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INTRODUCTION

Accreditation
The Master of Public Health Program, which began operations in 2003, is recognized by the Commission on Higher Education of the Middle States Association of Colleges and Schools. Effective February 18, 2005 regional accreditation has been transferred from the Commission on Higher Education of the Middle States Association of Colleges and Schools (MSCHE) to the Accrediting Commission on Higher Education for Senior Colleges and Universities, Western Association of Schools and Colleges (WASC). With the successful transfer of TUC to WASC, all programs previously recognized by the MSCHE are now accredited under WASC.

Since submitting its first application in 2006, the MPH Program at Touro University California has received full accreditation from the Council on Education for Public Health (CEPH) for a five-year term, effective October 30, 2009 extending to December 31, 2014. The Public Health Program truly appreciates and recognizes the valuable support of the Touro Community for their participation in the accreditation process.

DEGREES AWARDED

Master of Public Health (MPH): The Public Health Program offers a Master of Public Health (MPH) with two distinctive tracks: Community Health and Global Health. The Community Health Track is designed for students interested in working in federal, State, and community agencies, nonprofit health agencies, hospitals, and health maintenance organizations. The Global Health Track prepares graduates to assume leadership roles in managing the needs of populations in developing countries working in international health agencies, such as WHO, UNHCR, PAHO, federal agencies such as the CDC, USAID, non-governmental agencies, immigrant and migrant health services, philanthropic organizations, research institutions and academia, the private sector, and voluntary organizations. MPH students are required to complete a total of 42 units, 400 contact hours of field experience, and a capstone research project to culminate their learning experience.
Joint Master of Science in Physician Assistant Studies/MPH (MSPAS/MPH): The MSPAS/MPH is a 32-month integrated joint degree that consists of instruction and clinical experiences in both the medical and public health disciplines. Students attending the Joint MSPAS/MPH Program must pursue the Master of Public Health concurrently with the MSPAS Degree. Joint MSPAS/MPH students are required to complete a total of 30 units towards the MPH degree and 200 contact hours of field experience during the 32-month program. Joint students are only eligible to pursue the Community Health Track option.

Doctor of Osteopathic Medicine/MPH (DO/MPH) Dual Degree: The DO/MPH degree provides an interdisciplinary academic program of study that fosters skill acquisition and competency in key areas of public health practice, both current and emerging, by facilitating the articulation of shared public health/health promotion and clinical practice approaches within the College of Osteopathic Medicine. Students attending the DO Program can pursue the Master of Public Health concurrently. DO/MPH students are required to complete a total of 30 units towards the MPH and 200 contact hours of field experience during their four-year study in the DO Program. DO/MPH students may pursue either Track option (Community or Global Health).

Doctor of Pharmacy/MPH (PharmD/MPH) Dual Degree. The PharmD/MPH bridges the complementary strengths of pharmacy and public health to provide students with an integrated curriculum, focusing on the knowledge and ingenuity of the delivery of pharmaceutical care within a population-based public health framework. Students attending the PharmD Program can pursue the Master of Public Health concurrently. PharmD/MPH students are required to complete a total of 30 units towards the MPH and 200 contact hours of field experience during their four-year study in the PharmD Program. PharmD/MPH students may pursue either Track option (Community or Global Health).

Accelerated Master of Public (AMPH): Students who are not selected for an interview following their initial application to the College of Medicine (COM) or College of Pharmacy (COP) during a prior admissions cycle, may be eligible for admission to the Public Health Program as an AMPH Student. To be considered for admission, an AMPH applicant must meet all Public Health Program admissions requirements and demonstrate a commitment to the field of public health. AMPH students who maintain full-time enrollment in the fall and spring semester terms with a cumulative GPA of 3.0 or better are guaranteed an interview for COM or COP for the following admissions cycle. Full details are available on our website. AMPH students may pursue either Track option (Community or Global Health).

Special Study Status: This option is generally selected by candidates who have completed a Bachelors Degree and are exploring the possibility of pursuing a career in public health. It may also include: Professionals currently working in public health and interested in a continuing education experience; TUC faculty, staff or students who would like to take a course without formally applying to the program, but are interested in receiving credit/transcripts to document the experience. Special Study
Status allows enrollment for up to a maximum of twelve (12) units in either the Community or Global Health tracks. Should a student following this option subsequently decide to enroll in the MPH Program after completing the maximum number of units, their coursework would be fully transferable.

VISION AND MISSION STATEMENT

Vision: Social justice as a framework for reducing health disparities in local and global communities.

Mission: To promote the health and well being of local and global communities through education, service, and research with a focus on underserved populations.

The distinguishing feature of the TUC MPH Mission is the blending of clinical and public health knowledge into one, in its joint and dual degree programs; and converging the inward focus on community health and outward focus on global health, in its independent MPH program.

By providing an educational program that fosters collaboration among the students, Touro Campus community and public health practitioners, we are enabled to preserve and enhance the health and well-being of diverse populations at the local, state, national and global levels.

Based on the “social justice” motto of the University, the Master of Public Health Program works in partnership with the public and private sectors to build on community strengths and increase the capacity of the underserved communities’ response to public health problems.

GOALS & OBJECTIVES

The Public Health Program seeks to:

- Offer the education necessary to develop, promote and successfully comprehend public health principles and ensure that all Program graduates can demonstrate knowledge and skill in the core areas of public health.

- Prepare students to practice successfully in diverse health service, academic, and research settings.

- Offer opportunities for faculty and students to develop and participate in research targeted towards improving the public’s health.

- Collaborate and consult with community agencies and other organizations that are committed to improving the public’s health.
Evaluate, assess, and continuously improve the education, research and service activities of the Program.

VALUES

- Leadership: with humility
  
  The PH Program recognizes that leadership is the art of motivating a group of people to achieve a common goal with the recognition that we cannot succeed without help, and that our sense of purpose fits within a larger context of what is individually beneficial.

- Compassion: towards all
  
  Empathy, accompanied by a strong desire to alleviate inequity, underlies our philosophy.

- Humanism: bettering humanity
  
  The PH Program places emphasis on subjective meaning, a rejection of determinism, and a concern for positive growth which guides our approach towards alleviating the suffering of the underserved.

- Change: learning from communities
  
  The PH Program is guided by the principle that the underserved have input into their own treatments and interventions and public health personnel do not impose programs without the knowledge and consent of the communities’ membership.

- Discovery: new knowledge to promote health equity
  
  The PH Program encourages its faculty and students to actively pursue the latest determinations, breakthroughs and findings with the understanding that they will be translated into beneficial applications to underserved communities.

- Reason: determine best practices through empirical evidence
  
  The PH Program believes that reason is used to determine truth and to guide our understanding and evaluation of any and all practices which must be based upon verifiable evidence and data.
As students progress through the Program, the PH faculty and staff are here to ensure that the academic experience is positive and rewarding. They are excellent resources for any questions concerning their areas of expertise or the program in general. Feel free to contact them at any time.

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<thead>
<tr>
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<th>Name</th>
<th>Contact Info</th>
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</thead>
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</table>

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Phillip Gardiner, DrPH, MPH  
Ezbon Jen, DrPH, ME, MA

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Carinne Brody, DrPH, MPH  
Lucy Thairu, PhD, MSc  
Nuriye Sahin-Hodoglugil, MD, MA, DrPH  
Eiman Mahmoud, MD, MPH  
Daniel Perlman, PhD

*Community and Global Health Faculty*
CURRICULUM

Master of Public Health Course Requirements:
The Master of Public Health (M.P.H.) requires a minimum of 42 semester units of core, track, and elective graduate study.

Core Requirements

<table>
<thead>
<tr>
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<tr>
<td>PH 607</td>
<td>Biostatistics</td>
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<tr>
<td>PH 618</td>
<td>Epidemiology</td>
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</tr>
<tr>
<td>PH 604</td>
<td>Health Policy &amp; Management</td>
<td>3</td>
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<tr>
<td>PH 648</td>
<td>Environmental Health</td>
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<tr>
<td>PH 608</td>
<td>Behavioral &amp; Social Aspects of Public Health</td>
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In addition, at least another 27 units, including the culminating experience, which is comprised of the public health field study and capstone course, must be completed in either the Community Health or Global Health track.

MPH Community Health Track Course Requirements

The MPH Community Health Track (CHT) requires 42 semester credit hours of study. In addition to 22 units of MPH core courses and the culminating experience, this program of study is designed from the following track required courses:

10 Credit Hours in Essential CHT Courses

<table>
<thead>
<tr>
<th>Course #</th>
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<tr>
<td>PH 606</td>
<td>Health Education and Promotion</td>
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<tr>
<td>PH 619</td>
<td>Research Methodology</td>
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</tr>
<tr>
<td>PH 620</td>
<td>Health Disparities and Community Organizing</td>
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</tr>
<tr>
<td>PH 647</td>
<td>Program Evaluation and Needs Assessment</td>
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<tr>
<td>Total</td>
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Students in the Community Health Track are required to complete at least 10 credit units from elective courses: PH 602, PH 603, PH 610, PH 611, PH 612, PH 614, PH 616, PH 621, PH 622, PH 627.
**MPH Global Health Track Course Requirements**

The MPH Global Health Track program includes 42 credit hours of study. In addition to 22 units of MPH core courses and the culminating experience, this program of study is designed from the following track required courses:

### 10 Credit Hours in Essential GHT Courses

<table>
<thead>
<tr>
<th>Course #</th>
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<th>CR</th>
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</thead>
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<tr>
<td>PH 602</td>
<td>Emerging Health Threats</td>
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<tr>
<td>PH 614</td>
<td>Essentials of Global Health</td>
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<tr>
<td>PH 619</td>
<td>Research Methodology</td>
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<tr>
<td>PH 622</td>
<td>Global Reproductive Health</td>
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</table>

Students in the Global Health Track are required to complete at least 10 credit units from elective courses: PH 603, PH 606, PH 610, PH 611, PH 612, PH 616, PH 620, PH 621, PH 627, PH 647.

**Joint MSPAS/MPH Program**

The Joint MSPAS/MPH Program requires 30 credit hours from the MPH Curriculum. The Community Health Track is the curriculum concentration for all MSPAS/MPH students. In addition to 20 units of MPH core courses and the culminating experience, this program of study is designed from the following track required courses:

### 10 Credit Hours in Essential CHT Courses

<table>
<thead>
<tr>
<th>Course #</th>
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<tbody>
<tr>
<td>PH 606</td>
<td>Health Education and Promotion</td>
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<td>Program Evaluation and Needs Assessment</td>
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<tr>
<td><strong>Total</strong></td>
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**MPH Dual Degrees**

The DO/MPH and PharmD/MPH dual degree programs require 30 units from the MPH Curriculum. Students may elect to concentrate in either the Community or Global Health Tracks. In addition to 20 units of MPH core courses and the culminating experience, this program of study is designed from the following track required courses:
10 Credit Hours in Essential CHT Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>CR</th>
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<tbody>
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<td>PH 606</td>
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<td>PH 619</td>
<td>Research Methodology</td>
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<tr>
<td>PH 647</td>
<td>Program Evaluation and Needs Assessment</td>
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<td><strong>Total</strong></td>
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10 Credit Hours in Essential GHT Courses

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<th>Course #</th>
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<tbody>
<tr>
<td>PH 602</td>
<td>Emerging Health Threats</td>
<td>3</td>
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<tr>
<td>PH 614</td>
<td>Essentials of Global Health</td>
<td>3</td>
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<tr>
<td>PH 619</td>
<td>Research Methodology</td>
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<tr>
<td>PH 622</td>
<td>Global Reproductive Health</td>
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<td><strong>Total</strong></td>
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THE MPH WILL ONLY BE AWARDED TO DUAL AND JOINT DEGREE STUDENTS WITH COMPLETION OF ALL GRADUATION REQUIREMENTS FROM THE PA, DO, AND PHARMD PROGRAMS.

Courses of Instruction

PH 600 Public Health Field Study (4 units)
Students may register for this course following the successful completion of all core and track courses. Independent MPH students are required to complete a 400-hour fieldwork experience, under the supervision of site administrators/ preceptors and the guidance of the student's faculty advisor. Joint MSPAS/MPH and dual degree (DO/MPH and PharmD/MPH) students are eligible for a partial waiver and must complete 200-hours of fieldwork experience. Requirements for the fieldwork experience include program director approval of the fieldwork site as well as completion of the core courses prior to the field study placement. Students will work on available projects within various public health organizations including but not limited to: hospitals, managed care organizations, government agencies, health departments, community organizations, and advocacy programs.

PH 602 Emerging Health Threats (3 units)
The course is an overview of current emerging and re-emerging infections worldwide and contributing factors. TB, Malaria and other re-emerging infectious diseases; SARS, Mad Cow’s disease, Avian flu and other new viral communicable diseases; and biological weapons, made of bacterial, viral, fungal, and toxins will be examined.
Special attention is directed toward local, regional, national, and international response preparedness and effectiveness. The role of public health workers in the prevention, and management of such pandemics will be examined critically.

PH 603 Maternal and Child Health (2 units)
The purpose of the course is to orient students to a maternal and child public health perspective for meeting the health needs of women, children, adolescents and families by examining the historical and current principles, programs, policies, and practices related to these populations. It is also designed to introduce students to global MCH, the presence of wide gap in maternal child health outcome between the developed and developing countries and its effect internationally.

PH 604 Health Policy and Management (3 units)
This course provides a foundation in Health Services Administration. The course introduces the student to the structure and functions of the U.S. Health Care System. The health care system in the community and its environment are examined to determine how they impact Health Services Administration.

PH 606 Health Education and Promotion (3 units)
This course is designed to provide an introductory understanding of the basic concepts, skills, models and resources currently utilized in the field of health education and promotion. Health care professionals have an obligation to educate their clients as well as promote healthy lifestyles towards the community. This course will assist health care providers and public health professionals to holistically approach their work and acquire the essential tools to deliver information and strategies to improve health with a focus on underserved populations.

PH 607 Biostatistics (3 units) (Pre-requisite for Epidemiology)
Public health applications of descriptive statistics, basic probability concepts, one and two sample statistical inference, analysis of variance and simple linear regression are discussed. Students are introduced to a statistical computer package such as SPSS.

PH 608 Behavioral and Social Aspects of Public Health (3 units)
This course provides grounding in the behavioral sciences with applications to public health. It examines individual, institutional and societal responses to the psychosocial factors influencing health and illness.

PH 610 Public Health in Times of Conflict (3 units)
This course will provide an overview of the direct and indirect effect on health and the challenges public health workers confront in times of armed conflict. It will begin with a review of the history and the consequences of conflict for public health and health care delivery. It will then move to discussion about the health challenges and ethical dilemmas a health professional goes through in times of conflict and lessons learned from such experiences. The proactive strategies to challenge health crisis and to prevent conflict will conclude the course. Class discussion will be enhanced by visits from
people who have had firsthand experience of armed conflict and the challenges it presents to health workers. Active student involvement highly encouraged.

**PH 611 Grant Writing (1 unit)**
Public health institutions are financed through a combination of public and private sources. An important component of this financing for many public health programs is grant funding. These funds are available from a variety of private foundations and government sources. Every healthcare professional in a public health institution must be aware of these sources of funding and the means by which these funds are awarded. This course provides the student with an understanding of the grant writing process from proposal development, to funding, and on to implementation. Students will explore grant funding sources and prepare sample submissions based on real life scenarios from local Bay Area non-profit programs.

**PH 613 Health Policy & Disparities in Developing Countries (3 units)**
This course examines current health sector policies in lower income countries and explores the forces driving these policies; the role of donor organizations; government agencies; training institutions and traditional health practices. Applying interdisciplinary theory and tools, the course examines the economic, epidemiological and political forces currently driving international reform and analyzes their impact on the health sector. The course will also examine disparities in health and health care; the impact of poverty and socioeconomic inequality, more generally, on the health of individuals and populations. Socioeconomic gradients in health; globalization and health; and the adequacy of public policy responses internationally to growing health inequities in the age of globalization will be examined as well. The course will be evidence based, seeking to distill lessons learned and best practices from countries which have initiated bold health sector initiatives.

**PH 614 Essentials of Global Health (3 units)**
This course introduces students to the field of global public health with an emphasis on the developing world. The course orients students to the skills necessary for understanding patterns of health and illness in resource-poor countries. It explores the continuum between health and sickness in populations around the world, and emphasizes the influence of both global and domestic factors in contributing to variation in health. Students are introduced to the major health problems currently impacting the developing world, and alerted to the importance of global approach to solving these health problems. Additionally, they will be introduced to the major players in international health: the donor communities, Ministries of Health, and UN agencies.

**PH 616 Community Health Economics and Policy (3 units)**
This course provides a student with the tools necessary to understand, evaluate, and implement the most cost effective public health interventions and public policies towards improving the health of local communities.
PH 618 Epidemiology (3 units)
Descriptive and analytic epidemiology, determinants of health and disease in populations and application of the epidemiologic methods to disease control and prevention are introduced in this course.

PH 619 Research Methodology (1 unit)
This is a course on interdisciplinary research methodologies widely used in the social sciences and public health prevention studies. As such, this course is an introduction to social theory, conducting a literature review, framing research questions, research design, data collection and/or conducting fieldwork, and analyzing or interpreting research findings for presentation in a report or thesis. The course will address mixed methods, and qualitative data collection and analytical techniques.

PH 620 Health Disparities and Community Organizing (3 units)
This course will examine the contextual factors of primary health care and health disparities within the US. Current trends will be described and discussed utilizing case study methodology to examine health indicators among the US population. Students will gain an increased understanding of the impact of current trends such as increased negative health outcomes among minority and underserved populations. Students will have an increased understanding of the complexities associated with addressing health disparities in the United States. Issues of community organizing, community partnerships, empowerment, and community participation and their relevance in public health strategies, interventions, and policy-making efforts that address health disparities will also be examined.

PH 621 Global Health Economics (3 units)
This course provides a student with the tools necessary to understand, evaluate, and implement the most cost effective public health interventions and public policies towards improving the health of global communities.

PH 622 Global Reproductive Health (3 units)
Reproductive health in the developing and developed world will be explored through this introductory course, encompassing the reproductive and sexual health of women and men throughout the life span. Five priority aspects of reproductive and sexual health will be the focus of learning: improving antenatal, delivery, postpartum and newborn care; providing high-quality services for family planning, including infertility services; eliminating unsafe abortion; combating sexually transmitted infections, including HIV, reproductive tract infections, cervical cancer and other gynecological morbidities; and promoting sexual health. A variety of resources, including textbooks, scholarly articles, and ‘grey literature’ will be used to gather information and inform discussion on the state of reproductive health in the world today.

PH 623 PH Field Study Joint PA/PH and Dual Degree Students (2 units)
Students may register for this course following the successful completion of all core and track courses. Independent MPH students are required to complete a 400-hour fieldwork experience, under the supervision of site administrators/ preceptors and the
guidance of the student's faculty advisor. Joint MSPAS/MPH and dual degree
(DO/MPH and PharmD/MPH) students are eligible for a partial waiver and must
complete 200-hours of fieldwork experience. Requirements for the fieldwork
experience include program director approval of the fieldwork site as well as
completion of the core courses prior to the field study placement. Students will work on
available projects within various public health organizations including but not limited
to: hospitals, managed care organizations, government agencies, health departments,
community organizations, and advocacy programs.

PH 623-A, B, C Field Placement Continuation Course (0 credit units)

*Continuation Enrollment* is available for students who have received an “Incomplete” in
PH 600/PH 623 Field Study.

Students who have not completed the Field Study Course must register for the non-
credit Field Study Continuation course each subsequent academic session until the field
study placement is completed (up to a maximum of 3 academic sessions following
initial registration in PH 600 or PH 623). By enrolling in this non-credit course, students
will maintain "active MPH student status" while completing their field study. Students
will receive an “IP” for each academic session until successful completion of the field
study. Registration for the Field Placement Continuation course will require the consent
of the Field Study Coordinator and completion of a registration form outlining the
number of hours remaining for completion of the field study placement. A $75
registration fee will be charged for each academic session of enrollment in this course.

PH 624 Public Health and the Media (2 units)
This course will introduce students to the basic components of media in the U.S., and
analyze how the media environment may serve as an influence on and determinant of
individual and population health. Through lectures, in-class viewings, readings,
assignments and lively class discussions, students will be challenged to explore the
relevance of the media in their own lives, to connect this awareness to public health,
and to consider how the media environment may be shaped to contribute to a society
that promotes and enhances the public’s health.

PH 625 Public Health Nutrition (3 units)
This course is a survey of the major topics in public health nutrition. The course begins
with a brief introduction to the history of nutrition as a discipline then the following
topics are discussed: the assessment of child and adult nutritional status; over and
undernutrition; chronic diseases related to nutrition; the interaction between nutrition
and infectious diseases; and nutrition in special populations such as pregnant and
lactating mothers, infants and children, vegans and vegetarians.

Students will be required to submit at least two 24-hour dietary recalls to the teaching
assistant. The analysis of each student’s food intake will be returned in class. Guest
speakers, including registered dietitians and professional chefs, will be invited in order
to give the students an opportunity to interact with individuals with diverse expertise
and perspectives. Readings for this course will be drawn from peer-reviewed journal articles. These will be posted online at least a week prior to the course. Supplementary readings may be drawn from book chapters. Short films will be shown in some sessions, and will be used to stimulate a lively discussion on that week’s topic. Throughout the semester, students will be required to develop a 5-page research paper based on a nutrition topic they are interested in.

**PH 627 Substance Abuse and Mental Health Issues (3 units)**
This course provides a background in the field of drug abuse prevention and cessation. Basic definitions used in the field are taught, along with predictors of drug abuse, types of drug abuse prevention program, types of drug abuse cessation programs, and relapse of prevention programs. Additionally, basic needs for mental and emotional Wellness are explored. Emphasis is placed on selection of appropriate activities for promoting mental health through community agencies.

**PH 628 (A, B, C) Independent Study A (1-3 Units)**
Independent Study is a specialized study between 1 and 3 units arranged by a student or group of students in conjunction with a faculty member in studying a particular area of interest. Students must have completed at least 15 units of the core courses in Public Health, have a GPA of 3.0 (average of 80) or above and should come prepared with a specific area of interest or project in which they would like to pursue further study. Unit value of a particular Independent Study course is arranged with the faculty sponsor. The workload determination should take into consideration the following formula: 1 unit = 3 hours of work per week over the 15 week semester (including meetings with the faculty member, research, etc.). All Independent Study courses must be taken Pass/No Pass, and a maximum of 3 units of Independent Study may be counted toward the requirements of the MPH degree. Application requires faculty sponsorship and approval of the Program Director. Course may be repeated for credit.

Independent Study (PH 628) provides an opportunity for students to learn more about a specific topic of interest that is not included among existing TUC course offerings. Study is conducted under the guidance of a PH faculty sponsor who assists the student in planning and implementing the course of study. The independent study topic should be approved by the student’s academic advisor to ensure that the proposed course of study is relevant to the student’s educational goals. The faculty sponsor for the course must agree to be available to the student throughout the duration of the course.

**Availability**
Independent Study is available for the following students:
- MPH graduates who join the Joint program;
- IMPH students who already completed PH core and track courses; and
- For exceptional circumstances where a student is 1-2 credit units deficient in meeting graduation requirements
Restriction

- An Independent Study cannot be substituted for any Core or Track Required requirement;
- Independent Study credits cannot be used to improve a grade in a course the student has already taken; and
- The Independent Study must be conducted in the semester in which the grade is awarded.

Student Responsibility

It is the responsibility of the student to initiate, conduct and complete an Independent Study. The phrase "Independent Study" means that the student proceeds independently with only periodic checks with the supervising professor. Periodic contact between the student and professor ensures satisfactory student progress. At the end of the semester or session, the student submits to the professor the completed study. Grades are based on the quality and scholarship of the completed work and are determined by the professor who directed the study. Independent Study projects are not initiated by PH Faculty.

Application Procedures

Students are expected to take the initiative in developing their Independent Study plans. A student should first consult with the faculty who will supervise the Independent Study/advisor to ensure that the description of the activity is accurate and complete. The student then completes the Independent Study form, secures the appropriate signatures, and submits the form to the Director’s Office. Once approved the student submits the application to the Registrar’s Office. The Proposal application is available on the Ph Website. Students must complete the **Independent Study Proposal form**, have it signed by the course instructor prior to being registered for the course. Once approved, the student may register for the course.

Any assignments required for the project must be submitted to a course at least four weeks prior to the beginning of the semester. The structure of the assignments will depend on the type of project and must be determined in detail as part of the proposal process. The course instructor will assign the grade for the course based on the evaluation criteria stated in the independent study proposal. To obtain credit and a grade for your independent study, students must submit the outcome materials specified in your proposal to the course instructor.

PH 645 Culminating Experience (Capstone Course) (3 units)

Students may register for this course following the successful completion of all core and track courses. Students are required to demonstrate the ability to integrate the specified areas of public health: health service administration, epidemiology, biostatistics, environmental health, and behavioral and social aspects of public health during their final culminating experience. Upon completion of all core and track classes, the culminating experience course can be satisfied by one of two options:
Option 1 - Capstone Project:

The capstone project is a written paper which represents the culminating experience for each student “to cap off” his/her public health knowledge acquired through the Public Health Program at Touro University California. The project provides an opportunity to apply the public health competencies acquired in the five core courses to a public health written project. Students will select a target population of individuals and study a common public health issue or analyze a public health program that addresses a public health concern with a focus on underserved populations. The ultimate goal should be to improve the health of the population targeted and create a body of knowledge that can be built upon. All capstone projects will be conducted under the guidance of a faculty advisor, capstone committee and the course coordinator. An oral presentation of the capstone project will follow the written submission.

Option 2 - Comprehensive MPH Exam:

The goal of the Comprehensive Examination is to demonstrate the student's mastery of and ability to integrate the core public health principles and material acquired in their program of study and to apply this understanding to issues that may confront public health professionals. The exam tests mastery related to all of five core areas – biostatistics, epidemiology, health services administration, environmental health, and behavioral and social aspects of public health.

Declaration of the student’s decision regarding their choice for meeting the culminating experience requirement must be submitted to the Public Health Program Office by the second week of the academic session in which the student registers for the Culminating Experience course.

PH 645-A, B, C Capstone Continuation Course (0 credit units)

*Continuation Enrollment* is available for students who have received an “Incomplete” PH 645 Capstone.

Students who have not completed their Capstone must register for the non-credit Capstone Project Continuation course each subsequent academic session until the Capstone is completed (up to a maximum of 3 academic sessions following initial registration in PH 645). By enrolling in this non-credit course, students will maintain "active MPH student status" while completing their capstone project. Students will receive an “IP” for each academic session until successful completion of the Capstone. Registration for the Capstone Continuation course will require the consent of the student’s adviser and completion of a registration form. A $75 registration fee will be charged for each academic session of enrollment in this course.

PH 647 Program Evaluation and Needs Assessment (3 units)

This course serves as an introduction to evaluation methodology and evaluation tools commonly used to assess programs. Students will become familiar with the concepts
and methods and applications of program evaluation and will be able to propose an appropriate evaluation plan to assess the implementation and effectiveness of a program. This course also explores community health needs assessment methods. Emphasis is placed on methods for ensuring data integrity by exploring data collection, maintenance and dissemination. Instructional techniques will include traditional lectures to highlight course readings and provide practical examples of “real life” program evaluation experiences. Students will also regularly work in small groups to reinforce course concepts from readings and lectures.

**PH 648 Environmental Health (3 units)**
This course introduces students to environmental influences on health; population, food, energy; community hygiene and injury control, solid/hazardous wastes, air and water pollution, radiation; industrial hygiene and occupational health.

**Credits**
One credit unit is defined as 50 minutes of classroom or contact time per week for a standard 15 week session. The fall, spring and summer Sessions meet for approximately 15 weeks. All but two courses (Field Study and Capstone Project) listed in the curricular plan are classroom-based courses and credit hours are awarded based on number of contact hours per week. One credit unit is awarded for 100 Field Study contact hours at the practice site, while Capstone paper credit units are awarded for research work on the capstone project, report, and presentation.

**MPH COMPETENCIES**

The MPH student’s public health knowledge, attitude, skills, and practice are evaluated against key public health competencies. The competencies for the MPH at TUC are based on those approved by the Association of Schools of Public Health (ASPH) in 2006. By graduation, all MPH students must demonstrate ability to apply public health perspectives, knowledge, and skills in five core areas (biostatistics, epidemiology, environmental health science, health policy and management, social and behavioral sciences) and seven cross-cutting areas (communication and informatics, diversity and culture, leadership, professionalism, program planning, systems thinking, and public health biology). In addition, MPH students are evaluated on competencies associated with their chosen Track Option: Community or Global Health. Competencies are mastered through coursework and public health projects, experiences, and other activities of the MPH program. Knowledge and skills are assessed by means of student performance in the classroom, and application is assessed through the field study experience and the capstone project or culminating exam.

Upon completion of the MPH Program at TUC, graduates should master the following competencies:
Discipline Specific

BIOSTATISTICS
Biostatistics is the development and application of statistical reasoning and methods in addressing, analyzing and solving problems in public health; health care; and biomedical, clinical and population-based research.

Competencies:

1. Describe the roles biostatistics serves in the discipline of public health.
2. Describe basic concepts of probability, random variation and commonly used statistical probability distributions.
3. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.
4. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
5. Apply descriptive techniques commonly used to summarize public health data.
7. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
8. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.
9. Interpret results of statistical analyses found in public health studies.
10. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.

ENVIRONMENTAL HEALTH SCIENCES

Environmental health sciences represent the study of environmental factors including biological, physical and chemical factors that affect the health of a community.

Competencies: Upon graduation a student with an MPH should be able to...

Competencies:

1. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.
2. Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to
environmental hazards.
3. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.
4. Specify current environmental risk assessment methods.
5. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
6. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
7. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.
8. Develop a testable model of environmental insult.

**EPIEMIOLOGY**

Epidemiology is the study of patterns of disease and injury in human populations and the application of this study to the control of health problems.

**Competencies:**
1. Identify key sources of data for epidemiologic purposes.
2. Identify the principles and limitations of public health screening programs.
3. Describe a public health problem in terms of magnitude, person, time and place.
4. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
5. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
6. Apply the basic terminology and definitions of epidemiology.
7. Calculate basic epidemiology measures.
8. Communicate epidemiologic information to lay and professional audiences.
9. Draw appropriate inferences from epidemiologic data.
10. Evaluate the strengths and limitations of epidemiologic reports.

**HEALTH POLICY AND MANAGEMENT**

Health policy and management is a multidisciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and populations. This definition assumes both a managerial and a policy concern with the structure, process and outcomes of health services including the costs, financing, organization, outcomes and accessibility of care.
Competencies:

1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.
2. Describe the legal and ethical bases for public health and health services.
3. Explain methods of ensuring community health safety and preparedness.
4. Discuss the policy process for improving the health status of populations.
5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
6. Apply principles of strategic planning and marketing to public health.
7. Apply quality and performance improvement concepts to address organizational performance issues.
8. Apply "systems thinking" for resolving organizational problems.
9. Communicate health policy and management issues using appropriate channels and technologies.
10. Demonstrate leadership skills for building partnerships.

SOCIAL AND BEHAVIORAL SCIENCES

The social and behavioral sciences in public health address the behavioral, social and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.

Competencies:

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
2. Identify the causes of social and behavioral factors that affect health of individuals and populations.
3. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
6. Describe the role of social and community factors in both the onset and solution of public health problems.
7. Describe the merits of social and behavioral science interventions and policies.
8. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
9. Apply ethical principles to public health program planning,
implementation and evaluation.
10. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

Cross Cutting

SYSTEMS THINKING
The ability to recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.

A. Identify characteristics of a system in the context public health interactions.
B. Identify unintended consequences produced by changes made to a public health system.
C. Explain how systems (e.g. individuals, social networks, organizations and communities) may be viewed as systems within systems in the analysis of public health problems.
D. Explain how the contexts of gender, race, poverty, history, migration and culture are important in the design of interventions within public health systems.
E. Illustrate how changes in public health systems (including input processes and output) can be measured.
F. Analyze inter-relations among systems that influence the quality of life of people in their communities.
G. Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.
H. Analyze the impact of global trends and interdependencies on public health-related problems and systems.
I. Assess strengths and weaknesses of applying the systems approach to public health problems.

PROGRAM PLANNING
The ability to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.

A. Describe how social, behavioral, environmental and biological factors contribute to specific individual and community health outcomes.
B. Describe the tasks necessary to assure that program implementation occurs as intended.
C. Explain how the findings of a program evaluation can be used.
D. Describe logic models in program development implementation and evaluation.
E. Differentiate among goals, measurable objectives, related activities and expected outcomes for a public health program.
F. Differentiate the purposes of formative, process and outcome evaluation.
G. Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses and emphases on reliability and validity.

H. In collaboration with others prioritize individual, organizational, and community concerns and resources for public health programs.

I. Assess evaluation reports in relation to their quality, utility, and impact on public health.

**PROFESSIONALISM**

*The ability to demonstrate ethical choices, values, and professional practices implicit in public health decision; consider the effect of choices on community stewardship, equity, social justice, and accountability; and to commit to personal and institutional development.*

A. Discuss major milestones in the history and development of the public health profession and their relevance for practice in the field.

B. Apply basic principles of ethical analysis (e.g., the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy.

C. Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.

D. Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.

E. Promote high standards of personal and organizational integrity, compassion, honesty, and respect for all people.

F. Analyze determinants of health and disease using an ecological framework.

G. Analyze the potential impacts of legal and regulatory environments on the conduct of ethical public health research and practice.

H. Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.

I. Embrace a definition of public health that captures the unique characteristics of the field (e.g., population-focused, community-oriented, prevention-motivated, and rooted in social justice) and how these contribute to professional practice.

J. Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g., researchers, practitioners, agencies, and organizations).

**PUBLIC HEALTH BIOLOGY**

*The ability to incorporate public health biology -- the biological and molecular context of public health -- into public health practice.*

A. Describe how behavior alters human biology.

B. Identify the ethical, social, and legal issues implied by public health biology.

C. Explain the role of biology in the ecological model of population-based health.

D. Articulate how biological, chemical, and physical agents affect human health.
E. Apply biological principles to development and implementation of disease prevention control or management programs.
F. Apply evidence-based biological and molecular concepts to inform public health laws policies and regulations.
G. Explain and integrate general biological and molecular concepts into public health.

**LEADERSHIP**
*The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.*

A. Describe the skills, responsibilities and attributes of leadership in public health.
B. Describe alternative strategies for collaboration and partnership among organizations focused on public health goals.
C. Articulate an achievable mission set of core values and vision.
D. Engage in dialogue and learning from others to advance public health goals.
E. Demonstrate team building negotiation and conflict management skills.
F. Demonstrate transparency integrity and honesty in all actions.
G. Use collaborative methods for achieving organizational and community health goals.
H. Apply social justice and human rights principles when addressing community needs.
I. Develop strategies to motivate others for collaborative problem solving decision-making and evaluation.

**COMMUNICATIONS AND INFORMATICS**
*The ability to collect, manage and organize data to produce information and meaning that is exchanged by use of signs and symbols; to gather, process, and present information to different audiences in-person, through information technologies, or through media channels; and to strategically design the information and knowledge exchange process to achieve specific objectives.*

A. Describe how the public health information infrastructure is used to collect process maintain and disseminate data.
B. Describe how societal organizational and individual factors influence and are influenced by public health communications.
C. Apply theory and strategy-based communication principles across different settings and audiences.
D. Apply legal, ethical and confidentiality principles to the use of information and resources in public health settings.
E. Use communication and informatics tools in the process of design implementation and evaluation of public health programs.
F. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.
G. Use information technology to access, evaluate and interpret public health data.
H. Use informatics methods and resources as strategic tools to promote public health.
I. Use informatics and communication methods to advocate for community public health programs and policies.

**DIVERSITY AND CULTURE**
The ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.

A. Describe the roles of history, power, privilege and structural inequality in producing health disparities.
B. Explain how professional ethics and practices relate to equity and accountability in diverse community settings.
C. Explain why cultural competence alone cannot address health disparity.
D. Use culturally appropriate concepts and skills to engage and empower diverse communities.
E. Apply the principles of community-based participatory research to improve health in diverse populations.
F. Differentiate the terms ‘availability’, ‘acceptability’ and ‘accessibility’ in the context of health care across diverse populations.
G. Differentiate between linguistic competence, cultural competency and health literacy in public health practice.
H. Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.
I. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.

**COMMUNITY HEALTH TRACK**
A. Identify and assess community status and community health needs
B. Plan, develop, and implement community health programs using a variety of strategies to improve a community’s health.
C. Advocate for better health and wellbeing through community mobilization efforts.
D. Analyze and/or evaluate policies that impact a community’s health
E. Demonstrate cultural sensitivity towards underserved populations.
F. Manage fiscal and organizational resources to insure optimal program and service delivery
G. Evaluate the efficacy of health promotion/prevention programs.
H. Demonstrate a commitment to social justice and health equity.
I. Explain and interpret the roles and/or approaches of public health organizations.
J. Synthesize and disseminate public health information.
K. Apply conceptual frameworks of health patterns, determinants and disparities in support of community health policy, education, promotion or prevention.
GLOBAL HEALTH TRACK

A. Define the global public health challenges of the developing world in terms of key parameters including population, region, countries and magnitude.

B. Explain the political economy of global health issues.

C. Demonstrate the linkages between local and global health problems.

D. Demonstrate the health disparities within the developing states and between the developed and developing world.

E. Communicate effectively the mandates, roles and approaches of international public health organizations.

F. Facilitate to build partnership with health institutions of higher learning, the NGO sector and local community organizations.

G. Demonstrate an understanding of community’s awareness of their own health problems and their solutions.

H. Recognize the primacy of local solutions to global health issues and promote participatory approaches to problem solving.

I. Demonstrate a commitment to public health that values social justice and promotes health equity globally.

J. Apply theoretical concepts related to global health patterns and social determinants in support of global health policy, promotion or prevention.

K. Engage in critical thinking about global health policy and health strategies, especially regarding feasibility, cost effectiveness, sustainability and scalability of different approaches.

L. Demonstrate an understanding of the importance of listening in an unbiased manner, respecting diverse points of view, and observing humility in international situations.

M. Develop skills to advocate for programs, resources and policies that advance global public health.
Purpose of This Section

The section contains policies and requirements which govern academic performance and professional conduct for all Public Health Program students who are enrolled in any of the degree programs or study options. These policies are unique to the Program and are designed to promote standards for academic competency, professional behavior and conduct and personal responsibility. It represents the parameters of achievement and behavior the Program faculty expects of its students. It is the responsibility of all students to be knowledgeable about Program policies. The policies will be applied to all aspects of the student's academic progress and conduct for as long as the student is enrolled in the Program.

The Program reserves the right to make changes at any time to this handbook or to the requirements for admission, graduation, tuition, fees, and any other rules or regulations. The Program is responsible for graduating competent public health professionals and as such maintains the right to refuse to matriculate or graduate a student deemed by the faculty to be academically or professionally incompetent or otherwise unfit or unsuited for continued enrollment in the Program.

Please read this section carefully and thoroughly. Students are expected to refer to these policies as needed.

PROGRAM POLICIES AND PROCEDURES

Admissions Requirements

In addition to a bachelor's degree (or, for international graduates, equivalency of a bachelor's degree) from a regionally accredited college or university, candidates for admission to the MPH Program are required to have obtained the following:
MPH applicants are required to submit the following items:

- Three (3) Letters of Recommendation. Recommendation letters may be from any source (excluding family members and relatives) though at least one letter should be from an academic reference.
- Official transcripts from all post-secondary institutions attended, showing proof of a Bachelor’s Degree and a cumulative GPA of 2.75 or greater. Official transcripts are required for graduates of foreign institutions. Copies of transcripts or transcript evaluations are not accepted.
- Once an application is received, applicants selected for interview will be notified in writing. Those applicants not selected for interview will also be notified in writing.
- An invitation to interview does not guarantee acceptance to the program.

Full-time/Part-time Study

The MPH program is designed to be completed in four academic sessions. To be considered a full-time student, students must be registered for twelve or more units at the graduate level. To make normal progress toward the conclusion of course work for a graduate degree, most students will be enrolled in 9 to 12 units (3 – 4 courses per semester) which will constitute a maximum load. To carry more than 12 units, students must have the prior permission of their faculty advisor. Part-time students must complete the MPH program within five years of the first semester of enrollment in the program. In order to complete the program within 60 months, part-time students must take at least 6 academic credits per session.

Transfer Coursework

Students who have completed applicable public health coursework at TUC or other accredited colleges or universities may be eligible to apply that coursework towards the MPH degree. A maximum of 12 semester units from other institutions MAY be applied toward the MPH degree prior to admissions at TUC. Applied coursework from TUC programs or other colleges or universities must have been completed within 5 years of the application date and must be approved by the program director.

Books

Students can plan on spending approximately $1,000 to $3,000 on required textbooks. Course syllabi and the Program Book List also include recommended books which students are not required to purchase but may wish to have as important reference materials. In addition, Touro University library provides access to many on line textbooks, some of which are the required texts for courses. If an on-line required course text is available, purchase of a hard text is optional as long as the student has
computer access. For those texts not available on-line, students are expected to have required texts by the beginning of class for each session.

**Attendance**

Attendance at all classes is considered an aspect of professional responsibility and individual dependability. Repeated unexcused absences are considered a reflection of unprofessional conduct and can result in disciplinary action. Required attendance or specific attendance policies are at the discretion of individual course coordinators and will be defined as such in the course syllabus.

Absence from instructional periods for any reason does not relieve the student from the responsibility for the material covered, and such absences must be for substantial reasons such as illness or emergencies.

Promptness is another trait the healthcare practitioner must display. Not only does tardiness disturb the lecturer and student body, it also reflects a lack of professionalism. Repeated tardiness to class is considered unprofessional conduct and, at the discretion of the instructor, may be reported to the Academic Progress Committee.

**Wireless/Laptop Policy**

In order to preserve the educational integrity of the learning environment, the use of laptop computers is prohibited during class lectures, lab or instructional activities unless the professor gives permission for such use and/or the class activity requires the use of a computer. Students may use computers or laptops to include accessing the Internet, during class breaks, between classes and/or during any other non-instructional time.

**Recording of Lectures**

Taping of lectures is not mandated by the administration and permission to tape lectures is solely at the discretion of the instructor. In all instances, prior approval of the instructor must be obtained, and it is to be understood that the instructor's approval is on a voluntary basis and that such a privilege may be withdrawn at any time.

**GRADING**

At the end of each course, a grade for each student will be submitted to the Registrar. The Public Health Program makes use of a numerical system based out of 100% for grades, rather than a letter. Students must maintain an overall average of 80% (3.0 GPA) in each academic session to be considered passing in the program. In addition the program uses P (pass) and U (no pass/fail) for some courses, including the field study and capstone, which is designated as pass/fail.
Students may retake any failed Public Health course only once. A second failure of the same course is cause for dismissal from the Program.

Students who have been dismissed from the Program may request a meeting with the Academic Progress Committee to determine what, if any, developmental work must be accomplished before application for reinstatement into the Program can be considered.

Students who accumulate 12 hours of incomplete grades are subject to probation and may not register for additional courses until passing grades have been acquired for all courses.

The following grading system has been in effect from the summer 2005 semester:

<table>
<thead>
<tr>
<th>% GRADE</th>
<th>GPA</th>
<th>LETTER</th>
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<tbody>
<tr>
<td>97-100</td>
<td>3.85-4.00</td>
<td>A+</td>
</tr>
<tr>
<td>93-96</td>
<td>3.65-3.80</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>3.50-3.60</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>3.35-3.45</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>3.15-3.30</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>3.00-3.10</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>2.70-2.90</td>
<td>C+</td>
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<tr>
<td>73-76</td>
<td>2.30-2.60</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>2.00-2.20</td>
<td>C-</td>
</tr>
<tr>
<td>less than 70</td>
<td>0</td>
<td>U</td>
</tr>
</tbody>
</table>

U/P (70% recorded grade) Unsatisfactory/Remediated

The grade point average (GPA) is only used for determination of class rank.

**CREDIT ONLY** – Counted in units earned but not calculated in GPA

<table>
<thead>
<tr>
<th>CREDIT</th>
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<tbody>
<tr>
<td>P</td>
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<td>CR</td>
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**NO CREDIT AWARDED** – Not calculated into GPA

<table>
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<tr>
<th>NO CREDIT</th>
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<tbody>
<tr>
<td>IP</td>
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<td>INC</td>
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<td>AU</td>
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<td>NC</td>
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<tr>
<td>W</td>
</tr>
<tr>
<td>WU</td>
</tr>
<tr>
<td>U</td>
</tr>
</tbody>
</table>
Definition of Grades

Satisfactory - A 70% or above in each course is considered a satisfactory grade.

Unsatisfactory “(U)” - An unsatisfactory grade (U) is less than 70%.

Unsatisfactory with remediation “(U/P)” - After an unsatisfactory performance has been successfully remediated, a “(U/P)” will replace the “(U)” on the transcript (see section on remediation).

Incomplete “(I)” - An incomplete grade “(I)” indicates that a student has not been able to finish all required work for issuance of a final grade. An incomplete grade is not counted in the grade point calculations until a final grade replaces it. An incomplete must be replaced before the student registers for the next academic year. Replacement of an incomplete will be under the direction of the instructor. If the required work is not completed within one year of the issuance of the “(I)” the Registrar will notify the Dean or Program Director and, if no grade is forwarded upon notification, the Registrar will automatically convert the “(I)” to an unsatisfactory grade “(U)” and the student will not receive credit for the course. It is to the student's advantage to arrange to make up any incomplete work as soon as possible.

Withdrawal “(W)” - A withdrawal indicates that a student has withdrawn from a course in good academic standing.

Withdrawal Unsatisfactory “(WU)” - A withdrawal unsatisfactory indicates that a student has withdrawn from a course not in good academic standing.

Maintaining Academic Standing

To maintain active academic status, students must be enrolled in at least one credit hour each academic session. For example, students who fail to complete a culminating course (PH field study / capstone) during any academic session must register for at least one credit unit during each subsequent academic session until the course is completed, in order to maintain academic privileges associated with the University and PH Program. Students who are not enrolled in an academic or culminating course at any point during the degree program, must request a Leave of Absence.

Leave of Absence and Withdrawal

Students can request a Leave of Absence for medical and personal reasons or withdraw from the Program. They must request these in writing to the Program Director and they must follow all procedures outlined in Section I of the handbook regarding University policies and procedures. Leave of absence may be requested for up to 3 months. If a
student needs additional time, they must submit a letter to the Program Director requesting additional time. The student must complete the entire program within 60 months, which includes any Leave of Absence the student may take. The decision to withdraw from the University is a serious matter. Any student who withdraws from a college or a program is dropped from the rolls of the University. As such, if he/she decides at some later date to reenter the program, he/she must reapply for admission and, if accepted, assume the status of a new student.

Procedures for withdrawal are described in SECTION 1.

Faculty Advisors

Faculty interaction with students through the advising process is one of the most important methods used by the Program to monitor student progress. Students are assigned an interim advisor at the time of admission. The interim advisor assists the student with class registration based upon the students’ chosen track, general orientation to the program and PH competencies. The interim advisor is available to respond to student questions and concerns related to their academic program until the student selects a permanent advisor.

Students will select a permanent advisor by the beginning of their second semester who matches the students’ public health interests. The students select advisors based upon the advisors biosketch, research background and knowledge students have gained through coursework with various instructors.

Students must meet with their advisors at least once a semester and can change advisors with the permission of the previous advisor and proposed new advisor and the Program Director. The faculty advisor assists students with course selections to ensure that core and specialization competencies are satisfied while meeting student expectations regarding their educational goals. Furthermore, the faculty advisor, along with the capstone coordinator, guides the student in the development of a capstone project.

In the first advising session, the interim advisor and the student advisee complete the PH Program’s “Academic Planning Form.” This form describes the courses the student is required to complete in order to fulfill graduation requirements. Not all courses are taught each semester, so completing this form in partnership with a faculty advisor keeps the student on-track to graduate “on schedule. Ultimately, the main purpose of advising is to ensure the proper sequence of courses is taken to not only satisfy graduation requirements, but to ensure mastery of all the competencies linked to the specific courses.
The Registration Basics

1. Make an advisement appointment with your Faculty Advisor. A registration form must be completed and signed by the Faculty Advisor.

2. Clear any registration restrictions and submit your signed registration form to the Registrar’s Office by the specified registration deadline.

3. If financial aid is needed to settle your bill is pending, obtain deferment from the financial aid office.

4. Obtain Federal Perkins Loan, HPSL, UDSL and Institutional Loans by returning your promissory note(s) to Student Financial Services.

5. Obtain Federal Stafford (both subsidized & unsubsidized) load disbursements at the Bursar’s office.

6. Settle your bill with the Bursar’s Office. All students must register and settle their bills entirely by the settlement deadline to avoid late fees.

Please refer to Section I for more information on registration.

EVALUATION OF STUDENT PERFORMANCE

Examination Protocol

Both the student and faculty member/instructor are responsible to ensure that the process is followed consistently.

The following are the procedures that are to be followed when administering an examination:

1. Students are required to be present for all scheduled examinations.

2. A student who arrives late to an examination will not be given additional time to complete the exam. If a student arrives later than 15 minutes from the exam start
time, it will be the prerogative of the course coordinator to determine if the student will be permitted to take the exam or whether the exam will be rescheduled for that student. If the exam is rescheduled, the exam will cover the same subject material as covered by the original examination, however the exam may be in a different format than the original examination. Furthermore, any student arriving after other students have completed the exam and left the testing area will not be allowed to start the examination.

3. A student unable to attend a scheduled examination for any reason must immediately notify the course coordinator (in person or via voice or e-mail) as soon as possible prior to the start of the exam. The course coordinator will determine whether the absence is excused or unexcused. A physician’s note for absences due to illness may be requested by the program.

4. In the case of an excusable reason, the make-up examination will occur as soon as the student returns to campus. The date and time will be determined by the course coordinator. Students missing an exam must contact the course coordinator to discuss the scheduling of the examination upon their return to campus. Although make-up examinations test the same subject material as covered by the original examination, they may be different in format than the original examination.

5. Failure to make up the examination within the specified time period will result in a grade of “0” for that examination.

6. If a student fails to appear for an examination and fails to notify the course coordinator prior to the exam or misses an examination with an unexcused absence, formal documentation will be placed in the student file. In addition the student will receive a grade of zero “0” for the exam and no make up exam will be offered. Such behavior is considered unprofessional and may result in disciplinary action.

Examination Decorum

Assessment of the students’ knowledge is essential. This not only reflects what the student has learned, but also the quality and content of the information presented. It is therefore essential that examination decorum must be maintained at all times to ensure fairness and validity. Students are expected to maintain at all times a decorum and demeanor that is consistent with accepted academic and professional standards during examinations.

Upon entry into the examination site, the student must place all books, notes, study aids, coats and personal possessions out of sight. No talking is allowed once an examination starts. Students are expected to uphold to the code of responsibility of students of TUC. Any student engaging in dishonest acts during an examination is subject to disciplinary action. Obtaining a copy of the exam, or a previous year’s exam
or questions and/or getting help from other students during the exam are all considered cheating.

Hats/caps may not be worn during any examination except for the wearing of a headpiece for religious reasons. Any student wearing a hat will be asked to remove it. Failure to comply with this or any other reasonable request of a proctor will result in the immediate dismissal of the student from the examination. In such instances, the student will receive a zero for the examination.

Test Review Process

Students are permitted to review their exams within 10 days of the exam grades being posted.

Test review may be suspended if a class member has not taken the exam yet. Once that student has completed the exam, the 10 day review period will open once that grade is posted.

During exam review, students are not permitted to have any writing or recording implements, paper, books, cell phones etc. Only one exam may be reviewed at a time. Exam reviews are permitted during the established office hours.

If a student wishes to challenge an exam question, he/she must complete a request for question review form and submit it to the course coordinator within 10 days of the exam grades being posted. The challenge must include reference to the course texts or materials and documentation substantiating the challenge. The challenge will be reviewed by the course coordinator or designated faculty, who will render a decision. If the review is denied, the student who submitted the review will be notified. If it is granted, the program reserves the right to determine the manner in which the question is handled. The program may throw out the question causing the exam to be re-scored with less weight or points. This may cause some students to receive a lower score because a question was thrown out. In the event two answers are correct, both answers may be accepted and the exam re-scored. Exam review or test question challenges will not be permitted after the 10 day period. After this point, no challenges will be accepted and all grades are final.

Re-Grading Policies

Academic grading reflects careful and deliberate judgment by a faculty member instructing a course. Academic evaluation of student performance requires expert consideration of cumulative information. Such decision-making, by its nature, is judgmental and evaluative. The evaluative process is not and should not be likened to the adversarial process involved in disciplinary matters, for academic grade determination is not adaptable to the methods of judicial or administrative decision-making. The education process, moreover, is not by nature adversarial, but rather
centers upon a continuing relationship between faculty and student. Administrative
interposition, except in the most extreme instances, is to be avoided. The Program
recognizes that in rare instances there may be errors, or "palpable injustice(s)" in
determination of a final grade. A student alleging such error or palpable injustice, i.e. a
clear showing of arbitrary or capricious action, may appeal as provided below:

If students wish to contest a grade given for work completed in the Public Health
Program at TUC, they must adhere to the following procedures:

1. Students shall have up to 10 working days after written work has been graded and
returned to them to submit it for re-grading. In contesting a grade, students should be
informed that the entire work may be reviewed, not only the sections in question, and
the final grade adjusted accordingly. Please note that this review can result in an
increase or decrease in the final grade.

2. Submissions for re-grading must be done in writing, with the student outlining the
specific areas of the work which he/she feels were incorrectly graded. All submissions
should be signed and dated by the student.

3. Professors should re-grade the work being contested and return a written response
to the student within 20 working days after the initial returning of the paper, explaining
the results of the review and indicating whether the student’s grade has changed. All
written responses should be signed and dated by the professors.

4. Professors should re-grade the work within five working days of receiving it, as
outlined in Step 3. This concludes the grading appeal process.

Professors' judgments on second submissions of written work will be final. There are
no provisions for student appeal to outside parties in resolving grading disputes.

Student Academic Ethics

TUC CEHS is committed to maintaining the highest standards of academic
performance, which includes professional conduct. Behaviors such as cheating,
plagiarism or falsified documentation of research or clinical findings reflect attitudes
that guide professional conduct and, as such, indicate that a person may not be
prepared to assume the responsibility of a health professional. Thus, these non-
professional behaviors are considered to be academic performance issues.

TUC CEHS will assist students in understanding the program’s and the profession’s
expected levels of professional behavior and conduct through discussions at orientation
and in class meetings. Unacceptable behavior includes but is not limited to the
following: cheating on any exam, plagiarism, misrepresenting documentation of
research or clinical findings and commission of a misdemeanor or felony in any setting.
ACADEMIC HONESTY

Academic honesty and integrity is expected of all students throughout their course of study at TUC. Any violation of this code is considered to be a serious academic violation. Academic dishonesty constitutes a breach of academic integrity that violates the academic foundation of an institution and compromises the integrity and well-being of the educational program. It makes the learning and working environment hostile and offensive; it undermines the credibility of the educational process; it destroys opportunities for students to develop a strong sense of self-esteem and pride in accomplishment and the self-confidence that is an integral part of the educational growth and learning process. Students are obliged to adhere to the standards and expectations for academic integrity as delineated in the Code of Responsibilities and Rights of the Students of Touro University.

A Guide to Academic Honesty

**What is Academic Dishonesty?**
Academic dishonesty is intentional cheating, fabrication or plagiarism. It is also knowingly helping or attempting to help others be dishonest. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend upon your knowledge and integrity.

**Cheating**
Cheating is defined as intentionally copying from another student's work or accepting assistance from other students, using or attempting to use unauthorized materials, information, or study aids during any academic exercise unless permitted by the instructor.

Clarification:
1. Students completing any examination should assume that external aids (for example, books, notes, conversation with others) are prohibited unless specifically allowed by the instructor.

2. Students are responsible for maintaining an appropriate demeanor and decorum during examinations (for example: no talking; no hats; eyes on your own paper; placing books, notes, study aids, coats and personal possessions well away from desks/seats).

3. Students may not have others conduct research or prepare work without advance authorization from the instructor. This includes, but is not limited to, the services of commercial companies.

4. Major portions of the same academic work may not be submitted more than once for credit or honors, without authorization.
5. Obtaining a copy of examination questions prior to taking the exam, obtaining a copy of a previous year’s examination or questions or reproducing a data base of test questions from memory.

A proctor who observes students cheating should record their names, inform them that disciplinary proceedings will be initiated and immediately report them to the Program, who will in turn report them to the Dean of Students (see appendix B). Students cannot be prevented from completing an examination simply based on the suspicion of cheating.

**Fabrication**

Fabrication is defined as intentionally falsifying or inventing any information or citation in any academic exercise.

Clarification:
1. "Invented" information may not be used in any laboratory experiment academic or research exercise.

2. One should acknowledge the actual source from which cited information was obtained. For example, a student should not take a quotation from a book review and then indicate that the quotation was obtained from the book itself.

3. Students must not change and resubmit previous academic work without prior permission from the instructor.

**Plagiarism**

Plagiarism is defined as intentionally or knowingly representing the words or ideas of another person as one’s own in any academic exercise.

Clarification:
1. Direct Quotation – Every direct quotation must be identified by quotation marks or appropriate indentation and must be cited in a footnote or endnote.

2. Paraphrase – Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part, in one’s own words. To acknowledge a paraphrase properly, one might state, "to paraphrase Locke's comment…" Then conclude with a footnote or endnote identifying the exact reference.

3. Borrowed facts – Information gained in reading or research which is not common knowledge among students in the course must be acknowledged. Examples of common knowledge include the names of leaders of prominent nations, basic scientific laws, etc. Materials which add only to a general understanding of the subject may be acknowledged in the bibliography and need not be footnoted or endnoted.
One footnote or endnote is usually enough to acknowledge indebtedness when a number of connected sentences are drawn from one source. When direct quotations are used, however, quotation marks must be inserted and acknowledgment made. Similarly, when a passage is paraphrased, acknowledgment is required. Please consult with the instructor for further information about plagiarism.

**Facilitating Academic Dishonesty**

Facilitating academic dishonesty is defined as intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

Clarification: A student must not knowingly allow another student to copy from his or her work during any academic exercise. This includes, among other things, examinations, videotapes, audiotapes, laboratory experiments and term papers.

TUC considers cheating, fabrication, plagiarism and facilitating academic dishonesty as the most serious offenses of academic dishonesty. Course instructors will refer students suspected of these to the Academic Progress Committee. If the Academic Progress Committee determines that there was a violation, depending on the gravity of the problem, students may fail the assignment or the class. Repeated cases of academic dishonesty may result in dismissal.

**Research with Human Participants**

As a matter of University policy, research projects involving human participants cannot be carried out until a complete research protocol describing the project has been submitted and approved. This policy applies to all research, regardless of whether or not it is funded. Human participation is considered to be involved even if the data used were collected by others, and there is no contact with the participants. The policy extends to all projects involving faculty, staff, students or facilities of the university, including research performed by students as part of their degree or class requirements.

For students' projects, the Faculty Advisor is responsible for overseeing that the project is approved. Approval is necessary for any type of research in any area of study (e.g., survey research, behavioral or psychological studies, research involving children in classrooms, and on-the-street interviews).

The detailed guidelines of this policy and the forms necessary to obtain approval of a research protocol are available at [http://research.tu.edu/index.html](http://research.tu.edu/index.html). Questions concerning these guidelines may be directed to the Public Health IRB Chair. Projects involving no risk to participants can usually be approved expeditiously, but it is required that the forms be submitted well in advance of beginning the research and, if applicable, prior to submitting a proposal for external funding. All key personnel performing research with human participants must complete the online Human Subjects Training at [http://phrp.nihtraining.com/users/login.php](http://phrp.nihtraining.com/users/login.php).
ACADEMIC AND PROFESSIONAL PROGRESS

Satisfactory academic and professional progress must be evident and maintained by all students in the Program in order to progress through the curriculum. In the event a student fails to progress academically or professionally, the student will be referred to the MPH Academic Progress Committee.

Academic Progress Committee (APC)

The responsibility of the Academic Progress Committee is to define and recommend appropriate program policy as it affects students. These responsibilities include but are not limited to:

- reviewing the graduation competencies for the MPH degree, establishing, implementing and reviewing criteria for satisfactory academic progress in the MPH program (including but not limited to: probationary status; coursework grades; graduation requirements; field study; time for completion of degree; probation and termination from the program).
- meeting with students who fail courses or otherwise fail to meet satisfactory progress criteria and recommend remediation or other actions.
- developing, reviewing and updating the MPH student manual and student handbook, program catalogue and program values and beliefs.

Students may be referred to the APC for a course failure, suspicion of academic dishonesty, breach of professionalism and if the semester GPA drops below a 3.0 average. If the APC decides that a student must repeat an entire session, this would mean that the student must withdraw from the program for one year until that session is offered again. A place will be held for the student to return into the program at the beginning of the session which must be repeated. In addition, the student must demonstrate maintained competency in all previous coursework successfully completed and may be given re-entry competency examinations prior to their return. The APC may also require, recommend or suggest auditing previously taken courses, to ensure continued competency in previously learned material. A student must pass the re-entry competency exams with a minimum score of 80% in order to continue in the program. Failure of any re-entry competency examination would refer the student back to the APC and may enter the student into a category for dismissal.

Students may also be referred to the ACP for issues of professionalism outside of the classroom involving in activities related to TUC including research or volunteer efforts.

Failure to comply with requirements put forth by the Committee and Program Director will be considered unprofessional and may place a student in the category for dismissal.
Academic Probation

Academic probation is the result of unsatisfactory scholarship or professionalism; it is a warning and an opportunity to improve. Probation is defined as a period of time during which the student’s academic progress and/or professional conduct will be closely monitored by the Academic Progress Committee.

Students must meet the minimum standards and requirements set by the Public Health Program and Touro University in order to remain in good academic standing.

Criteria for Probation

- Failure of a course
- Session average below 80% (3.0 GPA)
- Verbal or written reports and/or evaluations from academic faculty, field study preceptors or designees indicating that a student is not adhering to site regulations, site schedule, ethical standards of conduct
- Failure to receive a satisfactory preceptor evaluation
- Failure to follow and/or comply with requirements set forth by the APC and Program Director.
- Breach of Professionalism

Terms of Probation

When a student is placed on probation he/she will be notified in writing by the Program and the reasons will be stated. A copy of this letter will be provided to the Dean of Students and Registrar’s Office.

- When a student is placed on probation, it is noted in the student's academic file and official transcript. Subsequently, when a student successfully corrects those areas of unsatisfactory performance, this is also noted in the student's file and transcript.

- A student will remain on probation for one academic session. If probation status occurs prior to the end of a session, the student will be on probation for the remainder of the current session and throughout the entire next session.

- A student placed on probation must acquire a cumulative GPA of 3.0 (80%) or greater by the end of the following academic session.

- When the terms of probation have been satisfied, the APC will notify the Program Director who will provide a letter to the student with a copy to the Dean of Students and the Registrar.

- A student on probation may not serve as an officer of any official TUC club or organization, or as a representative of the College at on or off campus events. If a student who is presently serving as an officer/representative is placed on probation,
a substitute officer/representative will be chosen to fulfill the position until the student is removed from probation.

Remediation

Remediation is the opportunity to correct unsatisfactory performance, progress and/or professional conduct in the program. The offer of remediation is not automatic or guaranteed. Recommendations regarding remediation will be made by the APC on an individual basis after considering all pertinent circumstances in each case and with a final decision made by the Program Director. Any student placed on probation for academic or behavioral reasons and offered remediation must fulfill all the terms of the contract of the remediation plan within the designated time frame or face actions including but not limited to dismissal. **Remediation is to be regarded as a privilege which must be earned by a student** through demonstrated dedication to learning, and active participation in the educational program to include but not limited to overall academic/clinical performance, regular attendance, individual initiative and utilization of resources available to him/her.

The Academic Progress Committee may recommend a remediation plan that includes, but is not limited to, the following:

1. A re-examination of failed subject material as constructed by the course coordinator. The student must score at least a 70% or greater to successfully pass the re-examination. The maximum score for a re-examination is 70. The maximum grade for a re-mediated course is U/70.

2. Develop a plan which outlines and defines a remediation program, successful remediation criteria and the responsibilities of the student.

3. Repeat the course or courses failed the next time the course(s) is offered.

If the APC approves a student to remediate, the student will be removed from probation only after successfully remediation is demonstrated as stated in the student contract and achieving the minimal cumulative academic requirements. Students who are directed to repeat a year of curriculum for academic reasons remain on academic probation until successful completion of all courses scheduled within that academic year.

Students who fail a re-examination will fail the course, be placed on probation and will be referred to the APC committee and may be in the category for dismissal.

Students who fail to meet the requirements of a remediation contract or competency exam will be referred to the APC committee and may be in the category for dismissal.
A student who does not remedy a failed course grade(s) within one calendar year of the issuance of the failed grade may be placed in a category of dismissal.

**Dismissal**

It should be clearly understood that Touro University California, Public Health Program after due consideration and process, reserves the right to require the dismissal of any student at any time before graduation if circumstances of a legal, moral, behavioral, ethical, health or academic nature justify such an action.

**Criteria for Dismissal**

- failure of 2 or more courses over the course of the program
- session GPA < 3.0 (80%) for more than one session
- probation for 2 or more sessions throughout the duration of the program
- failure of a repeated or remediated course
- failure of re-entry competency examinations
- professional academic misconduct
- students on probation who fail to comply with or complete a remediation program within the defined time frame

Decisions regarding dismissal are made on an individual basis after considering all pertinent circumstances and extenuating circumstances relating to the case. The APC recommends dismissal to the Program Director. The Program Director with concurrence of the Dean of Students, issues a letter of decision to the student. Dismissal is effective upon receipt of the letter of notification from the Program Director. If a student is dismissed, his/her registration will be voided.

**Academic Standards for Dual Degree Students**

Students enrolled in dual degree programs must maintain satisfactory academic progress and programmatic requirements as defined for each individual program.

- Any failure in a course within either program will result in placement on Academic Probation and review by the promotions committee from that specific program. Students will remain on academic probation until the failure is remediated. Remediation may involve re-examination, additional assignments, or repeat of the course, as determined by the committee.

- Any failure to maintain a cumulative percent average of 80% in the MPH program and 75% in the DO or PharmD Programs will result in placement on Academic Probation. The student will have one academic session within which to achieve the required cumulative average as designated by the program. If this is not achieved, the student will be reviewed by the appropriate program’s student promotions committee. Consequences may include, among others, an additional session to
bring up the cumulative average to the specific program’s required average, suspension from the program until further remediation is completed, or dismissal from the program.

- Failure in one program will not preclude continuation in the other program.

A faculty liaison from both DO and PharmD programs will participate as members on the APC (student promotions) for academic issues of dual degree students regarding the academic status in the MPH Program. The MPH Program Director will consider all facts and make a recommendation to the Dean of the College of Education and Health Sciences whose decision will be final.

**ACADEMIC APPEAL PROCESS**

Following notification (traceable letter delivery) of a decision for dismissal, a student may wish to appeal the decision. He or she has (7) working days within which to submit a formal written appeal of the decision to the Provost. The appeal request must be submitted in writing and delivered to the Office of the Provost within this seven day period. The request should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain his/her situation and substantiate the reason(s) for advocating a reversal of the dismissal.

The Dean may grant an appeal only on showing one of the following:

1. Bias of one or more of the members of the Academic Progress Committee.

2. New material, documentable information not available to the committee at the time of its initial decision.

3. Procedural error.

The Dean may choose any of the following options when an appeal to dismiss a student is under consideration:

1. Concur with recommendation of the Academic Progress Committee and the decision to dismiss.

2. Amend the recommendation of the Academic Progress Committee

3. Convene an *ad hoc* committee consisting of three members to review the recommendation of the Academic Progress Committee. The ad-hoc committee will present its findings to the Dean for consideration.
The decision of the Dean is final and he/she will be required to notify the student in writing of the decision. While the appeal is pending, the status of the student will not be altered.

Grievance Policy

Students may present general grievances, concerns or suggestions for improvement to the Program Director or the Assistant Program Director. The Program’s goal is to encourage feedback from the purpose of quality improvement. Students should voice their concerns in a thoughtful and constructive manner.

Grievances with a specific faculty member should initially be addressed directly with the faculty member unless the nature of the complaint is such that the student feels uncomfortable doing this. Complaints should be expressed using a diplomatic, reasoned approach with the goal of quick amicable conflict resolution, if possible. If the student feels uncomfortable approaching the involved faculty member for whatever reason, or if they have not been successful at resolution of the conflict with the faculty member, they should register the grievance with the Assistant Program Director. If the student feels uncomfortable approaching the Assistant Program Director or if they have not been successful at resolution of the conflict with the faculty member or Assistant Program Director, they should register the grievance with the Program Director.

If the grievance is with the Program Director, or if they have not been able to resolve a conflict at that level, they should contact the Dean of Students.

If the grievance is with the Dean of the Students, they should contact the Office of the Provost. Violations of the Code of Responsibilities and Rights of the Students should be addressed using the policies outlined in the Section I of this handbook.

Progression Criteria

Satisfactory academic and professional progress must be evident and maintained by the students in the program in order to progress through the curriculum. In the event a student fails to progress academically or professionally a student will be referred to the Academic Progress Committee. Students must complete and pass the core courses before they can progress to the public health field study.

GRADUATION REQUIREMENTS

A student will be recommended for graduation provided he/she has successfully completed the course of study as outlined in the curriculum. A student will be recommended for the Master of Public Health provided he/she has fulfilled the following:
1. Has completed all prescribed academic didactic requirements with a cumulative weighted grade point average of 3.0 (80%) or higher in program and has no incomplete or unsatisfactory grades;
2. *Has successfully passed the Field Study and Capstone courses;
3. Has complied with all legal and financial requirements of Touro University California; and
4. Has completed the academic requirements within 60 months following matriculation

Degree Program Check

A degree check reflects the current active programs of study and will alert students to outstanding requirements. The Faculty Advisor will conduct an informal checklist during each advisement session. All degree progress summary reports are based on the catalogue year of entrance at, or any subsequent catalogue if one has been indicated in the student exception process. All students are responsible for verifying their degree check report with their records. Any corrections that need to be made in reference to expected graduation date or catalogue year should be communicated to the Faculty Advisor. Students will also receive a formal degree progress notification letter at their permanent address. Contact the Registrar at (707) 638-5984 to request a change in permanent or local address information.

Advancement to Candidacy (Graduation)

Please see your Faculty Advisor for documentation and instructions.

Graduation

TUC has one graduation ceremony each year and provides a program listing for all eligible candidates for that year. Candidates who are eligible for graduation during the fall, spring and summer semesters are listed in the June program. Students may participate in the graduation ceremony as long as all didactic coursework has been completed and the student is on track to complete all graduation requirements by the end of the fall academic term (December). However, no diploma be issued until all requirements have been met. Students must notify their Faculty Advisor and the Registrar’s Office if they wish to attend graduation exercises.
Diplomas

Graduation is awarded for the term in which all degree requirements, including the submission of necessary paperwork, are met. Degrees are not awarded retroactively. Diplomas will be mailed approximately six to eight weeks after the degree has been awarded. The name on the diploma will appear as it does on the TUC student record. Any name changes must be made prior to graduation. For more information, contact the Registrar at (707) 638-5984.