relief or resolution when they believe that:

- A. The application of these policies and procedures will create undue hardship for them or will not recognize their extraordinary or extenuating circumstances; or
- B. Specific actions, practices, or decisions on academic or non-academic matters have been made or carried out in an arbitrary, discriminatory, or inequitable manner. The procedures set forth below cover complaints, petitions, and appeals related to University-wide and college-based policies. Individual colleges or departments may have additional or more specific procedures that may also apply to complaints, petitions, and appeals. Students are referred to the office of the dean of the particular college for information about additional or more specific procedures that apply. In case of conflict among policies, this University policy takes precedence over College and Departmental policies. The following policies include their own complaint, petition and waiver procedures. This policy may not be used in lieu of these policies.
 - 1. Any policy for anyone other than a student to make a complaint, file a grievance, or request a waiver, such as policies that govern faculty and staff.
 - 2. All policies in the student code of conduct
 - 3. Emergency withdrawal policy
 - 4. Admission, readmission, and exclusion policies
 - 5. Discriminatory and sexual harassment policies
 - 6. Disability policies
 - 7. College of Law Honor Code
 - 8. Student parking policy

The procedures set forth below are applicable to undergraduate and graduate students of the University. All appeals under these procedures will be made based only on the written record. A student's appeal under these procedures will be granted only if the student can prove by preponderance of evidence that a decision was arbitrary, discriminatory, or inequitable.

II. Student Complaints on Academic Matters

- A. College-Level Academic Complaints
 - 1. Final Course Grade Appeals
 - a. Students are encouraged to discuss concerns and disputes over final course grades with the instructor prior to filing a formal grade appeal, in an effort to gain understanding about the basis of his/her grade. Instructors are encouraged to be available to students for such discussion regarding grades so that grade disputes, to the extent possible, are resolved informally. The Office of the Ombudsperson can provide assistance to students, instructors and administrators with resolving disputes informally through voluntary facilitated discussions, in an effort to bring resolution to the matter prior to the initiation of a formal complaint.
 - b. In situations where such informal resolution does not occur or is not successful, the student may appeal the final course grade to the Department Chair. The appeal must be in writing

and describe the precise reason for the appeal. Any pertinent information must be submitted with the appeal in order to be considered in this or subsequent appeals. The appeal must be submitted within 10 business days of the beginning of the academic term (fall, spring, summer) that follows the term in which the final grade was submitted by the instructor. For example, if a student took an incomplete in a fall term course and completed the course works in the following spring semester, then an appeal of that grade must be submitted within 10 business days of the beginning of the summer term. The Department Chair will provide a decision in writing to the student, normally within 10 business days of the receipt of the complaint in the Department.

- c. The student may appeal the decision of the Department Chair, as described in section 2-c through 2-e below.

2. Other College-Level Academic Complaints

- a. Judgments on the suitability of academic decisions made within a college are most appropriately made by individuals with expertise in the particular academic discipline involved. For this reason, resolution of student complaints about college level academic decisions, actions, or practices is the responsibility of the department and college involved. Normally, such complaints can be resolved quickly and informally through discussion with the faculty member directly involved. The Office of the Ombudsperson can provide assistance to students, instructors and administrators with resolving disputes informally through voluntary facilitated discussions, in an effort to bring resolution to the matter prior to the initiation of a formal complaint.
- b. In situations where such informal resolution does not occur or is not successful, the student may submit a formal complaint to the Chair of the appropriate academic department. The student's complaint must be submitted in writing and be accompanied by pertinent documentation describing (a) the specific action, practice, or decision that is problematic; (b) the impact of that decision; (c) what resolution is being sought; (d) and why it should be granted. To promote prompt resolution, complaints must include current contact information and be submitted at the earliest possible time. Consideration will not be given to any complaint submitted later than the end of the term immediately following the term in which the matter in question arose. The Department Chair will provide a decision in writing to the student, normally within 10 business days of the receipt of the complaint in the Department.
- c. The student may appeal the Department Chair's decision within 10 business days of being notified of the Chair's decision. Such appeal will be made, in writing, to the Dean of the College in which the Department is located. At the discretion of the Dean, an advisory panel may be appointed to review the written documentation and make a recommendation to the Dean. The Dean will issue a decision to the student in writing, normally within 10 business days of the receipt of the appeal.
- d. A student may appeal the Dean's decision to the Provost, in writing, within 10 business days of being notified of the Dean's decision. The Provost will issue a decision to the student, in writing within 20 business days of receiving the appeal.
- e. The student may appeal the Provost's decision to the President, in writing, within 10 business days of being notified of the Provost's decision. The President will issue a decision to the student in writing within 20 business days of receiving the appeal.
- f. The student may appeal the President's decision to the Board of Regents, in writing, within 20 business days of being notified of the President's decision. Decisions regarding grades may not be appealed to the Board of Regents (BOR Policy 407.01).

B. University-Level Academic Complaints

1. Judgments on the suitability of academic decisions made at the University level are most appropriately made by individuals with expertise in the particular area. Normally, such complaints can be resolved quickly through discussion with the Academic Administrator directly involved. (See the University Organizational Chart at http://www.gsu.edu/administrative_organization.html.) Students can contact the Office of the Ombudsperson for assistance in preparing for discussion with academic administrators. The Office of the Ombudsperson can also provide assistance to students and academic administrators with resolving disputes informally through voluntary, facilitated discussions, in an effort to bring resolution to the matter prior to the initiation of a formal complaint.
2. In situations where such informal resolution does not occur or is not successful, the student may submit a formal complaint to the Vice Provost. The student's complaint must be submitted in writing, and be accompanied by pertinent documentation describing (a) the specific action, practice, or decision that is problematic; (b) the impact of that decision; (c) what resolution is being sought; and (d) why it should be granted. To promote prompt resolution, complaints must include current contact information and be submitted as early as possible, but no later than the end of the term immediately following the term in which the matter arose. The Vice Provost will normally issue a decision to the student in writing, within 10 business days of receiving the complaint.
3. The student may appeal the Vice Provost's decision to the Provost within 10 business days of being notified of the decision. The Provost will respond in writing to the appeal within 20 business days of receiving the appeal.
4. The student may appeal the Provost's decision to the President in writing within 10 business days of being notified of the Provost's decision. The President will respond in writing to the appeal within 20 business days of receiving the appeal.
5. The student may appeal the President's decision to the Board of Regents in writing within 20 business days of being notified of the President's decision. Decisions regarding residency and the Guaranteed Tuition Plan may not be appealed to the Board of Regents (BOR Policy 407.01).

III. Non-Academic Complaints

- A. Judgments on the suitability of non-academic decisions are most appropriately made by individuals with expertise in the particular area. Normally, such complaints can be resolved quickly through discussion with the Administrator in charge of the department making the decision. Students can contact the Office of the Ombudsperson for assistance in preparing for discussion with non-academic administrators. The Office of the Ombudsperson can also provide assistance to students and non-academic administrators with resolving disputes informally through voluntary, facilitated discussions, in an effort to bring resolution to the matter prior to the initiation of a formal complaint.
- B. In situations where such informal resolution does not occur or is not successful, the student may submit a formal complaint to the Vice President or Vice Provost who oversees the area. The student's complaint must be submitted in writing, and be accompanied by pertinent documentation describing (a) the specific action, practice, or decision that is problematic; (b) the impact of that decision; (c) what resolution is being sought; and (d) why it should be granted. To promote prompt resolution, complaints must include current contact information and be submitted as early as possible, but no later than the end of the term immediately following the term in which the matter arose. The Vice President or Vice Provost will provide a decision to the student in writing, normally within 10 business days of the receipt of the complaint.
- C. The student may appeal the Vice President's or Vice Provost's decision to the Provost in writing within 10 business days of being notified of the decision. The Provost will respond in writing to the appeal within 20 business days of receiving the appeal.

- D. The student may appeal the Provost's decision to the President in writing within 10 business days of being notified of the Provost's decision. The President will respond in writing to the appeal within 20 business days of receiving the appeal.
- E. The student may appeal the President's decision to the Board of Regents in writing within 20 business days of being notified of the President's decision. Decisions regarding traffic citations may not be appealed to the Board of Regents (BOR Policy 407.01).

IV. Student Petitions for Academic Policy Waiver or Variance

- A. College-Level Policy Waiver or Variance Petitions
 - 1. Students may petition for a waiver or variance of a department-level or college-level policy. The appropriate College Office of Academic Assistance can provide the student with college policies and petition procedures.
 - 2. The student must submit a petition, in writing, to the Office of Academic Assistance of the College which has made the policy in question. The petition must include the following: (a) the policy from which the student is seeking a waiver or variance, (b) the deviation being sought; and (c) the reason(s) why the exception should be granted. The Office of Academic Assistance representative will determine whether the petition needs to be addressed at the departmental or college level, and will forward the petition to the appropriate administrator who will notify the student of his or her decision.
 - 3. The student may appeal the decision, in writing, following the procedures stated in Section II.A.2.c through f above, the College-Level Academic Complaint Policy and Procedures. If the original decision was rendered by a Department Chair, the appeal should be initiated at the level of the Dean; if the original decision was rendered by the Dean (or his or her designate), the appeal should be initiated at the level of the Provost.
- B. University-Level Policy Waiver or Variance Petitions
 - 1. Students may request a waiver or variance of a policy established by the University or the Board of Regents.
 - 2. All requests for waivers or variances from university-level policies will be made based only on the written record.
 - 3. The petition must include the following: (a) The section number from the Catalog (or other official University document) of the policy or requirement from which the student is requesting a waiver; (b) the deviation being sought; (c) the reason(s) why the exception should be granted; (d) a current copy of the student's academic evaluation record; and (e) a current copy of the student's Georgia State University transcripts (unless the petitioner is not a yet a Georgia State student); and (f) transcripts from any other college the student has attended (if the petitioner has attended other colleges).
 - 4. Financial Appeals
 - a. Appeals of tuition and fee rules (currently in sections 1210.10, 1210.20 and 1210.30 of the Catalog), Georgia resident status rules (currently in section 1220), and financial aid rules (currently in section 1230) will be made by the University Registrar.
 - b. If the petition is denied, the student may appeal to the Financial Appeals Committee, a committee appointed by the Vice Provost. The student must appeal in writing and within 10 business days of being notified of the decision of the University Registrar.
 - c. Appeals of the financial rules of colleges and departments (e.g., lab fees, graduate assistantship rules, etc.) are considered by the college or department. See Section IV.A. above.

5. Add, Drop and Withdrawal Appeals (Appeals of Rules Currently in Section 1332 of the Catalog)
 - a. Appeals of add, drop and withdrawal rules will be made in the first instance by the University Registrar.
 - b. If the petition is denied, the student may appeal to the Registration Appeals Committee, a subcommittee of the Senate Committee on Admissions and Standards. The student must appeal in writing and within 10 business days of being notified of the decision of the University Registrar.
 - c. The Registrar will copy of the Chair of the Registration Appeals Committee on all letters to students notifying them of the results of their petitions. Every semester, the Registrar will distribute to the Senate Committee on Admissions and Standards a report that indicates (at a minimum) the number of petitions filed, the number granted, and the number denied. Any member of Admissions and Standards may review the documents of any petition when there is a legitimate educational interest.
 - d. This policy does not change the Emergency Withdrawal policy.
6. Course Load, Scholastic Discipline, Course Substitution in the Core, and Regents Test Appeals (Appeals of Rules Currently in Section 1330.30, 1360, 1410, and 1420 of the Catalog)
 - a. Appeals of rules regarding course load, scholastic discipline, course substitution in the core and Regents Test will be made in the first instance by the head of the University Advisement Center. However, appeals for waivers of Section 1330.30 (Course Load) will be considered by the student's college if the student has declared a college and will follow the procedure outlined in Section IV.A above.
 - b. If the petition is denied by the head of the University Advisement Center, the student may appeal to the Academic Regulations Appeals Committee, a subcommittee of the Senate Committee on Admissions and Standards. The student must appeal in writing and within 10 business days of being notified of the decision of the Director of the University Advisement Center.
 - c. The head of the University Advisement Center will copy of the Chair of the Academic Regulations Appeals Committee on all letters to students notifying them of the results of their petitions. Every semester, the head of the University Advisement Center will distribute to the Senate Committee on Admissions and Standards a report that indicates (at a minimum) the number of petitions filed, the number granted, and the number denied. Any member of Admissions and Standards may review the documents of any petition when there is a legitimate educational interest.
7. Academic Regulation and Graduation Requirement Appeals (Appeals of Rules Currently in other parts of Sections 1300 and 1400 of the Catalog)
 - a. Appeals of other university-level rules and graduation requirements will be made in the first instance by the Assistant Vice President for Student Retention. However, appeals for waivers of Section 1330.30 (Course Load) will be considered by the student's college if the student has declared a college and will follow the procedure outlined in Section IV.A above.
 - b. If the petition is denied, the student may appeal to the Academic Regulations Appeals Committee, a subcommittee of the Senate Committee on Admissions and Standards. The student must appeal in writing and within 10 business days of being notified of the decision of the Assistant Vice President for Student Retention.
 - c. The Assistant Vice President for Student Retention will copy of the Chair of the Academic Regulations Appeals Committee on all letters to students notifying them of the results of their petitions. Every semester, the Assistant Vice President for Student Retention will distribute to the Senate Committee on Admissions and Standards a report that indicates (at a minimum) the number of petitions filed, the number granted, and the number denied. Any member of Admissions and Standards may review the documents of any petition when there is a legitimate educational interest.

8. Subsequent Appeals
 - a. The student may appeal the decisions of the Admissions Appeals Committee, Financial Aid Appeals Committee, the Registration Appeals Committee and Academic Regulations Appeals Committee to the Vice Provost in writing within 10 business days of being notified of the decision. The Vice Provost will respond in writing to the appeal within 20 business days of receiving the appeal.
 - b. The student may appeal the Vice Provost's decision to the Provost in writing within 10 business days of being notified of the decision. The Provost will respond in writing to the appeal within 20 business days of receiving the appeal.
 - c. The student may appeal the Provost's decision to the President in writing within 10 business days of being notified of the Provost's decision. The President will respond in writing to the appeal within 20 business days of receiving the appeal.
 - d. The student may appeal the President's decision to the Board of Regents in writing within 20 business days of being notified of the President's decision.
9. Should a reorganization of offices lead to case where the position of University Registrar or one of the heads/directors noted above no longer exists, the Vice Provost and Chair of the Senate Committee on Admissions and Standards will jointly designate an individual to handle petitions until the Senate can revise this policy to reflect the new organization.

V. Deadlines

- A. All deadlines established in this Policy are stated in terms of business days. If a deadline falls on a weekend or scheduled holiday, the deadline will be the next scheduled workday of Georgia State University.
- B. Students lose their right to continue to the next step of the procedures if they miss a stated or agreed-upon deadline.

VI. Mediation

Students who have filed formal complaints or petitions or those who have had formal complaints filed against them under Sections II A or B of this Policy (except for grade appeals) may request that the matter be submitted to mediation in an effort to achieve resolution. Mediation is a voluntary, confidential process whereby a neutral person facilitates discussion between the parties in a mutual attempt to reach resolution on the issues raised by the parties. In the event mediation is agreed upon by both parties, the timelines under this policy shall be suspended until which time the mediation is completed. In the event that mediation results in agreement, the student's complaint will be considered resolved. In the event that mediation does not result in resolution of the matter, the student may appeal to the next level of review under this policy. Information derived from mediation discussion may not be used as the basis for higher levels of appeal, nor can the mediator be asked to provide information or make any decision at any level of the formal appeals process. Persons interested in mediation should contact the Office of the Ombudsperson.

Revised December 11, 2008 - University Senate

Revised February 25, 2009 – University Senate Executive Committee

Revised October 27, 2011 – University Senate

Revised October 10, 2013 – University Senate

Appendix H

Public Health Course Descriptions

Public Health Course Descriptions

The most current list of Public health courses can be accessed on GoSOLAR:

<https://www.gosolar.gsu.edu/webforstudent.htm>

PH 1000 - INTRO TO PUBLIC HEALTH Introduction to Public Health. This course provides a big-picture, population perspective on the determinants of health and disease and the tools available to protect and promote health. It examines the full range of options for intervention including use of the health care system, the public health system, and society-wide interventions such as laws and taxation. Students will learn how public health affects them in their everyday lives. Using case studies, vignettes, and extensive examples, they will learn and apply frameworks for thinking about the issues of public health. They will gain a deeper understanding about the health news they hear, the web sites they visit, and the research they read.

3.000 Credit hours

PH 3001 - INTRODUCTION TO EPIDEMIOLOGY This course introduces learners to population based approach to health and describes the full range of options for intervention to promote health and prevent disease. The course will cover basic principles of epidemiology, including epidemiological measures, association and causality, descriptive and analytic epidemiology, and outbreak investigation. Students will gain a deeper understanding of the role of epidemiology in the policy arena.

3.000 Credit hours

PH 7010 - FOUND OF PUB HLTH ADMIN & POL Foundations of Public Health Administration and Policy. This course aims to both present and discuss the essential features of public health, linking general concepts to application in the real world. Topics will include a historical overview of public health structures and initiatives, focusing largely on efforts in the United States; health and illness; prevention versus treatment; identification of risk factors; and the current US public health system (federal, state and local). Students completing the course will gain a basic understanding of the mission, function, practices and examples of outcomes of public health efforts.

3.000 Credit hours

PH 7011 - EPIDEMIOLOGY Epidemiology for Public Health This course will cover basic principles of epidemiology, including outbreak investigation, disease control, and analysis of risk factors. Topics will include the history of epidemiology, overview of interdisciplinary collaborations, and examples of the use of epidemiology in developing and evaluating public health interventions. Class exercises will include developing case investigation forms, investigation of food borne disease, and establishing the cause of illness outbreaks.

3.000 Credit hours

PH 7012 - HLTH PROG PLAN IMPLMN EVL Health Program Planning Implementation and Evaluation
Prerequisite: PH 7160 or instructor approval. This course introduces the skills and techniques required to research and develop health programs at the community, state and national levels. Students will be presented with the concepts, processes and techniques used in health program planning, implementation, and evaluation. The students will engage in planning, implementation and evaluation exercises. The course will emphasize the importance of teams and partnerships in successful health promotion programs.

3.000 Credit hours

PH 7013 - HEALTH CARE QUALITY Health Care Quality Issues and Strategies This course will include a comprehensive review of health care quality and safety (access, process, outcomes, and disparities), patient experience (ability to make care decisions and self-manage care in a partnership with practitioners and

providers), and efficiency (why waste, overuse, and costs of poor care). Additionally, health care quality issues and public and government strategies to address these areas will be discussed.

3.000 Credit hours

PH 7014 - INTRO TO HIV/STD PUBLIC HEALTH Introduction to HIV/STD Public Health. This course will provide a comprehensive overview of the public health of HIV/AIDS and other sexually transmitted diseases (STDs) such as syphilis, chlamydia, gonorrhea, and hepatitis. Topics covered will focus on HIV/STD surveillance, epidemiology, behavior, prevention, and policy but include related aspects of history, medicine, society, politics, law, ethics, evaluation, advocate/activist community, and emerging developments. Though an international perspective will be provided, topics will be presented primarily in the context of domestic HIV/STD public health, particularly within the state of Georgia. HIV/STDs will be studied to assess similarities and differences of acquiring these infections and strategies/ challenges for their prevention and control. Presentations will be made by expert guest speakers as they are available and appropriate. By the end of the course, students will gain a comprehensive and practical understanding of HIV/STD public health and develop/improve skills that public health professionals routinely use as scientific writing, speaking, making presentations and critical thinking.

3.000 Credit hours

PH 7015 - CANCER AND SOCIETY Cancer and Society. This course will help students understand the molecular and cellular aspects of cancer etiology and formulate a biological understanding of the process of cancer. Students will receive sufficient background to demystify and in some ways depersonalize the occurrence of cancer so as to facilitate discussion of cancer medicine, psychology, sociology, community programs and support.

3.000 Credit hours

PH 7016 - INTRO TO HEALTH PROMOTION Introduction to Health Promotion. This course examines the philosophical, theoretical, and epidemiological assumptions underlying the planning, implementation, and evaluation of contemporary health promotion programs. Emphasis will be given to: (1) major trends in the health promotion practice and research, (2) the essential skills associated with effective health promotion practice, and (3) the strategic importance of carrying out health promotion programs and policies in the context of various cultural and organizational entities that make up a community system.

3.000 Credit hours

PH 7017 - BIOSTATISTICS FOR PUBLIC HLTH Public Health Biostatistics. Prerequisites: a college-level algebra course and a statistics or a research design course. An introduction to biostatistics covering topics of interest for public health fields, including descriptive statistics, proportions, relative risks, probability, estimation and hypothesis testing applications, regression, and categorical data analysis. Applications will include use of the statistical software SAS.

4.000 Credit hours

PH 7018 - ADVANCED ANALYTICS Advanced Analytics Prerequisites: PH 7011 and PH 7017 This course is designed to help students develop basic data management skills and develop skill related to analyzing, interpreting and presenting quantitative data analyses using SPSS and SAS. Data management will include importing and screening data, recoding data and a discussion of missing data. Analyses covered will range from univariate description to multiple regression analysis (linear and logistic). Students will learn to create tables and write data analysis and results sections suitable for scientific manuscripts. The course requires a basic understanding of statistical concepts.

3.000 Credit hours

PH 7019 - PUBLIC HEALTH RESEARCH METHODS. Public Health Research Methods (3.0) Prerequisites: PH 7011. This course provides classroom instruction and application of research methods for studying public health problems. It provides general introduction to research methods, emphasizing systematic approaches to collection and analysis of qualitative and quantitative data. Students will learn to identify the kinds of research problems for which qualitative and quantitative methods are appropriate, and to critique research in terms of design, technique, analysis and interpretation. Topics will include questionnaire design, ethical conduct and informed consent, sample size determination, data management, manuscript preparation, and grant application methods.
3.000 Credit hours

PH 7020 - PRIN OF TOBACCO CONTROL Principles of Tobacco Control Progress in reducing tobacco use is one of the ten greatest achievements of the 20th Century; however, tobacco use still remains as the leading preventable cause of death in America The control of tobacco use draws upon many if not all of the academic disciplines that compose public health. In many ways the study of tobacco control serves as a case study for understanding the broad field of public health. This course will provide an overview of the history and evolution of tobacco in society, with particular emphasis on variety of public health disciplines used to reduce tobacco use, including behavior change, communications, law, regulation, public policy and community action.
3.000 Credit hours

PH 7021 - EPIDEMIOLOGIC METHODS Epidemiologic Methods Prerequisites: PH7011 or Instructor Approval. This course will introduce the major methods used in epidemiology, including measures of association and their relationship to study design, strategies for assessing validity (bias, misclassification), confounding, standardization, attribution, assessment of results (sensitivity, specificity, and predictive value, interobserver correlation), hypothesis testing, sampling, causation, and ethical considerations. Students will work with a problem set that addresses each of these issues, and will be asked to read key historical articles that established the basis for many of them. The methods will be placed in the context by use of examples and current epidemiologic issues.
3.000 Credit hours

PH 7022 - HLTH BEH THEOR FOR PH Health Behavior Theory for Public Health Research This course will provide an overview of health behavior theories and how theory is used to guide health promotion research and practice. The goals of health promotion are to understand and identify risk factors and determinants of health-related behaviors and design effective interventions to address those risk factors and determinants that are modifiable. Behavioral theories from multiple levels will be explored that address the complex interrelationships between individuals and their relevant environments.
3.000 Credit hours

PH 7023 - APPLIED QUANT METH HEALTH Applied Quantitative Methods in Health Promotion This course is designed for students who wish to learn multivariate statistical techniques frequently used in health promotion & behavioral science research. Students in the course will gain an understanding of how behavioral change theories influence research study design, data collection, and analysis and interpretation of research findings. Students will learn how to manage, analyze, interpret and present quantitative data analysis using SPSS. Data management topics will include importing, screening, and recoding data as well as discussing missing data. Analyses covered in the course will range from univariate description to multiple regression analysis (linear and logistic). Students will also learn to create tables and write up data analysis and results sections suitable for scientific manuscripts.
3.000 Credit hours

PH 7025 - HEALTH DISPARITIES Health Disparities This course will examine the social, political, and economic context of health disparities among racial/ethnic groups and other disenfranchised subgroups (e.g., the poor,

uninsured, non-English speaking populations). This course is not intended to provide the answers to the multitude of problems associated with health disparities. Rather, it is intended to increase students' knowledge base and encourage discussion about health disparities. Emphasis will be placed on: 1) the conceptualization and measurement of health disparities, 2) examination of empirical evidence for disparities, and 3) understanding the practical and strategic importance of developing policy with regard to disparities. Students from a variety of disciplinary backgrounds will be presented with tools to conduct research on and utilize intervention strategies to reduce health disparities.

3.000 Credit hours

PH 7028 - TOP OF INFERENCE IN BIOSTATS Topics of Inference in Biostatistics Prerequisites: PH 7017. This course provides an introduction to the fundamental knowledge of derivatives and integrals found in biostatistical inference. The course will introduce the theory of probability, expectation and variance of discrete and continuous distributions, moment generating functions, bivariate and multivariate distributions, maximum likelihood estimation, and bias. Emphasis will be placed on the development of critical thinking skills and how concepts in this course are used in public health and biomedical studies.

3.000 Credit hours

PH 7029 - CATEGORICAL DATA ANALYSIS Categorical Data Analysis Prerequisites: PH 7017. This course introduces statistical methods for analyzing both univariate and multivariate categorical and count data in public health, biomedical research, and other health-related fields. The course will introduce how to distinguish among the different measurement scales in addition to the commonly used statistical probability distribution and inference methods for categorical and count data. Emphasis will be placed on the application of the methodology and computational aspects rather than theory. The students will learn how to apply SAS procedures to data and interpret the results.

3.000 Credit hours

PH 7030 - DISPARIT IN SEXUAL HEALTH Disparities in Sexual Health This course will examine the area of sexual health with a special focus on identifying ways to eliminate disparities related to racial, ethnic, and socioeconomic status. The course will move beyond the disease model of sexuality by employing the holistic model of sexual health, endorsed by the World Health Organization. Sexual health entails a state of physical, emotional, mental and social well-being, as well as the recognition and protection of sexual rights. Topics will include the roles and effects of individual behavior, community interaction, media representation and government to promulgate sexual health. By the end of the course, students will gain a comprehensive and practical understanding of sexual health that they might use as public health professionals to improve sexual health.

3.000 Credit hours

PH 7031 - EPIDEMIOLOGIC METHODS II PH 7301 Epidemiologic Methods II Prerequisite: PH 7011 or instructor approval. The methodological issues important to the design of epidemiologic studies of both infectious and noninfectious disease will be covered at an intermediate level. The material to be covered is intended to broaden and extend the student's understanding of the elements of study design, data analysis, and inference in epidemiologic research, including issues related to causation, bias and confounding. The primary aims of the course are to provide a working knowledge of the fundamentals of epidemiology as well as to serve as a foundation for more advanced study of epidemiologic methods. The course will provide the student with a rigorous approach to critical reading of the medical literature. Each week articles reporting on research using varied designs and methods will be reviewed in order to illustrate the application of epidemiologic principles. By the end of the course, the student will be able to critique an article and identify its strengths and weaknesses. The course will consist of lectures. This course is formally PH7270 Intermediate Epidemiologic Methods.

3.000 Credit hours

PH 7035 - PUBLIC HEALTH & REPROD HLTH Topics in Public Health and Reproductive Health Prerequisites: PH7011 This course explores topics in reproductive health. It will emphasize science, demography, and population measurement and include the effects of policy, culture, and social infrastructure relevant to reproductive health in the United States. Selected other countries will also be included to highlight broad public health issues. Topics include male and female puberty, contraception, unintended pregnancy, abortion, sexually transmitted diseases, maternal health, men's reproductive health, fertility, refugee health, and reproductive health cancers. Surveillance systems that measure reproductive health outcomes will be discussed. Student grade will depend heavily on papers and presentations.
3.000 Credit hours

PH 7037 - BIOSTATS COMPUTING LAB Biostatistics Computing Lab This statistical computing lab is designed to illustrate concepts presented in PH7017 Biostatistics in Public Health using hands-on demonstrations and to teach basics of SAS, a widely used statistical software package, as an analytical tool for the statistical methods learned in class. Please recognize that the purpose of the lab is not to teach complex SAS programming statements or data management. The primary purpose is to provide an opportunity for students to begin to learn the skills necessary to conduct data analyses using SAS as an analytical tool.
2.000 Credit hours

PH 7041 - EPIDEMIOLOGIC METHODS III Epidemiologic Methods III Prerequisites: PH7011 or instructor approval. This course will be taught in a lecture/seminar format, with presentations by both faculty and students on methodologic and substantive issues of current importance in epidemiology. This course assumes a basic knowledge of epidemiologic methods and the management and analysis of epidemiology data. The actual topics will change from year to year, depending on the interests and research of the faculty/student group. This course is formally PH7360 Advanced Topics in Epidemiology.
3.000 Credit hours

PH 7130 - LEADERSHIP & PUBLIC HEALTH Leadership and Public Health This course provides public health students and others with the principles and practices of public health leadership and management. The topics will include the development of leadership and managerial skills and will deal with topics as legal issues, strategy and human resource issues. By the end of the semester each student will be required to build a public health business plan including but not limited to: definition of the plan, industry analysis, demonstration of need and target market, competitors and partners, health marketing, project operations, and financial planning. The goal of the course is to prepare students to achieve success in public health and other organizations.
3.000 Credit hours

PH 7135 - CHILD MALTREAT & DEV DIS Seminar in Public Health: Child Maltreatment/Developmental Disabilities This seminar will educate the student on the public health issues regarding these two topics, and will cover how the two topics often overlap. Of particular note, there will be a new Center in the College of Health and Human Sciences that will house the National SafeCare Training and Research Center for which the focus is on the prevention of child service, education and dissemination in matters related to developmental disabilities across the life span. Career development will also be discussed.
1.000 Credit hours

PH 7140 - SOC & BEH ASPECTS PUB HEALTH Social and Behavioral Aspects of Public Health. The social and behavioral sciences are a core element of the practice of public health. Disciplines such as psychology, sociology, economics, anthropology, policy and communications underpin our understanding of health behavior and help devise interventions to improve population health. This course will review the contribution of the various social and behavioral sciences disciplines in improving the public health with special attention to

approaches which influence health behavior, health policies and lead to community participation and empowerment.

3.000 Credit hours

PH 7150 - ENVIRONMENTAL HEALTH Environmental Health (3.0) This course provides a basic multidisciplinary understanding of the science (biology/toxicology, chemistry, and engineering), practice, and selected laws and policy of environmental public health sciences (EPH sciences). Topics to be covered include: types and sources environmental contaminants; exposure assessment including media and pathways; types of microenvironments and role of human behavior and time-location-activity patterns; toxicology and the risk assessment paradigm; environmental and occupational epidemiology; communicating to the public about technical aspects (science, potential risks) of EPH sciences.

3.000 Credit hours

PH 7155 - AIR QUALITY & THE ENVIRONMENT Air Quality and the Environment (3.0) Prerequisite: PH 7150 This course reviews principles of exposure assessment and the basic components of risk assessment, management and communication. Students will explore representative, important historical and contemporary human exposure issues due to the contamination of the air outdoors (local and regional levels) by criteria pollutants and toxic air contaminants; and, biological, chemical, physical and radiological agents indoors at industrial and non-industrial (homes, schools, offices) settings that people live, work, learn, play and commute in/through. Course work will include critical reviews of research designs, chosen measurements of exposure, and interpretation of the descriptive and regression model statistical results.

3.000 Credit hours

PH 7160 - INTRO TO HEALTHCARE SYSTEM Introduction to Health Care System. This course introduces and describes the health delivery system and the resources that comprise it. The theoretical basis for the system as well as the principal means of system organization and evaluation are discussed.

3.000 Credit hours

PH 7170 - PUBLIC HEALTH POLICY Public Health Policy. This course examines the relationship between research and policymaking. Complex health policy problems facing federal, state, and local policymakers today will be discussed.

3.000 Credit hours

PH 7250 - HEALTHCARE FINANCING Healthcare Financing Prerequisite: PH 7160. The course will provide and introduction to health care finance with a particular emphasis on public health issues. Students will be presented with the foundations of public and private health care financing, program operations and parameters with respect to coverage and payment, and the role the states play in federally supported programs. The course will familiarize students with federal, state, and local funding mechanisms and outline the tools used to evaluate the impact of insurance programs on the health care delivery system. The problems of the uninsured, health care coverage and access, scarce health care resource allocation, and cultural challenges will be discussed, with an emphasis on learning how or if public and private funding and insurance programs can successfully address such problems.

3.000 Credit hours

PH 7265 - EPI & PREVENTION OF VIOLENCE Epidemiology and Prevention of Violence. This course examines the public health approach to the prevention of interpersonal and self-directed violence. This approach has four steps: Defining the problem; identifying the risk and protective factors; developing interventions or policies to address the problem; and, broadly implementing effective intervention and prevention programs. This includes a focus on scientific research which is essential for developing effective intervention and prevention programs. With these basic precepts as the underpinnings of the course, the areas of violence

prevention to be covered are: child maltreatment, youth violence, intimate partner and sexual violence, elder abuse, and suicidal behavior.

3.000 Credit hours

PH 7275 - CHRONIC DISEASE EPI Chronic Disease Epidemiology Prerequisites: PH 7011. This course focuses on review of major issues in chronic disease epidemiology, summarization of relevant pathology and analogies of population determinants and strategies for prevention. Topics include risk factors, trends, interventions and health care issues. An interdisciplinary approach to prevention and control will be addressed. Readings and discussions on classical and contemporary research papers in cardiovascular diseases will be emphasized throughout the course.

3.000 Credit hours

PH 7280 - INFECTIOUS DISEASE EPI Infectious Disease Epidemiology. Prerequisites: PH 7011. This course is an in depth course on the epidemiology, surveillance, control, and prevention of current and emerging infectious diseases. The importance of the HOST (humans), the AGENT (bacteria, viruses, parasites, fungus, etc...) and the ENVIRONMENT (air, water, vectors, etc...) as well as modes of TRANSMISSION, known RISK FACTORS and TREATMENT modalities will be presented through guest lecturers and case studies. Student presentations on specific infectious diseases and active class discussion will be an integral aspect of this course.

3.000 Credit hours

PH 7285 - SOC DETERMIN OF HEALTH Social Determinants of Public Health This course provides an introduction to social epidemiology which is the branch of epidemiology that describes and analyzes the social determinants of health and how risk factors for poor health are maintained by social systems. Social epidemiology is closely linked to other disciplines including the social and behavioral sciences. Topics covered in this course include introduction and overview of social epidemiology and research methods, social epidemiology in the news, the social determinants of health and health disparities, and the linkages between social epidemiology and health policy. The course is comprised of both lectures and web-based learning. There are no prerequisites for the class.

3.000 Credit hours

PH 7290 - CASE STUDIES IN EPI Case Studies in Epidemiology Prerequisites: PH 7011 This course will utilize real world epidemiologic case studies to enhance the students' knowledge in outbreak investigations, surveillance systems design and function, screening programs designs and objectives, the impacts of effect modification and confounding, vaccine efficacy, forensic epidemiology, and public health ethics. Each topic will be introduced through an interactive group-based case study or an in class discussion. The current literature relevant to each of the topics will also be critically evaluated. Students completing this course will apply theories of epidemiology and gain hands on experience through real public health data and real public health events.

3.000 Credit hours

PH 7293 - ENVIRON HEALTH TOXICOLOGY Environmental Health Toxicology. This course surveys the fundamentals of exposure to chemical agents of human health importance in the environment, including natural, occupational, and built environments. Topics include distribution, absorption, metabolic conversion, and elimination of agents in the human body, as well as mechanisms of injury at the systemic, organ, and cellular level. Chemical structures and detection methods for chemical agents in the environment will also be covered.

3.000 Credit hours

PH 7294 - EXPOSURE ASSESSMENT Exposure Assessment Prerequisites: PH 7150 or permission of instructor This course focuses on theoretical and practical aspects of assessment of human exposure to chemicals and

other environmental contaminants. Students will gain an understanding of human exposure modes, including inhalation, skin absorption and ingestion for toxic and carcinogenic substances. Theoretical and practical aspects of measurement and monitoring for exposure characterization in all environmental media will be covered in depth, including sampling of air, water, food, and soil, and the use of human and ecological biomonitoring and biomarkers. Methodologies used to estimate exposure from those monitoring methods will be explored.

3.000 Credit hours

PH 7297 - GLOBAL WATER SANITA & HYGIENE Global Water, Sanitation & Hygiene This course will emphasize water, sanitation and hygiene in both developing and developed countries from an environmental health perspective. We will examine effective, appropriate, accessible and affordable measures to reduce the global burden of disease from environmental exposures. We will thoroughly examine the risk-based framework that uses risk assessments of health effects from exposures to pathogenic (disease-causing) microbes and toxic chemicals in environmental media. Exposures to various agents of health concerns via water, wastes, air, vectors and other transmission routes will be considered, as will the various prevention and control measures intended to reduce these exposures.

3.000 Credit hours

PH 7299 - SAMPLING OF THE ENVIRONMENT Sampling of the Environment This course is a hands-on laboratory where students will perform sampling of the physical environment and environmental media to assess health risks. Topics will include analysis of food, water, and air quality, as well as assessment of the built environment and occupational hazards. Students will learn sampling techniques, laboratory analysis, and collection and interpretation of environmental quality data. Previous lab experience is not required.

3.000 Credit hours

PH 7300 - URBAN HEALTH Urban Health Disparities in health status are increasingly apparent in urban settings. Urban residents tend to have higher rates of cancer, heart disease, mental illness, substance abuse, HIV/AIDS and violent behavior than national averages. This course will examine the condition of urban health in America with particular focus on the health status of those living in the city of Atlanta. In addition, the possible determinants of poor health outcomes in urban areas will be examined, including issues such as poverty, housing, access to care, and discrimination. This course will showcase the research of the Georgia State University faculty participating in GSU's "Partnership for Urban Health Research."

3.000 Credit hours

PH 7325 - URBAN HEALTH SEMINAR Urban Health Seminar The Urban Health Seminar will feature presentations of research and research topics currently under consideration by the Georgia State University Partnership for Urban Health Research. Research topics, methods, strengths, limitations, findings, and implications will be presented and discussed with learners. The presentations in class will illustrate the interdisciplinary nature of the field of urban health.

1.000 Credit hours

PH 7340 - BUILT ENVIRONMENT AND HEALTH Built Environment and Health This interdisciplinary course examines how features in the built environment of cities and their neighborhoods have effects - both positive and adverse - on human health. We consider how decisions about land use, urban design, transportation, public facilities, and housing are made, followed by an examination of the associated health consequences of these decisions. The course considers built environment impacts on physical activity, obesity, air quality, and the health of vulnerable populations, among other health issues. The wide array of actors who are responsible for making the places where we live, work, play and learn are considered. Through lectures, seminar discussions,

guest speakers, and field exercises, students will interact with individuals from a variety of disciplines to investigate the broad range of elements necessary to foster healthy places.

3.000 Credit hours

PH 7345 - INTRO TO RISK ASSESSMENT Introduction to Risk Assessment This course will introduce the fundamentals of the risk assessment process for evaluating human health risks, with a focus on environmental health and quantitative microbial risk assessment. Topics include the risk assessment framework, exposure assessment, probability, risk modeling, evaluating chemical and microbial risks, and use of risk assessment as a policy tool.

3.000 Credit hours

PH 7355 - PREVENTION METHODS Prevention Methods Prerequisite: PH 7011. The course will be taught in a lecture/discussion format, with presentations by the instructor on methodologic and substantive issues that relate to prevention. Emphasis will be on intervention methods and their evaluation, with illustrations from some of the major efforts at disease prevention that have been attempted. The course assumes a basic knowledge of epidemiologic methods and the management and analysis of epidemiology data. The actual topics will change from year to year, depending on the interests and research of the faculty/student group.

3.000 Credit hours

PH 7365 - EPI OF ADOLES RISK BEHAV Epidemiology of Adolescent and Young Adult Health Risk Behaviors This course will provide an introduction to adolescent and young adult health risk behaviors and their joint occurrences from a population perspective. Topics covered will focus on individual and social behaviors that include and contribute to unintentional injuries and violence, alcohol and drug abuse, sexual risk taking behaviors that contribute to unintended pregnancies and sexually transmitted diseases, unhealthy dietary behaviors, and physical inactivity. Emphasis will be placed on presentations and discussions of the prevalence, trends, and risk and protective factors across health risk behaviors among adolescents and young adults in the U.S. However, international perspectives will also be provided for comparisons and context. By the end of the course, students will gain a comprehensive overview and understanding of the scope and costs of health risk behaviors, current research findings and implications for prevention and intervention strategies including policies.

3.000 Credit hours

PH 7521 - EVALUATION RESEARCH Evaluation Research. An examination of the techniques and practice of program evaluation for effectiveness in program administration. The course contrasts deductive and inductive approaches. The instructor illustrates the advantages of using evaluation as a mechanism for program improvement.

3.000 Credit hours

PH 7522 - QUALITATIVE RESEARCH Qualitative Research This course will introduce students to the qualitative research methods most commonly used in the field of Public Health. We will explore the theoretical foundations of qualitative research as well as the efficacy of a qualitative approach. Students will also practice the skills necessary to successfully conduct qualitative research, learning to conceptualize effective research questions, to determine the most appropriate data collection method, to negotiate relationships with research participants and to analyze the present qualitative data.

3.000 Credit hours

PH 7525 - INTRO TO DATA & STAT PACKAGES Introduction to Data Analysis and Statistical Packages Prerequisite: Principles of Epidemiology (PH 7011) or STAT 7010 (Biostatistics) This course is formerly INTRO TO SPSS. This course is designed for students who are in the process of analyzing data for their thesis or dissertation. Through this course, the student will become an adept user of SAS and SPSS statistical package,

mastering the skills needed for effective data management, analysis and presentation of data from actual multivariable studies. Students will learn how to document research work and make the work replicable. Topics will include developing research questions, questionnaire design, informed consent, quality assurance, coding, data warehousing, data entry and analysis. Graphical techniques for displaying data will also be discussed.

3.000 Credit hours

PH 7535 - INTERVENT & IMPLEMENT RESEARCH Special Topic: Intervention/Implementation Research This course will cover intervention research in child maltreatment and developmental disabilities, and in other public health topics. It will also review relatively simple alternative research design strategies for evaluating intervention outcomes in applied settings. It will review the issues in implementation research, that is, the challenges of taking research to practice ranging from buy-in of programs by staff and leaders, treatment fidelity to models, community and cultural considerations, and other challenges.

3.000 Credit hours

PH 7540 - INTRO TO PUBLIC HEALTH LAB Introduction to Public Health Laboratories This course will include some lecture but will provide mostly practical application of laboratory techniques. The course will include assessment of performance in the laboratory, demonstration of ability to work in partners or groups and demonstration of effective writing and communicating skills.

3.000 Credit hours

PH 7555 - DISABILITY AND PUBLIC HEALTH Disability and Public Health. This course will address the evolving view of disability in the field of public health. Students will be introduced to a broad range of topics in order to increase their understanding of the contemporary experience of disability in America. This course will examine how intersection of education, employment and environment impacts the health and well being of people with disabilities. Topics will include: models and approaches to disability; a brief history of public health and overview of epidemiology; a brief history of disability rights; state and federal programs and legislation for people with disabilities; health promotion and the prevention of secondary conditions; health disparities; sexual health; end of life decision-making; and redefining the role of public health in addressing disability.

3.000 Credit hours

PH 7565 - DISABILITY POLICY Disability Policy This course provides an overview of the major health policy issues impacting Americans with disabilities. The evolution of models and approaches to understanding disability will be presented to provide a conceptual framework to analyze disabilities within public health. The course will examine key pieces of legislation policy related to disability, such as Americans with Disabilities Act, the Developmental Disabilities Act, the Individuals with Disabilities Education Act, and health financing components of Medicare and Medicaid. Students will gain an awareness of complexities of disability policy and its relationship to health outcomes for Americans with disabilities. Topical areas for analysis and discussion will assist students in generating policy solutions to eliminate disparities in health for Americans with disabilities.

3.000 Credit hours

PH 7570 - CHILDHOOD OBESITY PREVENTION Childhood Obesity Prevention Obesity is one of the biggest public health challenges in the 21st century. Devising effective policy and practice to combat childhood obesity is a high priority for government officials and many other professionals across numerous sectors. This course reviews the latest evidence-based research on community and policy interventions to prevent unhealthy weight gain and improve the health and well-being of children. The course will examine evidence available on what is and what is not effective and provide guidance on how to implement and evaluate promising interventions for obesity prevention.

3.000 Credit hours

PH 7600 - GLOBAL HEALTH Global Health. This course focuses on public health issues resulting from the globalization of the world's economies, cultures, production systems, transnational policies, and increasingly shared environments. As national borders become less restrictive to the movement of people, products, toxins, capital, and lifestyles, enormous changes are resulting in the etiologies of diseases and efforts to promote health across the globe. Responding to the call of the Institute of Medicine, students will consider global views of causation, emerging determinants of health, and the ecological approach to global health problem analysis and solution building.

3.000 Credit hours

PH 7900 - CONTEMP ISSUES IN PUB HEALTH Contemporary Issues in Public Health. Prerequisite: Consent of the instructor. This course provides an advanced research- or theory- oriented treatment of special or emerging topics in public health practice. The course can be repeated when topics vary.

1.000 TO 6.000 Credit hours

PH 7950 - PUBLIC HEALTH INTERNSHIP Public Health Internship. Prerequisite: Consent of the Instructor. This course involves supervised field placement for the purpose of utilizing and extending the theories, concepts and practices learned through previous coursework. The work may involve a project.

3.000 TO 6.000 Credit hours

PH 7960 - PUBLIC HEALTH PRACTICUM Public Health Practicum Prerequisite: Consent of instructor. The practicum is supervised application of skills, concepts and theories in a chosen public health setting. The work may also involve a research project.

2.000 TO 6.000 Credit hours

PH 7980 - RESEARCH PRACTICUM Research Practicum Directed research in collaboration with a faculty member. For graduate assistants. Does not count towards degree requirements.

1.000 TO 15.000 Credit hours

PH 7990 - THESIS Thesis Prerequisite: Consent of instructor. Individual research and study of a selected topic of public health under the direction of the student's faculty advisory or designated faculty member.

3.000 Credit hours

PH 7991 - CAPSTONE Capstone Prerequisite: Consent of Instructor. An applied practice project requiring the integration of knowledge and skills acquired through academic coursework and research.

3.000 Credit hours

PH 8027 - BIOSTATISTICS II Biostatistics II Prerequisite: PH7017 - Biostatistics or the equivalent. This course is a continuation of the topics covered in Biostatistics I. This course would introduce the analyses typically applied to experimental and quasi-experimental study designs. The primary focus of this course would be on ANOVA techniques including the analysis of factorial and repeated measures designs. This course would also introduce multiple linear regression. The emphasis in this course is focused on using statistical software (SPSS and/or SAS) for the analyses of data

3.000 Credit hours

PH 8100 - SPECIAL TOPICS Special Topics In depth exploration of public health issues and research in urban and/or international environments. Course may be taken again for additional credit if topic varies.

1.000 TO 6.000 Credit hours

PH 8120 - THEORY & PRACT IN HLTH PREVENT Theory and Practice in Health and Prevention Instruction focuses on the theoretical and conceptual foundations of health-related behavior and on the development,

change, and maintenance of these behaviors from bio-behavioral and socio-behavioral perspectives. The needs and concerns of underserved and underrepresented segments of the population are also covered.
3.000 Credit hours

PH 8130 - INTER & EVAL OF HLTH PREVENT Intervention and Evaluation of Health Promotion and Disease Prevention This course provides students with intervention and evaluation strategies in health promotion and disease prevention at the individual, group, and community levels.
3.000 Credit hours

PH 8140 - ADVANCED RESEARCH METHODS Advanced Research Methods Prerequisite: PH 7019 Research Methods or instructor approval. This course introduces students to advanced topics in research design and statistical analysis. The first part of the course focuses on research design, and the second focuses on familiarizing students with advanced statistical techniques. Students will develop a “working” knowledge of analytical techniques and understand how to apply them in a research setting.
3.000 Credit hours

PH 8150 - PUBLIC HEALTH ETHICS Public Health Ethics This course addresses a range of issues in public health ethics. The first part of the course will introduce ethical frameworks and concepts relevant to public health. It also describes the overlap and distinctions between public health and medical ethics. Students will use a case-based approach to address ethical dilemmas.
3.000 Credit hours

PH 8170 - APPLIED CORREL & REGRESSION Applied Correlation and Regression Prerequisite: PH 8027 (Biostatistics II) or by permission of the instructor. This would be the third course in a sequence of three (including PH7017- Biostatistics and PH8027 Biostatistics II) designed to provide a theoretical and applied understanding of quantitative research in public health. This course would focus on the fundamentals of correlational designs including simple linear regression, multiple regression, and logistic regression. A brief introduction to multilevel analyses would be included in this course. This course would also provide for the continued development of skills in the use of SPSS/SAS and in writing and reviewing research reports.
3.000 Credit hours

PH 8180 - DOCTORAL RESEARCH SEMINAR Doctoral Research Seminar This course is designed to introduce the student to specific topics in public health that reflect reviews of the literature, ethical/legal standards, research, and multicultural issues pertaining to this profession. This seminar will be graded Satisfactory or Unsatisfactory (S/U).
2.000 Credit hours

PH 8190 - PRESENT & CRITIQU RESEARCH Presenting and Critiquing Research The purpose of the seminar is to enhance the culture of scientific thinking and encourage engagement in academic discussion and debate. The seminar would involve student, faculty, or guest presentations and discussion of research in progress, completed/published research or related public health topics. The intent of this seminar would be to provide an ongoing venue for the discussion of research ideas, presentation of interim results, problem-solving necessary for the conduct of the research or the interpretation of results, and discussion of findings. Students would gain exposure to this process in the consideration of their own work, as well as that of faculty and outside researchers. The research seminar would also be used to enhance student professional presentation and writing skills, as well as application of theory, methods and statistics skills.
1.000 Credit hours

PH 8200 - GRANT WRITING Grant writing The purpose of this seminar is to acquaint students with a variety of types of professional writing required of public health professionals, including grant proposals, journal articles,

presentation proposals and papers, and theses and dissertations. The scope of the course includes both the form and content of a range of technical documents as well as the processes of writing, peer review, and critique. This seminar would provide an opportunity for students to hone grantsmanship skills through both the writing and reviewing of a grant application. The seminar would also serve as a venue for students to identify sources and processes for research funding.

1.000 Credit hours

PH 8210 - REVIEW PAPER Review Paper The student will complete a publishable review paper on a relevant topic in public health. The purpose of this seminar is to provide students with an opportunity to develop further professional writing skills in the context of a mentoring experience. This seminar will be graded Satisfactory or Unsatisfactory (S/U).

1.000 Credit hours

PH 8230 - PROF DEVELOPMENT SEMINAR Professional Development Seminar The purpose of this seminar is to provide mentoring that will enhance student preparation for professional interactions in the public health field. The seminar will offer an ongoing venue for the discussion of issues related to professional development. The course will include guest lectures related to Ph.D. level careers in public health in government, academia, and research. Other topics that will be covered in the course include: vita development, statement of purpose, interviewing skills, teaching, and professional conduct in networking. The ultimate outcome of the seminar will be for the student to effectively present a line of research and be prepared for the public health job market. This seminar will be graded Satisfactory or Unsatisfactory (S/U).

1.000 Credit hours

PH 8350 - BIOLOGICAL BASIS FOR DISEASE Biological Basis for Disease Prerequisites: PhD course and requires departmental approval for registration. This course will cover the basic biological concepts of human health and disease. It will present human anatomy and physiology, genetics, immunology, and nutrition in the context of infectious and non-infectious causes of disease. The complex interaction of the human body with agents of disease and with the environment will be presented as it relates to risk factors, methods of prevention, and treatment options.

3.000 Credit hours

PH 8910 - DIRECTED READING Directed Reading Directed readings in special Areas.

1.000 TO 3.000 Credit hours

PH 8920 - SCIENTIFIC WRITING Scientific Writing Scientific writing is a fundamental public health skill. This course will examine both the macrostructure and microstructure of scientific publication, with particular focus on the relationship of structure and content. Students will spend time on editing exercises in class and will prepare a brief paper and two revisions. Students will review each other's work, and will edit their own as well.

2.000 Credit hours

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