



TOURO UNIVERSITY

C A L I F O R N I A

COLLEGE OF EDUCATION
AND HEALTH SCIENCES

PUBLIC HEALTH PROGRAM

2017-2018
MPH Student Handbook

Table of Contents

Section I – General Program Information

Introduction	5
Accreditation	5
Degrees Awarded	4
Master of Public Health (MPH)	5
Joint Master of Science in Physician Assistant Studies/MPH	5
Doctor of Osteopathic Medicine/MPH Dual Degree.....	5
Doctor of Pharmacy/MPH Dual Degree.....	6
Invitational MPH.....	6
Visiting Students.	6
Vision, Mission, Purpose, Outcomes and Goals	6
Vision and Mission Statement	6
Goals and Objectives	7
Values	7
Public Health Program (Faculty and Staff) Directory	8
Curriculum	9
MPH Community Health Track Course Requirements	10
MPH Global Health Track Course Requirements	11
Joint MSPAS/MPH Degree Planning Forms.....	12
MPH Dual Degree Planning Forms..	13 - 14
Course Descriptions	15 - 22

Section III – Student Handbook of Program Academic Policies

Program Policies and Procedures	23
Admission Requirements	24
Full-time/Part-time Study	24
Transfer Coursework	24
Books	24
Attendance	24
Wireless/Laptop Policy	24
Recording of Lectures	25
Grading	25
Definition of Grades	26
Maintaining Academic Status	26
Leave of Absence and Withdrawal	27
Faculty Advisors	27
The Registration Basics	28
Evaluation of Student Performance	29
Examination Protocol	29
Examination Decorum	30
Test Review Process	30
Re-Grading Policies	30
Student Academic Ethics	31

Academic Honesty	31
A Guide to Academic Honesty:	32
Violations of Academic Integrity	34
Plagiarism	34
Cheating	35
Research Misconduct and Other Unethical Conduct.....	36
Academic Freedom	38
Academic and Professional Progress	38
Academic Progress Committee (APC)	38
Probation	39
Remediation	40
Dismissal	40
Academic Standards for Dual Degree Students	41
Academic Appeal Process	41
Grievance Policy	42
Progression Criteria	42
Graduation Requirements	42
Degree Program Check	43
Advancement to Candidacy (Graduation)	43
Graduation	43
Diplomas	43
Appendices	
Appendix A: Dual Degree Student Policies.....	44
Appendix B: Code of Conduct for MPH Students.....	45

TOURO UNIVERSITY CALIFORNIA CEHS PUBLIC HEALTH PROGRAM

SECTION I GENERAL PROGRAM INFORMATION

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.

The Touro University California (TUC) Public Health Program is accredited by the Council on Education for Public Health (CEPH). On June 22, 2015, the TUC Public Health Program received notice of accreditation from the Council regarding the decision of its Board of Councilors to reaccredit the MPH Program at TUC for a 7-year term, the maximum period of accreditation for a graduate public health program. Previously, in October 2009, the TUC MPH Program received accreditation from the Council for a 5-year term, the maximum period of accreditation for a new graduate public health program.

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 may pursue either Track option (Community or Global Health).

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).

Invitational MPH This option is available, by invitation only, to those who previously applied but did not get accepted into another TUC academic program (Osteopathic Medicine, Pharmacy, or Physician Assistant Studies) and who wish to enroll in the Public Health Program to broaden their health care knowledge and improve upon their academic portfolio.

Invitational MPH applicants submit a direct application to TUC but no application fee is required. Most required documents may be copied from the previous application.

Visiting Students: This option is generally selected by candidates who have completed a Bachelor's 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 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.

PROGRAM ADMINISTRATION AND GOVERNANCE

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.

Public Health Program Faculty		
Gayle Cummings, PsyDc, MPH	Program Director, Associate Professor Assistant Dean	Room 404, (707) 638-5831 gayle.cummings@tu.edu
Elena O. Lingas, DrPH, MPH	Asst. Program Director, Associate Professor, Dual Degree Chair	Room 307, (707) 638-5830 elena.lingas@tu.edu
Annette Aalborg, DrPH, MPH	Professor, Community Health Track Chair	Room 409, (707) 638-5842 annette.aalborg@tu.edu
Carinne Brody, DrPH, MPH	Assistant Professor, Global Health Track Chair	Room 405, (707) 638-5833 carinne.brody@tu.edu
Sahai Burrowes, PhD, MALD	Assistant Professor	Room 408, (707) 638-5837 sahai.burrowes@tu.edu
Assefaw Tekeste Ghebrekidan, MD, DrPH	Director Emeritus, Professor	Room 410, (707) 638-5834 assefaw.tekeste@tu.edu
Alexandra Hernandez, PhD, MPH	Assistant Professor	Room 406, (707) 638-5835 alexandra.hernandez@tu.edu
Nemesia Kelly, MPH	Assistant Professor, Field Study Coordinator	Room 403, (707) 638-5827 nemesia.kelly@tu.edu
Trina Mackie, PhD, MSPH	Assistant Professor	Room 407, (707) 638-5828 trina.mackie@tu.edu
Jaesin Sa, PhD, CHES	Assistant Professor	Room 408, (707) 638-5214 jaesin.sa@tu.edu
Carly Strouse, DrPH, MPH	Assistant Professor	Room 407, (707) 638-5721 carly.strouse@tu.edu
Sarah Sullivan, RN, MSN, PNP, MPH	Associate Professor	Room 405, (707) 638-5832 sarah.sullivan@tu.edu
Deirdra Wilson, PhDc, MPH	Assistant Professor, Center for Workforce Development & Public Health Practice Chair	Room 406, (707) 638-5836 deirdra.wilson@tu.edu
Public Health Program Adjunct Faculty		
Robynn Battle EdD, MPH	PH Adjunct Faculty	Robynn.battle@tu.edu
Joshua Fisher	PH Adjunct Faculty	Joshua.fisher@tu.edu
Holly Garcia, MPH	PH Adjunct Faculty	Holly.garcia@tu.edu
Phillip Gardiner, DrPH	PH Adjunct Faculty	phillip.gardiner@tu.edu
Matthew Green, MPH	PH Adjunct Faculty	matthew.green@tu.edu
Kathleen Koblick, MPH	PH Adjunct Faculty	Kathleen.koblick@tu.edu
Jessica Smith, PhD, MPH, CPH	PH Adjunct Faculty	jessica.smith@tu.edu
Public Health Program Staff		
Alicia Ashorn, MPH	Research Assistant	Room 403, (707) 638-5839 alicia.ashorn@tu.edu
Sharon Chesney	Administrative Coordinator	Room 402, (707) 638-5838 sharon.chesney@tu.edu
Shruti Kumar, M.Ed, MA	Outreach & Distance Learning Specialist	Room 402, (707) 638-5823 shruti.kumar@tu.edu

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

Course #	Course	CR
PBHC 607	Biostatistics	3
PBHC 618	Epidemiology	3
PBHC 604	Health Policy & Management	3
PBHC 648	Environmental Health	3
PBHC 608	Behavioral & Social Aspects of Public Health	3
Total		15

In addition, at least another 27 units, including the culminating experience, which is comprised of the Public Health Field Study and MPH Capstone Thesis or MPH Comprehensive Exam courses 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

Course #	Course	CR
PBHC 606	Health Education and Promotion	3
PBHC 619	Research Methodology	1
PBHC 620	Health Disparities and Community Organizing	3
PBHC 647	Program Evaluation and Needs Assessment	3
Total		10

Students in the Community Health Track are required to complete at least 10 credit units from elective courses: PBHC 602, PBHC 603, PBHC 610, PBHC 611, PBHC 612, PBHC 614, PBHC 616, PBHC 621, PBHC 622, PH PBHC 627, PBHC 630.

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

Course #	Course	CR
PBHC 647	Program Evaluation & Needs Assessment	3
PBHC 614	Essentials of Global Health	3
PBHC 619	Research Methodology	1
PBHC 602	Emerging Health Threats	3
Total		10

Students in the Global Health Track are required to complete at least 10 credit units from elective courses: PBHC 603, PBHC 606, PBHC 610, PBHC 611, PBHC 612, PBHC 616, PBHC 620, PBHC 621, PBHC 627, PBHC 630.



**COLLEGE OF EDUCATION AND HEALTH SCIENCES
PUBLIC HEALTH PROGRAM**

Academic Planning Form - Master of Public Health (42 Units)

Fall 2017 Start

Community Health Track (CHT)

Fall 2017 - Session 1	Units	Enrolled	Spring 2018 - Session 2	Units	Enrolled
PBHC 607 Biostatistics	3		PBHC 618 Epidemiology	3	
PBHC 604A Health Policy & Management	3		PBHC 647 Program Evaluation & Needs Assessment	3	
PBHC 648 Environmental Health	3		PBHC 619 Research Methods	1	
PBHC 608 Behavioral and Social Aspects of Public Health	3		<i>PBHC 620 Health Disparities & Community Organizing</i>	3	
PBHC 631 Social Justice Lecture Series	0		<i>PBHC 606 Health Education & Promotion Assessment</i>	3	
TOTAL	12		TOTAL	13	

Summer 2018 - Session 3	Units	Enrolled	Fall 2018 - Session 4	Units	Enrolled
PBHC 600 Field Study	6		ELECTIVE*	3	
			ELECTIVE*	3	
			ELECTIVE*	3	
			Elective*	1	
			PBHC 646 CPH Exam Preparation or PBHC 645 MPH Capstone Project (with approval)**	1	
TOTAL	6		TOTAL	11	

Bold – Core MPH Courses, *Italicized – CHT Courses*

* Students are required to take a total of 10 elective units.

** PBHC 646 CPH Exam Preparation: All students are required to enroll in PBHC 646 and take the [National Board of Public Health Examiners CPH Exam](#) unless they have been approved to pursue an MPH Capstone Project. Students may enroll in this course following the completion of core and track courses. Exam dates vary. Students have one year from the term of enrollment to successfully pass the exam. **We recommend taking the CPH in October 2018.**

OR

PBHC 645: MPH Capstone Project: Students must submit a proposal to their capstone project advisor, and if approved, may proceed with the capstone project.

This study plan is for full-time students. Full-time students who deviate from this course sequence can delay their degree progress towards on-time graduation. Part-time students are advised to plan the sequence of their course study in consultation with a Faculty Advisor.



COLLEGE OF EDUCATION AND HEALTH SCIENCES
PUBLIC HEALTH PROGRAM

Academic Planning Form - Master of Public Health (42 Units)

Fall 2017 Start

Global Health Track (GHT)

Fall 2017 - Session 1	Units	Enrolled	Spring 2018- Session 2	Units	Enrolled
PBHC 607 Biostatistics 1A	3		PBHC 618 Epidemiology	3	
PBHC 604A Health Policy & Management	3		PBHC 647 Program Evaluation & NA	3	
PBHC 648 Environmental Health	3		PBHC 619 Research Methods	1	
PBHC 608 Behavioral and Social Aspects of Public Health	3		<i>PBHC 614-A Essentials of Global Health</i>	3	
PBHC 631 Social Justice Lecture Series	0		<i>PBHC 602A Emerging Health Threats</i>	3	
TOTAL	12		TOTAL	13	

Summer 2018- Session 3	Units	Enrolled	Fall 2018 - Session 4	Units	Enrolled
PBHC 600 Field Study	6		ELECTIVE*	3	
			ELECTIVE*	3	
			ELECTIVE*	3	
			Elective*	1	
			PBHC 646 CPH Exam Preparation or PBHC 645 MPH Capstone Project (with approval)**	1	
TOTAL	6		TOTAL	11	

Bold – Core MPH Courses, Italicized – GHT Courses

* Students are required to take a total of 10 elective units.

** PBHC 646 CPH Exam Preparation: All students are required to enroll in PBHC 646 and take the [National Board of Public Health Examiners CPH Exam](#) unless they have been approved to pursue an MPH Capstone Project. Students may enroll in this course following the completion of core and track courses. Exam dates vary. Students have one year from the term of enrollment to successfully pass the exam. **We recommend taking the CPH in October 2018.**

OR

PBHC 645: MPH Capstone Project: Students must submit a proposal to their capstone project advisor, and if approved, may proceed with the capstone project.

This study plan is for full-time students. Full-time students who deviate from this course sequence can delay their degree progress towards on-time graduation. Part-time students are advised to plan the sequence of their course study in consultation with a Faculty Advisor.

Joint MSPAS/MPH Program & MPH Dual Degree Program (DO/MPH & PharmD/MPH)

The Joint MSPAS/MPH Program & MPH Dual 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:

THE MPH WILL ONLY BE AWARDED TO DUAL AND JOINT DEGREE STUDENTS UPON COMPLETION OF ALL GRADUATION REQUIREMENTS FROM THE PA, DO, AND PHARMD PROGRAMS.

ACADEMIC PLANNING FOR JOINT DEGREE MSPAS/MPH STUDENTS

30 Units Required

Fall 2017 Start - Community Health Track (CHT) or Global Health Track (GHT)

Fall 2017 Session I

Course #	Course	CR
PBHC 608	Behavioral & Social Aspects of Public Health	3
PBHC 607	Biostatistics	3
PBHC 648	Environmental Health	3
PBHC 618	Epidemiology	3
PBHC 631	Social Justice Lecture Series	0

Spring 2018 Academic Session II

Course #	Course	CR
PBHC 604	Health Policy & Management	3
*PBHC 620 *PBHC 614A	Health Disparities & Community Organizing (CHT) <u>Or</u> Emerging Health Threats (GHT)	3

Summer 2018 Academic Session III

Course #	Course	CR
*PBHC 606 *PBHC 602A	Health Education Promotion (CHT) <u>Or</u> Essentials of Global Health (GHT)	3
PBHC 619	Research Methods	1

Fall 2018 Academic Session IV

Course #	Course	CR
*PBHC 647	Program Evaluation & Needs Assessment (CHT& GHT)	3
PBHC 646	MPH Comprehensive Exam Preparation <i>All students are required to enroll in PBHC 646 and take the <u>National Board of Public Health Examiners CPH Exam</u> unless they have been approved to do a MPH Capstone Thesis. Students may enroll in this course at any point, following the completion of core and track courses. Exam dates vary.</i>	1

Spring 2020 Academic Session VIII

Course #	Course	CR
PBHC 600	Public Health Field Study (200 hours)	4
PBHC 645	Capstone Thesis <i>Students must submit a proposal to their capstone thesis advisor, and if approved, may proceed with the capstone thesis project. Manual registration (paper registration) is required for this course.</i>	1

ACADEMIC PLANNING FOR DUAL DEGREE MPH FORMS STUDENTS

Academic Planning Form – DO/MPH & PharmD/MPH Dual Degree (30 Units)

Summer 2017 Start

Community Health Track (CHT)

Summer - Session 1	Units	Enrolled ✓	Summer - Session 2	Units	Enrolled ✓
PBHC 607: Biostatistics	3		PBHC 648: Environmental Health	3	
PBHC 608: Behavioral and Social Aspects of Public Health	3		PBHC 647: Program Evaluation & Needs Assessment	3	
PBHC 618: Epidemiology	3		PBHC 619: Research Methods	1	
PBHC 604A: Health Policy & Management	3		<i>PBHC 620: Health Disparities and Community Organizing</i>	3	
			<i>PBHC 606: Health Education & Promotion</i>	3	
Total	12		Total	13	

Culminating Experience (5 credit hours required)	Units	Enrolled ✓
<p>PBHC 600: Public Health Field Study (200 hours) <i>The Dual Degree Public Health Field Study is carried out as an exclusive MPH course (PBHC 600) managed by the PH Program and independent of the Colleges of Osteopathic Medicine and Pharmacy. Students are strongly encouraged to complete this course during a designated 6-week open block during Y4 (COM) or during P3 or P4 (COP).</i></p>	4	
<p>PBHC 646: Certified Public Health (CPH) Exam Preparation <i>All students are required to enroll in PBHC 646 and take the National Board of Public Health Examiners CPH Exam unless they have been approved to pursue an MPH Capstone Project. Students may enroll in this course following the completion of core and track courses. Exam dates vary. Students have one year from the term of enrollment to successfully pass the exam.</i></p> <p><i>It is recommended that Dual Degree students take the CPH exam during the October exam period following their second summer session, so in the case of a student who starts summer 2017, take the CPH in October 2018.</i></p> <p align="center">OR</p> <p>PBHC 645: MPH Capstone Project <i>Students must submit a proposal to their capstone project advisor, and if approved, may proceed with the capstone project.</i></p>	1	
TOTAL	5	

Bold – Core MPH Courses

Italicized – MPH Track Courses

Students who deviate from this course sequence can delay their degree progress towards on-time graduation.

Effective - Summer 2017

Academic Planning Form – DO/MPH & PharmD/MPH Dual Degree (30 Units)

Summer 2017 Start

Global Health Track (GHT)

Summer - Session 1	Units	Enrolled ✓	Summer - Session 2	Units	Enrolled ✓
PBHC 607: Biostatistics	3		PBHC 648: Environmental Health	3	
PBHC 608: Behavioral and Social Aspects of Public Health	3		PBHC 647: Program Evaluation & Needs Assessment	3	
PBHC 618: Epidemiology	3		PBHC 619: Research Methods	1	
PBHC 604A: Health Policy & Management	3		PBHC 614 Essentials of Global Health	3	
			PBHC 602A: Emerging Health Threats	3	
Total	12		Total	13	

Culminating Experience (5 credit hours required)	Units	Enrolled ✓
<p>PBHC 600: Public Health Field Study (200 hours) <i>The Dual Degree Public Health Field Study is carried out as an exclusive MPH course (PBHC 600) managed by the PH Program and independent of the Colleges of Osteopathic Medicine or Pharmacy. Students are strongly encouraged to complete this course during a designated 6-week open block during Y4 (COM) or during P3 or P4 (COP).</i></p>	4	
<p>PBHC 646: Certified Public Health (CPH) Exam Preparation <i>All students are required to enroll in PBHC 646 and take the National Board of Public Health Examiners CPH Exam unless they have been approved to pursue an MPH Capstone Project. Students may enroll in this course following the completion of core and track courses. Exam dates vary. Students have one year from the term of enrollment to successfully pass the exam.</i></p> <p><i>It is recommended that Dual Degree students take the CPH exam during the October exam period following their second summer session, so in the case of a student who starts summer 2017, take the CPH in October 2018.</i></p> <p align="center">OR</p> <p>PBHC 645: MPH Capstone Project <i>Students must submit a proposal to their capstone project advisor, and if approved, may proceed with the capstone project.</i></p>	1	
TOTAL	5	

Effective - Summer 2017

Courses of Instruction

PBHC 600-2, 4, 6 Public Health Field Study (2, 4, or 6 units)

The Public Health Field Study is required for all MPH students. As part of the MPH Culminating Experience, this field study is a structured and practical experience in a professional public health setting which allows the student to apply and integrate the knowledge and skills acquired during the didactic period into public health practice. The Field Experience is also an opportunity for students to explore public health careers, cultivate their public health skills, and to develop their professional goals and contacts for future employment through networking. It allows them to apply their academic knowledge to “real world” situations, projects or tasks and make meaningful contributions to a public health organization.

Course Prerequisites: To be eligible to begin the Public Health Field Study, students must have completed all MPH core and track-required courses. In addition, all new students are required to complete the TRAIN.org courses listed below through Blackboard, effective Fall 2015, as part of the Annual PH Program Orientation Blackboard Organization for New Students. Effective Fall 2016, these online course prerequisites are required for all students (new and continuing). Students who entered the Program prior to Summer or Fall 2015 must complete these prerequisites via the following format:

- [Online Training Course on Professionalism for MPH Students - TRAIN.org](http://TRAIN.org)
- [Cultural Diversity, Health Disparities, and Public Health Online Training - TRAIN.org](http://TRAIN.org)
- [Unite for Sight’s Cultural Competency Online Course](http://TRAIN.org) - **Global Health Track Students ONLY**

Students who are solely pursuing the MPH degree (Independent MPH students) are required to enroll in **PBHC 600-6: Public Health Field Study (6 units) and complete the Field Study over a 10 to 12-week period.**

Part-time Independent MPH and MPH Dual Degree students enrolled in the Community Health Track may complete part-time field study placements over the course of two academic sessions (approximately 12-24 weeks). Students who receive approval to conduct part-time field studies are required to complete a minimum of 20 field study hours per week.

[DO \(Doctor of Osteopathic Medicine\)/MPH](#) and [\(PharmD \(Doctor of Pharmacy\)\)/MPH](#) dual and [Joint Master of Science in Physician Assistant Studies \(MSPAS/MPH\)](#) degree students must enroll in **PBHC 600-4 (4 units) and complete the Field Study over a 6-week period.** (Two (2) units are transferred from the [College of Osteopathic Medicine \(COM\)](#), [College of Pharmacy, \(COP\)](#) and [PA Program](#) curricula towards the Field Study for MPH dual and joint degree students.)

Students enrolled in either the **Community Health or Global Health tracks** conduct their field studies under the guidance of preceptors at affiliated public health field study organizations that serve as field study placement sites. **Community Health field study sites** include, but are not limited to: county health departments, state and federal health agencies, community health organizations, hospitals, clinics, managed care organizations, academic institutions, philanthropic and voluntary health agencies, and non-profit organizations. **Global Health Track students** conduct their field studies at sites in Bolivia, Cambodia, and Ethiopia under the guidance of course coordinators and preceptors at public health institutions, universities, ministries of health, non-governmental organizations, and United Nations agencies.

PBHC 600A Field Placement Continuation Course (0 units)

This course is available to students who have received an "Incomplete" for the Field Study course. These students are required to register for the zero-unit Field Study Continuation course in the following academic session in order to begin or continue the Public Health Field Study. By enrolling in this zero-unit credit course, students will maintain "active MPH student status" while completing their field study placement. Students may register for PH 600A for up to a maximum of two (2) times following initial registration in the Field Study course.

PBHC 602A 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.

PBHC 603 Maternal and Child Health (3 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.

PBHC 604A Health Policy and Management (3 units)

"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." —*MPH Core Competency Model (Aug 2006) from ASPH, p. 15*

PBHC 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.

PBHC 607 Biostatistics (3 units) This course covers statistical techniques and data analytical approaches for graduate-level study in public health. It includes central tendency measures, variability, sampling distribution, t-tests, analysis of variance, chi-square tests, correlations, and regression analyses.

PBHC 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.

PBHC 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 had first-hand experience of armed conflict and the challenges it presents to health workers. Active student involvement highly encouraged.

PBHC 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.

PBHC 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 inter-disciplinary 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.

PBHC 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.

PBHC 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.

PBHC 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.

PBHC 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.

PBHC 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.

PBHC 621 Global Health Economics (3 units)

This course examines global public health interventions from an economic perspective and looks at the role that economic factors play in shaping health systems and driving health outcomes. It gives students a general introduction to micro-economic theory as it relates to health and introduces them to the tools used to evaluate the cost-effectiveness of health interventions and policies.

PBHC 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.

PBHC 624 Public Health and the Media (3 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.

PBHC 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.

PBHC 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 in conjunction with and the approval of 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 prior to enrollment.

Independent Study (PBHC 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 must 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;
- MPH 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.

PBHC 629 Applied Public Health Skills (1-3 Units) The Applied Public Health Skills course is an intensive bundle course designed to provide didactic and applied training in 3 different public health skills. Each applied skill is taught and practiced in five week sessions. The applied skills bundle will vary during a specific term but may include a combination of the following: project management, quality improvement, survey design/implementation, qualitative method design/ implementation/analysis and public health communication.

PBHC 630 Geographic Information Systems (GIS) and Public Health This course is designed to provide an overview of the role and applications of GIS within the public health sector. GIS or Geographic Information Systems allows integration, analysis, and visualization of geographic data. It has many applications and has increasingly been used in the public health sector. This class will teach some of the basic tools of GIS, provide public health case examples with data for practice in class labs, and review the role of GIS in variety of public health contexts. The class will learn how GIS can be used to map and analyze distributions of public health risk factors and health outcomes to address health problems.

PBHC 631 Social Justice in Public Health Lecture Series (Required – 0 units) This course provides an introduction to topics of public health and social justice through a speaker series, viewing and analyzing segments of relevant documentaries, and facilitated discussions on social determinants of health. Each year, the course has a different concentration:

2016: Poverty and homelessness

2017: Health equity and criminal justice

PBHC 632 Social Justice in Public Health Seminar (1 or 3 units) This course provides an introduction to topics of public health and social justice through a speaker series, viewing and analyzing segments of relevant documentaries, and facilitated discussions on the social determinants of health. This course is available as an elective for all TUC students for 1 unit and as an elective course for MPH students for 3 units. The 1 unit course requires attendance of the lecture series (PBHC 631) and one end of term policy paper based upon the readings and lectures. In addition to the lecture series (PBHC 631), the 3 unit course requires participation in a 2 hour discussion section every other week and a final paper. Discussion sections will include small group discussions and activities designed to highlight and understand the topics from the previous week's lecture/presentation.

PBHC 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.

PBHC 648 Environmental Health (3 units)

This course explores the challenges our population faces from health risks from environmental hazards, and our role in their creation and exacerbation. Students will explore the meaning of environmental health and the wealth of human health threats posed through factors in air, food, water, climate, and the built environment. The class will provide an overview of the main tools used in the field of environmental health to understand, quantify, and minimize these health risks. Case studies from domestic and international examples will be used to illustrate variations in risk with differences in exposure pathway, mode of action, concentration, susceptibility, and regulation. Close attention will be paid to exposure distribution as it relates to social inequity and injustice. Students will examine their own role in the globalized economy of today, and look for opportunities to improve on the future prognosis of environmental health.

Culminating Experience Requirement (PBHC 645 MPH Capstone Thesis or PBHC 646 MPH Comprehensive Exam): Students may register for either 1-unit course after successfully completing all core and track courses. Both courses (PBHC 645 & PBHC 646) satisfy the MPH culminating experience requirement.

PBHC 645 MPH Capstone Thesis (1 unit)

With approval from a faculty advisor, register for the Capstone course (PBHC 645) and complete a Capstone project. Students may only register for the Capstone course if a) they have submitted a Capstone proposal that has been approved, b) have received either IRB approval or exemption for their projects, and c) have made sufficient progress on their Capstone projects so that their advisors deem that they are able to write and present their work in a semester. This process takes at least two semesters.

The course requires that they be able to integrate coursework and field experience by synthesizing and applying acquired skills and core public health competencies to a specific public health problem. With a focus on underserved populations, students will select a target group of individuals and then either study a common public health issue or analyze a public health program that addresses a specific health concern. Their goal should be to improve the targeted population's health and to create a body of knowledge that can be built upon. All capstone projects will be guided by a faculty advisor, the Capstone Committee, and the course coordinators. The project also requires an oral presentation. Please see important documentation and forms below:

The [IRB](#) reviews all proposed research involving human subjects to ensure that such research includes adequate informed consent documentation that acknowledges potential risks and justifies risks to the subjects. Visit the [IRB website](#) for [forms](#) and [guidelines](#).

PBHC 645-A Capstone Continuation Course (0 unit)

This course is available for students who have received an "Incomplete" in PH 645 MPH Capstone Thesis. 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 2 academic sessions following initial registration in PH 645). By enrolling in this one unit course, students will maintain "active MPH student status" while completing their capstone project.

PBHC 646 MPH Comprehensive Exam (1 unit)

All students are required to enroll in PH 646 and take the Certified in Public Health (CPH) exam sponsored by the National Board of Public Health Examiners unless they have been approved to do a MPH Capstone Thesis. Students may enroll in this course at any point, following the completion of core and track courses. <https://www.nbphe.org/> The Certified in Public Health (CPH) exam covers the core areas of knowledge, offered in CEPH-accredited schools and programs, as well as cross-cutting areas relevant to contemporary public health. The examination was crafted to assess a person's knowledge of these competencies, regardless of his or her academic concentration. Below are the content areas that you need to have mastered within your academic career.

CORE	CROSS-CUTTING
Biostatistics Environmental Health Sciences Epidemiology Health Policy and Management Social and Behavioral Sciences	Communication and Informatics Diversity and Culture Leadership Public Health Biology Professionalism Programs Planning Systems Thinking

Registration for this course will include access to online study materials from the National Board of Public Health Examiners (NBPHE) such as sample exam questions and practice exams. Students will be encouraged to take practice exams supervised by TUC faculty to prepare for the exam. There are also additional study resources such as webinars and a study guide offered by NBPHE. Students may also work directly with the course coordinator for additional academic support.

The exam is offered at computer-based testing centers three times per year. Students must register for the course during the semester they intend to sit for the exam and have up to one year to pass it the exam. Students who do not pass the exam after one year will receive a U (Unsatisfactory/Failure) grade and will have two options to satisfy this culminating experience requirement: 1) Re-register for PBHC 646 and re-take and pass the exam; or 2) With approval from a faculty advisor, register for the Capstone course (PBHC 645) and complete a Capstone project. Students may only register for the Capstone course if a) they have submitted a Capstone proposal that has been approved, b) have received either IRB approval or exemption for their projects, and c) have made sufficient progress on their Capstone projects so that their advisors deem that they are able to write and present their work in a semester. This process takes at least two semesters.

** Candidates retaking the CPH exam will be charged the appropriate registration fee when registering to retake the exam.*

Credits

One credit unit is defined as 50 minutes of classroom or contact time per week for a standard 15 week session. The fall and spring sessions meet for approximately 15 weeks and the summer session is truncated into 15 weeks, requiring that approximately half of all summer course content be available in a hybrid format. All but two courses (Field Study and Capstone Project/ CPH ExamPreparation) listed in the curricular plan are classroom-based courses and credit hours are awarded based on number of contact hours per week.

TOURO UNIVERSITY CALIFORNIA CEHS PUBLIC HEALTH PROGRAM

SECTION II STUDENT HANDBOOK OF PROGRAM ACADEMIC POLICIES

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:

- 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 MPH coursework from a CEPH accredited program 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 of the application date and must be approved by the program director in order to receive transfer credit.

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, comprehensive exam 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:

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

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

P	Pass
CR	Credit

NO CREDIT AWARDED – Not calculated into GPA

IP	Course in progress
INC	Incomplete course
NR	Not reported
AU	Audit
NC	No Credit
W	Withdrawal or dropped course
WU	Withdrawal/Unsatisfactory
U	Unsatisfactory/Failure

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 or MPH Comprehensive Exam courses.) 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.

Students must make this request in writing to the Program Director and follow all procedures as outlined in the TUC Student Catalog regarding University policies and procedures.

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.

By the beginning of their second semester, students may choose to maintain their assigned advisor or may select a new advisor 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 who elect to change advisors must get the approval of the desired advisor and must then notify the previous advisor and the PH Administrative Coordinator.

Students are strongly encouraged to 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

Follow the academic planning form based on your start date and degree status.
Make an advisement appointment with your Faculty Advisor to review any questions regarding next steps.



Clear any registration restrictions and register for your classes online using TC Web.



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



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



Obtain Federal Stafford (both subsidized & unsubsidized) loan disbursements at the Bursar's office.



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.

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.

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

INTRODUCTION

In November 2010, President Alan Kadish appointed a broadly representative Task Force on Academic Integrity to examine the issue of Academic Integrity throughout the Touro College and University System. The Task Force was charged with the following mission:

1. To examine the current academic culture with regard to cheating and plagiarism, and the practices and policies of the various Schools and Divisions of the Touro College and University System (TUCS) regarding the same.
2. To consider issues concerning student plagiarism at Touro and recommend appropriate ways and best practices to eliminate the phenomenon, to the extent that it exists.
3. To analyze Touro's approach to test administration and exam security—including repeating test questions, use of proctors, etc.—and recommend additional policies and actions, as appropriate.
4. To recommend a comprehensive structure and framework at Touro to ensure Academic Integrity throughout its schools, campuses, and programs.

In addressing the issues raised by the President, the Touro College and University System, under the leadership of the Task Force, joined the International Center for Academic Integrity (based in Clemson University), conducted surveys of faculty, administration, and students, and examined best practices in all areas concerning academic integrity both within the Touro College and University System and throughout academic institutions nationally and internationally. The Task Force has sought to define Policies and Procedures that are clear, uniform, and appropriate to address issues of Academic Integrity at Touro. The Touro College and University System owes a debt of gratitude to the Presidential Task Force, the members of which are listed in the Appendix.

In developing the TCUS Policy on Academic Integrity, the Task Force drew freely from exemplary policy documents that were already in place within units of the Touro College and University System, including those of the New York Medical College, the Touro College School of Health Sciences, Touro University-California and Touro University-Nevada. A college-wide survey was conducted in conjunction with Dr. Donald McCabe at Rutgers University, President of the Center for Academic Integrity. His participation and advice have been invaluable.

This document contains a Statement on Academic Integrity Policy followed by a comprehensive presentation of Violations of Academic Integrity. Additionally, this document provides Best Practices in the Promotion of Academic Integrity to be adopted by faculty, staff, and students regarding training, test administration, and plagiarism detection. Finally, the document delineates Procedures in Response to Violations of Academic Integrity, and contains Recommendations on Implementation of this Policy.

As Dr. Kadish instructed the Task Force, “The issue of Academic Integrity is one that affects every unit and individual involved in academic life.” It is our hope that the Policies and Procedures Statement will foster Academic Integrity throughout the Touro College and University System.

STATEMENT ON ACADEMIC INTEGRITY

Touro College and University System is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Because intellectual integrity is a hallmark of scholarly and scientific inquiry as well as a core value of the Jewish

tradition, students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. They are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members.

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying and plagiarizing, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates.

The Touro College and University System views violation of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, up to and including expulsion from the college community. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

The Touro College and University System's policy on academic integrity, which is outlined in this document, is designed to guide students as they prepare assignments, take exams, and perform the work necessary to complete their degree requirements, and to provide a framework for faculty in fostering an intellectual environment based on the principles of academic integrity.

The International Center for Academic Integrity (ICAI), of which the Touro College and University System is a member, identifies five fundamental values of academic integrity that must be present if the academic life of an institution is to flourish: Honesty, Trust, Fairness, Respect, and Responsibility.¹ To sustain these values, the TCUS Academic Integrity Policy, modeled after that of Rutgers University², requires that a student or researcher:

- Properly acknowledge and cite all ideas, results, or words originally produced by others;
- Properly acknowledge all contributors to any piece of work;
- Obtain all data or results using ethical means;
- Report researched data without concealing any results inconsistent with student's conclusions;
- Treat fellow students in an ethical manner, respecting the integrity of others and the right to pursue educational goals without interference. Students may neither facilitate another student's academic dishonesty, nor obstruct another student's academic progress;
- Uphold ethical principles and the code of the profession for which the student is preparing.

Adherence to these principles is necessary to ensure that:

- Proper credit is given for ideas, words, results, and other scholarly accomplishment;
- No student has an inappropriate advantage over others;
- The academic and ethical development of students is fostered;
- The Touro College and University System is able to maintain its reputation for integrity in teaching, research, and scholarship.

Failure to uphold the principles of academic integrity threatens not only the reputation of Touro, but also the value of each and every degree awarded by the institution. All members of the Touro community bear a shared responsibility for ensuring that the highest standards of academic integrity are upheld.

The Touro College and University System administration is responsible for working with faculty and students to promote an institutional culture of academic integrity, for providing effective educational programs that create a commitment to academic integrity, and for establishing fair procedures to deal with allegations of violations of academic integrity.

VIOLATIONS OF ACADEMIC INTEGRITY

The following are considered to be violations of academic integrity and are prohibited by the Touro College and University System. Students, faculty, and other members of the Touro College and University System community who are in violation of one of the offenses listed below or similar such offenses or who assist in the commission of such offenses may be subject to sanctions as described below in the section “Procedures in Response to Violations of Academic Integrity.”

Plagiarism

Plagiarism is defined as the unauthorized use of the writings, ideas and/or computer-generated material of others without appropriate acknowledgement and the representation of them as one’s own original work. Plagiarism encompasses acts of inadvertent failure to acknowledge sources, as well as improper attribution due to poor citation.

When using ideas/words from other sources, the student must clearly define the sources using standard methods of citation. Plagiarism can occur even when one does not use the exact words of another author. Paraphrasing written material by changing or rearranging words without the proper attribution is still considered plagiarism (even if it eludes identification by plagiarism detection software). It is therefore critically important that students understand how to cite. If students have any questions about the proper use and citation of material from other sources, they should seek help from their professors.

INTENTIONAL PLAGIARISM

Plagiarism takes many forms. **Flagrant forms, or intentional plagiarism**, as stated in the Thesis Guidelines of the New York Medical College ³, include, but are not limited to: purchasing or copying a paper from the Internet or from a fellow student or anyone else, whether or not that paper has been published; copying or cutting and pasting portions of others’ work (whether a unique phrase, sentence, paragraph, chart, picture, figure, method or approach, experimental results, statistics, etc.) without attribution; copying clinical notes/materials without personally performing the patient examination. Plagiarized sources may include not only print material but also computer programs, CD-ROM video/audio sources, emails and material from social media sites and blogs, as well as assignments completed by other students at Touro College and University System and elsewhere. A more subtle, but equally flagrant, form is paraphrasing or attempting to put in one’s own words the theories, opinions or ideas of another without proper citation.

Students may not reuse their own previous work without appropriate citation. This is a form of plagiarism called self-plagiarism, and may mislead the reader or grader into the erroneous belief that the current submission is new work to satisfy an assignment.

Students are cautioned against assuming that a fact or idea is common knowledge and are encouraged to provide citation, to deflect a charge of plagiarism.

UNINTENTIONAL PLAGIARISM

Plagiarism is not only the failure to cite but the **failure to cite sources properly**. If a source is cited but in an inadequate way, the student(s) may still be guilty of unintentional plagiarism. It is therefore crucial that students understand the correct way to cite. The rules are relatively simple:

- For exact words, use quotation marks or a block indentation, with the citation.
- For a summary or paraphrase, show exactly where the source begins and exactly where it ends.

In its policies and disciplinary procedures, the Touro College and University System will seek to recognize and differentiate its penalties between **intentional plagiarism** (as defined above) and **failure to cite sources properly**. However, both forms are violations.

Cheating on Examinations and Other Class/Fieldwork Assignments

The Student Code of Academic Integrity at the New York Medical College ⁴ defines cheating as improperly obtaining and/or using unauthorized information or materials to gain an advantage on work submitted for evaluation. Providing or receiving assistance unauthorized by the instructors is also cheating.

Examples of cheating include, but are not limited to:

- Giving or receiving unauthorized assistance to or from another person on quizzes, examinations, or assignments;
- Using materials or devices not specifically authorized during any form of a test or examination;
- Exceeding the restrictions put in place for “take home” examinations, such as unauthorized use of library sources, intranet or Internet sources, or unauthorized collaboration on answers;
- Sitting in for someone else or permitting someone to sit in for you on any form of test or examination;
- Working on any form of test or examination beyond the allotted time; hiding, stealing or destroying materials needed by other students;
- Altering and resubmitting for re-grading any assignment, test or examination;
- Copying from another individual’s examination or providing information to another student during an examination;
- Soliciting, obtaining, possessing or providing to another person an examination prior to the administration of the examination.

Examples of unauthorized assistance include ³:

- Giving or receiving person-to-person assistance or information in any manner, including notes, text messages, or e-mails, during an examination or in the preparation of other assignments without the authorization of the instructor;
- Using crib sheets or unauthorized notes (unless the instructor provides explicit permission);
- Copying from another individual’s exam.

Failure to comply with any and all Touro College and University System test procedures will be considered a violation of the Academic Integrity Policy.

Research Misconduct and Other Unethical Conduct

The integrity of the scientific enterprise requires adherence to the highest ethical standards in the conduct of research and research training. Therefore, students and other trainees conducting research are bound by the same ethical guidelines that apply to faculty investigators. These standards are described briefly in the New York Medical College **Guidelines for Ethical Practices in Research and Policies for Dealing with Instances of Alleged Violations of Ethical Standards**⁵ and more fully in the **US Public Health Service Policies on Research Misconduct**.⁶

Research misconduct is defined in the USPHS Policy as “fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.”⁶ When appropriate, adjudication will be conducted according to Touro College and University System’s **Guidelines for Ethical Practices in Research** cited above.

In the Student Code of Academic Integrity, the New York Medical College uses the following as examples of research misconduct⁴:

FABRICATION

Fabrication means making up information, data, or research results, or pretending to have performed experiments that were not, in fact, conducted.

FALSIFICATION

Falsification means inappropriately altering or manipulating data, images, or information on clinical or laboratory records, practicum experiences, research results, equipment, and/or processes so that one possible conclusion or interpretation is favored over others.

PLAGIARISM (AS RESEARCH MISCONDUCT)

Plagiarism, on its own a violation of academic integrity, may *additionally constitute research misconduct* if it is committed in the context of a research effort.

MISLEADING OR FRAUDULENT BEHAVIOR

Misleading or fraudulent behavior, put simply, is lying, and includes acts contributing to or associated with lying. It takes on any form of fabrication, falsification or misrepresentation.

Examples include, but are not limited to:

- Reporting false information to gain an advantage;
- Omitting information or data resulting in misrepresenting or distorting findings or conclusions;
- Providing false information to explain lateness or to be excused from an assignment, class or clerkship function;
- Falsely accusing another of misbehavior, or otherwise misrepresenting information about another;
- Providing false information about oneself, such as on an application or as part of some competition;
- Taking credit for accomplishments achieved by another;
- Omitting relevant information about oneself.

TAMPERING

Unauthorized removal or alteration of College documents (e.g., library books, reference materials, official institutional forms, correspondence), software, equipment, or other academic-related materials, including other students' work, for the purpose of gaining an unfair academic advantage. It should be noted that tampering as a form of cheating may also be classified as criminal activity and may be subject to criminal prosecution.

Examples include, but are not limited to:

- Tearing out the pages of an article from a library journal to prevent other students from having access to the required reading material;
- Intentionally sabotaging another student's work;
- Altering a student's academic transcript, letter of recommendation, or some other official college document;
- Electronically changing another student's or colleague's files, data, assignments, or reports.

Copyright Violations

Academic integrity prohibits the making of unauthorized copies of copyrighted material, including software and any other non-print media. Individuals, under the legal doctrine of "fair use", can make a copy of an article or copy small sections of a book for personal use, or may use an image to help teach a concept. As a general rule, if you think you might be violating the copyright law, you probably are. Examples of copyright violations include:

- Making or distributing copies of a copyrighted article for a group (on paper or electronically)
- Disseminating an image or video of an artist's work without permission (such as a Netter® or Adam® anatomical drawing)
- Copying large sections of a book

The "fair use doctrine" regarding use of copyrighted materials can be found at the following link: <http://www.copyright.gov/fls/fl102.html>

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 by the Institutional Review Board (IRB). 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>. 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>.

ACADEMIC FREEDOM

Touro University California is committed to the pursuit of truth and to its transmission. The integrity of the University as an institution of higher learning requires proper autonomy and freedom. This freedom is the freedom to examine data, to question assumptions, to be guided by evidence, to be a learner, and to be a scholar. Such freedom implies that any faculty member whose teaching is questioned should be subject to the judgment of one's peers only in accordance with the accepted rules of academic due process. It also implies the active, defined and recognized role of the faculty in those policy-making decisions, which affect the educational program.

The obligation of the faculty is to distinguish in their teaching between personal and partisan opinion and convictions grounded in sources and methods appropriate to their respective disciplines. The faculty member should, to the best of his/her ability, present materials in a manner that respects the cultures and sensitivities of the students. The obligation of the student is to be a responsible participant in the academic activities of Touro University California.

The University further endorses the 1940 Statement of Principles of Academic Freedom of the American Association of University Professors. Each faculty member is expected to uphold the goals, aims and mission of Touro University California.

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 their 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 APC for issues of professionalism outside of the classroom involving in activities related to the Field Study, TUC community- based 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 can 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. The Program Director can also make decisions regarding remediation based upon feedback from faculty or other pertinent information to justify a remediation plan. 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 Culminating Experience;
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 will 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.

APPENDIX - A

DUAL DEGREE POLICIES FOR DO/MPH & PHARMD/MPH STUDENTS

1. Graduation requirements as a dual degree student from the MPH Program: The Master of Public Health (MPH) degree requires the completion of a minimum of 42 units. A total of 30 units are completed in the public health program and 12 units are transferred from the College of Osteopathic Medicine (COM) or College of Pharmacy (COP) curriculum, in the Doctor of Osteopathic Medicine (DO)/MPH and Doctor of Pharmacy (PharmD)/MPH dual degree programs. The 12 units transferred from the corresponding clinical program are transferred upon the successful completion of that program. As a result, dual degree students are not eligible to apply for graduation from the MPH program prior to the transfer of these units. Dual degree students are eligible to apply for graduation from the MPH program simultaneously with their clinical program.

2. Verification letter of good standing in the MPH program: Although dual degree students are not eligible to apply for graduation from the MPH program until the successful completion from their respective clinical program, the Public Health program offers a letter of good standing and partial completion of the requirements from the program. This letter may be used to apply for employment, residency programs or simply to provide proof of that the student has successfully pursued the MPH degree and the estimated date the degree will be conferred.

Dual Degree Academic Plans: The Dual Degree academic plans for both the COM/MPH and COP/MPH degrees were developed in close collaboration with the respective clinical programs. Academic plans account for the requirements of the Public Health and clinical program giving consideration to factors such as the maximum number of units student should take each semester, clinical hour requirements and timing, board examinations etc. Students who fail to adhere to the recommended sequence of courses are at risk of not completing the public health degree and must take full responsibility for this decision.

The Public Health Program recommends that all Dual Degree students meet with the Public health dual degree advisor (the Chair of the Dual Degree Program), prior to the start of the MPH program. Students will be given guidance on the best academic plan to successfully complete the MPH program and to resolve potential scheduling conflict before they arise. The primary academic plans are described below. However, the dual degree academic advisor may modify the existing plans to best suit the needs of the students on a case by case basis.

COM/MPH

Summer Only: The summer-only program can be completed by taking courses in two consecutive summers in the Summer Session for Public Health and an open COM rotation for the completion of the MPH culminating experience. The summer only option starts the summer semester prior to year 1 of the COM program. Students wishing to apply for the Summer-only dual degree program must observe the same admissions deadlines as all MPH degree applicants.

5th Year: The 5th year academic plan enables Dual degree COM students to pursue the MPH dual degree in a focused and intensive 1 year academic plan. Dual degree students will begin the MPH program the Fall after the completion of their 2nd year in COM. Students who opt for the 5th year option will take an approved leave of absence from the COM program for 1 year while enrolled in the MPH program. Students will complete all of the MPH didactic course work during the Fall and Spring MPH terms and return during the COM 4th or 5th years to complete the Culminating experience. The benefit of this academic option is that consecutive and full academic semesters allow Dual degree students to gain the full benefit of submerging themselves in the MPH curricula and collaborate with other independent MPH students.

COP/MPH: The COP/ MPH summer-only program can be completed by taking courses in two consecutive summers. Pharmacy students enrolled in the Dual Degree program may start the Summer prior their 1st year in the College of Pharmacy program or the Summer in between year 1 and 2 of the Pharmacy program. The MPH culminating experience is completed during an open COP rotation in years 3 or 4 of the Pharmacy program. Students wishing to apply for the Summer-only dual degree program must observe the same admissions deadlines as all MPH degree applicants.



TOURO UNIVERSITY

CALIFORNIA

COLLEGE OF EDUCATION
AND HEALTH SCIENCES

PUBLIC HEALTH PROGRAM

PROFESSIONAL CODE OF CONDUCT FOR MASTER OF PUBLIC HEALTH (MPH) STUDENTS

All students will receive this document upon enrollment in the Public Health Program and will be required to sign and date this document verifying that they have read and understand their obligations to uphold and preserve the Professional Code of Conduct for MPH Students. This signed document must be submitted to the Public Health Program either at New Student Orientation or prior to the start of classes. Please read and acknowledge the following.

Touro University California (TUC) is obliged to offer all faculty, staff, and students a safe working and study environment. Part of this obligation requires that every enrolled in the Public Health Program maintain an acceptable professional standard of conduct as outlined and as required by the TUC College of Education and Health Sciences Public Health Program. This extends to an obligation to comply with all lawful directives of TUC. Any failure to do so, or any willful breach of Public Health Program policies or this Code of Conduct will be deemed non-academic misconduct in accordance with TUC policies. Penalties, including dismissal may also apply.

Success in the public health field requires certain professional attributes in addition to content knowledge. Professionalism is a Cross-Cutting Competency developed by the Associated Schools and Programs of Public Health (ASPPH) as part of its MPH Core Competency Model. The ASPPH definition of Professionalism is “The ability to demonstrate ethical choices, values and professional practices implicit in public health decisions; to consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.” Along with this definition, the ASPPH includes 11 different modules of knowledge, skills, and abilities that comprise the Professionalism Competency. Considered to be part of the academic performance of MPH students are professional attributes, which include honesty and integrity, leadership, excellence and continuous improvement, ethical practice and public accountability, life-long learning and competency, respect for diverse individuals and organizations, the ability to work effectively with others in a team environment, follow through on commitments, take and give constructive feedback, follow directions, accept responsibility for own actions.

Professionalism is as important as, and holds equal importance to academic progress. Students are expected to demonstrate the legal, moral and ethical standards required of a public health professional and display behavior that is consistent with these qualities. Professionalism and professional ethics are terms that signify certain scholastic, interpersonal and behavioral expectations. Among the characteristics included in this context are the knowledge, competence, demeanor, attitude, appearance, mannerisms, integrity, and morals displayed by the students to faculty, staff, preceptors, peers, members of the public, colleagues in public health and other educational settings. The Program expects nothing short of respect and professional demeanor at all times.

GENERAL CONDUCT

TUC expects every student to:

- Respect the rights of other students, faculty and staff, and members or the public, and not engage in any conduct which may be perceived as harassment or interference with those rights;
- To conduct themselves in a professional and productive manner being both diligent and proactive;
- 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;
- Not behave in an unruly or disreputable manner to the discomfort of any other students, faculty and staff, or members or the public;
- To exhibit the highest ethical and professional performance inside and outside of the classroom;
- Not knowingly engage in academic dishonesty defined as intentional cheating, fabrication or plagiarism or facilitate another student's academic dishonesty, nor obstruct another student's academic progress;
- Treat fellow students in an ethical manner, respecting the integrity of others and the right to pursue educational goals without interference;
- Not exhibit misconduct, ethics violations, or violation of professional codes of behavior;
- Treat others with respect and consideration regardless of their status or position;
- Not physically or verbally abuse other students, faculty and staff, or members or the public;
- Be courteous when dealing with the public while in the field;
- Not tamper with, vandalize nor destroy private and public property;
- Behave in a way which protects the reputation and good name of the University; and
- Comply with all relevant laws nationally and internationally.

By signing this Code of Conduct, I, _____ (print name and Student ID Number), _____ verify that I have read and understand my obligations to uphold and preserve the Professionalism Code of Conduct for MPH Students. I agree to be bound by and acknowledge my obligations under the Code of Conduct. I further understand that penalties may be imposed upon me should I willfully breach this Code of Conduct and that I may appeal against these penalties using the University's appeal mechanisms.

Student Signature _____ **Date** _____