



INSTITUTE OF PUBLIC HEALTH GRADUATE STUDENT HANDBOOK

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The Institute of Public Health, Georgia State University
Graduate Student Handbook
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- MISSION STATEMENT -

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

The faculty of the Institute of Public Health (IPH) 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 the Master of Public Health (MPH) degree program or the Graduate Certificate in Public Health (GCPH) program.

The Graduate Student Handbook contains the most recent Institute of Public Health policies and procedures; thus, this handbook supersedes any publication regarding policies and procedures related to the MPH or GCPH. This handbook does not replace published college and university requirements and should be used in conjunction with the GSU Graduate Catalog: <http://www.gsu.edu/enrollment/catalogs.html> and the GSU Schedule of Classes: <https://www.gosolar.gsu.edu/webforstudent.htm> to answer policy and procedural questions regarding your program of study. The faculty encourages you to obtain and keep a copy of the GSU Graduate Catalog for the year in which you were admitted. Updated versions of the Graduate Student Handbook will be available on the IPH website. The College of Health and Human Sciences (CHHS) sponsors the Institute of Public Health, and provides many of the administrative and procedural guidelines for the programs. Students should familiarize themselves with CHHS programs and procedures, many of which are referenced herein.

Referenced forms and policies can be found in the Appendices, and original forms may be downloaded from the Institute of Public Health website <http://publichealth.gsu.edu>.

Background and General Overview

The Institute of Public Health, approved by the Georgia State University Administrative Council in 2001, is a multi-disciplinary, research-based institute, drawing upon the faculty of all six Georgia State University colleges, dedicated to advancing the health of the public through training, research and community service. The Institute of Public Health achieves this mission by applying existing scholarship within GSU to priority public health problems, particularly those that are aimed at reducing health disparities in urban settings. Training and research programs focus on both building the science base that underlies public health practice, as well as applying effective interventions that have been demonstrated to improve the public health. Academic and training efforts emphasize the basic prevention sciences (e.g., emerging infectious diseases,

immunology, virology, bioinformatics, genomics, and geographic sciences), as well as applied public health efforts (e.g., chronic disease prevention, health promotion, behavior change, program evaluation, health policy, public health ethics and law, health communications, community-based participatory research, and global health).

In the 2002-2003 Academic Year, the Institute of Public Health began offering the Graduate Certificate of 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. The first MPH class was accepted during the 2004-2005 Academic Year. In June 2007, the Institute of Public Health program received full five-year accreditation from the Council on Education for Public Health (CEPH).

Through these graduate programs, the Institute of Public Health:

- Prepares students to use multi-disciplinary skills to address contemporary public health problems.
- Prepares students for positions of senior responsibility in public health practice, research, and training.
- Educates students to understand an “ecological approach” to public health, with emphasis on the linkages and relationships among the multiple determinants of health.
- Trains students to excel in reducing public health disparities, particularly in urban communities.
- Advances public health sciences and our understanding of the causes and prevention of disease.
- Incorporates the needs, perspectives and expertise of the public health practice community in the design and conduct of the curriculum and field experiences.

Mission and Philosophy

The Institute 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*. The most significant application of that mission is to prepare students through the Master of Public Health (MPH) degree program to apply multi-disciplinary skills in public health practice and research and to assume leadership roles to address contemporary public health problems.

The mission of the Institute of Public Health complements the stated mission of its administrative college home, the College of Health and Human Sciences, which is “to engage in teaching, scholarly endeavors, and service activities that improve health and well-being and address social justice issues within a multi-cultural society.” With a

focus on scholarship and research in urban health and health disparities, the Institute supports the mission of Georgia State University “to achieve a front-rank position among the nation's premier state-supported universities located in an urban setting.” The Institute’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.”

Faculty 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 Institute’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.

Procedural Matters – Applicable to All Graduate Students

Faculty Advisors

Upon admission to the MPH degree program or the GCPH program, each student is assigned a faculty advisor who will remain the student's advisor throughout the duration of the student's graduate studies. Any request for change in faculty advisor should be made to the graduate program coordinator or the director of the Institute of Public Health.

Student Appeals

The College of Health and Human Sciences 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 evaluation of their performance within the courses of the College. See Appendix G for the College of Health and Human Sciences appeals procedure.

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

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

College Responsibilities. The College of Health and Human Sciences will ensure that the student's expected progression through the program is not interrupted during the grievance process.

Program Evaluation

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.

Waiver Requests

Any student petition for waiver of an established policy and procedure must be handled in compliance with the Student Petition for Waiver Policy and Procedures of the College of Health and Human Sciences. See Appendix H for a copy of this policy.

Master of Public Health

Objectives

The objectives of the Master of Public Health (MPH) degree program are to:

1. Prepare students to use multi-disciplinary skills to address contemporary public health problems.
2. Prepare students for positions of senior responsibility in public health practice, research, and training, particularly at the federal, state and local levels.
3. Train students to understand an “ecological approach” to public health, with emphasis on the linkages and relationships among the multiple determinants of health.
4. Train students to excel in reducing public health disparities, particularly in urban communities.
5. Advance public health sciences and our understanding of the causes and prevention of disease.

Admission Requirements

The Institute of Public Health accepts students into the Master of Public Health (MPH) program for both fall and spring semesters. The application deadline for the fall semester is **February 15**. The application deadline for the spring semester is **September 1**.

The following materials are required for admission:

1. Application for Graduate Study, College of Health and Human Sciences.
2. Supplemental Application for Admission, Institute of Public Health.
3. A \$50.00 application fee.
4. Two copies of official transcripts from all colleges and/or universities attended.
5. Three references from individuals knowledgeable of the applicant’s academic, professional and intellectual abilities.
6. A statement of interest and professional intent.
7. Official scores on the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). Applicants with an earned doctorate (including an M.D. or J.D.) from an accredited institution in the U.S. do not need to take either examination.
8. Additional requirements for international students are found at: <http://chhs.gsu.edu/166.html>.
9. Applicants who are currently enrolled in another graduate program at Georgia State University may complete a “Request for Transfer of Records” in the current college’s graduate admissions office.

Application materials are available through the website of the Institute of Public Health, <http://publichealth.gsu.edu>, or <http://chhs.gsu.edu/174.html>, or from the Office of Academic Assistance in the College of Health and Human Sciences: (404) 413-1000 or chhs-oaa@gsu.edu.

MPH Curriculum

The MPH program includes a minimum of **42 semester credit hours** of study at the master's level beyond the bachelor's degree.

- 21 credit hours (seven courses) in core public health courses required of all students;
- 12 additional credit hours (generally four courses) in the student's selected specialty track;
- 3 credit hours from a list of recommended electives designed to supplement the specialty track or the student's research or career interests;
- 3 credit hours for a required practicum, internship or field placement; and
- at least 3 credit hours for a thesis or special capstone project.

Students must choose one of three specialty tracks in public health (Prevention Sciences, Health Promotion and Behavior, or Health Management and Policy) from which the twelve credit hours are selected. The topic of the thesis or special project should correspond to the track selected. Required or elective courses may have prerequisites, or require permission of the instructor.

1. Required Core Courses

Students must complete **21 credit hours** of required coursework. Semester hours are shown in parentheses after each entry.

PH 7010	Foundations of Public Health Administration and Policy (3)
PH 7011	Epidemiology for Public Health (3)
PH7017 or STAT 7010	Biostatistics for Public Health (3)
PH 7019	Public Health Research Methods (3)
PH 7140	Social and Behavioral Dimensions of Public Health (3)
PH 7150	Environmental Health (3)
PH 7160	Introduction to the Healthcare System (3)

2. **Specialty Tracks. Twelve (12) credit hours** of required coursework have been established to ensure that students achieve proficiency in the core competencies and skills related to each specialty track. Each track has specific requirements for completing those 12 credit hours.
3. **Additional Elective.** All MPH students must take at least **three (3) credit hours** of approved electives relevant to their specialty track and career goals. The elective(s) may come from public health course offerings or from other courses offered by the university, based on consultation with the student's advisor, the graduate coordinator or the director of the Institute. Prior to degree completion, students may take additional electives to expand the knowledge base or enhance special skills.

Grade Point Average Requirements

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. Please refer to the college's academic standing policy on Academic Warning and Suspension described in the College of Health and Human Sciences' section of the Graduate Catalog: http://www2.gsu.edu/~catalogs/2010-2011/graduate/4000/4200_academic_discipline.htm.

Final Course Grades

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

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

Transfer Credit

A student may apply a maximum of nine (9) semester hours of course credit transferred from other graduate programs or institution (s) toward fulfilling MPH degree requirements. Transfer credits are processed by the College of Health and Human Sciences' Office of Academic Assistance (OAA) and must be approved by the student's faculty advisor, the graduate program coordinator and the director of the Institute: <http://publichealth.gsu.edu/pdf/transfercreditrequest.pdf>. Students who have been

accepted in the MPH program and who wish to take courses at another institution for credit toward the MPH, must first obtain written approval from their advisor and the graduate program coordinator.

Selecting a Specialty Track and Program of Study

By the end of the second semester or after completing core courses, whichever comes first, MPH students must select a specialty track. Selection should be done in consultation with the student's academic advisor. At the time of selection, a program of study should be filed by the student. The program of study form (see Appendix B) may be updated from time to time as coursework progresses.

Continuous Enrollment Policy and Degree Completion

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

To resume their programs, students with continuous enrollment holds must file for re-entry by the published deadline and must enroll at a level sufficient to satisfy the continuous enrollment criterion: <http://chhs.gsu.edu/reentry.asp>. That is, their enrollment in the re-entry term plus the two terms preceding it must total to 6 hours or more. The maximum required enrollment level for the re-entry term is 6 hours. For more information on the re-entry process, contact your college's advisement/admissions office.

Application for Graduation

All candidates for the MPH degree must file a formal application for graduation with the GSU Graduation Office at least two semesters in advance of the expected semester of graduation. Deadlines are published on the *GSU Website* (<http://www.gsu.edu/es/graduation.html>).

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

Specialty Track Requirements.

Prevention Sciences (12 credit hours): Scientific discovery is essential for protecting and improving the public health. The Prevention Sciences track is designed to provide students with the skills necessary to advance the understanding of disease etiology, occurrence, prevention, and detection in a manner that will benefit population health. The Prevention Sciences track draws from a variety of disciplines including, emerging infectious diseases, immunology, virology, biostatistics, bioinformatics, epidemiology, research methods, genomics, and geographic sciences.

Select two of the following three courses (6 credit hours)*:

- PH 7270 Intermediate Epidemiology (*strongly recommended*)
- PH 7290 Case Studies in Epidemiology
- PH 7355 Prevention Methods and Modeling

Select two of the following courses (6 credit hours)*:

- PH 7014 Intro to HIV/STD
- PH 7275 Chronic Disease Epidemiology
- PH 7280 Infectious Disease Epidemiology
- PH7600 Global Health
- PH7265 Epidemiology & the Prevention of Violence
- PH 7521 Evaluation Research
- PH 7285 Social Determinants of Public Health (formerly Social Epidemiology)

**The courses above can also serve as Prevention Sciences elective hours.*

Prevention Sciences Elective (Select one course, 3 credit hours)

- PH 7015: Cancer and Society
- PH7018: Advanced Analytics
- PH 7155: Air Quality and the Environment
- PH 7295: Topics in Environmental Epidemiology
- PH7296: Climate Change & Public Health
- PH7298: Emerging Issues in Occupational and Environmental Health
- PH7522 Qualitative Research
- PH 7535: Intervention/Implementation Research
- PH 7525: Introduction to SPSS (formerly Management and Analysis of Health Data)
- PH7560 Disability Epidemiology (new)
- BIOL 6278: Immunology (4)
- BIOL 6480: Principles of Toxicology (4)
- BIOL 6575: Virology (4)
- BIOL 6045: General Ecology (4)
- BIOL 6428: Medical Microbiology (4)
- BIOL 6451: Aquatic Pollution and Toxicology (4)

BIOL 6500:	Human Genetics (4)
GEOG 6533:	Intro to GIS Applications
GEOG 6528:	Mapping Fundamentals for Geographic Information Systems
HHS 6000:	Research for Health Professions
HHS 7000:	Clinical Application of Statistical Methods
HHS 7020:	Health Care Informatics
HHS 7400:	Genetics Across the Lifespan
HHS 8000:	Instrument Evaluation and Construction
NUTR 6201:	Food Safety
SOC 8020:	Research Methodology
STAT8678	SAS Programming

Health Promotion and Behavior (12 credit hours): Health promotion and disease prevention are key concepts in public health and provide the foundation for community participation as well as health behavior change. The Health Promotion and Behavior track draws from a variety of disciplines, including psychology, sociology, anthropology, communications, and ethics.

The following specialty track course (3 credit hours) is required:

PH7016 Introduction to Health Promotion (*Required*)

Select 1 specialty track course (3 credit hours) from the following two courses:

PH7535 Intervention/Implementation Research

PH 7521 Evaluation Research

Select 2 specialty track courses & 1 elective course (9 credit hours total) from the following list:

PH7012 Health Program Planning, Implementation and Evaluation
(*formerly Health Planning and Program Development*)

PH7014 Intro to HIV/STD Public Health

PH7018 Advanced Analytics

PH7020 Principles of Tobacco Control

PH7025 Health Disparities

PH7135 Child Maltreatment (*1 credit*)

PH7265 Epidemiology and Prevention of Violence

PH7275 Chronic Disease Epidemiology

PH7285 Social Determinants of Public Health (*formerly Social Epi*)

PH7300 Urban Health

PH7340 Built Environment & Health (*New course*)

PH7521 Evaluation Research

PH7522 Qualitative Research

PH7525	Introduction to SPSS (<i>formerly Management of Health Data</i>)
PH7535	Intervention/Implementation Research
PH7555	Disabilities & Public Health
PH7600	Global Health
ANTH6430	Anthropology and Public Health
ANTH6460	Health and Culture
CPS8460	Biopsychosocial Aspects of Addiction
CRJU6070	Family Violence and Criminal Justice
HHS7200	Health and the Older Adult
HHS7500	Health Communication (<i>formerly PH7500</i>)
KH 6943	Workshop in HIV Prevention and Health
KH 6942	Workshop in School Health
PSYC 8200	Introduction to Community Psychology
PSYC 8220	Community Interventions and Social Change
SOCI 8118	Aging, Health and Disability
SOCI 8230	Sociology of Health & Illness (<i>formerly Medical Sociology</i>)
SOCI 8340	Population Dynamics
SW 7100	Foundations of Community Partnerships
SW 7270	Social Work in Substance Abuse
SW 7600	Social Welfare Policy

Health Management and Policy (12 credit hours): The Health Management and Policy track draws upon a variety of disciplines, including health administration, health policy, public administration, business, public health law, health ethics and economics. Health management and policy 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 following courses (6 credit hours) are required.

- PH 7170 Public Health Policy (*Required*)
- PH 7250 Health Care Finance (*Required*)

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

- PH 7012 Health Planning and Program Development
- PH 7130 Leadership and Public Health
- PH7180 Public Health Management
- PH7600 Global Health
- PH 7521 Evaluation Research

PH 7300 Urban Health

**These courses can also serve as elective courses in Health Management and Policy.*

Select one of the following electives (3 credit hours):

- PH 7013: Health Care Quality
- PH7015: Cancer & Society
- PH7018: Advanced Analytics
- PH 7300: Urban Health
- PH 7521: Evaluation Research
- PH7522: Qualitative Research
- PH 7525: Intro to SPSS (*formerly Management & Analysis of Health Data*)
- PH7555: Disabilities & Public Health
- HA 8190: Health Policy and Ethics
- HA 8250: Health Economics and Financing
- HA 8700: Health Services Research and Evaluation Methods
- HHS 8000: Trends Affecting Health Policies, Practices and Laws
- LAW 7244: Public Health Law
- PMAP 8010: Social Policy
- PMAP 8431: Management and Organizational Behavior
- PMAP 8531: Public Administration and Policy
- SOC 7110: Aging Policy and Services

Note: In cases where a required course is not offered in a given academic year, students may request a substitute course. Please contact the Graduate Coordinator for further assistance.

4. Practicum or Internship (PH7960)

Students will take **three (3) credit hours** of a required practicum, internship, field placement or equivalent in the students' specialty field of study. Students will need to complete **300 hours** of field work.

Guidelines for the student practicum requirement are set forth in Appendix D. Students are eligible to begin practicum coursework following completion of the seven (7) required core classes and at least two (2) classes in the given specialty track. The student should consult the practicum coordinator for advising.

5. Thesis or Special Capstone Project (PH7990)

Following completion of all or most of their coursework, students must complete at least **three (3) credit hours** for a master's thesis or a special capstone project meeting established program guidelines.

Each student has the option of completing either a thesis (preferred) or a special capstone research project. Both culminating experiences are designed to test the student's competency in core public health knowledge, skills and abilities and to ensure proficiency in the student's area of specialization.

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 field of study and should reflect the student's independent efforts with guidance from faculty members.

The decision to write a thesis is made by the student in consultation with and approved by the student's advisor, the graduate program coordinator and the Institute director. Before approval is given, the student must demonstrate that an appropriate member of the faculty is willing to chair the thesis committee, and that two other appropriate faculty members are willing to serve on the committee. Normally, a student must have completed all required coursework (core and specialty track) for the degree before registering for thesis hours. In special cases, a student who has no more than two courses remaining to complete in the program, and who anticipates completing these within the next two semesters, may register for thesis credit with the graduate coordinator's approval.

The student's thesis must conform either to the American Psychological Association (APA) Style Manual (latest edition) or to a citation style approved by the thesis committee. The thesis must comply with the format, style, and procedural instructions included in the Thesis Guidelines (See Appendix E.)

A student who wishes to undertake a special capstone project as the culminating experience must seek special approval, with support of the student's advisor, from the curriculum committee of the Institute. Guidelines for any special capstone project, once approved, will be tailored to meet the specific research interests of the student; however, the presentation and oral defense requirements will be similar to those required for the thesis.

Optional Areas of Specialization

Coursework in the MPH degree may be designed to provide a student an area of specialization within a given track. Following is an example of an MPH degree in the Health Promotion and Behavior Track with a Specialization in Nutrition:

MPH in Health Promotion and Behavior with Nutrition Specialization (42 hours)

Required Courses (21 semester hours)

PH 7010	Foundations of Public Health Administration and Policy (3)
PH 7011	Epidemiology for Public Health (3)
PH 7019	Public Health Research Methods (3)
PH 7140	Social and Behavioral Dimensions of Public Health (3)
PH 7150	Environmental Health (3)
PH 7160	Introduction to the Healthcare System (3)
PH7017 or STAT 7010	Biostatistics for Public Health (3)

Choose 5 of the following courses (15 semester hours).

Some courses may require prerequisites:

NUTR 6101	Nutrition Research Methods
NUTR 6102	Nutrition Interventions
NUTR 6104	Advanced Normal Nutrition
NUTR 6105	Nutrition, Culture, and the Life Cycle
NUTR 6970	Nutrition and the Media
NUTR 6990	Entrepreneurial Nutrition
NUTR 7101	Nutrition Issues
NUTR 7105	Geriatric Nutrition
NUTR 7106	Advanced Sports Nutrition

Practicum (3)

Thesis or Capstone (3)

Opportunities in the Andrew Young School of Policy Studies (AYSPS)

MPH students also may consider combining their public health coursework with a **Certificate in Disaster Management** or a **Certificate in Nonprofit Management**, both of which are offered through AYSPS. Each certificate program consists of **12 hours of coursework**, but may be completed by adding only 6 additional hours to MPH program of study. Please consult the AYSPS section of the Graduate Catalog for program details. Interested students must meet AYSPS application guidelines. Following are examples of programs of study:

**Example Only - MPH in Health Management and Policy
with Certificate in Disaster Management (45 hours)**

Required Courses (21 semester hours)

- PH 7010 Foundations of Public Health Administration and Policy (3)
- PH7011 Introduction to Epidemiology (3)
- PH 7019 Public Health Research Methods (3)
- PH 7140 Social and Behavioral Dimensions of Public Health (3)
- PH 7150 Environmental Health (3)
- PH 7160 Introduction to the Healthcare System (3)
- PH7017 or Biostatistics for Public Health (3)
- STAT 7010

Health Management & Policy Specialty Track (6 hours required)

- PH 7170 Public Health Policy
- PH 7250 Health Care Finance (or advisor approved equivalent)

Required Courses (6 hours)

- PMAP 8271 Disaster Policy and Emergency Management
- PMAP 8281 Disaster Relief and Humanitarian Assistance

Additional Electives Required for Certificate (6 hours, Choose two)

- PMAP 8021 Scope and Theory of Planning
- PMAP 8201 International NGOs
- PMAP 8371 Environmental Policy, Planning, and Evaluation
- PMAP 8561 GIS Applications to Planning and Policy Analysis
- ECON 8320 Environmental and Natural Resource Economics and Policy

Practicum (3)

Thesis or Capstone (3)

**Example Only - MPH in Health Management and Policy
with Certificate in Nonprofit Management (45 hours)**

Required Courses (21 semester hours)

- PH 7010 Foundations of Public Health Administration and Policy (3)
- PH7011 Introduction to Epidemiology (3)
- PH 7019 Public Health Research Methods (3)
- PH 7140 Social and Behavioral Dimensions of Public Health (3)
- PH 7150 Environmental Health (3)
- PH 7160 Introduction to the Healthcare System (3)
- PH7017 or Biostatistics for Public Health (3)
- STAT 7010

Health Management & Policy Specialty Track (6 hours required)

PH 7170 Public Health Policy

PH 7250 Health Care Finance (or advisor approved equivalent)

Required Course (3 hours)

PMAP 8210 Introduction to the Nonprofit Sector

Additional Electives Required for Certificate (6 hours, choose two)

PMAP 8221 Nonprofit Fundraising

PMAP 8241 Nonprofit Marketing

PMAP 8261 Nonprofit Financial Management

Electives (3 hours, choose one)

PMAP 8203 Nonprofit Advocacy, Law, and Policy

PMAP 8271 Disaster Policy and Emergency Management

PMAP 8281 Disaster Relief and Humanitarian Assistance

MBA 8145, or MK 8200, or MK 8210, or PMAP 8241 Nonprofit Marketing and Communications

PMAP 8201 International Nongovernmental Organizations

PMAP 8221 Nonprofit Fundraising

PMAP 8233 Power, Faith and Civic Leadership

PMAP 8231 Nonprofit Leadership, Governance, and Ethics

Other Approved Electives (with consent of advisor)

Practicum (3)

Thesis or Capstone (3)

Graduate Certificate in Public Health

The Institute of Public Health offers a graduate certificate to provide an introduction to public health concepts, methods and theory. The Graduate Certificate in Public Health (GCPH) is not intended to serve as a substitute for a professional degree in public health, but rather to provide an introduction and familiarity with public health concepts and approaches. The GCPH is available to students enrolled in other graduate programs at Georgia State and also to non-degree seeking, post-baccalaureate students who are interested in exploring the public health field.

Admission

Students seeking a Graduate Certificate in Public Health must apply for admission through the website of the Institute of Public Health, <http://publichealth.gsu.edu>, or <http://chhs.gsu.edu/174.html>, or from the Office of Academic Assistance in the College of Health and Human Sciences: (404) 413-1000, chhs-oaa@gsu.edu.

The following materials are required for admission:

1. Application for Graduate Study, College of Health and Human Sciences.
2. Supplemental Application for Admission, Institute of Public Health.
3. A \$50.00 application fee.
4. Two copies of official transcripts from all colleges and/or universities attended. (Applicants who are currently enrolled in another graduate program at Georgia State University may complete a "Request for Transfer of Records" in the current college's graduate admissions office.)
5. Three references from individuals knowledgeable of the applicant's academic, professional and intellectual abilities.
6. A statement of interest and professional intent.
7. Official scores on the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). (Applicants with an earned doctorate from an accredited institution in the U.S. do not have to take either examination.)
8. Additional requirements for international students are found at: <http://chhs.gsu.edu/166.html>.

The Institute of Public Health accepts students into the GCPH program for both fall and spring semesters. The application deadline for the fall semester is February 15. The application deadline for spring semester is September 1.

Curriculum

1. Core Courses (9 hours):

PH 7010 Foundations of Public Health Administration and Policy (3)

PH 7011 Epidemiology for Public Health (3)

PH7017 Biostatistics for Public Health (3)

or STAT 7010

2. Elective Courses (6 hours)

Two electives agreed upon by the student and the Faculty Advisor.

Total = 15 hours

Grade Requirements

Students in the program must maintain a 3.00 cumulative grade point average in the courses for the Public Health certificate. The records of students who fall below the 3.00 GPA requirement will be reviewed for continuation in the program.

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/pdf/transfercreditrequest.pdf>. Transfer credits may not be used to meet any of the core course requirements for the GCPH. Transfer credits are processed by the College of Health and Human Sciences' Office of Academic Assistance (OAA) and must be approved by the student's faculty advisor, the graduate program coordinator and the director of the Institute. Students who have been accepted in the GCPH program and who wish to take a course at another institution for credit toward the GCPH must first obtain written approval from their advisor and the graduate program coordinator.

Application for Completion

All candidates for the GCPH must file a formal application for completion:

http://publichealth.gsu.edu/current_students.asp with the Institute 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 C. 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.



INSTITUTE OF PUBLIC HEALTH
GRADUATE STUDENT HANDBOOK

Appendix A

**Master of Public Health
Learning Outcomes Assessment Plan**

LEARNING OUTCOMES ASSESSMENT PLAN

MASTER OF PUBLIC HEALTH

Institute of Public Health
Georgia State University
Established March 2004

1. Mission Statement

The Institute 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*. The most significant application of that mission is to prepare students through the Master of Public Health (MPH) degree program to apply multi-disciplinary skills in public health practice and research and to assume leadership roles to address contemporary public health problems.

The mission of the Institute of Public Health complements the stated mission of its administrative college home, the College of Health and Human Sciences, which is “to engage in teaching, scholarly endeavors, and service activities that improve health and well-being and address social justice issues within a multi-cultural society.” With a focus on scholarship and research in urban health and health disparities, the Institute supports the mission of Georgia State University “to achieve a front-rank position among the nation's premier state-supported universities located in an urban setting.” The Institute’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.”

2. Learning Outcomes

Upon completion of the MPH degree, all students will have a mastery of appropriate theory, knowledge and skills in applied public health and public health research as evidenced by the graduate’s ability to:

- Articulate and utilize an understanding of core public health concepts in the areas of biostatistics, epidemiology, social and behavioral sciences, health services administration, and environmental health, as well as the eight emerging areas identified by IOM.
- Identify and assess the public health conditions, both assets and deficiencies, of populations.
- Demonstrate the ability to plan, implement and evaluate programs and services designed to address these conditions

- Understand and employ an “ecological approach” to public health, with emphasis on the linkages and relationships among the multiple determinants of health, to assure conditions that protect and promote the health of populations.
- Identify and analyze health disparities and design appropriate, culturally competent prevention and intervention strategies.
- Demonstrate an ability to apply theory and knowledge in applied, field-based settings, as evidenced by a competency level of knowledgeable to proficient across the eight (8) competency domains for public health professionals:
 - analytical assessment
 - policy development/program planning
 - communication
 - cultural competency
 - community dimension of practice
 - basic public health sciences
 - financial planning and management, and
 - leadership and systems thinking
- Apply critical thinking skills within the context of public health practice and research.
- Demonstrate skills in public health research and communication.

For the MPH graduate specializing in Prevention Sciences, additional learning outcomes include the student’s ability to:

- Demonstrate understanding of disease etiology, occurrence, prevention, and detection in a manner that will benefit population health.
- Apply principles of epidemiology and biostatistics to community health planning and service integration.
- Demonstrate research competencies in applied, basic sciences that support the work of public health and emerging fields of prevention practice such as chronic and infectious diseases.
- Use economic evaluation and informatics to analyze programs and community health needs and test the efficacy of interventions.

For the MPH graduate specializing in Health Promotion and Behavior, additional learning outcomes include the student’s ability to:

- Demonstrate an understanding of health promotion programs in various content areas and how those programs function across a variety of settings.
- Demonstrate skills as a qualified resource person and advocate for the community using appropriate methods to meet community and population needs.

- Demonstrate the ability to communicate health and health education information to diverse populations using a range of techniques and methods.
- Demonstrate an understanding of the impact that biology, environment, cultural, law, education, and the media have on population health and societal expectations.

For the MPH graduate specializing in Health Management and Policy, additional learning outcomes include the student's ability to:

- Demonstrate an understanding of the history and structure of health care systems and specify how social, political, legal, ethical, technological, economic and cultural forces have shaped it.
- Explain the concerns of quality, access and cost of health care.
- Analyze the main options and methods for financing and regulating health care services.
- Apply research methods, including quantitative methods and data management, and critical thinking skills to problems in health policy, management and services research.

3/4. Assessment Methods, Data Collection Processes and Analyses

The MPH program has a five-step plan for self-study and evaluation of the total program.

a. Successful completion of core courses. Each core course has course objectives that provide the foundation for the program objectives. A grade of "B" or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met.

- Performance evaluation will consider the number of students enrolled in each of the five (5) core courses each academic year and the number of students receiving "B" or better grades.

b. Course evaluations. Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks.

- Performance evaluation will document the summary and discrete evaluation of all core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

c. Successful completion of practicum or field experience. Each MPH student must complete a six (3) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of "B" or higher, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their

experience to be maintained in the Institute library.

- Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving positive evaluations, the number receiving “B” or higher grade, the quality of oral presentation, and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

d. Final Thesis or Special Capstone Project. Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee.

- Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

e. Alumni Survey. Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes.

- Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

5. Use of Results

The Institute of Public Health takes seriously its charge to develop quality public health graduate education, which improves the knowledge, skills and abilities of public health professionals and researchers. The MPH is a new program, with the first class being enrolled in Fall Semester 2004. Thus, the learning outcomes assessment plan provides a foundation for the program’s efforts. The goal and expectations of accreditation by the Council on Education for Public Health (CEPH) further ensures the necessary institutional and faculty focus on establishing, measuring and improving learning outcomes.

Learning outcomes for individual students will be monitored and assessed by relevant university faculty. The student’s advisor, identified during the student’s first semester of enrollment, will track student progress and performance, especially oral and written performance in coursework and performance as graduate research assistants, if applicable. The student’s advisor, MPH Program Coordinator, and the field placement

supervisor will jointly assess the student's internship performance. Lastly, Institute staff will maintain a database of post-degree employment of each graduate.

Performance evaluation of applicable learning outcomes for all students will be conducted annually by the director of the Institute, in concert with core faculty and affiliated faculty. (Certain learning outcomes cannot be evaluated either until the second year of the program or until there are MPH graduates.) Faculty, in consultation with students, the Institute's Board of Advisors and the GSU Deans' Advisory Group (which oversees the Institute), 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.



INSTITUTE OF PUBLIC HEALTH
GRADUATE STUDENT HANDBOOK

Appendix B

**Master of Public Health
Program of Study Worksheet
and Academic Evaluation Instructions**

MASTER OF PUBLIC HEALTH

Program of Study Worksheet

Student Name: _____ Panther ID _____

Public Health Specialty Track (check): Health Promotion and Behavior
 Health Management and Policy
 Prevention Sciences

Faculty Advisor: _____

COURSE NUMBER	COURSE TITLE	HOURS	TERM/YEAR COMPLETED	GRADE
REQUIRED COURSES (21 SEMESTER HOURS)				
PH 7010	Found. of Public Health Administration & Policy	3		
PH7011	Epidemiology	3		
PH7017/ STAT7010	Biostatistics	3		
PH7019	Public Health Research Methods	3		
PH7140	Social and Behavioral Dimensions of Public Health	3		
PH7150	Environmental Health	3		
PH7160	Introduction to the Healthcare System	3		
SPECIALITY TRACK COURSES (12 SEMESTER HOURS)				
<i>Please see the Student Handbook for specific specialty track requirements.</i>				
		3		
		3		
		3		
		3		
ELECTIVE COURSES (3 SEMESTER HOURS)				
		3		
PRACTICUM OR INTERNSHIP (3 SEMESTER HOURS)				
PH7960	Practicum	3		
THESIS OR CAPSTONE EXPERIENCE (3 SEMESTER HOURS)				
PH7990	Thesis/Capstone	3		
		42	Total Semester Hours	

SIGNATURE OF STUDENT

DATE

SIGNATURE OF ADVISOR

DATE

APPROVAL OF GRADUATE PROGRAM COORDINATOR OR DIRECTOR

DATE

How to Access and View Your Academic Evaluation

1. Log-in to PAWS (<https://paws.gsu.edu>)
3. Choose “One Stop Shop” tab.
4. Click on “Student Records Menu.”
4. Click on “Academic Evaluation.”
5. Select Term.
6. Select Program
7. Click on “Generate Request.”
8. Click on “Academic Evaluation.”
9. Click Submit.



INSTITUTE OF PUBLIC HEALTH
GRADUATE STUDENT HANDBOOK

Appendix C

**Graduate Certificate in Public Health (GCPH)
Application for Completion**

GEORGIA STATE UNIVERSITY GRADUATE CERTIFICATE IN PUBLIC HEALTH APPLICATION FOR COMPLETION



Name: _____

Address: _____

Student ID: _____ Email Address: _____

Term you expect to complete certificate requirements: _____

Core Courses - Please indicate the terms in which you completed (or plan to complete) the core courses required for the certificate in Public Health:

<u>Course Number</u>	<u>Course Title</u>	<u>Term</u>
PH 7010	Foundations of Public Health Administration and Policy	_____
PH 7011/ANTH 6044	Epidemiology	_____
PH 7017 or STAT 7010	Biostatistics for Public Health	_____

Electives - Please list the courses taken to fulfill the two elective courses requirement:

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

Student Signature

Date

Institute of Public Health Approval:

Approved: Yes No Signature: _____ Date: _____



INSTITUTE OF PUBLIC HEALTH
GRADUATE STUDENT HANDBOOK

Appendix D

**Master of Public Health
Practicum Guidelines**
(Revised August 2010)

Georgia State University, Institute of Public Health

Master of Public Health

Practicum Guidelines

Integral to the MPH curriculum is a required practicum, internship or field placement. The Council on Education for Public Health (CEPH) specifies that the MPH program *“as a minimum, shall assure that each student acquires skills and experience in the application of basic public health concepts and of specialty knowledge to the solution of community health problems.”* CEPH further determined that *“a planned, supervised and evaluated practice experience is considered a very important component of a public health professional degree program. These opportunities should be arranged in cooperation with as wide a range of community agencies as possible, including especially local and state public health agencies in the program’s geographic area.”*

Practicum Goal

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

Practicum Learning Objectives

While each practicum will be topic-driven and hence different, the objectives and format will generally be the same. The *learning objectives* of the Public Health practicum are aimed at providing students the following opportunities:

- Apply and test public health concepts and theories in practice settings;
- Implement one or more of the ten essential services of public health;
- Utilize problem-solving skills to assess and analyze public health issues, propose, and to the extent possible, implement effective intervention strategies; and
- Justify the importance of interdisciplinary teamwork to address public health problems.
- Learn to function successfully as a public health professional in a work setting.

ACADEMIC REQUIREMENTS

Length and Credits

The practicum must account for **three (3) academic credits** representing **300 hours** of field-based work and a monthly in-class component. Field-based work can be

performed in a concentrated fashion within one semester or carried out in two consecutive semesters. The in-class requirement, designed to complement the student's work in the field, will consist of case-based instruction (e.g. implementation of community assessment tools—MAPP; PACE-EH); student-led seminars describing their progress; guest preceptor presentations and the student's development and presentation of the final practicum report. Credits will be awarded by demonstrating achievement of all related requirements as outlined in this handbook, including those described in Section IV (Roles and Responsibilities).

Positioning within the MPH program

Students are eligible to begin practicum coursework following successful completion of the **seven (7)** required core classes and at least **two (2)** classes in the selected specialty track.

Practicum Topic Selection

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

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 report documenting the results of the practicum remains a separate and distinct requirement. Likewise, a research-based practicum can yield a specific research aspect sufficiently robust for the development of a thesis. The resulting thesis would be distinct from the required final practicum report. Decisions regarding thesis development are further specified in the Graduate Student Handbook.

Enrollment and Grades for the Practicum

To complete the practicum, students must enroll in **PH7960 (Public Health Practicum)** for a total of three (3) hours over one or more semesters. The practicum is an academic course; students register for the course, pay tuition and receive academic credit that applies toward the degree requirements.

University rules state that no letter grades will be given for a practicum except "S" (satisfactory), "U" (unsatisfactory), or "IP" (in progress). IP grades are fairly common,

because often a practicum does not completely coincide with the semester time frame and completion may occur in a later semester. Using the practicum evaluation and in-class progress reporting, the practicum coordinator and faculty advisor will evaluate student work and determine the appropriate grade for the practicum period under review.

PLACEMENT ORGANIZATIONS

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;
- 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.

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.

ROLES AND RESPONSIBILITIES

An individualized practicum plan will be developed for each placement and documented on 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 placement organization. However, 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 placement site.
- Develop a practicum/project plan including learning objectives, a timeline, milestones, and final deliverables and secure approval of the plan by the preceptor, the practicum coordinator. Where indicated the student's faculty advisor or a faculty member in the student's specialty track may be involved.
- Provide written progress reports to the preceptor and practicum coordinator.
- Participate in seminar series and student presentations
- Submit a final practicum report 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

Placement Organizations

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 will involve all parties and occur in a formal and informal fashion. Informal evaluations will be an integral component of the student presentations in the seines series. Information will also be gleaned from the periodic progress review meetings that take place at the placement site between the student and the preceptor, and discussions with the practicum coordinator. Formal evaluation will be conducted in a standardized fashion and is designed to be process and outcome related, involving students, preceptors, and the MPH program. Students and preceptors will provide midterm and final evaluations through completing designated forms. Evaluation at the program level will occur through feedback from the MPH program faculty and administrators as well as representatives from placement organizations.

PRACTICUM FORMS

Forms for practicum students and preceptors are available from the Practicum Coordinator or on the Institute website <http://publichealth.gsu.edu/practicum.asp>.



INSTITUTE OF PUBLIC HEALTH
GRADUATE STUDENT HANDBOOK

Appendix E

Thesis Guidelines and Forms

Thesis Guidelines

Master of Public Health

I. 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://www.gsu.edu/enrollment/catalogs.html> for academic policies related to the MPH degree. Currently, the deadline for submission of the approved thesis is the last day of class in the semester of graduation.

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

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

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

C. Grades for the Thesis. Until the semester in which the thesis is defended and completed, the chair of the thesis committee will submit a grade of either IP or U for the student enrolled in PH7990. A grade of IP indicates that the student did not complete

the thesis during the semester, but was making satisfactory progress. A grade of U indicates that progress was unsatisfactory.

At the end of the semester during which the thesis is defended and completed, the chair of the thesis committee will submit a 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.

Thesis Forms. The following required thesis forms can be accessed on the IPH website: <http://publichealth.gsu.edu/thesis.asp>.

- Thesis Application
- Appointment of Thesis Committee form
- Approval of Thesis Proposal form
- Thesis Defense Announcement
- Results of Thesis Defense form

Composition of the Thesis Committee. The student must have a thesis committee composed of two committee members. The committee should be selected after three (3) semesters of enrollment or after completing twenty-four (24) semester hours, whichever comes first. The committee must be selected in accordance with the following criteria:

- (1) The committee chairperson must hold primary appointment in the Institute 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 Institute are strongly recommended.
- (3) The graduate program coordinator and the director of the Institute 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 program coordinator before making a final selection. The thesis committee is responsible for directing the thesis and evaluating the thesis proposal and thesis. The graduate program coordinator must approve all changes in the composition of the committee. After the initial selection of a thesis committee, the student must submit to the graduate program coordinator an **Appointment of Thesis Committee form** for approval.

E. 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 graduate coordinator a **Thesis Application form** for approval. This form must accompany the **Appointment of Thesis Committee form**.

F. Thesis Proposal. The student submits a detailed proposal outlining the planned research. The proposal should be prepared according to the directions of the student's thesis committee. The proposal must contain an introduction (purpose and hypothesis), a review of the literature, and methods and procedures (subjects, research design and planned analysis). The student's thesis may focus on any topic that has direct relevance to their area of specialty.

G. Final Defense of the Thesis. Every student who has completed a thesis 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. Prior to scheduling the final defense, it is strongly recommended that the student schedule a pre-defense meeting with the thesis committee and submit a final draft of the thesis to determine the feasibility of a final defense. 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 announce the date, time, and place for the final thesis defense two weeks prior to its administration. A final thesis defense cannot be scheduled during semester break. The original copy of the Thesis Defense Announcement must be delivered to the departmental office to become a part of the student's file.

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

All thesis application paperwork should be submitted prior to the start of the semester & before the registration deadline.	FIRST DAY OF CLASS	First Draft due 4 Weeks after 1 st Day of Class	Second Draft due 8 weeks after 1 st Day of Class; Defense should be scheduled and announced	Final draft should be completed 2 weeks before defense	Defense should be held 2 weeks before last day of class	LAST DAY OF CLASS Final Thesis Approved & Submitted Electronically
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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 Institute Director, Graduate Program Coordinator, and the Associate Dean.

H. 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 GSU Digital Archive: http://digitalarchive.gsu.edu/iph_theses/.

IMPORTANT NOTE: The signature page of the thesis must be signed by all committee members, and submitted to the Graduate Program Coordinator, prior to the thesis being authorized for release to the Digital Archive. The original signature page reflects the chair and committee's review and approval of the final thesis document. For electronic publication, the signature page should include the chair's and committee members' names in typewritten format. **The thesis will not be cleared for uploading until the original, signed signature sheet is submitted to the Director or Graduate Program Coordinator.**

I. Reproduction and Publication of the Thesis. The electronic version of the thesis should be submitted in a single Adobe Acrobat PDF (.pdf) file, in conformity with the Digital Archive guidelines. Currently, there are no fees for uploading a thesis. Students are encouraged to select worldwide availability for publication of the thesis.

Students may arrange through the Office of Academic Assistance to purchase a personal bound version of the thesis. Purchase of a bound version is not required and is solely at the discretion of the student. The student must pay for fees for thesis binding when the final document is submitted to OAA for binding.

II. 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 to contact the University Research Office. Applications for

approval of a research project involving human subjects are available from the University Research Office. Students should use the following procedures when planning to conduct research involving human subjects:

- Obtain the Applications for Approval of a Research Project Involving Human Subjects (hereafter called the Application).
- Complete the student portion of the Application.
- After the proposal has been approved by the student's thesis committee, the student assembles a packet of the following items:
 - The original application form
 - The original and appropriate copies of the approved proposal
 - The original and appropriate copies of a one page summary of the proposal in lay terminology
 - The original and appropriate copies of the informed consent document (if applicable)
- The student obtains the necessary signatures on the application form. The student's academic unit retains a copy of the signed application and one copy each of the proposal, the summary, and the informed consent document (if applicable) for department files.
- If the proposed research is not exempt, the IRB will review the proposal and return the approved application form to the student, via the department chairperson. In no case may the proposed research begin until an approved copy of the Application has been returned to the student.
- Since the IRB may change its policies and procedures, the student should obtain the current IRB forms and information on procedures directly from the University Research Office.
- Additional IRB review may be required at sites of data collection, e.g., if data is to be collected at Grady, the student must submit the proposal to the Emory IRB. Each IRB has specific guidelines for submission of the proposal. The student is responsible for ascertaining whether additional IRB approval is necessary. If an institution doesn't have an IRB, a letter of consent to allow the data collection must be obtained from the appropriate administrator.

III. Thesis Writing Assistance

The GSU Learning Assistance Center of the Counseling Center offers extensive assistance for those students who need help with: 1) organizing ideas, 2) overcoming writing blocks, 3) developing a more fluent writing style, 4) editing their papers for clarity and accuracy, 5) proofreading their papers for both typographical and stylistic errors. For an appointment or more information, call the Counseling Center.

IV. Format for a Thesis

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.

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

2. Organization

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

2. Text

These pages are numbered with Arabic numerals beginning with 1.

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

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

b. Manuscript Format

The manuscript format can be used when a manuscript prepared for publication

is incorporated as a chapter into the thesis. The manuscript will be prepared according to the guidelines of the journal to which the manuscript will be presented.

1. Initial pages

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

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

2. Text

These pages are numbered with Arabic numerals beginning with 1.

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

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

SAMPLE TABLE OF CONTENTS
(for traditional format)

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
20045

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

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, College of Health and Human Sciences. Such quoting, copying, or publishing must be solely for scholarly purposes and will not involve potential financial gain. It is understood that any copying from or publication of this dissertation which involves potential financial gain will not be allowed without written permission of the author.

Signature of Author

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

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

The author of this thesis is:

Student's Name: _____

Street Address: _____

City, State, and Zip Code: _____

The Chair of the committee for this thesis is:

Professor's Name: _____

Department: _____

College: _____

Georgia State University
P.O. Box 3995
Atlanta, Georgia 30302-3995

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

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



INSTITUTE OF PUBLIC HEALTH
GRADUATE STUDENT HANDBOOK

Appendix F

Capstone Guidelines

Institute of Public Health

Capstone Guidelines

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 specialty track. 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 Coordinator or Director of the Institute.

Capstone Credit (PH7990)

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

Continuous Enrollment in Capstone Hours

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

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

A degree candidate must be enrolled for a minimum of three (3) semester hours of

graduate credit **during the semester of degree completion** (generally, the semester of graduation).

Choice of a Capstone Topic

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

Capstone Forms. The following required thesis forms can be accessed on the IPH website: <http://publichealth.gsu.edu/1913.html>.

- Capstone Application
- Appointment of Capstone Committee form
- Approval of Capstone Proposal form
- Capstone Defense Announcement
- Results of Capstone Defense form

Composition of Capstone Committee

The student must have a capstone committee composed of a faculty chairperson who holds primary faculty appointment in the Institute of Public Health and one additional committee member (generally the capstone site supervisor). The committee can be selected after completing twenty-four (24) semester hours.

The capstone committee is responsible for reviewing and evaluating the capstone project. The graduate program coordinator must approve all changes in the composition of the committee. After the initial selection of a committee, the student must submit to the graduate program coordinator an **Appointment of Capstone Committee** form for approval.

Note: The graduate program coordinator and the director of the Institute must approve the composition of the committee.

Approval Process

In order to begin the approval process, students should submit a draft or summary of the capstone project to their faculty chair and committee during the semester before they plan to register for PH7990. Once approved by the committee, the student must complete a **Capstone Project Application** form and **Approval of Capstone Project Proposal** form. These forms should be signed by the chair and committee before being submitted to the Director and Graduate Coordinator 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 IPH 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 class in the semester of graduation.

CAPSTONE DEFENSE TIMELINE

All application paperwork should be submitted prior to the start of the semester & before the registration deadline.	FIRST DAY OF CLASS	First Draft due 4 Weeks after 1 st Day of Class	Final Draft due 8 weeks after 1 st Day of Class; Presentation should be scheduled & announced	Final Presentation should be 2 weeks before the Last Day of Class	LAST DAY OF CLASS Final Corrected Project submitted
--	--------------------	--	--	---	--

Grades for the Capstone

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

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

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

Types of Capstone Projects

All final submissions should be accompanied 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: Student will 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.

Other examples: Study Curriculum, Website Development, Training Manuals, etc.



INSTITUTE OF PUBLIC HEALTH
GRADUATE STUDENT HANDBOOK

Appendix G

**Student Appeals and Petitions for Waivers
Policy and Procedures**

**GEORGIA STATE UNIVERSITY STUDENT APPEALS POLICIES
AND PROCEDURES**
STUDENT COMPLAINTS ON ACADEMIC MATTERS
(Grade Appeals, Petitions for Policy Waivers and Variances, Student Complaints)

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. **For students in clinical courses in the College of Health and Human Sciences, grade appeals should be made to the Course Coordinator, not the clinical instructor. The Course Coordinator will work with the clinical instructor and the student to try to resolve the complaint.* 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. The 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 Associate Provost for Academic Programs. 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 Associate Provost for Academic Programs will normally issue a decision to the student in writing, within 10 business days of receiving the complaint.

3. The student may appeal the Associate 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).

C. Non-academic Complaints

1. 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. (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 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.

2. 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 Associate 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 Associate Provost will provide a decision to the student in writing, normally within 10 business days of the receipt of the complaint.

3. The student may appeal the Vice President's or Associate 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.

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 traffic citations may not be appealed to the Board of Regents (BOR Policy 407.01).

D. Student Petitions for Academic Policy Waiver or Variance

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.

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 student must submit a petition for a waiver or variance in writing to the Academic Administrator in charge of the office that administers the policy in question. (These offices include the Dean of Students, Registrar's Office, Student Advisement Center, Undergraduate Admissions, and the Associate Provost for Academic Programs.) The petition must include the following: (a) 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, which should also include transcripts from any other college the student has attended.

4. The Academic Administrator will review the petition, attach additional documentation if necessary, and forward his or her recommendations in writing for action to the Committee on Admissions and Standards of the University Senate.

5. All petitions for a waiver or variance of a University-level policy are reviewed by a subcommittee of the Committee on Admissions and Standards. Petitions may be initiated, in writing, by students, faculty, or staff. Scholarship Appeals subcommittees will be composed of at least two faculty. Academic Regulations and Graduation Requirements Appeals subcommittees will be composed of at least three faculty. The subcommittee will make a recommendation to the Dean of Students. The decisions of the Dean of Students and all supporting documents will be distributed, as an information item, to every member of the Committee on Admissions and Standards. The Dean of Students will notify the student of the decision on the petition. Submission of petition documents does not guarantee that a waiver or variance will be granted.

6. The student, any member of the faculty of Georgia State University, or any member of the Committee on Admissions and Standards may appeal the decision of the Dean of Students to the Associate Provost for Academic Programs, in writing, within 10 business days from when the Dean of Student's decision is distributed to the student and to the Committee on Admissions and Standards.

7. The student may appeal the Associate 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.

8. 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.

9. 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.

E. Deadlines

1. The University strives to resolve complaints and petitions by the deadlines established in this Policy. However, each situation is unique and may prevent the meeting of a deadline. Every effort will be made by the parties involved to minimize the delay and proceed through the processes outlined in this Procedure as close to the deadlines as possible.

2. 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.

3. Students lose their right to continue to the next step of the procedures if they miss a stated or agreed-upon deadline.

F. 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.

Glossary

POLICIES, PROCEDURES AND PRACTICES

Policy: A written statement (rule or principle) used to govern the actions of Georgia State University's employees, faculty, students, visitors, and others who come in contact with Georgia State University. For the purposes of this document, academic policies are those pertaining to scholarly programs (e.g., program degree requirements), or the students' progress through those programs (e.g., program prerequisites, financial aid, registration). Non-academic policies are those pertaining to functions that only indirectly support the students' academic endeavors (such as housing, recreation, or parking).

University-Level Student Policies: Policies established under the authority of the university and applied to all students in all colleges. These policies are implemented and enforced by central academic or administrative offices (for example, the Registrar's Office, the Student Financial Aid Office, or the University Library).

College-Level Student Policies: Policies established under the authority of a college and applied to all students enrolled in courses or programs offered by that college: Andrew Young School of Policy Studies; College of Arts and Sciences; College of Education; College of Health and Human Sciences; College of Law; Robinson College of Business.

Procedure: A guideline that explains how policies are to be carried out or implemented; may or may not be in writing

Practice: A commonly accepted way or pattern of doing things; typically not in writing.

ARBITRARY, DISCRIMINATORY, INEQUITABLE

Arbitrary: In an unreasonable or capricious manner, in disregard of facts, or without determining principle.

Discriminatory: In a manner that is unfair or denies privileges to persons because of their race, sex, color, age, religion, national origin, sexual orientation, or disability.

Inequitable: In a manner that fails to treat similarly situated persons the same way.

COMPLAINTS, PETITIONS and APPEALS

Complaint: An objection to a decision, action or practice with a request that it be changed or reversed; a claim seeking remedy, relief, or resolution. Complaints may be against a decision or action that was based on either University-level or College-level policy.

Petition for Waiver or Variance: A request for a suspension (waiver) or modification (variance) of a particular policy which, if applied normally, would cause undue hardship for the individual.

Waiver: An agreement that suspends a particular policy for an individual in a specific situation due to the special circumstances of that individual. (When a waiver (or suspension) of a policy is granted, the individual does not have to comply with some or all of the particular requirements set within that policy.)

Variance: An agreement that modifies a particular policy for an individual in a specific situation due to the special circumstances of that individual. (When a variance (modification) of a policy is granted, the individual must comply only with the modified requirements.)

Appeal: A request that a decision on a complaint or petition be reconsidered at a higher level in the University.

PEOPLE

Academic Administrator: The head of a centralized university office or department that has responsibility for academic-related student processes (such as the Registrar's Office, the Office of Admissions, the Student Financial Aid Office, the Office of Student Accounts, the Student Advisement Center); typically reports through an Associate Provost

Administrator in Charge: The head of a University office with responsibility for non-academic student processes (such as the Housing Office, the Office of Parking and Transportation, the Bookstore); typically reports through a Vice-President.

*4-21-09: Modified procedure for the College of Health and Human Sciences as suggested by CHHS Student Appeals Committee and Approved by the Dean



INSTITUTE OF PUBLIC HEALTH
GRADUATE STUDENT HANDBOOK

Appendix H

Public Health Course Descriptions

Public health courses can be accessed on GoSOLAR: <https://www.gosolar.gsu.edu/webforstudent.htm>

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

3.000 Credit hours

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

3.000 Credit hours

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

3.000 Credit hours

PH 7013 - HEALTH CARE QUALITY Health Care Quality Issues and Strategies This course will include a comprehensive review of health care quality and safety (access, process, outcomes, and disparities), patient experience (ability to make care decisions and self-manage care in a partnership with practitioners and providers), and efficiency (why waste, overuse, and costs of poor care). Additionally, health care quality issues and public and government strategies to address these areas will be discussed.

3.000 Credit hours

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

3.000 Credit hours

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

3.000 Credit hours

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

3.000 Credit hours

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

3.000 Credit hours

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

3.000 Credit hours

PH 7019 - PUBLIC HEALTH RESEARCH METHODS PH 7019. Public Health Research Methods (3.0) Prerequisites: PH 7011, STAT 7010 This course provides classroom instruction and application of research methods for studying public health problems. It provides general introduction to research methods, emphasizing systematic approaches to collection and analysis of qualitative and quantitative data. Students will learn to identify the kinds of research problems for which qualitative and quantitative methods are appropriate, and to critique research in terms of design, technique, analysis and interpretation. Topics will include questionnaire design, ethical conduct and informed consent, sample size determination, data management, manuscript preparation, and grant application methods.

3.000 Credit hours

PH 7020 - PRIN OF TOBACCO CONTROL Principles of Tobacco Control Progress in reducing tobacco use is one of the ten greatest achievements of the 20th Century; however, tobacco use still remains as the leading preventable cause of death in America The control of tobacco use draws upon many if not all of the academic disciplines that compose public health. In many ways the study of tobacco control serves as

a case study for understanding the broad field of public health. This course will provide an overview of the history and evolution of tobacco in society, with particular emphasis on variety of public health disciplines used to reduce tobacco use, including behavior change, communications, law, regulation, public policy and community action.

3.000 Credit hours

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

3.000 Credit hours

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

3.000 Credit hours

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

1.000 Credit hours

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

3.000 Credit hours

PH 7150 - ENVIRONMENTAL HEALTH Environmental Health (3.0) This course provides a basic multidisciplinary understanding of the science (biology/toxicology, chemistry, and engineering), practice, and selected laws and policy of environmental public health sciences (EPH sciences). Topics to be covered include: types and sources environmental contaminants; exposure assessment including media

and pathways; types of microenvironments and role of human behavior and time-location-activity patterns; toxicology and the risk assessment paradigm; environmental and occupational epidemiology; communicating to the public about technical aspects (science, potential risks) of EPH sciences.

3.000 Credit hours

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

3.000 Credit hours

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

3.000 Credit hours

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

3.000 Credit hours

PH 7180 - PUBLIC HEALTH MANAGEMENT Public Health Management This course will cover the management skills necessary for students to develop a comprehensive justification for a ?public health business plan.? By the end of the semester, each student will be required to develop a public health business plan. Students will be taught the components of a plan including but not limited to: definition of a plan, industry analysis, demonstration of need and target market, competitors and partners, health marketing, project operations, and financial planning.

3.000 Credit hours

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

3.000 Credit hours

PH 7265 - EPI & PREVENTION OF VIOLENCE Epidemiology and Prevention of Violence. This course examines the public health approach to the prevention of interpersonal and self-directed violence. This approach has four steps: Defining the problem; identifying the risk and protective factors; developing

interventions or policies to address the problem; and, broadly implementing effective intervention and prevention programs. This includes a focus on scientific research which is essential for developing effective intervention and prevention programs. With these basic precepts as the underpinnings of the course, the areas of violence prevention to be covered are: child maltreatment, youth violence, intimate partner and sexual violence, elder abuse, and suicidal behavior.

3.000 Credit hours

PH 7270 - INTERMED EPIDEMIOLOGIC METHODS Intermediate Epidemiologic Methods Prerequisites: PH 7011. The methodological issues important to the design of epidemiologic studies of both infectious and noninfectious disease will be covered at an intermediate level. The material to be covered is intended to broaden and extend the student's understanding of the elements of study design, data analysis, and inference in epidemiologic research, including issues related to causation, bias and confounding. The primary aims of the course are to provide a working knowledge of the fundamentals of epidemiology as well as to serve as a foundation for more advanced study of epidemiologic methods. The course will provide the student with a rigorous approach to critical reading of the medical literature. Each week articles reporting on research using varied designs and methods will be reviewed in order to illustrate the application of epidemiologic principles. By the end of the course, the student will be able to critique an article and identify its strengths and weaknesses. The course will consist of lectures.

3.000 Credit hours

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

3.000 Credit hours

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

3.000 Credit hours

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

3.000 Credit hours

PH 7290 - CASE STUDIES IN EPI Case Studies in Epidemiology Prerequisites: PH 7011 This course will

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

3.000 Credit hours

PH 7295 - TOPICS IN ENVIRONMENTAL EPI Topics in Environmental Epidemiology Prerequisites: PH7011, PH7150. This course will review of the main types of epidemiological study designs, the principles of exposure assessment (identify hazards, media and pathways then quantitative and qualitative measures, including before and after physical and/or educational interventions), and the basic components of health impact/risk assessment, management and communication. The course explores important historical and contemporary exposure-to-disease relationships due to the contamination of waters (drinking water, surface water and ground water aquifers) and of air (outdoors and inside homes, schools, offices and industrial settings). Students will undertake critical reviews of research study designs, measurement of exposure and health outcomes, and interpretation of the statistical results.

3.000 Credit hours

PH 7298 - ISSUES IN OCC ENV HEALTH Emerging Issues in Occupational and Environmental Health. Prerequisites: PH 7150 and PH 7011. This course will provide structured practice in the development of critical reading, analysis, technical writing, and presentation-oral and written- skills applicable across the core disciplines of the prevention sciences track in the masters of public health program, and generally in the applied health sciences. The reading and writing tasks will strive to build skills in understanding research designs; expressing the strengths and limitations of the chosen measurements of exposure and health-related outcomes as well as potentially confounding variables and effect modifiers; and the interpretation of statistical results presented in the text, tables and/or figures. As a result, students will further develop the ability to express evidence-based arguments clearly and concisely to various important audiences like peers (students and faculty), government agency staff, policy makers, and the general public.

3.000 Credit hours

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

3.000 Credit hours

PH 7340 - BUILT ENVIRON AND HEALTH Built Environment and Health This interdisciplinary course examines how features in the built environment of cities and their neighborhoods have effects - both positive and adverse - on human health. We consider how decisions about land use, urban design, transportation, public facilities, and housing are made, followed by an examination of the associated health consequences of these decisions. The course considers built environment impacts on physical

activity, obesity, air quality, and the health of vulnerable populations, among other health issues. The wide array of actors who are responsible for making the places where we live, work, play and learn are considered. Through lectures, seminar discussions, guest speakers, and field exercises, students will interact with individuals from a variety of disciplines to investigate the broad range of elements necessary to foster healthy places.

3.000 Credit hours

PH 7350 - BIOLOGICAL BASIS FOR DISEASE Biological Basis of Disease (3.0) This course will cover the basic biological concepts of human health and disease. It will present human anatomy and physiology, genetics, immunology, and nutrition in the context of infectious and non-infectious causes of disease. The complex interaction of the human body with agents of disease and with the environment will be presented as it relates to risk factors, methods of prevention, and treatment options.

3.000 Credit hours

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

3.000 Credit hours

PH 7360 - ADV TOPICS IN EPIDEMIOLOGY PH 7360 Advanced Topics in Epidemiology Prerequisite: Ph7011 This course will be taught in a lecture/seminar format, with presentations by both faculty and students on methodologic and substantive issues of current importance in epidemiology. This course assumes a basic knowledge of epidemiologic methods and the management and analysis of epidemiology data. The actual topics will change from year to year, depending on the interests and research of the faculty/student group. 3.0 credit hours

3.000 Credit hours

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

3.000 Credit hours

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

3.000 Credit hours

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

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

3.000 Credit hours

PH 7530 - PREVN EFFECT & ECON EVALUATION Prevention Effectiveness and Economic Evaluation. This course will provide students with important exposure to the rigorous, standardized approaches used to assess the effectiveness and economic impact of public health prevention interventions. It provides an overview and applied experiences in study design, decision analysis, measures of effectiveness, and measures of cost, including cost-benefit analysis, cost-effectiveness analysis and cost-utility analysis.

3.000 Credit hours

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

3.000 Credit hours

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

3.000 Credit hours

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

3.000 Credit hours

PH 7560 - DISABILITY EPI Disability Epidemiology Prerequisites: PH 7019 or 7011 or Instructor Approval This course will present the fundamental epidemiologic methods applied to disability. Disability issues across the lifespan starting with issues surrounding prenatal health to disability in the elderly will be explored through a systematic inquiry into the distributions, determinants, and outcomes of disability in populations. Major areas of study will include a history of health and disability, models of disability, basic epidemiologic measures used in disability epidemiology, disability surveillance, and the use of epidemiologic tools used in the development and evaluation of public health disability programs. An emphasis will be placed on social determinants of disability and health and how they relate

to disability outcomes in populations. Other unique challenges and aspects of disability epidemiology such as varying definitions of disability and disability measurement will further be explored.

3.000 Credit hours

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

3.000 Credit hours

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

3.000 Credit hours

PH 7650 - HP COMMUNITY APPLICATIONS Health Promotion: Applications in Community Settings. Prerequisite: PH 7016 This course focuses on the application of health promotion techniques and practices in community settings, including sites and health care organizations. Students will use competencies and skills developed in earlier coursework to review the best practices, programming and research, and to develop and evaluate health promotion efforts in community venues.

3.000 Credit hours

PH 7680 - BEHAVIORAL HEALTH POLICY This course explores the fields of mental health and addictive diseases as components of the broader public health system with the goal of enabling students to analyze major policy initiatives and trends, to apply their understanding to systemic problems and dilemmas facing the field, and to strengthen their ability to raise important questions for research in behavioral health. The course will explore federal and state policy formulation and consider issues in managed care, legal and judicial roles, children's services, consumer empowerment, disparities, and other areas related to quality and efficacy. Students also will become familiar with research methods used in mental health and substance abuse services and analyze the emerging research in the fields.

3.000 Credit hours

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

1.000 TO 6.000 Credit hours

PH 7950 - PUBLIC HEALTH INTERNSHIP Public Health Internship. Prerequisite: Consent of the Instructor. This course involves supervised field placement for the purpose of utilizing and extending the

theories, concepts and practices learned through previous coursework. The work may involve a project.
3.000 TO 6.000 Credit hours

PH 7960 - PUBLIC HEALTH PRACTICUM Public Health Practicum Prerequisite: Consent of instructor. The practicum is supervised application of skills, concepts and theories in a chosen public health setting. The work may also involve a research project.
3.000 TO 6.000 Credit hours

PH 7980 - RESEARCH PRACTICUM Research Practicum Directed research in collaboration with a faculty member. For graduate assistants. Does not count towards degree requirements.
1.000 TO 15.000 Credit hours

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

PH 8001 - EPIDEMIOLOGY HEALTH PROF Epidemiology for Health Professionals. Prerequisites: Permission of Instructor. This course is designed to introduce students to the concepts of epidemiological methods and their practical applications in the understanding of determinants and distributions of health-related events. The course will cover basic principles of epidemiology, including disease control, surveillance, screening, study design, risk estimation, bias and causation. The course will demonstrate the multidisciplinary environment and ecological approaches to the understanding of disease etiology and prevention. Additionally, this course will explore the interface between epidemiology and policy development. Both classroom and web-based learning will be utilized in this course.
3.000 Credit hours

PH 8100 - SPECIAL TOPICS Special Topics In-depth exploration of public health issues and research in urban and/or international environments. Course may be taken again for additional credit if topic varies.
1.000 TO 6.000 Credit hours

PH 8910 - DIRECTED READING Directed Reading Directed readings in special Areas.
1.000 TO 3.000 Credit hours

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