

Georgia State University School of Public Health

MPH and GCPH

Student Handbook 2015-2016

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About the MPH and GCPH 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 Master of Public Health (MPH) graduate degree programs in public health at Georgia State University (GSU).

The MPH and GCPH 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 MPH and GCPH Student Handbook is the authoritative document of the SPH academic and conduct policies, and updated versions of the MPH and GCPH Student Handbook will be available on the website and in the Office of Academic Assistance and Career Services (OAA). 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 and GCPH Student Handbook 2015-2016**

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School of Public Health Quick Facts

Mission

The School of Public Health has the mission of advancing health through leadership, scholarship, research, and service to better the human condition and promote the common good, especially for urban communities and for global populations.

Established at Georgia State University	2002 <i>(initially as a certificate program)</i>
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	MPH program is Accredited by the Council on Education for Public Health (CEPH)
Affiliation	Association of Schools & Programs in Public Health (ASPPH)
Degrees & Programs	<ul style="list-style-type: none">▪ Doctor of Philosophy in Public Health with three concentration options in Epidemiology, Health Promotion and Behavior, and Health Services and Policy Research▪ Master of Public Health with five concentration options in Biostatistics, Environmental Health, Epidemiology, Health Management and Policy and Health Promotion and Behavior▪ MPH-JD Dual Degree with the GSU College of Law▪ Graduate Certificate in Public Health
MPH Students Enrolled as of Fall 2015	Over 250 MPH Graduate Students
Fulbright Students as of Fall 2015	13
U.S. Minorities	Close to 67%
Students born outside of the U.S.	Close to 10%
Faculty	39 Core Faculty Members
Student-Faculty Ratio	5 to 1 as of fall 2014
Alumni	Over 430 graduates as of Spring 2015

Administration & Staff

Michael P. Eriksen, Sc.D.
Dean, Regents' Professor

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Associate Dean for Academic Affairs

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

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

Terry Pechacek, Ph.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

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Director

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Assistant Director

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Practicum & Career Planning Coordinator

Gina Sample, MPH
Graduate Advisor

Lynette Reid
Admissions Coordinator

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, especially for urban communities and for global populations.

Evolution of the School and Accreditation

During the 2002-2003 academic year, the then *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 MPH program received 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 then *Institute* of Public Health was reaccredited as a public health program (MPH) in 2012 for a 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. A School accreditation decision is expected to be made in 2016, following 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 MPH program accreditation. Please see the Accreditation section below for more information, and questions about the accreditation process can be directed to publichealth@gsu.edu.

With a focus on instruction, scholarship and research in urban health and health disparities, 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."

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.

Values

Six values were determined in a college-wide strategic plan created in 2008. All values were developed with input from the administration, faculty, staff and students and were reaffirmed by the

School as an independent unit in the University. The values are succinct and specific in nature and are reflected in faculty, staff and students' instruction, service and learning activities. The values are:

- Scholarship and inquiry
- Human rights and social justice
- Diversity in multicultural and multiethnic environments
- Integrity, accountability and transparency
- Leadership, innovation and transformation
- Healthy, sustainable social environments

Goals and Objectives

Goal 1: Prepare students to use multi-disciplinary skills to address contemporary public health problems.
The SPH degree programs facilitate student mastery of public health core knowledge.
The SPH degree programs require each student to successfully demonstrate the knowledge, skills, and abilities described in his or her concentration's competencies.
Doctoral students produce original research in the form of a dissertation that contributes to at least one of the five public health knowledge areas and demonstrates proficiency in research design, synthesis of evidence, data analysis, and interpretation and dissemination of findings.
The SPH maintains and expands partnerships with public health employers in order to enrich student training through practice-based collaboration with public health professionals.
The SPH produces employable graduates in the time prescribed for matriculation.
The SPH has adequate resources to support the number of students and the specific instructional aims of each program of study.
The SPH is committed to the representation, inclusion and engagement of diverse populations, and provides a learning environment that prepares students with broad skills regarding diversity and cultural competence.
The SPH is seen as a competitive, destination of choice for prospective students.
Goal 2: Advance public health sciences and our understanding of the causes and prevention of disease.
The SPH increases unit productivity in acquiring research grants and contracts.
The SPH produces and disseminates original research in academic, professional, and community domains through faculty and doctoral student contributions to scientific knowledge and community practice.
Goal 3: 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.
The SPH faculty and staff contribute to academic, university, and community-based service activities.
The SPH students engage individually and collectively in community-based service activities.

Note: At Handbook press time, the SPH was currently undergoing strategic planning revision and development. Strategic planning may result in revised mission statement, values, and goals. Any revisions made will be published on the School's website.

Research

The SPH is a multi-disciplinary, degree granting and research-based school drawing upon the faculty of all GSU colleges. The SPH dedicated to advancing the health of the public through leadership, scholarship, research and service to better the human condition and promote the common good, especially for urban communities and for global populations. The SPH 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)
- Community Research Center (CRC)
- Partnership for Urban Health Research (PUHR)
- Policy Leadership for Active Youth (PLAY)
- Tobacco Center of Regulatory Science (TCORS)
- Center for Healthy Development (CHD)
 - Center for Leadership in Disability (CLD)
 - Georgia LEND Program (LEND)
 - National SafeCare® Training & Research Center (NSTRC)
 - Prevent Child Abuse Georgia (PCA-GA)
 - University Center for Excellence in Developmental Disabilities (UCEDD)

Georgia State Campus Directory

School of Public Health, Office of Academic Assistance and Career Services

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 Course Requirements - 16 credit hours

- PH 7011 Epidemiology for Public Health (3) (required for Environmental Health, Health Management and Policy, and Health Promotion and Behavior concentrations)
or
PH 7711 Epidemiologic Methods I (required for Epidemiology and Biostatistics concentrations).
Note: Students changing their concentration from Epidemiology or Biostatistics to Environmental Health, Health Management and Policy, or Health Promotion and Behavior will be able to substitute PH 7011 if already completed.)
- PH 7017 Fundamentals of Biostatistics (4)
- PH 7140 Social and Behavioral Aspects of Public Health (3)
- PH 7150 Environmental Health (3)
- PH 7160 Introduction to the Health Care System (3)

MPH Required Research Methods, Practicum, and Culminating Experience Courses - 8 credit hours

- PH 7019 Public Health Research Methods (3)
- PH 7960 Public Health Practicum (2)
- PH 7990 Public Health Thesis or PH 7991 Public Health Capstone (3)

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

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

Total MPH Requirements – 42 credit hours

MPH Core Competencies

Core Competencies for all MPH Graduates

All graduates of the Georgia State University School of Public Health Master of Public Health program should demonstrate competence in the following core public health areas:

BIostatISTICS (*PH 7017 Fundamentals of Biostatistics I*)

1. Describe the roles biostatistics serves in the discipline of public health and the function of ethics in biostatistics practice.
2. Describe basic concepts of probability, random variation and commonly used statistical probability distributions.
3. Apply basic (univariate and bivariate) descriptive and inferential techniques commonly used with public health data.
4. Critically evaluate the application, presentation, and interpretation of statistical analyses in the public health studies.

ENVIRONMENTAL HEALTH (*PH 7150 Environmental Health*)

5. Describe major environmental and occupational contaminants including biological, chemical and physical agents and discuss effects of exposure to these contaminants on human health.
6. Identify important susceptible human sub-populations with respect to environmental exposures and the sources of variability.
7. Analyze approaches to assessing, preventing and controlling environmental hazards that pose risks to human health.

EPIDEMIOLOGY (*PH 7011 Introduction to Epidemiology or PH 7711 Epidemiologic Methods I**)

8. Calculate and interpret common epidemiologic measures to draw appropriate inferences.
9. Critically evaluate strengths and weaknesses of epidemiologic methods.
10. 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.

HEALTH MANAGEMENT & POLICY (*PH 7160 Introduction to Health Care System*)

11. 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.
12. 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.

HEALTH PROMOTION & BEHAVIOR (*PH 7140 Social and Behavioral Aspects of Public Health*)

13. Describe how social and behavioral risk factors contribute to individual and public health outcomes.
14. Develop and evaluate social and behavior interventions, especially through community participatory research in diverse communities.
15. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.

*In addition to the core competencies noted above, PH 7711 Epidemiologic Methods I includes one additional Biostatistics concentration competency—please see the Biostatistics Concentration Competency list on the following page.

MPH Concentration Requirements & Concentration 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 (BSTP) Concentration – 18 credit hours

The MPH Biostatistics (BSTP) program concentration trains students to apply statistical principles and methods to problems in public health, medicine, and biology. The MPH BSTP program includes the development of analytic thinking and skill, with an emphasis on applications of research and evaluation in public health. Coursework in this concentration covers the span of biostatistics knowledge, including study design, data management, data analysis, interpretation, statistical reporting, and use of statistical software. MPH BSTP concentration graduates can look forward to excellent career opportunities in academia, government, nonprofits, non-governmental organizations, or private industry. Applicants to the biostatistics concentration should have strong aptitude for quantitative thinking and interest in biomedical and public health applications.

Required BSTP Concentration Courses (12 credit hours):

- PH 7027 Fundamentals of Biostatistics II (3)
- PH 7525 Statistical Computer (3)
- PH 8820 Generalized Linear Models (3)
- PH 8830 Advanced Statistical Topics (3)

BSTP Concentration Elective Courses (6 hours):

Select at least two (2) pre-approved* courses focusing on advanced statistical techniques and quantitative research methods. Pre-approved BSTP elective courses include:

- PH 7028 Introduction to Probability Theory and Statistical Inference (3)
- PH 8721 Epidemiologic Methods II (3)
- PH 8885 Fundamentals of Clinical Trials (3)
- PH 8890 Special Topics in Biostatistics (3) (may be repeated)

*The above listed pre-approved BSTP elective courses do not need further approval to satisfy the BSTP elective requirement. However, there are *other* academic departments at the university that *may* offer satisfying courses including, but not limited to the following departments: Math/Statistics, Decision Sciences, Marketing, Sociology, Policy Studies, Psychology, and Educational Policy Studies Research. Other courses that *may* be approved to satisfy this elective requirement generally have course titles including, but not limited to: Structural Equation Modeling, Finite Mixture Modeling, Hierarchical Linear Modeling, Longitudinal Modeling, Survival Analysis, Bayesian Inference, Survey Sampling, Causal Inference, Missing Data, or Nonparametric Statistics. Students should seek written, pre-approval of any course(s)—beyond the above listed pre-approved BSTP elective courses—to count towards the BSTP elective requirement. Approval must come from both the Division Director and OAA.

Biostatistics - SPH MPH Concentration Competencies and Course Alignment

Students in the Master of Public Health program with a concentration in **Biostatistics** will be expected to demonstrate competence in the following areas:

- BSTP 1. Apply advanced (multivariate) descriptive and inferential techniques used with public health data.
- BSTP 2. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.
- BSTP 3. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
- BSTP 4. Apply basic informatics techniques (storage, access, management, organization, visualization, and evaluation of public health data) in public health research.
- BSTP 5. Describe different public health study designs, measures, and the appropriate statistical analyses for answering particular research questions.
- BSTP 6. Interpret results of statistical analyses found in public health studies.
- BSTP 7. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.

Required Biostatistics Courses (12 hours)		BSTP Concentration Competencies						
Course #	Course Title	1	2	3	4	5	6	7
PH 7027	Fundamentals of Biostatistics II	X		X			X	X
PH 7525	Statistical Computing	X			X			
PH 8820	Generalized Linear Models	X	X	X			X	X
PH 8830	Advanced Statistical Topics		X	X		X	X	
<i>PH 7711*</i>	<i>Epidemiologic Methods I* (MPH Core Course)</i>					X		

**In addition to its associated Core Competencies listed on the previous Core Competencies page, core course PH 7711 Epidemiologic Methods I includes one additional Biostatistics Concentration Competency as noted in the chart above.*

Environmental Health (EVHT) Concentration – 18 credit hours

The concentration in Environmental Health (EVHT) will prepare students for research and practice in the field of EVHT, which is the understanding of environmental factors, including biological, physical and chemical factors that affect the health of a community. EVHT focuses on the human health effects of agents encountered in the environment, from the molecular to the ecological level, as well as the effects of natural and human-created environments on health. The concentration will provide students with knowledge in the core EVHT disciplines of exposure assessment, toxicology, risk assessment, air pollution, and water pollution. In addition to these core knowledge areas, additional areas of specialization within EVHT include food safety, occupational health, infectious diseases, environmental epidemiology, and urban health.

Required EVHT Courses (9 credit hours):

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

EVHT Concentration Elective Courses (9 credit hours):

Select at least 3 courses from the following list of EVHT approved elective courses:

- PH 7025 Health Disparities (3)
- PH 7155 Air Quality and the Environment (3)
- PH 7280 Infectious Disease Epidemiology (3)
- PH 7297 Global Water, Sanitation and Hygiene (3)
- PH 7299 Sampling of the Environment (3)
- PH 7300 Urban Health (3)
- PH 7325 Urban Health Seminar (1)
- PH 7340 Built Environment and Health (3)
- PH 7525 Statistical Computing (3)
- PH 7540 Introduction to Public Health Laboratories (3)
- PH 7600 Global Health (3)
- PH 8350 Biological Basis for Disease (3)
- GEOS 6532 Introduction to Geographic Information Systems (4)
- GEOS 6538 Urban Health Geographic Information Systems (4)
- GEOS 6644 Environmental Conservation (4)
- GEOS 6784 Climatic Change (3)
- BIOL 6428 Medical Microbiology (4)
- BIOL 6451 Aquatic Pollution and Toxicology (4)
- BIOL 6480 Principles of Toxicology (4)
- BIOL 6484 Laboratory Techniques in Applied and Environmental Microbiology (4)
- NUTR 6170 Food Safety (3)

Environmental Health - SPH MPH Concentration Competencies and Course Alignment

Students in the Master of Public Health program with a concentration in **Environmental Health** will be expected to demonstrate competence in the following areas:

- EVHT 1. Demonstrate knowledge of the implications of regulations, laws, standards, and various types of policy on activities aimed at protecting environmental health.
- EVHT 2. Describe approaches to risk assessment for a wide variety of environmental hazards.
- EVHT 3. Articulate how biological, chemical and physical agents interact with the environment and affect human health.
- EVHT 4. Apply biological, chemical, physical and public health principles to development and implementation of prevention and control programs.

Course #	Required Environmental Health Courses (9 hours) Course Title	EVHT Concentration Competencies			
		1	2	3	4
PH 7293	Environmental Health Toxicology	X	X	X	X
PH 7294	Exposure Assessment		X	X	X
PH 7345	Introduction to Risk Assessment	X	X		

Epidemiology (EPID) Concentration – 18 credit hours

Epidemiology (EPID) is a scientific discipline commonly defined as the study of the distribution and determinants of disease and injury in human populations. This broad scope includes understanding the distribution, patterns and causes of adverse health outcomes as well as those associated with their control and prevention, and the complex interaction of factors that play a role in these processes. MPH with a concentration in Epidemiology will afford students choice in the in-depth study of substantive issues such as cancer, cardiovascular diseases, STDs and HIV. Students will also have to opportunity to focus on prevention methods. The knowledge and skills obtained in epidemiology will allow MPH EPID graduates to seek employment in areas that: (1) characterize community health status, (2) critically assess determinants of health-related events, (3) formulate strategies to evaluate the impact of health related interventions and (4) foster the application of epidemiologic methods for health promotion and disease prevention activities.

Required EPID Concentration Courses (9 credit hours):

- PH 8721 Epidemiologic Methods II (3)
- PH 7027 Fundamentals of Biostatistics II (3)
- PH 7525 Statistical Computing (3)

EPID Concentration Elective Courses (9 credit hours):

Select at least 3 courses from the following list of elective EPID approved courses:

- PH 7014 Epidemiology of STDs and HIV (3)
- PH 7265 Epidemiology and the Prevention of Violence (3)
- PH 7275 Chronic Disease Epidemiology (3)
- PH 7280 Infectious Disease Epidemiology (3)
- PH 7290 Case Studies in Epidemiology (3)
- PH 7355 Prevention Methods (3)
- PH 7365 Epidemiology of Adolescent and Young Adult Health Risk Behaviors (3)
- PH 8285 Social Determinants of Public Health (3)
- PH 8790 Special Topics in Epidemiology (3)

Epidemiology - SPH MPH Concentration Competencies and Course Alignment

Students in the Master of Public Health program with a concentration in **Epidemiology** will be expected to demonstrate competence in the following areas:

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

Required Epidemiology Courses (9 hours)		EPID Concentration Competencies								
Course #	Course Title	1	2	3	4	5	6	7	8	9
PH 7027	Fundamentals of Biostatistics II		X			X				
PH 7525	Statistical Computing					X				
PH 8721	Epidemiologic Methods II	X	X	X	X		X	X	X	X

Health Management and Policy (HMGP) Concentration – 18 credit hours

Health management and policy (HMGP) concentration is concerned with the administration and management of 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 HMGP Concentration Courses (9 credit hours):

- PH 7130 Leadership and Public Health (3)
- PH 7170 Public Health Policy (3)
- PH 8250 Health Economics and Policy (3)

HMGP Concentration Elective Courses (9 credit hours):

Select at least two (2) courses from the following HMGP list A of approved elective courses (6 hours):

- PH 7012 Health Program Planning, Implementation and Evaluation (3)
- PH 7300 Urban Health (3)
- PH 7340 Built Environment and Health (3)
- PH 7521 Evaluation Research (3)
- PH 7535 Special Topic: Intervention/Implementation Research (3)
- PH 7600 Global Health (3)

Select at least one (1) course from the following HMGP list B of approved elective courses (3 hours):

- PH 7325 Urban Health Seminar (1)
- PH 7522 Qualitative Research (3)
- PH 7525 Statistical Computing (3)
- PH 7555 Disability and Public Health (3)
- PH 7565 Disability Policy (3)
- PH 7570 Childhood Obesity Prevention (3)
- PH 8290 Population Health Informatics (3)
- HA 8190 Health Policy and Ethics (3)
- HA 8250 Health Economics and Financing (3)
- HA 8700 Health Services Research and Evaluation Methods (3)
- HHS 8000 Trends Affecting Health Policies, Practices, Laws (3)
- LAW 7244 Public Health Law (2-3)
- PMAP 8010 Social Policy (3)
- PMAP 8431 Leadership and Organizational Behavior (3)
- PMAP 8531 Policy Analysis (3)
- SOC 7110 Aging Policy and Service (3)

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

Students in the Master of Public Health program with a concentration in Health Management and Policy will be expected to demonstrate competence in the following areas:

- HMGP 1. Demonstrate the skills of effective communication.
- HMGP 2. Demonstrate team building, negotiation, and conflict management skills.
- HMGP 3. Demonstrate knowledge of strategy development and change management principles
- HMGP 4. Describe the attributes of effective leadership and the skills of effective leadership including decision making, vision setting and mentoring.
- HMGP 5. Describe the legal bases for public health services.
- HMGP 6. Explain principles of ensuring community health safety including emergency preparedness and response.
- HMGP 7. Describe alternative strategies for collaboration and partnership among organizations focused on public health goals.
- HMGP 8. Apply commonly used frameworks for policy analysis to prominent, contemporary public health issues.
- HMGP 9. Utilize theories of policymaking to develop policy proposals that address public health challenges.
- HMGP 10. Demonstrate application of economic principles to analyze and characterize public health and health service policies and issues.
- HMGP 11. Identify and discuss the main components of the healthcare system in the United States, the underlying sources of market power, and in the context of interlocking market segments and market power held by different players, how these components will be impacted by current reform proposals.

Required HMGP Courses (9 hours)		HMGP Concentration Competencies										
Course #	Course Title	1	2	3	4	5	6	7	8	9	10	11
PH 7130	Leadership and Public Health	X	X	X	X	X	X	X				
PH 7170	Public Health Policy	X							X	X		
PH 8250	Health Economics and Policy										X	X

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

The concentration in Health Promotion and Behavior (HPMB) will provide MPH students with the skills, knowledge, and experiences to promote health and prevent diseases within populations and communities. This concentration will also provide students with a strong foundation for developing expertise in health promotion by specifically emphasizing public health, ecological, and behavioral contexts throughout the curriculum. Courses are designed to integrate theory, practice, and research.

Required HPB Courses (9 credit hours)

- PH7016 Introduction to Health Promotion (3)
- PH7022 Health Behavior Theory for Public Health (3)
- PH7521 Evaluation Research (3)

HPMB Concentration Elective Courses (9 credit hours)

Select at least 3 courses from the following list of elective courses:

- PH 7014 Epidemiology of STDS and HIV (3)
- PH 7020 Principles of Tobacco Control (3)
- PH 7025 Health Disparities (3)
- PH 7027 Fundamentals of Biostatistics II (3)
- PH 7035 Topics in Public Health & Reproductive Health (3)
- PH 7170 Public Health Policy (3)
- PH 7265 Epi & the Prevention of Violence (3)
- PH 7275 Chronic Disease Epidemiology (3)
- PH 7300 Urban Health (3)
- PH 7335 Environmental Health Policy and Practice (3)
- PH 7340 Built Environment and Health (3)
- PH 7365 Epidemiology of Adolescent and Young Adult Health Risk Behaviors (3)
- PH 7522 Qualitative Research (3)
- PH 7525 Statistical Computing (3)
- PH 7535 Dissemination & Implementation Science (3)
- PH 7555 Disabilities & Public Health (3)
- PH 7565 Disability Policy (3)
- PH 7570 Childhood Obesity Prevention (3)
- PH 7600 Global Health (3)
- PH 8285 Social Determinants of Public Health (3)
- EPRS 8540 Quantitative Methods & Analysis in Education II (3)
- PSYC 8420 Psychology Research Statistics II (3)

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

Students in the Master of Public Health program with a concentration in **Health Promotion and Behavior** will be expected to demonstrate competence in the following areas:

- HPMB 1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
- HPMB 2. Describe steps and procedures for the planning, implementing and evaluating public health programs, policies and interventions.
- HPMB 3. Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision making in public health.
- HPMB 4. Develop a logic model for use in program development, implementation, and evaluation.
- HPMB 5. Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program.
- HPMB 6. Differentiate the purposes of formative, process, and outcome evaluation, and explain how findings from each are used.
- HPMB 7. Collaboratively assess individual, organizational, and community concerns and resources for public health programs.
- HPMB 8. Assess evaluation reports in relation to their quality, utility, and impact on public health.

Course #	Required HPMB Courses (9 hours) Course Title	HPMB Concentration Competencies							
		1	2	3	4	5	6	7	8
PH 7016	Introduction to Health Promotion	X	X	X	X	X	X	X	X
PH 7022	Health Behavior Theory for Public Health Research	X	X		X	X	X		
PH 7521	Evaluation Research	X	X		X	X	X	X	X

JD-MPH Dual Degree Requirements – 105 Credit Hours

The College of Law and the School of Public Health offer a Juris Doctor (JD)/ Master of Public Health (MPH) in the Health Management and Policy (HMGP) concentration dual degree program. This dual program provides an opportunity to pursue studies in law and public health concurrently. The JD/MPH-HMGP enables students to earn both degrees in a shorter time than would be possible if students pursued each degree separately. Dual degree programs include separate, but affiliated degree programs that are linked through shared curricular offerings and collaborative administrative processes.

Credit hours earned in one degree program satisfy some requirements of the other degree program. No credit hours for the MPH courses will be applied toward the JD requirements until a student has completed the MPH; similarly, no credit hours for the JD courses will be applied toward the MPH requirements until completion of the JD. In other words, a student cannot graduate from the JD and MPH in the same semester—a student must graduate from either program in a given semester, and then the second program in a subsequent semester. Students interested in pursuing a JD/MPH must be admitted into and enroll in both degree programs prior to completion of 30 credit hours of MPH coursework and 60 hours of JD coursework in order to qualify for the dual degree program. Students who gain admission into both programs and become dual degree JD/MPH students should self-disclose their dual degree status to the MPH Graduate Advisor at the School of Public Health and the Associate Director of the Center for Law, Health and Society at the College of Law immediately upon admission into their second program of study (either JD or MPH). An email from the student to both the MPH Graduate Advisor and CLHS Associate Director is preferred. Failure to send this notification to their two advisors may result in the student having to complete both programs in their entirety and become ineligible for the dual JD/MPH degree program opportunity. When admitted to the JD/MPH program, students must complete the first 30 hours of required courses in the JD program as soon as possible (immediately upon JD admission). After completion of these 30 hours of law courses, course enrollment in either college or both colleges concurrently is permitted and may resume. Students must complete the dual degree program within six years of the initial semester of enrollment. Students should be able to complete both degrees in four years.

MPH Core Course Requirements (16 credit hours)

- PH 7011 Introduction to Epidemiology (3) or PH 7711 Epidemiologic Methods I (3)
- PH 7017 Fundamentals of Biostatistics I (4)
- PH 7140 Social and Behavioral Aspects of Public Health (3)
- PH 7150 Environmental Health (3)
- PH 7160 Introduction to the Health Care System (3)

Required Research Methods Course (3 credit hours)

- PH 7019 Public Health Research Methods (3)

Health Management & Policy Required Courses (6 credit hours)

- PH 7130 Leadership and Public Health (3)
- PH 7170 Public Health Policy (3)

Required MPH Thesis or Capstone Project Course (3 credit hours)

- PH7990 Public Health Thesis or PH7991 Capstone (3)

Required MPH Practicum Course (2 credit hours) or (2 credit hours minimum) of public health-related Lawyering Skills Course:

- PH 7960 Public Health Practicum (2) or Public Health-Related Lawyering Skills Course (2+)*

*Standard MPH HMGP students complete two (2) credit hours of PH 7960 Public Health Practicum; however, JD/MPH HMGP dual degree students may satisfy this PH 7960 requirement by completing 3 or 4 credit hours of a College of Law lawyering skills course: specifically in the Health Law Partnership (HeLP) Legal Services Clinic at GSU¹, a health law related externship², or Health Legislation and Advocacy clinical program³. For either a traditional PH 7960 practicum or for a lawyering skills course in lieu of a practicum, the student must FIRST complete all MPH core courses before beginning the practicum or lawyering skills course. If a lawyering skills course is taken prior to completing those required MPH core courses, it will not count for the PH 7960 practicum requirement. This is simply because the MPH curriculum design requires the practicum to be an opportunity for students to demonstrate the specific MPH knowledge and skills they learned in their PH courses; therefore, students cannot apply the knowledge and skills acquired through their PH courses of study in the practicum until *after* they have completed those PH courses. Students must submit a Waiver/Substitution form⁴ to the School of Public Health for the lawyering skills course to be counted in lieu of the PH 7960 practicum requirement. The School of Public Health will make the final decision on if a completed lawyering skills course fulfills the PH 7960 requirement. Alternatively, JD/MPH student may elect to complete the standard public health practicum course.

JD – minimum 78 College of Law hours (+12 or more law-related School of Public Health credit hours, taken for the MPH)

- 43 hours of required College of Law courses
- 35 hours of College of Law elective courses
 - 12 hours HMGP Concentration-related College of Law Elective Courses:
 - LAW 7240 Health Law: Financing and Delivery (3)
 - LAW 7244 Public Health Law (3)
 - 6 hours of any qualifying law electives related to both health management and policy and law
 - 23 hours of additional elective courses
(3 hours could be a lawyering skills course such as externship, clinic, or summer fellowship for credit, relevant to public health)
 - At least 2 hours of the 35 must satisfy writing requirement (health law or other)

¹ Health Law Partnership (HeLP) Legal Services Clinic: <http://law.gsu.edu/clinics/help-legal-services-clinic/>.

² Health Law externship: <http://law.gsu.edu/experiential-learning/externships/>.

³ Health Legislation and Advocacy clinical program: <http://law.gsu.edu/clinics/>.

⁴ SPH Waiver/Substitution Form: <http://publichealth.gsu.edu/students/practicum/practicum-forms/>.

Graduate Certificate in Public Health

The Graduate Certificate in Public Health (GCPH) is a 16-credit hour program of study. The content includes three core courses taught in the Master of Public Health degree program and two electives. The Certificate is designed and developed for students currently working in public health or related field who seek to maintain, upgrade, or advance their public health knowledge and skills.

The Graduate Certificate in Public Health will offer strong foundations in public health theory, research, and practice, for example:

- Community Health Practice and Research
- Program Planning, Management, and Evaluation
- Human Communication
- Health Promotion and Education
- Environmental Health
- Health and Human Rights
- Health Policies

Graduate Certificate in Public Health Requirements (16 hours):

1. Required GCPH Core Courses (10 hours)

- PH 7011 Introduction to Epidemiology (3)
- PH 7017 Fundamentals of Biostatistics I (4)
- PH 7160 Introduction to the Health Care System (3)

2. Required GCPH Elective Courses (6 hours):

- Select at least two electives in consultation with either the SPH Graduate Advisor in the Office of Academic Assistance and Career Services (OAA) or a faculty mentor. Electives must be approved, in writing, by OAA and should be geared toward maintaining, upgrading, or advancing public health knowledge and skills related to the student's current or future career.

Grade Requirements

Students in the graduate certificate program must maintain a 3.00 cumulative institutional grade point average (GPA) in the courses for the Public Health graduate 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.

Applying GCPH credit hours to Public Health Graduate degree programs

Students who wish to change from GCPH enrollment to graduate degree seeking status must file an application for the graduate program desired and all supporting documents by the appropriate deadline for the semester for which admission is sought. Further information on application procedures for admission to degree programs in the School of Public Health may be obtained from the Office of Academic Assistance and Graduate Career Services: <http://publichealth.gsu.edu/academic/apply/>.

GCPH credit hours may apply to School of Public Health graduate degree programs. However, all credits, including GCPH-earned credits, presented for the Master's degree must have been earned within six calendar years of the date of Master's degree conferral, and all credits presented for the Ph.D. degree must have been earned within nine calendar years of the date of Ph.D. degree conferral. Grades from all attempts at all GSU courses that are taken at the graduate level will become part of the student's GPA.

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.

Course Descriptions

Course descriptions for every GSU course, including SPH courses, may be found in the *GSU Graduate Catalog*⁵ and the *GSU Schedule of Classes*⁶, and the GSU Course Description search website⁷

⁵ GSU Graduate Catalog: <http://www.gsu.edu/enrollment/catalogs.html>

⁶ GSU Schedule of Classes: https://www.gosolar.gsu.edu/bprod/bwckschd.p_disp_dyn_sched

⁷ GSU Course Description search website: https://www.gosolar.gsu.edu/bprod/bwckctlg.P_DisplaySubjects

Transfer Credits

- **Credits from another institution:** A student may apply a maximum of nine (9) semester hours of approved course credit transferred from other graduate programs or institution(s) toward fulfilling MPH degree requirements. In order to transfer, the course grade must be a grade of B or better. Transfer credits are processed by the School and must be approved by petition. Students requesting to petition for transfer of credits must work with the Graduate Advisor in the Office of Academic Assistance. Approval is at the discretion of the Division Director of the student's home division and concentration. All credits, including transfer credits, presented for the MPH degree must have been earned within six calendar years of the date of degree conferral.
- **Credits earned at GSU in either transient, non-degree, or other-GSU-degree status:** A student may apply a maximum of nine (9) semester hours of applicable GSU course credit earned prior to MPH program admission (while taking public health courses as either transient, non-degree, or other-GSU-degree status) toward fulfilling MPH degree requirements. Courses that satisfy the MPH core courses must be completed with a grade of B or better, and courses that satisfy a concentration required or elective course must be completed with a grade of C or better. Credits are processed by the School—petition is not required, but students should confirm their previously completed courses are applicable. Students may work with the Graduate Advisor in the Office of Academic Assistance to confirm applicability. Approval of applicable courses is at the discretion of the Division Director of the student's home division and concentration—it is not guaranteed. All GSU credits presented for the MPH degree must have been earned within six calendar years of the date of degree conferral.
- **Credits earned at GSU in GCPH enrollment status:** A Graduate Certificate in Public Health (GCPH) student may apply a maximum of sixteen (16) semester hours of applicable GSU course credit earned while completing the GCPH and prior to MPH program admission toward fulfilling MPH degree requirements. Courses that satisfy the MPH core courses must be completed with a grade of B or better, and courses that satisfy a concentration required or elective course must be completed with a grade of C or better. Credits are processed by the School—petition is not required, but students should confirm their previously completed courses are applicable. Students may work with the Graduate Advisor in the Office of Academic Assistance to confirm applicability. Approval of applicable courses is at the discretion of the Division Director of the student's home division and concentration—it is not guaranteed. All GSU credits presented for the MPH degree must have been earned within six calendar years of the date of degree conferral.
- **JD/MPH Dual Degree Credits earned at GSU just prior to joint degree (JD/MPH) status:** A student may only apply applicable GSU JD course credit earned toward fulfilling MPH degree requirements if the JD/MPH dual degree student is admitted into and enrolled in both degree programs prior to completion of 30 credit hours of MPH coursework and 60 hours of JD coursework. JD Credits are processed by the School—petition is not required, but students should confirm their previously completed courses are applicable. Students may work with the Graduate Advisor in the Office of Academic Assistance to confirm applicability. Approval of applicable courses is at the discretion of the Division Director of the student's home division and concentration—it is not guaranteed. All GSU credits presented for the MPH degree must have been earned within six calendar years of the date of degree conferral.

MPH Degree Progression

Critical milestones are assessed based on credit hours and semesters completed within the MPH degree program.

- **Milestone #1:** Students are expected to have their thesis/capstone (culminating experience) proposal accepted by their thesis/capstone chair and committee by no later than the completion of 36 credit hours in the MPH program. The approved thesis proposal form must be submitted to the Office of Academic Assistance and Career Services within the same 36 credit hours. Waivers to this credit rule are by petition only and may be adjusted for approved leaves of absence, medical leave or disability as detailed elsewhere in school or university policies. Failure to submit an approved thesis/capstone proposal by the conclusion of 36 credit hours will place the student on academic probation.
- **Milestone #2:** Once a student initially enrolls in their thesis/capstone course, students are expected to successfully defend and publish (upload to GSU) their thesis/capstone within two academic semesters (including summer). Failure to complete the thesis/capstone within two academic semesters will place the student on academic probation. Failure to complete the thesis/capstone by the end of the 3rd semester will result in a scholastic dismissal from the MPH program.
- **Milestone #3:** The maximum time limit set by the faculty for completing the MPH graduate degree program is six (6) years from the first semester of admission to the MPH. After six years, courses will begin to expire in order of first completed, and may require re-enrollment or replacement with advanced coursework to satisfy degree requirements.

If a student's progress indicates probation, the student will receive a notice of this from the Director of the Office of Academic Assistance and Career Services (OAA), and the notice will be sent by e-mail message to their official Georgia State University (GSU) e-mail account. Within fifteen (15) working days of receipt of this notice, the student should submit a memo to the Director of OAA (from the student's GSU e-mail account) documenting how he or she intends to achieve the relevant milestone before reaching the criterion for initiating a dismissal action. If a student's progress indicates initiation of a scholastic dismissal action *or* if a student fails to submit a memo, the student will receive scholastic dismissal action notice of this from the Director of OAA.

Students may appeal the pending dismissal action by petitioning the Dean of the School of Public Health but they must do so before the end of the semester in which their progress first indicated initiation of a dismissal action. If they appeal, students are required to submit as part of their appeal an individualized plan, approved by their thesis/capstone chair, detailing dates by which they intend to meet any milestones yet unachieved.

At any time the student believes they may have difficulty meeting the critical milestones, they should immediately consult with their Graduate Advisor in the Office of Academic Assistance and Career Services.

Continuous Enrollment Policy and Degree Completion

Students in all graduate degree and graduate certificate programs must maintain an enrollment totaling six (6) hours or more of degree applicable courses over any consecutive three (3) semester period (including summers) until degree completion. In other words, the total enrollment of the current term plus the two terms preceding it must add to six (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 continuous enrollment 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 e-mail account. To resume their programs of study, students with continuous enrollment registration holds must apply for reentry admission by the published deadline (see section 8020.70), must be granted reentry admission, and must enroll at a credit hour level sufficient to satisfy the continuous enrollment requirement. For more information on the reentry process, see section 8020.70 or contact the Office of Academic Assistance and Career Services (OAA).

Students who do not attend the semester for which reentry was originally required must complete a new reentry form for subsequent semesters.

All students who wish to reenter one of the graduate level programs or non-degree status after an absence of one year must meet the degree requirements and academic regulations of the graduate catalog current upon return, along with other reentry provisions that may be in effect.

All students who are approved to reenroll will be eligible to retain all Georgia State course credit (and already approved transfer credit, if any) earned previously if their program can be completed within the time limit that was applicable to their program before the absence. The cumulative graduate GPA calculations will include all attempts in all courses at Georgia State University. Time limits would apply.

Students who plan not to register for a particular semester but who intend to continue the program at some later semester should discuss such plans with the SPH Graduate Advisor in order to facilitate reentry at a subsequent time. Failure to comply with this request may complicate reentry in the semester preferred. An absence from the program, whether planned or unplanned, does not exempt students from the requirement to complete the program within the appropriate time limit.

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. Failure to register for degree applicable courses over the course of three consecutive semesters will result in unsatisfactory progress and the rules of Continuous Enrollment Requirement will apply.

Policy on Responsible Conduct Research Training:

Georgia State University (GSU) is committed to promoting research ethics within the University community and modeling integrity across all disciplines and areas of empirical research. As research has become more complex, collaborative, and costly, issues of research ethics similarly have become complex, extensive and important. The federally mandated training of all levels of research students at GSU in the Responsible Conduct of Research (RCR) must prepare them to face these issues in their professional lives. The Scholarship and Research Integrity (SARI) program at GSU, developed in

response to the America Competes Act requirements, is designed to offer students enrolled in undergraduate research, research graduate degree programs, and post doctoral research programs comprehensive training in the RCR in a manner that is tailored to address the issues faced by students in their respective programs. As part of the commitment and policy, graduate research students will be required to complete an online RCR training program provided by the Collaborative Institutional Training Initiative (CITI) and will also be required to engage in at least 5 hours of additional discussion-based RCR education.

<http://ursa.research.gsu.edu/ursa/responsible-conduct-in-research/>

The GSU SPH has devised a RCR program plan to be in compliance with GSU's RCR policy and to ensure students graduating from our MPH program complete the required CITI RCR training program and receive the additional 5 hours of education. For master-level students, all students enrolled in Public Health Research Methods (PH7019) will be required to complete the CITI RCR training and will receive 5 additional hours as part of in-class discussions during the course.

Time Limit for Completion of the Program

Before deciding to enroll in a graduate program of this school, 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 years from the first semester of admission for the master's programs; three years from the first semester of admission for the certificate programs and nine years from the first semester of admission for the doctoral programs. Students or applicants with questions about the commitment needed to complete the graduate programs should schedule an appointment with the school's Office of Academic Assistance and Career Services.

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.

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

Grade Point Average Requirements

For Master's level students, an overall institutional grade point average (GPA) of 3.0 or better must be earned to receive the MPH degree. All core courses in the MPH degree must be completed with a grade of B or better, and any student earning a grade of B- or below must repeat the core course. No more than six semester hours of grades less than B will be accepted for the degree in all other MPH program of study courses. No grade below a C will be accepted toward the degree. The records of students who fall below the 3.00 GPA requirement for all course attempts will be reviewed for continuation in the MPH program, and students may receive a scholastic warning or be scholastically dismissed from the MPH program.

For Graduate Certificate in Public Health (GCPH) students, an overall institutional grade point average (GPA) of 3.0 or better must be earned to receive the Graduate Certificate. The three core courses in the GCPH must be completed with a grade of B or better any student earning a grade of B- or below must repeat the core course. No grade below a C will be accepted in the two Graduate Certificate program elective courses. The records of students who fall below the 3.00 GPA requirement for all course attempts will be reviewed for continuation in the GCPH program, and students may receive a scholastic warning or be scholastically dismissed from the GCPH program.

Academic Warning and Suspension

Each student admitted into the MPH or GCPH program 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 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 SPH faculty, the student will be suspended from the graduate program. Transient students must maintain a 3.00 cumulative 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 or Scholastic 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.

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.

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.

Out-of-Residence Credit and Graduation

Students who wish to take graduate courses at another institution to complete the coursework for their Georgia State University degree should provide the information listed in the cross registration section below (except the transcript) to the Office of Academic Assistance and Career Services before enrolling at the other institution. Advance approval will ensure that the transfer credit can be granted if a grade of "B" or higher is earned in the course(s) and the coursework is completed within the time limit allowed for the student's degree program. Such students should plan to graduate at least one semester after the Out-of-Residence quarter/semester in which the last course to be transferred has been taken. This will allow adequate time for the necessary transcript to be received and for the transfer credit to be processed. Please refer to the graduation office website for complete instructions and information concerning applying for graduation and the graduation fee:

registrar.gsu.edu/graduation/. A letter certifying completion of degree requirements and stating the date the degree will be conferred can be furnished to the student by the OAA.

Application for Graduation

All candidates for the MPH degrees must file a formal application for graduation with the University's Graduation Office at least two semesters in advance of the expected semester of graduation. Deadlines are published on the Georgia State website: <http://registrar.gsu.edu/graduation/>. The Graduation Office will inform the School when the application is filed by the student. The School of Public Health will then conduct an audit and inform the student of any remaining requirements—these items will include any graduation clearance requirements. A degree will be awarded only to a student who meets the university academic, residence, and graduation clearance requirements as well as the standards of performance and academic requirements for the MPH or Ph.D. degree.

All candidates for the GCPH must file a formal application for completion: <http://publichealth.gsu.edu/students/program/> with the Office of Academic Assistance and Career Services (OAA) in the School of Public Health during the semester in which the student plans to complete the GCPH. OAA will conduct an audit to confirm completion of the requirements and inform the student of any remaining requirements—these items will include any graduation clearance requirements. A graduate certificate will be awarded only to a student who meets the university academic, residence, and/or graduation clearance requirements as well as the standards of performance and academic requirements for the GCPH.

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 appeals procedure for graduate students in the School of Public Health will follow different paths, depending on the nature of the student's appeal. The various types of situations and the appropriate appeals avenues are as follows:

Petitions for Policy Waivers and Variances, and Appeals Procedure

The petitions for policy waivers and variances, and appeals procedure for students will follow different courses depending on the nature of the student's appeal. Please refer to Student Code of Conduct online: <http://codeofconduct.gsu.edu/> for details.

Student Complaints, Concerns, or Grievances

Similarly, the student complaints, concerns, or grievance procedure for students will follow different courses depending on the nature of the student's appeal. Please refer to <http://enrollment.gsu.edu/assistance/>.

Terminated, dismissed or excluded graduate students with questions about their status should first discuss their situation with the Graduate Advisor in the Office of Academic Assistance and Career Services (OAA). Following this discussion, students who believe they have extenuating circumstances may submit a written appeal of their termination or exclusion to the Director of OAA. The director will review the information submitted in support of the appeal and the student's total record. The director

will then make a recommendation to the associate dean for academic affairs, who will make the decision regarding acceptance or denial of the appeal. The student will receive a written response from the school normally within 10 workdays of the date the appeal is received. (Workdays are counted as Monday through Friday except university staff holidays.)

Requests for such consideration must be submitted, in writing, to the director of OAA within 10 workdays (defined as Monday through Friday except university holidays). Students should write their appeals completely, but concisely, and include all facts germane to their case. Documentation should be provided, where possible, to substantiate statements made. Specific dates of the beginning and ending of particular problems should be included. Only circumstances described in the written and signed appeal as initially submitted will be accepted from the student; oral appeals are not permitted, nor are requests to submit additional information after the appeal has been reviewed. Appeals must be dated, signed, and include the student's home address and telephone numbers (work and home).

Having been enrolled in too many courses relative to job requirements or other responsibilities or having continued to enroll while experiencing personal, work, or health-related problems very rarely constitutes such extenuating circumstances.

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 revision after late registration must be done in the Office of the Registrar and may be refused by the faculty. At that time, you 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 Enrollment 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.

Course Restrictions

Students may not cross register for a course if:

- The course is offered at Georgia State that semester.
- The course has been previously attempted at Georgia State (including attempts which resulted in a withdrawal or an unsatisfactory grade).
- The course or an appropriate substitute is routinely available at Georgia State (that is, offered each semester or on a specified regular basis, such as every fall). Determination of whether the course is routinely available is made by the advisement office in consultation with the chair or director of the academic unit that offers the course.
- The College and/or degree program has restrictions or departmental requirements for the specific course.
- The student expects to graduate from Georgia State during the semester the student wishes to cross register a course.

Students are limited to two cross-registered courses per semester, and the combined course load at Georgia State University and the host institution may not exceed 18 credit hours. The student's transfer credit, cross registration credit, and credit by examination applicable to their degree program may not exceed a third of their degree 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.

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.

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.

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.

Monitoring Degree Progression and Milestone Benchmarks

Critical milestones are assessed based on credit hours and semesters completed within the MPH degree program. If a student's progress indicates probation, the student will receive a notice of this from the Director of the Office of Academic Assistance and Career Services (OAA), and the notice will be sent by e-mail message to their official Georgia State University (GSU) e-mail account. Within fifteen (15) working days of receipt of this notice, the student should submit a memo to the Director of OAA (from the student's GSU e-mail account) documenting how he or she intends to achieve the relevant milestone before reaching the criterion for initiating a dismissal action. If a student's progress indicates initiation of a scholastic dismissal action *or* if a student fails to submit a memo, the student will receive scholastic dismissal action notice of this from the Director of OAA.

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.

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 and 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.

The thesis or capstone project constitutes a significant part of the work toward a Master’s degree and is the culmination of all degree program activities. The thesis must represent high standards of scholarly inquiry, technical mastery, and literary skill. It should be a contribution to the student’s specialty area (concentration) and should reflect the student’s independent efforts with only guidance and mentoring from the thesis committee. 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 coursework (including concentration) and apply these principles and ideas to a particular public health problem or situation similar to that found in a professional work setting. Culminating experiences (thesis and capstone) defenses are assessed on a uniform rubric that confirms the student demonstrated achievement of each of their MPH (core and concentration) competencies during their entire culminating experience (culminating experience planning, actions, writing, and oral defense).

Student Services & Student Life in the School of Public Health

Career Services

<http://publichealth.gsu.edu/students/career-resources/>

The School of Public Health provides career support and leadership development services to all current SPH students and alumni. Students are invited to attend our career events and workshops as well as meet with our SPH Career Coordinator to discuss individual career questions. Career Services can help students with resume writing, interviewing, job searching, internship development, and networking.

Student Organizations

The Office of Academic Assistance and Career Services (OAA) also supports all SPH student clubs and organizations – so read about the various groups within the college, and join one today: <http://publichealth.gsu.edu/student-life/>. Make the most of your education by utilizing these great resources.

Biostatistics Student Lab

Location: Room 18B, 25 Park Place

Description: The purpose of the Biostatistics Computer Lab is to provide GSU SPH students with computer access and statistical software needed for class and research needs. All computers are equipped with standard statistical software, including SAS, STATA, SPSS and Mplus, as well as Microsoft Office tools and Internet access. The computer lab is supervised by a Graduate Research Assistant (GRA) Monday thru Friday, 9am-5pm. The GRA is available to assist students with questions related to PH7017 Fundamentals of Biostatistics I, PH 7027 Fundamentals of Biostatistics II, and

PH7525 Statistical Computing, as well as basic computer assistance and questions related to the use of SAS.

Student Health and Campus Life

SPH students have access to various services around campus, including the Student Health Clinic⁸, Student Health Insurance⁹, mental health counseling and services¹⁰, recreation center¹¹, and disability accommodation testing and services¹².

⁸ GSU Student Health Clinic: <http://health.gsu.edu/>

⁹ GSU Student Health Insurance: <http://sfs.gsu.edu/tuition-fees/student-health-insurance/>

¹⁰ GSU Counseling and Testing: <http://counselingcenter.gsu.edu/students/services/counseling-services/>

¹¹ GSU Recreation: <http://recreation.gsu.edu/>

¹² GSU Disability Services: <http://disability.gsu.edu/about-us/rights-responsibilities/>

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: _____

GCPH 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 Health Care System	_____
PH 7011	Introduction to Epidemiology	_____
PH 7017	Fundamentals of Biostatistics I	_____

GCPH Electives (6 hours):

List the courses taken and terms to fulfill the six credit hour elective 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.

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
- University Continuous Enrollment Non-Compliance Adjustment
- Degree Progression/Milestones Exception/Extension
- 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 gsample@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 Coordinator
Email: jpratt@gsu.edu or Phone: 404-413-1438

An integral part of the MPH curriculum is a required practicum. The goal of the practicum is to provide students with the opportunity to apply public health academic theory and acquired skills from their specialty areas (concentrations) to community-based research and service in a practice setting. The practicum has the following learning objectives:

- apply and test public health concepts and theories in practice settings;
- implement one or more of the ten essential public health services¹³;
- utilize problem-solving skills to assess and analyze public health issues and propose and implement effective intervention strategies;
- justify the importance of interdisciplinary teamwork to address public health problems; and,
- learn to function successfully as a public health professional in a work setting.

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 meeting content consists of career and professional development-based instruction, student-led seminars sharing practicum-based learning, and the student's development and presentation of the final practicum poster. 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

¹³ The 10 Essential Public Health Services website: <http://www.cdc.gov/nphsp/essentialServices.html> was last accessed on August 15, 2014.

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 MPH and GCPH Student Handbook.

Enrollment and Grades for the Practicum

In order to begin the practicum, students must enroll in **PH 7960 (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://secure.touchnet.com/C20797_ustores/web/store_main.jsp?STOREID=70) (https://secure.touchnet.com/C20797_ustores/web/store_main.jsp?STOREID=70) 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. Students who are approved for this waiver will be required to complete two (2) credit hours of approved elective or core-specific coursework in place of the practicum credit hours. For more information on this option, contact the Practicum Coordinator or visit the School's website <http://publichealth.gsu.edu/students/practicum/practicum-forms/>.

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 (*PH 7990 Thesis*)

A minimum of three (3) semester hours of *PH 7990 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 *PH 7990 Thesis*

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 *PH 7990 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 *PH 7990 Thesis*. 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 *PH 7990 Thesis*. 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 Application

The student submits a detailed application outlining the planned research. The proposal should be prepared according to the directions of the student’s thesis committee. The application 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).

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 $\frac{3}{4}$ 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 $\frac{1}{2}$ 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.

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.
- Notice to Borrowers required, but not numbered.
- 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.
- Notice to Borrowers required, but not numbered.
- 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)

TABLE OF CONTENTS

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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

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 (*PH 7991 Capstone*)

A minimum of three (3) semester hours of *PH 7991 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 capstone 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 *PH 7991 Capstone*. 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 *PH 7991 Capstone*.

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 (*PH 7991 Capstone*) 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 Application

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 *PH 7991 Capstone*. 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 last day that a student can give a final defense of the capstone in any given semester will be the last day of scheduled classes. 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

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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

The School provides avenues for student feedback and communication of student concerns following University policies, published in the section *1050.80 Student Complaints, Petitions for Policy Waivers and Variances, and Appeals* of the Graduate Catalog¹⁴ and in the section *Policy Procedures for Student Complaints, Petitions for Policy Waivers and Variances, and Appeals* of the GSU Student Code of Conduct¹⁵. The above policy outlines the different types of appeals and waivers, and the procedures to follow when making requests at the university-, college- and unit-level. The appeals cover final course grades, admissions, financial aid, course loads, scholastic discipline, course substitutions, and academic regulations.

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 above and linked policies)

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. (see above and linked policies)

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. (see above and linked policies)

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. (see above and linked policies)

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. (see above and linked policies)

¹⁴ GSU Graduate Catalog Section 1050.80: <http://catalog.gsu.edu/graduate20152016/university-information/#student-complaints-petitions-for-policy-waivers-and-variances-and-appeals>

¹⁵ GSU Student Code of Conduct: <http://codeofconduct.gsu.edu/>

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