Department of Urban Public Health (DUPH)
Master of Public Health (MPH) Program
College of Science and Health

MPH STUDENT HANDBOOK
2019-2020

The contents of this handbook describe the academic policies and procedure of the Master of Public Health (MPH) Program, in the Department of Urban Public Health (DUPH), at the College of Science and Health (COSH).

This handbook is for informational purposes only and does not constitute a contract between the University and any applicant, student or other party.

The MPH Program reserves the right to make changes, without notice, in any course offering, requirement, policy, regulation, date or other information contained in this handbook.

Questions regarding the content of this handbook should be referred to the DUPH Chair at 323-563-5861 or sondosislam@cdrewu.edu .

Notice of Equal Opportunity

CDU has a zero tolerance for any form of discrimination and/or harassment including, but not limited to, discrimination and\or harassment on the basis of race, color, sex, sexual orientation, gender, gender identity, gender expression, age (over 40), physical handicap, disability, national origin, ancestry, marital status, medical condition, military or veteran status, genetics, or religion. CDU does not prohibit the use of any language unless such prohibition is required for business or academic purposes. CDU will reasonably accommodate any employee or job applicant that requires such an accommodation. CDU will not retaliate against any employee, applicant, or student because they have engaged in protected activity.

CDU supports, and is in compliance with, Title IV, Title VI, Title VII, Title IX, Clery Act, Violence against Women Act, SaVE Act, Americans with Disabilities Act, California Fair Employment and Housing Act, and all other applicable State and Federal Statutes.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The Bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (http://bppe.ca.gov/), tel. no. 916-431-6959 and fax. no. 916-263-1897.

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Charles R. Drew University of Medicine and Science (CDU)

CDU Vision

Excellent health & wellness for all in a world without health disparities.

CDU Mission

CDU is a private non-profit student-centered University that is committed to cultivating diverse health professional leaders who are dedicated to social justice and health equity for underserved populations through outstanding education, research, clinical service, and community engagement.

CDU Values (CLEDIC)

Community: At CDU, community encompasses historically underserved, under-resourced, and underrepresented groups such as those in South Los Angeles and around the world that are impacted by health disparities. As a value, "community" is the binding spirit that inspires and drives our unique approach in preparing health professionals dedicated to social justice and health equity.

Leadership: At CDU, we hold ourselves accountable and define our collective and individual responsibility as a catalyst for change necessary to reduce and eliminate health disparities. As a value, "leadership" means we embrace our role as a pioneer in health education and research

Excellence: At CDU, excellence is the highest quality performance in our operations, interactions, activities, and service to our community. Excellence invokes the desire to challenge and transcend the status quo. As a value, "excellence" represents the transformation we seek in ourselves and in our students, faculty, and staff

Diversity: At CDU, diversity is defined by the multiple perspectives and ideas, plurality of cultures, variety of ethnicities, and differences in individuals within our communities. As a value, "diversity" represents a quintessential element of humanity and social justice for all.

Integrity: At CDU, integrity is the strength of character necessary to remain true to our values even in the face of adversity. As a value, "integrity" is conducting trustworthy, ethical, and respectful education, research, clinical, and other services in our committed engagement with underserved communities

Compassion: At CDU, compassion is empathy for the plights and predicaments of disadvantaged populations. As a value, "compassion" propels us to hear the voiceless, compels us to advocate for the oppressed, and obliges us to seek relief for the deprived

CDU Advantage Institutional Learning Outcomes (ILO's)

1. **Excellence in Specialized Knowledge and Research:** Develop specialized knowledge, research methods and ethics to advance wellness in under-resourced communities.
2. **Social Justice:** Evaluate the principles of social justice and leadership within the context of cultural diversity.
3. **Global International Experience:** Evaluate the intersection of social determinants of health on health disparity at the local, national and global level.
4. **Community and Experiential Education**: Evaluate the principles of community engagement through experiential education in under-resourced communities.
5. **Health Policy:** Evaluate the influence of policy on the dynamics of health and health systems.

MPH Program in Urban Health Disparities

MPH Program Vision

To be a national leader in the development and implementation of evidence-based public health graduate education addressing health disparities in urban populations.

MPH Program Mission

To improve the health of urban populations through graduate education of public health practitioners, urban-relevant scholarship and community service specifically targeting the determinants of health disparities in underserved communities.

MPH Program Values

Through its pursuit of exemplary education, service and research, the CDU MPH Program in Urban Health Disparities embraces and commits to the following values:

Social Justice and Health Equity: we believe that health, wellness, and a good quality of life are a fundamental right for all individuals irrespective of socioeconomic status, gender, sex, or racial/ethnic origin. Our curriculum focuses on and addresses the social, economic, environmental, and cultural contributors to health and disease inequities in underserved communities; it emphasizes public health prevention/intervention programs, issues of access to public health services, and advocacy for health equity policy to eliminate health disparities.

Respect for Cultural Diversity: we recognize and respect the differing beliefs, culture, and needs of all individuals and the communities in which they live. We strive to recruit a diverse student body and diverse faculty to enable an informed interactive discussion between students and faculty on the value and effects of various cultural beliefs, and how these may impact the health and wellbeing of culturally diverse communities. Diverse values, belief systems, and cultural influences are embedded in our teaching, research and community service.

Community Responsibility and Service: we value enhancing the curriculum through active partnership between the community, students, and faculty in identifying urban public health issues pertinent to the community and its needs. Our students are trained to assess, analyze, and offer solutions to the community's health issues in response to its needs, for the promotion of ethical public health practice in underserved communities.

Excellence, Professionalism, Leadership, and Integrity: we strive for the highest standard of performance by continually monitoring, assessing, and evaluating the program's goals, outcomes/objectives, public health competencies, and their assessment tools. Our faculty and students act ethically by commitment to standards such as leadership, personal integrity, collegiality and excellence in teaching, scholarship, community service and practice. Our faculty, staff, and students are compassionate, supportive, and devoted to furthering these standards. Our faculty adheres to the highest standards of honesty, fairness, respect, and professional and scholarly ethics.

MPH Program Goals

Instructional Goal: To provide an exemplary public health education in urban health disparities for underrepresented racial/ethnic minority students, particularly those from medically underserved communities, for careers in underserved settings.

Research Goal: To promote the participation of MPH students and MPH faculty in urban health disparities research.

Service Goal: To promote the participation of MPH students and MPH faculty in community health services that address health disparities in urban underserved populations, and to support the development of a well-trained and professional public health workforce.

Diversity Statements and Goals

Diversity Statements:

- Our program values varied cultures, races, ethnicities, ages, genders, classes, orientation and abilities.

- We acknowledge differences and the sharing of the experiences, challenges, and contributions of those differences.

- Our diversity is built on tenets of respect, equity, support, inclusion and representation.

Diversity Goals:

1. A program environment that honors diversity, transparency, civility, honesty, collaboration, engagement, respect and ethical practice.

2. A program faculty, staff and student body that represents a rich diversity related to race, ethnicity, sexual orientation, gender and culture.

3. A health disparities focused curriculum that contributes to the training of a culturally competent and diverse public health workforce.

MPH Learning Outcomes and Competencies

All MPH graduates must demonstrate the following fundamental public health learning outcomes and foundational public health competencies. These competencies are informed by the traditional five (5) core areas of public health knowledge (epidemiology, biostatistics, social and behavioral sciences, health services administration, and environmental health sciences), as well as cross-cutting and emerging public health areas.

Urban Health Disparities Competencies (UHDC)

1. Assess and analyze the complex relationship between the structural, social, psychological, environmental, and/or biological determinants of health.
2. Discuss the historical formations and uses of race and culture as they relate to health disparities research, policy and practice.
3. Practice ethical and effective community engagement among under-resourced urban populations.
4. Evaluate public health programs and/or interventions that address or impact urban health disparities.
5. Develop public health programs and/or interventions that address urban health disparities using a social justice and community-led approach.

Fundamental Public Health Knowledge Learning Outcomes

Profession and Science of Public Health

1. Explain public health history, philosophy, and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, and screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health

7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

Foundational Public Health Competencies (FPHC)

DOMAIN	COMPENTENCIES
Evidence-based Approaches to Public Health	1. Apply epidemiological methods to the breadth of settings and situations in public health practice 2. Select quantitative and qualitative data collection methods appropriate for a given public health context 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate 4. Interpret results of data analysis for public health research, policy or practice
Public Health & Health Care Systems	5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
Planning & Management to Promote Health	7. Assess population needs, assets and capacities that affect communities' health 8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs 9. Design a population-based policy, program, project or intervention 10. Explain basic principles and tools of budget and resource management 11. Select methods to evaluate public health programs
Policy in Public Health	12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes 14. Advocate for political, social or economic policies and programs that will improve health in diverse populations 15. Evaluate policies for their impact on public health and health equity
Leadership	16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making 17. Apply negotiation and mediation skills to address organizational or community challenges
Communication	18. Select communication strategies for different audiences and sectors 19. Communicate audience-appropriate public health content, both in writing and through oral presentation 20. Describe the importance of cultural competence in communicating public health content
Interprofessional Practice	21. Perform effectively on interprofessional teams
Systems Thinking	22. Apply systems thinking tools to a public health issues

Public Health Student Association (PHSA)

PHSA is the student governing body of the MPH and BSPH programs in the Department of Urban Public Health (DUPH), established to enhance PH students' academic success and career development.

PHSA executive officers serve as the primary liaison between the Public Health student body, PH faculty and the DUPH administration.

PHSA Membership

All students enrolled in the MPH and BSPH programs are members of the PHSA. The PHSA Executive Board is comprised of the MPH students elected to the positions of PHSA President, Vice-President, Secretary, Treasurer and Historian.

Incoming MPH and BSPH students will have two (2) student representatives on the PHSA board to discuss the needs and/or concerns of their cohort and make recommendations to the PHSA Executive Board on how to address these needs/concerns with the DUPH administration. MPH student representatives co-chair committees for any planned PHSA special events. All PH students are required to participate in the annual National Public Health Week (NPHW) activities, held during the first week of April at CDU.

For more information on the qualifications to run for the PHSA Executive Board and the PHSA election procedures, please contact the current PHSA President or Vice President at PHSA@cdrewu.edu.

Description of MPH Courses

Required Courses

MPH 502 Racial and Ethnic Disparities in Health (3 units)

This course introduces students to the profession and science of public health and the factors related to human health. It explores health disparities, examines the social determinants of health, and the multi-level strategies aimed at reducing the gap in health outcomes within a public health context. The course explores gaps in health outcomes associated with race/ethnicity, socio-economic status (SES), gender, sexuality, and societal, environmental, and institutional factors that underlay health disparities.

MPH 511 Principles of Epidemiology (3 units)

This course focuses on the study of the distribution and determinants of urban health issues through the use of vital statistics data. The course provides students with the necessary skills to investigate the epidemiology of diseases as well as to critique population-based studies in urban public health.

MPH 512 Principles of Biostatics (3 units)

This course introduces students to the statistical methods commonly used in public health research, including the appropriate uses and common misuses of health statistics. The course provides the students with the necessary skills to analyze interpret and critique urban public health research studies.

MPH 513 Program Planning and Evaluation (3 units)

Program Planning and Evaluation builds on previously-learned skills of epidemiology, biostatistics, and social and behavioral theories in public health. The course provides students with the necessary skills to plan, design, implement and evaluate public health programs for improving health in urban settings.

MPH 521 Environmental Determinants of Health (3 units)

Urban environmental factors, including social, physical and chemical factors are examined as determinants of health, with a particular emphasis on urban communities and strategies for reducing or eliminating ambient, workplace, and residential environmental threats.

MPH 522 Social and Behavioral Theories in Public Health (3 units)

This course provides students with a review of the concepts and foundations of the social and behavioral theories influencing health related behaviors, and their application in public health programs. The course focuses on the psychosocial determinants of health-related behavior in multiethnic urban communities. Students will have the opportunity to apply critique and recommend theoretically-based public health programs targeting various ethnic groups.

MPH 523 Health Policy and Management (3 units)

This course examines the political, structural, economic, ethical, and legal framework in which U.S. public health organizations develop, administer, and evaluate PH programs, and the U.S. policy making processes that affect the health of populations.

MPH 524 Community Engagement in Public Health (3 units)

This course examines theories, principles, models, interventions, and effective strategies of engaging and working with communities through mobilization and organizing for improved health outcomes. The course moves beyond traditional public health interventions and identifies novel modes of engaging community and disseminating health promotion via an array of channels, including regular media and new technologies.

MPH 526 Health Communication and Data Visualization (3 units)

The course provides an overview of the development, design, and delivery process for public health communications strategies and materials through current software platforms used in today's healthcare industry. It is designed to familiarize students with the process of developing public health information, data collecting and displaying techniques, and the application of both traditional and advanced communication technology into understandable information.

MPH 527 Race, Cultural Competency and Health (3 units)

Working towards "cultural competence" this course discusses the historical and contemporary ways that race and culture have been measured and understood in public health research and practice. The course examines racial formation, medicalization, biological and cultural determinism, and ways that differences between racial/ethnic groups are central to managing health disparities.

MPH 581 Research Methods (3 units)

Fundamentals of research study design, methods and data collection are examined. The course introduces quantitative, qualitative and mixed method approaches to research, as well as ethical issues in conducting research.

MPH 585 Global Health Disparities (3 units)

This course provides an interdisciplinary perspective on key challenges and proposed solutions to global health disparities that impact health and wellbeing. The course covers the relevance of global politics, economics, health systems, culture and society, and the health beliefs and practices that impact global health disparities

MPH 590 Applied Learning Experience (3 units)

This is a Credit/No Credit course. The Applied Practice Experience (APE) transitions student from an academic to a practice mindset. Students develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience. The APE is an opportunity for students to: 1) integrate and apply knowledge and skills from coursework to a practice setting to strengthen public health competencies, and 2) work with experienced public health practitioners to create 2 high quality final products.

MPH 595 Integrative Learning Experience (3 units)

This is a Credit/No Credit course. At the start of the second year, students complete a culminating, integrative learning experience (ILE) that demonstrates synthesis of foundational MPH and concentration-specific competencies. Students, in consultation with faculty, select foundational and concentration-specific competencies that will be synthesized to produce a final ILE high quality written report, such as practice-based project report, a PH program proposal, thesis, grant proposal, or a publishable report/manuscript. Students are required to present their poster of their final product in an open format for the CDU and surrounding communities.

Electives Courses- students choose one (1) of the following electives:

MPH 520 PH Biology (3 units)

This elective course introduces students to the role human biology plays in public health. The biological and behavioral basis of diseases, including health promotion and disease prevention strategies are introduced through the study of the pathophysiology of lifestyle diseases and their underlying socio environmental determinants.

MPH 530 Conversation on Health and Politics (3 units)

This elective course is designed to expose MPH graduate students to the breadth of public health via invited CDU faculty and guest lecturers. Guest lecturers discuss current research in salient public health issues through the lens of health disparities.

MPH 582 Public Health Thesis (3 units)

This elective course provides students with the knowledge and skills to complete a high quality public health thesis that addresses a salient public health issue impacting underserved communities, culminating in a potentially publishable manuscript.

MPH 583 Grant Proposal Development (3 units)

This elective course provides students an opportunity to enhance their skills in grant proposal writing. Student will become familiar with the funding environment, identify potential funders, understand the grant submission and review process, and respond to an official public health "Request for Application" grant.

MPH 584 Global Health Studies-The Cuban Health System Model (3 units)

This elective study abroad, global health studies course exposes students to the Cuban integrated health system. The course utilizes experiential learning, and as such the majority of the instruction take place in Cuba where students receive first hand instruction from those who work within the Cuban health system and are served by it, including faculty in the Cuban School of Public Health, experts in the health field, community members, and patients.

MPH 599 Independent Public Health Research (3 units)

This course is designed to provide MPH students with an opportunity to explore an area of interest related to public health research focused on urban health disparities, and to enhance their public health research knowledge and skills. PREREQUISITE: MPH 511 Principles of Epidemiology and MPH 512 Principles of Biostatistics.

Schedule of Classes

MPH classes are normally scheduled from 6pm-9 pm on Tuesdays, Wednesdays and Thursdays during Fall and Spring semesters, and from 6pm-9:45 pm during the summer semester.

MPH co-curricular activities, workshops and seminars are normally scheduled for Monday evenings.

Semester	MPH Courses	Units
Fall 1	MPH 502 Racial and Ethnic Disparities in Health	3
	MPH 511 Principles of Epidemiology	3
	MPH 521 Environmental Determinants of Health	3
Spring 1	MPH 512 Principles of Biostatistics	3
	MPH 522 Social and Behavioral Theories in Public Health	3
	MPH 523 Health Policy and Management	3
	MPH 590 Applied Practice Experience (APE)	3
Summer	MPH 524 Community Engagement in Public Health	3
	MPH 581 Research Methods	3
	MPH 599 Independent PH Research (Elective course)	3
Fall 2	MPH 513 Program Planning and Evaluation	3
	MPH 526 Health Communication and Data Visualization	3
	MPH 527 Race, Cultural Competency and Health	3
	MPH 582 PH Thesis (Elective Course)	3
Spring 2	MPH 585 Global Health Disparities	3
	MPH 595 Integrative Learning Experience (ILE)	3
	Electives- choose one of the following: − MPH 530 Conversations on Health and Politics − MPH 583 Grant Proposal − MPH 584 Global Health Studies-The Cuban Health System Model	3

* Note: Courses offered, sequence of class schedule, and dates of classes are subject to change.

Applied Practice Experience Overview (APE)

Applied Practice Experience (APE)

The APE is a required component of the MPH program. The Council on Education for Public Health (CEPH) requires that "all graduate professional public health degree students develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to student's areas of specialization." As such, the APE is an opportunity for students to:

1. Integrate and apply knowledge and skills from coursework to a practice setting to strengthen public health competencies;
2. Work with experienced public health practitioners to create 2 high quality final products.

Students must complete an APE at a public health/community-based practice site under the supervision of a preceptor with advanced knowledge and experience in the field of public health.

The APE may involve governmental, non-governmental, non-profit, industrial and for-profit settings, and/or appropriate university-affiliated settings.

The APE should address at **least 5 MPH program competencies (at least 3 of which must be foundational competencies),** and lead to the creation of products useful to the host organization.

Practice Experience Roles

In general, a practical experience entails one or more of the following roles:

— Assessing, monitoring or analyzing data to ensure equity and quality of public health services;

— Planning, designing, implementing, and evaluating public health interventions;

— Developing disease prevention, health promotion, media advocacy, or risk communication materials;

— Developing, implementing, and evaluating public health laws, regulations, and policies;

— Participating in administrative or management activities, which could include quality improvement, organizational analysis, or strategic planning;

— Supporting the development and goals of public health coalitions through community organizing and advocacy efforts, needs assessments, strategic and participatory community planning;

— Participating in the development and/or execution of applied public health research, including translational, evaluation, and epidemiological research efforts that contribute to the evidence-base and efficacy of public health practice.

Waivers

The APE is an integral part of the MPH program and required for accreditation; therefore, no waivers will be granted.

Course Format

The APE Faculty Facilitator will meet with the students on the first week of instruction for an overview of the APE requirements and completion of the APE proposal form (**Appendix B**), and thereafter meet with each student individually to facilitate the APE proposal form and answer any questions the student may have as he/she progresses through the course.

Practice Experience Hours

It is strongly recommended that students complete 300 hours of practice experience in a public/private public health setting under the supervision of a site preceptor to give students appropriate and ample time to create at least two (2) final products that demonstrate the competencies attained through the MPH program, and that are useful to the host practice site organization/agency. However, the minimum number of hours required may be reduced by the site preceptor, in consultation with the student, if they are both confident that the student can complete the practicum tasks and create the required final two products in the agreed upon reduced minimum hours.

Place of Employment

Students may complete their projects at their place of employment if:
1. The practice experience project is different from his/her regular work/job responsibilities;
2. The project is with a different supervisor.

Preceptors' Credentials

The preceptors should have:
1. An MPH or higher (similar degrees to MPH may be considered).
2. A bachelor's degree with 10+ years of public health experience.

APE Products/Deliverables

The student, in collaboration with the site preceptor/mentor, identifies the 1) specific expected products/deliverables the student will produce, 2) the tasks/activities the student will complete to create the final products that demonstrate the skills and application *of at least five (5) selected public health competencies, of which at least three (3) must be Fundamental/Core Public Health Competencies*, 3) the expected due date for the completion of the products, and a list of the selected competencies that will eb applied (**Table 1**); the APE may also address additional Urban Health Disparities Competencies that will be applied during the practice experience; please see **Appendix A** for a list of core and concentration-specific MPH Competencies.

Products/deliverables MUST be presented to the student's preceptor/mentor, either physically or in an electronic form, for evaluation; in addition, the student must submit the APE products/deliverables to the APE Faculty Facilitator in electronic form.

The following is an example of a completed APE table for one product:

Table 1 Practice-based Assignments and Products that demonstrate Attainment of Public Health Competencies

Product/Deliverable	Tasks	Anticipated Completion Date	MPH Competencies Addressed
Product #1: Health Education Brochure for community members	a) Conduct focus group interviews with community representatives to assess community health awareness needs; b) Analyze and interpret the results of the focus group interviews; c) Create a health literacy brochure to increase awareness of the health issue among community members.	August 1, 2020	**Core Comp. #2-** Select quantitative and qualitative data collection methods appropriate for a given public health context. **Comp. # 3-** Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate **Comp. #4-** Interpret results of data analysis for public health research, policy or practice. **UHDC# 4-** Develop the ability to practice ethical and effective community engagement.

Examples of products/deliverables include, but at are not limited to:

- Written Reports,
- Policy Evaluations,
- Quantitative Surveys or Focus Group Analysis
- GIS Maps,
- Evaluation of PH Programs/Projects,
- Budget Proposals
- Grant Proposals,
- Health Promotion Materials,
- PH Course Curriculum,
- Videos, or Multi-Media Presentations,
- PH Websites Development,
- Scientific Posters,
- A blend of for credit or not-for-credit activities such as:
  - Course-based activities, e.g., performing a needed task for a public health or health care organization under the supervision of a faculty member;
  - Co-curricular activities (e.g., community service and volunteer opportunities, such as those organized by the PHSA);
  - Activities linked to the development of public health professional development workshops.

Grading of APE: To receive a grade of "Credit" for the APE course, the student must:

1. Receive an evaluation of 80% or better on the preceptor's evaluation of the quality of the student's practice-based products and the student's overall performance during the APE.

2. Receive a score of 3 or better on the competency attainment rubric evaluated by the APE Faculty Facilitator.

3. **Failure to receive both passing grades above will result in a "No Credit" grade, and the student will have to re-register for the APE course.**

Academic Standards and Policies

If a student fails to successfully complete two MPH courses within an academic year, i.e., passing the course with a letter grade of "B-" (80%) or better, he/she will be put on academic probation. A student on academic probation will be required to repeat and successfully complete the courses the following year when the courses are offered again, and accordingly, will not be able to register for the second-year courses being offered on the same evening, thus delaying the student's graduation date. Academic probation will be lifted when the student successfully completes the repeated courses. A student on academic probation who fails another MPH course will be administratively dropped from the program but will be given the option to re-apply to the program the following academic year.

Academic probation will be considered for the following reasons, but is not limited to:

- Failure to successfully complete two MPH courses with a letter grade of "B-" (80%).
- Record of excessive absences and/or tardiness (three or more absences/tardiness in one class).
- Unsatisfactory removal of an "Incomplete" grade.
- The student is in violation of the MPH Program Student Code of Conduct, College or University behavioral and/or professional standards.
- Failure to meet the MPH program's "Ethical Guidelines" (**Appendix C**).
- Failure to comply with any MPH program policies or regulations.

The MPH program academic probation is determined to be continuous until the MPH student is either in a good academic standing and/or has met the behavioral standards of the program. The student will be notified in writing of their probationary status. The minimum standard(s) required to remove this probationary status will be stated in the notice of probation to the student.

MPH Student Advising

Each matriculating student is assigned an MPH faculty advisor during his/her tenure in the DUPH. Two weeks after the start of the fall semester (end of add/drop period), newly matriculating students will receive an email from the Department Chair with the name of his/her faculty advisor, contact information and office hours. Students are encouraged to make initial contact with their academic faculty advisor to discuss the student's career goals and needs.

Program Grading Policy

1. All letter graded MPH courses will be graded on an A-F scale as described below:

%	Letter Grade
94 - 100	A
90 - 93	A-
88-89	B+
84-87	B
80 – 83	B-
77-79	C+
74-76	C
70-73	C-
65-69	D
<65	F

1. The cut-off passing grade for all letter graded MPH courses remains at 80% (B-).
2. Students who do not successfully complete an MPH course, i.e., overall course grade is less than 80%, will have to repeat the course the next time the same course is offered.
3. If MPH students do not successfully pass an MPH course (receive less than an overall 80% at course completion), the letter grades of C+ to F will be reflected in the student's transcript based on the course percent the student achieved at the completion of the course.
4. Students can only repeat a failed MPH course, i.e., in which they received a grade of less than 80%, to improve their failing grade.
5. All MPH courses attempted by a student will be reflected in his/her transcript, i.e., if a student repeats a course, both attempts will appear in the student's transcript and the grades for both attempts will be reflected and calculated in the student's overall GPA.
6. Students repeat a failed MPH course once the next time it is offered; however, if a student fails to successfully complete the course in his/her second attempt (did not receive an overall 80% or higher grade), the student may petition the Department Chair for approval to repeat the course in a third attempt. Approval to repeat a course after a failed second attempt is at the discretion of the Department Chair. If approval of the Department Chair is granted, all three attempts will appear in the student's transcript and the grades for all three attempts will be reflected and calculated in the student's overall GPA.
7. Students who receive the Department Chair's approval and who *fail to successfully complete an MPH course in their third attempt will be dismissed from the program*.
8. Students should maintain an overall GPA of 3.0 during matriculation. If a student's overall GPA is less than 3.0 for two consecutive semesters, the student will be placed on academic probation for a maximum of two semesters until he/she achieves an overall GPA of 3.0 or better.
9. **MPH students must achieve an overall GPA of 3.0 or better at the completion of the MPH degree**. Students who fail to achieve a minimum of an overall GPA of 3.0 at the completion of the MPH curriculum will not be allowed to graduate and will have to enroll in at least two more approved graduate courses to improve their overall GPA to reach the 3.0 cut-off level.

Incomplete (I): An incomplete grade (I) indicates that course credit has been delayed. An "I" designation may be assigned for the following conditions:

1) a student is justifiably unable to complete a defined a portion of coursework after 75 percent of the course has been completed; *and*
2) a student has made satisfactory progress in the class up to that point.

The student must arrange for completion of the required work outside of the usual class time by signing an "Incomplete" Contract Form with the instructor within one week from the end of the semester in which the class was offered. Incomplete designations are not used in calculating the G.P.A. Incompletes are removed when a definite grade for the course is assigned by the instructor and a change of a grade form is filed with the University Registrar's office. Incompletes cannot be removed by repeating the course. **If an incomplete is not <u>removed within one semester</u> from the date of grade assignment, a failure (F) grade will automatically be recorded on the student's permanent record as the official grade for the course.**

Unauthorized/Unofficial Withdrawal – Grade of "U": is reported on the final grade roster for students who stop attending class without officially dropping or withdrawing. Assignment of an unauthorized incomplete indicates that an enrolled student did not officially withdraw from a course and failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments, or course activities or both were insufficient to make normal evaluations of academic performance possible. **The U grade is equivalent to an F and will affect a student's G.P.A. as such**.

Time to Completion Policy for Thesis and ILE Courses

Students working on their PH Thesis and ILE projects may take up to 1 year to complete the work after the final formal course in the program; **however, students must maintain university enrollment be registering for other courses or by <u>registering for a one unit flat fee of University Studies (UNVS)</u>.**

The purpose of this policy is to allow for continuous enrollment of all students for completion of the Thesis and/or ILE project. Students whose work on their PH Thesis and/or ILE extends beyond the end of their formal program course sequence will receive an "RP" (report in progress) grade until they complete their work and a final grade is assigned. "RP" symbols may only be assigned for Thesis and/or ILE courses for which a single major assignment determines the course grade.

An "RP" grade can only be maintained while a student has continuous enrollment in a credit/no credit UNVS course and may not extend beyond 1 year.

The "RP" symbol shall be replaced with the appropriate final grade within one year of its assignment. **If the required work is not completed at that time, or if the student does not continually enroll in UNVS unit course, the "RP" symbol will revert to a grade of "F."**

Policy Regarding Missing Scheduled Exams: Regularly scheduled exams as announced on the MPH course syllabi may not be missed except for emergency situations. In the event an exam is missed due to an emergency, the student must provide written documentation verifying the emergency. We do recognize that work/school often presents challenges such as required attendance at conferences out of town on a regularly scheduled class night. In the event of these "scheduled conflicts", it is the student's responsibility to notify their instructor sufficiently ahead of time to negotiate an alternative examination process.

Attendance Policy: MPH faculty instructors have the authority to execute an Administrative Drop for any student who is absent three (3) or more consecutive class meetings without instructor approval. Therefore, the student must make every effort to dialog with the instructor regarding his/her absence. The Administrative Drop will be processed as follows:

- Within the first two (2) weeks of the term, the student will be dropped without record of enrollment.
- After week two (2) and before the published deadline to withdraw, a grade of "W" shall be recorded on the student's record.
- After the published deadline to withdraw, the grade of "U" shall be recorded on the student's record.

The last date of attendance as reported by the instructor shall be recorded on the student's record and will be ***used by the Financial Aid Office to calculate any required repayment of aid as per federal regulations.***

Program Grievance Policy

MPH students are part of the DUPH's governance, and we encourage students to provide feedback and recommendations regarding the program's procedures and activities. The Department Chair and MPH faculty always welcome students' comments, concerns, and suggestions, and strive to improve the program to address any issues that may arise.

The DUPH prefers to resolve any student concern and/or complaint by internal procedures within the program, if possible, before activating the College Student Grievance Procedure. Accordingly, the DUPH has several procedures for dealing with student concerns/ complaints internally as follows:

Public Health Student Association (PHSA): Students can bring their concerns to the PHSA officers, and as members of the DUPH Committee, which meets monthly, PHSA officers can communicate the students' concerns directly to the DUPH Committee members (comprised of DUPH faculty, staff, and the Department Chair), where solutions are developed to address and resolve the students' concerns.

Open Door Policies: The Department Chair, MPH faculty advisors and the COSH Dean all have open door policies for students who prefer to personally communicate any issues/concerns they may have.

Individual Meetings with MPH Faculty and Department Chair:

- Students are advised to schedule a conference meeting with any MPH faculty with whom he/she may have an issue or complaint. The conference meeting must take place within 5 working days of the incident that generated the complaint.
- MPH faculty will attempt to resolve the student issue/complaint equitably and informally at this level.
- If a resolution is not reached, the student may request a meeting with the Department Chair to further communicate the issue/complaint.
- If the DUPH faculty in question is the Department Chair, and the complaint is not resolved at that level, the student is advised to schedule a meeting with the COSH Dean to address the student's concern/complaint.
- If all the above methods do not reach a satisfactory resolution, the student may then start the official COSH Grievance Procedure.

Grievance Procedure

Purpose: The purpose of this procedure is to provide the student with guidance as to the appropriate process of channeling student complaints against the Program or its faculty concerning the following:

1. Academic matters, including individual grades.

2. Alleged discrimination on the basis of age, sex, race, handicap or other conditions, preferences or behavior, excluding sexual harassment complaints.

3. Sexual harassment complaints should be directed to the Office of the Dean. Because of the sensitive nature of this kind of complaint, a conference with the Dean will replace the first step of the grievance procedure. The Dean will counsel with the student to determine the appropriate action that is required.

COSH Student Complaints and Grievance Procedures

The COSH grievance procedure provides a means to assure prompt due process to any COSH student who believes that she/he has been discriminated against.

Students who have complaints against other students should report their complaints to the Department Chair, and if the matter is not resolved at the program level, the student may then request the Office of Dean to address their complaint.

Students who have a complaint against a staff member should report the complaint to the staff member's supervisor. If such a report would be uncomfortable for the student or otherwise inappropriate, the student should contact the Dean for the College of Science and Health.

Students who have a complaint against a College policy or action which is alleged to have violated the students' rights should first contact the Department Chair. If the student is not satisfied that the matter is resolved at the Department Chair level, the student may then request a hearing before the Student Academic Performance, Promotion and Judiciary (SAPPJ) Committee.

The request for a grievance hearing should be submitted in writing to the committee chair within 10 business days after an initial conference has taken place with the DUPH Chair. The student will be notified by the committee chair in writing of the hearing. (It usually takes 7 business days after receipt of written request.) Once a student's name appears on the Committee's agenda and a decision has been rendered, the student has the right to appeal the decision.

The steps involved in the *appeal process* are delineated as follows:

Step 1: The student will *have no more than 30 days to appeal the Committee's decision*. This appeal is to the Dean of the College of Science and Health. The Dean may uphold the decision of the Committee and no further review will be necessary. If the Dean does not uphold the Committee's decision, steps two (2) and three (3) below will apply.

Step 2: The Dean may appoint an ad hoc committee to hear the appeal. The members of this committee shall be faculty members who have not been involved in the original decision in question. The chairperson of the SAPPJ committee shall present its findings to the Ad Hoc Appeal Committee but shall not sit as a voting member of said committee. The Ad Hoc Appeal Committee, with the approval of the Dean, may have legal counsel present.

Step 3: The Ad Hoc Committee shall be empowered to call members of the original committee as witnesses and other appropriate members of the faculty, and shall have authority to review records pertaining to the student's appeal. The Ad Hoc Appeal Committee shall report its decision directly to the Dean of the College of Science and Health, one week after the receipt of the appeal. The Dean will inform the student in writing as to the outcome of the appeal. Students shall have the right to have their academic records treated in a confidential and responsible manner as required by the Family Education Rights and Privacy Act of 1974.

MPH Program Ethical Guidelines

The MPH program adopted and follows the ethical guidelines of the American Public Health Association (APHA), which states:

"*Public health practitioners by virtue of our roles have special responsibilities for ethical conduct and ethical practices that go beyond meeting minimum legal and regulatory standards. Our broad range of practice in public health policy; in the delivery of healthcare through programs and services; and, in administration, research, education, social service, business and other related functions is essential to the health and well-being of their population and communities. Our roles and functions demand that we conduct ourselves in an ethical manner that emphasizes a population or community-focus, and justifies the public trust*."

Please refer to and review **Appendix C** of the student's handbook for the adopted APHA ethical guidelines.

MPH Program Student Code of Conduct

The MPH Program Student Code of Conduct provides a framework of shared values within which students fulfill their responsibilities as students in the MPH Program. The Code is grounded in fundamental ethical principles that underlie all academic and professional endeavors. The responsibility of students is to aspire to the highest possible standards of academic and professional integrity and to encourage the adoption of these standards by all those with whom they study and work.

Each student is responsible for becoming familiar with the MPH program Code of Conduct. If a student is unsure about the application or interpretation of the Student Code of Conduct, it is her or his responsibility to seek clarification from the program's faculty and staff. Violations of the Code in any program-related activity are taken very seriously by the MPH Program and may result in a recommendation of dismissal from the MPH Program.

Article I: Responsibilities to Self

MPH students' ultimate responsibility is to themselves. They respect themselves and act in accordance with the highest standards of personal conduct in all Program-related activities. They:

Standard 1: Demonstrate a commitment to honesty, fairness, and trustworthiness.

Standard 2: Do not assist in nor condone acts of personal misconduct, including cheating, plagiarism, fabrication of information or data, obtaining unfair advantage (e.g., stealing or gaining access to unauthorized material; depriving others of material; unauthorized collaboration; intentional interference with others' work, etc.), aiding, abetting or condoning dishonesty, falsification of records and official Program-related documents or theft of Program-related property.

Standard 3: Recognize the limits of their academic and professional competence and qualifications and do not misrepresent either.

Standard 4: Demonstrate an understanding of human diversity.

Standard 5: Demonstrate the ability to receive, integrate, and utilize constructive feedback from peers, staff, professors, preceptors, constituents, and other professionals.

Standard 6: Demonstrate resistance to the undesirable effects of stress, exercising appropriate self-care and self-control.

Standard 7: Are not under the influence of or in the possession of any illegal substances.

Standard 8: Are not in possession of any weapon, with or without a permit.

Standard 9: Do not engage in acts of insubordination, defined as behavior that is unresponsive to reasonable requests from Program-related officials.

Standard 10: Maintain the confidentiality of all personally identifiable and Program-sensitive forms of communications, unless otherwise authorized.

Standard 11: Communicate conflicts of interests in the conduct of Program-related activities to the appropriate official.

Standard 12: Assume responsibility for their personal conduct and demonstrate appropriate self-control (such as anger control and impulse control), not engaging in any form of harassment, threatening, intimidating, coercive, lewd, obscene or uninvited behavior.

Article II: Responsibility to the MPH Program

Students are accepted into the MPH Program based on their academic and professional records of achievement. As such, it is expected that students will maintain the highest standards of academic scholarship and integrity, and as participants in the MPH Program, students assume responsibilities to the MPH Program; they:

Standard 1: Demonstrate pride and commitment in working toward their academic and professional goals and reaching them.

Standard 2: Take responsibility for seeking remediation and compensation for academic or personal deficiencies and challenges that inhibit the fulfillment of their responsibilities and expectations to the Program.

Standard 3: Acknowledge affiliation with the Program to outside agencies, at conferences and in published works, where appropriate.

Standard 4: Support classroom environments conducive to the mastery of course content and concepts.

Standard 5: Conduct themselves in all Program-related activities in a manner consistent with the expectations of the Program.

Standard 6: Report acts of misconduct by Program-associated persons to Program administrators, professors or supervisors.

Standard 7: Treat all Program-related persons with respect and dignity.

Standard 8: Promote the mission and values of the Program.

Standard 9: Use best practices in conducting Program-related activities.

Standard 10: Represent their academic credentials accurately.

Standard 11: Promote the mission of the MPH Program

Standard 12: Promote the reputation of the MPH Program

Standard 13: Provide accurate information upon request from program officials.

Standard 14: Demonstrate respect for the chain of command and protocols.

Standard 15: Communicate openly with the Department Chair, MPH faculty, MPH staff and Practicum Coordinator.

Standard 16: Respect the rights and dignity of other students, staff, administrators, professors, preceptors, community constituents, and other professionals.

Article III: Responsibility to the College and University

MPH students have a responsibility to fulfill the expectations of the College of Science and Health and Charles R. Drew University of Medicine and Science for those enrolled in its programs. They:

Standard 1: Promote the mission of the College and the University.

Standard 2: Promote the reputation of the College and the University.

Standard 3: Abide by the College and University rules, policies and expectations for students.

Standard 4: Represent the College and the University with decorum in their actions and words.

Article IV: Responsibility to their Future Profession

MPH students are responsible for their pre-professional behavior, for promoting, maintaining, and enhancing the reputation of their future profession, and for promoting ethical conduct among their colleagues. They:

Standard 1: Maintain, improve, and expand their professional competence through academic excellence, continued study and education; membership, participation, and leadership in professional organizations; and involvement in issues related to their discipline.

Standard 2: Model and encourage nondiscriminatory standards of behavior in interactions with constituents and other professionals.

Standard 3: Give appropriate recognition to others' academic and professional contributions and achievements.

Standard 4: Uphold the standards of professionalism and hold colleagues to the same standards, with the responsibility to report instances of failure to do so.

Standard 5: Advocate for social justice and elimination of health disparities.

Standard 6: Advocate for public health.

Code of Conduct

The Code of Conduct addresses the program's expectations of students in five areas: discrimination, harassment, professional conduct, academic integrity, and acceptable use of electronic communication.

Discrimination:

The MPH Program does not discriminate or tolerate discrimination by or against members of the program community on the basis of race, color, national origin, gender, sexual orientation, religion, age, mental or physical disability, veteran status, marital status, or other protected characteristics in the admission to, access to, or treatment or employment in any of its events or activities.

Harassment:

The MPH Program is committed to maintaining an environment that is free of unwelcome and disrespectful conduct and communication and in which program members feel safe and comfortable. As such, it is a violation of this policy for any MPH Program employee, instructor, or student to engage in harassing conduct or communication directed toward another employee, instructor, student, or any other person affiliated with the program. Unwelcome conduct, directed at others and based on other protected characteristics, such as race, sexual orientation, gender, religion, age, and other characteristics as set forth in the university's nondiscrimination policy, violates both the harassment policy and the discrimination policy.

Professional Conduct:

As part of its commitment to integrity and respect in the community in which it operates, the MPH Program expects that MPH students will always conduct themselves in a professional and respectful manner, both when interacting within the program community and when representing the program at events outside the institution. In that regard, students will not at any time engage in unduly disruptive, threatening, unethical, disrespectful, or abusive conduct toward other members of the program community, including fellow students, instructors, and staff.

Academic Integrity:

The MPH Program considers academic integrity to be essential for each student's intellectual development. As an institution fundamentally concerned with the free exchange of ideas, the program depends on the academic integrity of each of its members. In the spirit of this free exchange, students and instructors of the MPH Program recognize the necessity and accept the responsibility for academic integrity. A student who enrolls in the program thereby agrees to respect and acknowledge the research and ideas of others in his or her work and to abide by those regulations governing work stipulated by the university, college, or academic program, and, in turn, the instructor.

The program also recognizes that, in an educational community, the pressure to succeed can often be intense. Students who feel overwhelmed by their academic and personal obligations may be tempted to take shortcuts that may compromise their honesty and integrity. To help students derive the full benefit of the educational opportunity provided by the program, this section defines a violation of academic integrity and gives examples of actions that are considered dishonest. The program encourages students who may have questions or concerns about the definition and forms of academic integrity violations described herein to contact their course instructor or academic advisor.

A violation of academic integrity is any action or attempted action that may result in creating an unfair academic advantage for the student or an unfair academic advantage or disadvantage for any other member or members of the academic community. Student work may be monitored for evidence of plagiarism, using an anti-plagiarism application, database, or service of the MPH Program's choosing. Students grant to the MPH Program permission to review work submitted for the purpose of comment, criticism, and grading of the work; to distribute the work to other MPH Program students for educational purposes; to submit the work to the anti-plagiarism application, database, or service of the MPH Program's choosing;

to make and retain copies of the work; to image the work for computerized grading; and to archive certain work in a publicly accessible collection. Academic integrity violations include the following:

***Plagiarism*:**

Defined as the use of intellectual material produced by another person without acknowledging its source.

For example:

- Wholesale copying of passages from works of others into an assignment, paper, discussion board posting, or thesis without acknowledgment.
- Using the views, opinions, or insights of another without acknowledgment.
- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment

Students' Use of Their Own Scholarly Work

- During their studies, students may find themselves writing for a second, third, or fourth time on the same topic; regardless, their writing is expected to reflect new approaches and insights into that topic to demonstrate their intellectual growth.
- The MPH Program recognizes that there may be some overlap between the requirements, assignments, and inquiry for different courses. In general, students may use only small portions of documents as background or foundational material for additional development in a subsequent assignment or research project. Students may not merely copy and paste substantial sections from one paper to another. Any use of prior work is at the discretion of the instructor: students must receive prior approval from their instructor, who may request a copy of the previous work. Fair use laws must be respected for published documents.

Cheating:

Defined as fraud, deceit, or dishonesty in an academic assignment. It includes using or attempting to use materials or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question. For example:

- Copying or attempting to copy from others during an exam or on an assignment
- Communicating answers with another person during an exam.
- Preprogramming a calculator to contain answers or other unauthorized information for exams.
- Using unauthorized materials, prepared answers, written notes, or concealed information during an exam.
- Allowing others to complete an assignment or portion of an assignment, including the use of a commercial term paper service.
- Submitting the same assignment for more than one course without the prior approval of all the instructors involved.
- Collaborating on an exam or assignment with any other person without prior approval from the course instructor.
- Taking an exam for another person or having someone take an exam for you.

Providing False Information

- Furnishing false information in the context of an academic assignment.
- Fabricating or altering information or data and presenting it as legitimate.
- Providing false or misleading information to an instructor or any other program staff member.

Copyright Violation

- The MPH Program recognizes and respects intellectual property rights. As part of its mission to maintain the highest standards for ethical conduct, the program requires its employees, instructors, students, and other program community members to use copyrighted materials in a lawful manner.
- No employee, instructor, student, nor other program community member may reproduce any copyrighted work in print, video, or electronic form in violation of the law. The easiest way to avoid violating the law is by receiving the express written permission of the copyright holder.
- Copyright laws in the United States may protect works even if they are not registered with the U.S. Copyright Office and even if they do not carry the copyright symbol. Copyrighted works include, but are not limited to, printed articles from publications, television and radio programs, videotapes, music performances, photographs, training materials, manuals, documentation, software programs, databases, World Wide Web pages, and CD-ROMs. In general, the laws that apply to printed materials are also applicable to visual and electronic media.
- The MPH Program directs its employees, instructors, students, and other program community members to obtain appropriate permission from copyright holders directly, or their licensing representative, when reproduction or duplication exceeds fair use. The fair use doctrine allows limited exemptions to copyright infringement liability when copyrighted works are used for purposes such as comment, criticism, teaching, scholarship, or research, particularly when the use of the work is limited in amount and scope and is for noncommercial purposes.

Misrepresentation of Credentials

- Statements made and documents supplied by MPH Program applicants and students must be complete and accurate. The program will not tolerate any misrepresentation by a student or applicant of past or current academic programs, degrees, or professional accomplishments. If unexplained discrepancies appear between statements or documents provided to the MPH Program and information obtained otherwise, except in the case of misspellings and other such inadvertent errors, applicants may be rejected for admission and enrolled students may be dismissed.

Theft or Damage of Property

- Sabotaging or stealing another person's assignment, paper, project, electronic hardware, or software.
- Obtaining improper access to, or electronically interfering with, the property of another person or the program via computer or other means.
- Obtaining a copy of an assignment or exam prior to its approved release by the instructor.

Alteration of University Documents

- Forging an instructor's or program official's signature on any document.
- Submitting an altered transcript of grades to or from another institution or employer.
- Putting your name on, or copying, another person's paper or assignment.
- Altering a previously graded exam or assignment for purposes of a grade appeal or for gaining points in a regarding process.

Acceptable Use of Electronic Communication:

Electronic communication networks, the Internet, and any CDU Electronic Systems are not to be used to cause harm, no matter how minor, to any individual, entity, or facility. The following electronic communication activities are specifically prohibited:

- Harassing other users.

- Engaging in illegal activities.

- Contributing to unwelcome and/or unwarranted commercial pressure.

- Accessing and/or using accounts of others without their permission.

- Destroying or damaging equipment, software, or data belonging to others.

- Copying copyrighted materials without authorization.

- Disrupting service to other users or the system.

- Monitoring electronic communications without authorization.

- Disclosing passwords to others.

- Using illegally obtained software on the system.

- Copying, altering, or deleting someone else's files without that person's permission.

- Forging messages.

- Cracking passwords and systems.

- Sending harassing, unwelcome, threatening messages, or unauthorized anonymous messages.

- Sending bulk unsolicited messages.

- Reading someone else's files without permission.

- Contributing to system attacks, and other malicious uses of the network and systems.

- Libeling or slandering any person.

- Invading another person's privacy.

Termination from the Program

MPH Faculty have the responsibility to prepare students to function as competent and ethical public health professionals. In this regard, the MPH faculty also have the obligation to terminate a student from the MPH program at any time prior to completion of his/her program when the student fails to maintain minimum expected quality academic and professional standards in the classroom and in the field practicum.

Upon review by the graduate faculty a student will be terminated from the MPH program if one or more of the following occurs:

- **Failure to successfully complete two (2) MPH courses with a letter grade of "B-" (80%);**
- **Earns below the minimum 3.0 cumulative grade point average (GPA) at the end of two (2) consecutive grading periods;**
- **Demonstrates inappropriate or disrespectful conduct toward faculty, staff and/or student peers;**
- **Fails to demonstrate ethical conduct.**

All MPH students are routinely reviewed by MPH faculty after each fall semester during their program. Any MPH faculty member may request a graduate faculty review of a student at any other time if circumstances warrant such a review. The request for special review must be in writing to the DUPH Chair. The DUPH Chair must approve the request before the review is scheduled with the graduate faculty review committee. The graduate faculty review committee will consist of a minimum of three graduate faculty members and is subject to approval by the Department Chair.

Students will be notified in writing of termination following a graduate faculty vote to dismiss.

Petition for Reinstatement

Upon receipt of a termination notice, a student who believes there are extenuating circumstances that led to the noted deficiencies may submit a written request for reinstatement into the program. Requests must be made within ten (10) working days after receipt of the program's notice of termination. Once the program receives a reinstatement request, the following process will occur:

1. The student shall submit a written petition explaining the extenuating circumstances leading to the notice of termination;

2. The DUPH Chair will constitute a Reinstatement Review Committee consisting of three (3) MPH graduate faculty. The Reinstatement Committee will meet within five (5) working days following receipt of the student's written petition;

3. The committee shall deliberate in private and transmit its recommendations to the DUPH Chair within five (5) working days following the reinstatement meeting;

4. The DUPH Chair shall consider the Reinstatement Review Committee's recommendation and provide written notification to the student and the committee of his/her decision within three (3) working days of receipt of the committee's recommendation.

Students who are reinstated, as a result of their appeal, but who subsequently violate the above policies are automatically and permanently terminated from the program without an additional opportunity to request reinstatement.

Academic Calendar 2019-20

	FALL 2019 8/24-12/13/2019	SPRING 2020 01/04-5/1/2020	SUMMER 2020 05/09-08/07/2020
Registration: Continuing students	July 8-August 23	November 4 – January 3	March 17-May 8
Registration: New Students	July 15-August 23	November 11 – January 3	March 24-May 8
New Student Orientation	August 20-21		
Semester classes begin	August 24	January 4	May 9
Late Registration ($50 Late Fee), and Add/Drop Period	August 24-September 6 *5:00pm*	January 4-17 *5:00pm*	May 9-22 *5:00pm*
Student Health Insurance Waiver Deadline	September 6	January 17	May 22
Withdrawal deadline	October 29, Tuesday *5:00pm*	March 17, Tuesday *5:00pm*	July 2, Thursday *5:00pm*
Breaks	November 28-29 Campus closed	March 2-6 Spring Break Campus open; no classes	
Final Exams	December 7-13	April 25-May 1	August 1-7
Final Grades Due	December 20	May 8	August 14

University Holidays 2019-20

Labor Day	September 2
Veterans Day	November 11
Thanksgiving	November 28-29
University Holiday Closure	December 23-January 1
Martin Luther King Day	January 20
Presidents Day	February 17
Cesar Chavez	March 30
Memorial Day	May 25
Independence Day	July 3

DUPH Telephone Directory

Name	Location	Phone number	Email	Office Hours
Sondos Islam, PhD, MPH, MS Associate Professor & Department Chair	Keck Bldg. Rm. 225	(323) 563-5861	sondosislam@cdrewu.edu	See course syllabus
Bita Amani, PhD, MHS Associate Professor	Keck Bldg. Rm. 226	(323) 563-9306	bitaamani@cdrewu.edu	See course syllabus
Cynthia Davis, MPH Hon. D.A.H. Professor	Keck Bldg. Rm. 220	(323) 563-9309	cynthiadavis@cdrewu.edu	See course syllabus
Nina T. Harawa, PhD, MPH Professor	Bldg. J Rm. 17	(323) 563-5899	ninaharawa@cdrewu.edu	See course syllabus
Fred Dominguez, MD, MPH Assistant Professor	Keck Bldg. Rm. 224	(323) 563-5890	freddominguez@cdrewu.edu	See course syllabus
Yasser Aman, DrPH Assistant Professor	Keck Bldg. Rm. 224.	(323) 563-5890	dryasseraman@gmail.com	See course syllabus
Mohsen Bazargan, PhD Professor	LSRNE	(323) 357-3447	mohsenbazargan@cdrewu.edu	See course syllabus
Cynthia Gonzalez, MPH, PhD Assistant Professor	Keck Bldg. Rm. 224	(323) 563-5890	cynthiagonzalez@cdrewu.edu	See course syllabus
Keosha Partlow, PhD, MPH Assistant Professor	LSRNE Rm. 151	(323) 249-5706	keoshapartlow@cdrewu.edu	By appointment
Claudia Corleto Department Coordinator	Keck Bldg. 2nd floor	(323) 563-5890	claudiacorleto@cdrewu.edu	M-F 8am-5pm
Linda Towles SESC Manager	Keck Bldg. SESC, 1st floor	(323) 563-9351	lindatowles@cdrewu.edu	M-Th. 8am-7pm Fr. 8am-4pm
Office of Information System	Cobb Bldg. 2nd floor	(323) 563-4990	helpdesk@cdrewu.edu	M-F 8am-5pm
Raquel Munoz Registrar	Cobb Bldg. 1st floor	(323) 357-3630	RaquelMunoz@cdrewu.edu	M-F 8am-5pm
Financial Aid Office	Building N	(323) 563-4824	finaid@cdrewu.edu	M-F 8am-5pm
Darlene Parker-Kelley Director, CDU Health Sciences Library	Cobb Bldg. 1st floor	(323) 563-4869	libraryinfo@cdrewu.edu	M-Th. 7am-9pm Fri 7am-6pm Sat 9am-4.45pm 10am-3pm
Security Services/Main Line Operator	Cobb Bldg. 1st floor	(323) 563-4800		M-F 8am-5pm
Security Services After Office Hours	Cell phone	(323) 326-4859		24hrs

Note: Business/Office hours are subject to change

DISCLAIMER: While every effort is made to ensure the accuracy of the information for this student handbook, the DUPH reserves the right to make any changes at any time without prior notice.

Appendices

Appendix A- MPH Program Competencies

Foundational MPH Program Competencies

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

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

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

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

Leadership
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

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

Interprofessional Practice
21. Perform effectively on interprofessional teams

Systems Thinking
22. Apply systems thinking tools to a public health issue

Urban Health Disparities Competencies (UHDCs)

1. Assess and analyze the complex relationship between the structural, social, psychological, environmental, and/or biological determinants of health.

2. Discuss the historical formations and uses of race and culture as they relate to health disparities research, policy and practice.

3. Practice ethical and effective community engagement among under-resourced urban populations.

4. Evaluate public health programs and/or interventions that address or impact urban health disparities.

5. Develop public health programs and/or interventions that address urban health disparities using a social justice and community-led approach.

Appendix B- APE PROPOSAL FORM & AGREEMENT

To the MPH Student: Please submit the COMPLETED APE Proposal form, project description, timeline, Table 1, and the SIGNED AGRREMENT below, to the APE Faculty Facilitator.

APE PROPOSAL FORM

Student Name:	
Name of APE Site (Agency/ Facility/ Organization):	
Address of APE Site:	
Preceptor Name, Degree	
Preceptor Title:	
Preceptor Email Address:	
Preceptor Phone #:	
APE Director/Faculty Facilitator	

APE Project Description:

State the nature and scope of the proposed practicum Project:

_____

_____

APE Timeline:

State the expected dates for involvement in and completion of the activities:

_____

_____

Table 1 Practice-based Products that demonstrate Attainment of PH Competencies

Product/Deliverable	Tasks	Anticipated Completion Date	MPH Competencies Addressed
Product #1:			
Product #2:			
Product #3 *(optional)***:**			

^ Each student portfolio must include at least two (2) products

APE PROPOSAL AGREEMENT

I have participated in the development of the APE proposal and agree to the conditions specified above. If it is necessary to change any of the specified conditions, I agree to make the changes known to each of the persons whose signatures appear below.

	Signature	Date
Student Name: _____	_____	_____
Preceptor/Mentor Name: _____	_____	_____
Faculty Facilitator Name: _____	_____	_____

Submit a completed signed hard or electronic copy of the proposal to APE Faculty Facilitator.

IF THERE ARE ANY CHANGES TO THIS PROPOSAL DURING THE COURSE OF YOUR APE, SUCH AS A CHANGE IN PRECEPTOR, COMPETENCIES, OR PRACTICE SITE LOCATION, AN UPDATED VERSION OF THE PROPOSAL MUST BE SUBMITTED TO THE APE FACULTY FACILITATOR FOR APPROVAL BEFORE ANY CHANGES ARE MADE.

Appendix C- MPH Program Ethical Guidelines