



Brooklyn Campus

Master of Public Health Program

www.liu.edu/brooklyn/mph

Student Handbook 2011-2012



Campus History



The Brooklyn Campus, the original unit of Long Island University, has deep historic roots that stretch back to 1926, when the New York Board of Regents granted Long Island University a provisional charter. Its founders were committed to admitting students based on merit and promise alone, never impeding their enrollment because of their sex, race, religion or national origin. This was a unique and progressive philosophy during an age that was often defined by quotas and discrimination. That same philosophy carries on at the Brooklyn Campus today, where students from across the country and around the globe continue to have access to an excellent private education. The first class at the Campus' original site located at 300 Pearl Street, was comprised of 312 students from the surrounding neighborhoods.

They were immigrants or the children of immigrants, who were searching to better themselves by gaining the knowledge and the skills needed to survive and thrive. The University took into account the needs and aspirations of these students, offering courses in accounting, retailing and secretarial studies that would prepare them for the working world, while providing them with a strong liberal arts foundation. In 1929, the University affiliated itself with the Brooklyn College of Pharmacy, adding a popular new major to its offerings.

But the momentum behind the institution's initial growth slowed during the Great Depression. As the economy plunged to devastating lows, so did the University's finances. There was no reprieve in the years to come. During World War II, because of the draft, enrollment decreased radically, debt was "substantial," and the institution's demise seemed imminent. The University filed for bankruptcy protection. The original building at Pearl Street was sold, and classes were held in scattered quarters, but the school persevered. At the end of the War, thanks to the GI Bill of Rights, enrollment began to increase exponentially.

At the same time, demographics were changing in the City and beyond. The population was becoming more ethnically and racially diverse. Students from new underrepresented groups found educational opportunity at the University, taking advantage of its moderate prices, flexible schedules and policy of nondiscrimination. And this diversity began to be reflected in its faculty. The University employed women and minorities in teaching positions before many other institutions ever considered hiring them.

As demand for education increased, new undergraduate majors were introduced, graduate programs were added, and the University purchased a new permanent home by acquiring the Brooklyn Paramount Theatre, which eventually was converted into the Metcalfe Building. It also began to construct dormitory facilities to accommodate the increasing number of students who wanted to live on campus.

In the '60s, students at the Brooklyn Campus, then known as the Brooklyn Center, rallied against the war in Vietnam and fought for civil rights. One of the most significant demonstrations, however, involved an issue that was closer to home: students and faculty members joined together to protest the proposed sale of the Campus, which had been put forward by some trustees and administrators as a means to fund a new graduate campus on Long Island. Hearings were held, law suits were filed, and students marched to City Hall. With the support of Mayor John Lindsay, the Campus was preserved as a private institution.

In 1972, administrators and faculty members negotiated the first collectively bargained faculty agreement at a private university in the United States. And the Campus continued to grow despite economic challenges. Combining funds from a federal grant earmarked to restore urban areas with a private donation, the Campus built the Library Learning Center in 1973.

Recent decades have brought significant upgrades to the Campus' physical plant, including new structures such as the Zeckendorf Health Sciences Center; the Jeanette and Edmund T. Pratt Jr. Center for Academic Studies; the Wellness, Recreation and Athletic Center; and the Louise B'69 and Leonard Riggio Cyber Café.

Today, the Brooklyn Campus is thriving. With more than 11,200 students, over 200 academic programs and a proud history of excellence in Division I athletics, it continues to build on its tradition of inclusion and responsiveness to serve its students and the community at large.

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WELCOME!

Public Health Department
MPH Program
Long Island University, Brooklyn Campus
1 University Plaza, Health Sciences Building
Brooklyn, NY 11201

September 1, 2011

Dear Master of Public Health Students and Future Public Health Managers and Leaders,

On behalf of the full-time and part-time (adjunct) faculty, program staff, and department and School of Health Professions administrators, welcome to the 2011-2012 Long Island University (LIU) Master of Public Health (MPH) academic year!

The LIU MPH program was founded in 2009 under the direction of Dean Barry Eckert and Associate Deans Jacquie Frasier (2008-2010) and Stacy Gropack (2010-present). The curriculum/course of study was developed by Professor Anthony Santella. Other important contributors to the program's development include our first practicum coordinator, Jessica Wahlstrom, a team of excellent local adjunct faculty members, and dedicated grassroots Community Advisory Board members. The first class of LIU MPH students graduated in May, 2011.

Your handbook is required reading; it outlines the policies and procedures of the MPH Program at the Brooklyn Campus of Long Island University. Read this Handbook carefully and contact the Department Chair with any questions or concerns. It includes major program policies and procedures with which you need to become familiar.

Submitting a signed Acknowledgment form is a pre-requisite for continuing to attend classes. Please read, sign and return the "Acknowledgment of Handbook Content" form and provide feedback about this handbook on the reverse side - to Ms. Lovetta Goodman, MPH Executive Secretary (Health Sciences Building, Room 201 – Fax: 718-246-6428) no later than 6pm September 19, 2011. If you do not return it by this date, you will not be allowed to return to class the following week.

We look forward to a stimulating, rewarding, and productive semester together and welcome your feedback, suggestions, and recommendations for the good of the program and your professional development.

Sincerely,

Karen Denard Goldman, PhD, MCHES
Associate Professor and Chair, Public Health

WHO WE ARE

Our Vision

The vision driving the MPH Program faculty and staff is that:

1. LIU MPH Health Education, Advocacy, and Communication graduates will be the public health workforce candidates of choice for designing, implementing and evaluating systems, infrastructure, policy, environmental and lifestyle change strategies to improve Brooklyn's health status and reduce and avoid future health disparities;
2. LIU will be the "go to" local academic source for public health practitioners, managers, and leaders in the Brooklyn, NY and the Greater New York area.

Our Mission

The mission of the LIU MPH program is to:

Inspire and prepare future local public health managers and leaders to achieve equitable health systems, infrastructure, environment, and lifestyle changes through health education, advocacy, and communication.

Our Goals

MPH program faculty and staff strive to achieve the program mission by

1. Educating individuals seeking training and experience in applied public health through a graduate level program that offers quality core courses in the fundamental public health domains: behavioral and social sciences, epidemiology, biostatistics, environmental health, and health services management sciences.
2. Advancing the field of public health practice through the translation, diffusion, dissemination, and application of the outcomes of population-based scholarly research in collaboration with local, state, and federal individual, organizational, community and policy partners.
3. Improving the health status of the Brooklyn community through collaborative, equity-oriented public health service grounded in core public health and health education, health advocacy, and health communication principles and best practices.
4. Providing opportunities for involvement in the public health profession at the local, state, national, and, where possible, international level.
5. Providing quality student support services.

MPH PROGRAM PERSONNEL

Barry Eckert, PhD

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Lovetta Goodman

Executive Secretary, MPH Program

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ADJUNCT FACULTY

Caroline Bragdon, MPH

Research Scientist, Bureau of Environmental Health
NYC Department of Health and Mental Hygiene

Christopher Goranson, MGIS, GISP

Director, GIS Center
NYC Department of Health and Mental Hygiene

Kimberly George, MIA

Executive Director
Greater Brooklyn Health Coalition

Bhuma Krishnamachari, PhD, MS, CGC

Assistant Professor and Director of Clinical Research
New York College of Osteopathic Medicine

K. Aletha Maybank, MD, MPH

Assistant Commissioner
Brooklyn District Public Health Office
NYC Department of Health and Mental Hygiene

Amy Mills, MS, RD, CDN

Registered Dietician and Consultant
Nutrition 911

Theresa Sweeny, DrPH, MPH, MSN, RN

Associate Professor of Nursing
Long Island University, Brooklyn Campus

Jessica Wahlstrom, MPH

Public Health Consultant

Community Advisory Board

Janice Blake, MPH, CHES

Director, Health Research Training Program (H RTP)
Bureau of Public Health Training
NYC Department of Health and Mental Hygiene (NYCDOHMH)

Nineequa Blanding, BS

LIU Master of Public Health Candidate

Vicki Breitbart, EdD

Past President, Public Health Association of New York City
Director, Health Advocacy Program, Sarah Lawrence College

Michelle Congo, MPH, CHES

Secretary, Greater New York Society for Public Health Education
Training Specialist, Bureau of Human Resources
New York City Department of Health and Mental Hygiene

Sally Cooper

Regional Vice President
American Cancer Society, Brooklyn Field Office

Kimberly S. George, MIA

Executive Director
Greater Brooklyn Health Coalition

Gabrielle Kersaint, MSPH

Executive Director
Brooklyn Queens Long Island Area Health Education Center

Linda Landesman, DrPH, MSW

Assistant Vice President for Professional Services and Affiliations
New York City Health and Hospitals Corporation

K. Aletha Maybank, MD, MPH

Assistant Commissioner
New York City Dept. of Health and Mental Hygiene, Brooklyn District Public Health Office

Community Advisory Board Recommendations

The LIU MPH Program welcomes recommendations for members of the MPH Program Community Advisory Board. The group meets once a semester in the Health Sciences Building and consults on an as-needed basis via phone and email.

Contact: Karen Denard Goldman, Chair, MPH Program
718-246-6312
Karen.Goldman@liu.edu

or

Lovetta Goodman, Executive Secretary
718-246-1256
Lovetta.Goodman@liu.edu

ADVISEMENT

As you begin to plan your academic career here at LIU, remember that there are general university advisors AND specific MPH program faculty advisors.

University Advisors:

Phone: 718-488-1042

<http://www.liu.edu/Brooklyn/Academics/Advisement.aspx>

MPH Program Advisors:

(For students who began on or before Summer 2011)

Dr. Anthony Santella

Anthony.Santella@liu.edu

718-488-2156

HS 215

Office Hours: Tues/Thurs 4-5:45pm and by appointment

(For students starting in Fall 2011, Spring 2012 or Summer 2012)

Dr. Karen Denard Goldman

Karen.Goldman@liu.edu

718-246-6312

HS 202

Office Hours: Mon/Tues 3-5:45pm and by appointment

STAYING CURRENT

The web site is updated regularly as changes occur in the program. Always check the MPH program website for the latest program information.

IMPORTANT WEBSITES

Academic Calendar

<http://www.liu.edu/Brooklyn/About/Offices/Registrar/Calendar.aspx>

Change of Information

<http://www.liu.edu/Brooklyn/About/Offices/Registrar/Change-Information.aspx>

Financial Services

<http://www.liu.edu/Brooklyn/Financial-Services.aspx>

Graduation Application

<http://www.liu.edu/Brooklyn/About/Offices/Registrar/AppI-Degree.aspx>

MPH Program

<http://www.liu.edu/Brooklyn/Academics/Schools/SHP/Dept/Public-Health/Master-Public-Health-Program.aspx>

Program Requirements

Courses (Descriptions)

Student Handbook

Course Sequence

Practicum Handbook

MPH News

Order Transcript

<http://www.liu.edu/Brooklyn/About/Offices/Registrar/Transcript.aspx>

Schedule of Classes

<https://webapps.liu.edu/courseschedules/schedules.aspx?campus=B>

MPH DEGREE REQUIREMENTS

Program of Study

The purpose of the Program of Study worksheet is to guide and document your progress through the MPH program and to ensure that all required courses are completed in the recommended sequence to maximize your learning experience. Please note:

- Appendix A and website: complete listing of courses and course descriptions
- The Program also tracks your program of study and progress toward the degree.
- **You are expected to earn at least “B” grades in each course.**
- **Courses with grades of F, INC, or W do not earn credit, and cannot be applied toward meeting graduation requirements.**
- We strongly urge you to take the courses in the recommended order!

Program of Study: Required Courses

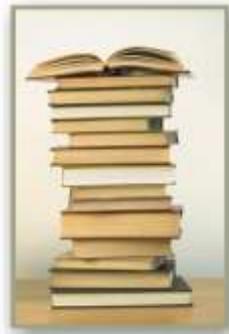
Number	Course Title	Hours	Term/Year	Grade
MPH 700/600	Foundations of Public Health and Health Education	3		
MPH 710/610	Principles of Epidemiology	3		
MPH 715/615	Principles of Biostatistics	3		
MPH 720/620	Social and Behavioral Science in Public Health			
MPH 7/25625	Environmental Health Issues in Public Health	3		
MPH 730/630	Public Health Services Management	3		
MPH 735	Research Methods in Public Health and Health Education	3		
MPH 740?	Program Planning, Implementation, and Evaluation	3		
MPH 745	Methods of Health Education and Promotion	3		
MPH 750	Public Health Policy, Advocacy, and Leadership	3		
MPH 755	Health Communication Issues and Strategies	3		
		33		
Elective Course Options				
Elective (500 level)	Health Informatics, Infectious Diseases, Global Health, Nutrition and Public Health, Social Marketing	3		
		3		
Public Health Practicum				
MPH 798	Capstone Seminar	3		
MPH 799	Field Practicum	3		
		6		
Total		42		

Suggested Course Sequences

The course sequence options outlined on the next few pages are provided to help you plan your program of study.

Although you are not required to follow any of the course sequences below, these are highly recommended as they will help keep you on track.

Tailored course sequences may also be developed in collaboration with your faculty advisor.



Text Books!

Text books should be available the at least one week before each semester starts – ideally, earlier so you can start reading even before the course starts.

These books are chosen as long-term resources for you as you prepare for and enter the public health profession.

Mark them up. Highlight them. Write yourself notes in the margins!

BRING THEM TO EVERY CLASS. If you can get them as e-books, that will make carrying your texts that much easier.

We strongly urge you to retain all required textbooks at least until the conclusion of your studies here at LIU and your first year or two of practice. We expect that you will be referring back to them frequently.

IN SHORT, we do not recommend renting or reselling your books during your academic career here at LIU.

Recommended FULL-TIME Course Sequences (3 courses/semester)

(New number system to begin in the Spring semester)

Term	<u>Summer Start</u>	<u>Fall Start</u>	<u>Spring Start</u>
Summer	MPH 630 – Environmental Health Science	N/A	N/A
Fall	MPH 600- Foundations of Public Health and Health Education MPH 610- Epidemiology MPH 620- Social and Behavioral Sciences	MPH 600- Foundations of Public Health and Health Education MPH 610- Epidemiology MPH 620- Social and Behavioral Sciences	N/A
Spring	MPH 615- Biostatistics MPH 735- Research Methods MPH 740- Program Planning, Implementation, and Evaluation	MPH 615- Biostatistics MPH 735- Research Methods MPH 740- Program Planning, Implementation, and Evaluation	MPH 615- Biostatistics MPH 735- Research Methods MPH 500 - Elective
Summer	MPH 5XX - Elective MPH 630 - Public Health Services Management	MPH 625 - Environmental Health Science MPH 635 - Public Health Services Management	MPH 625 – Environmental Health Science
Fall	MPH 745 – Methods of Health Education & Promo MPH 750 - PH Policy, Advocacy, and Leadership MPH 755 - Health Communication Issues	MPH 745 – Methods of Health Education & Promo MPH 750 - PH Policy, Advocacy, and Leadership MPH 755 - Health Communication Issues	MPH 600- Foundations of Public Health and Health Education MPH 610- Epidemiology MPH 620- Social and Behavioral Sciences
Spring	MPH 798 – Capstone Seminar MPH 799- Field Practicum MPH 500 - Elective	MPH 798 – Capstone Seminar MPH 799- Field Practicum MPH 500 - Elective	MPH 740- Program Planning, Implementation, and Evaluation
Summer	May Graduation	May Graduation	MPH 635 - Public Health Services Management
Fall			MPH 745 – Methods of Health Education & Promo MPH 750 - PH Policy, Advocacy, and Leadership MPH 755 - Health Communication Issues Seminar
Spring			MPH 798 - Capstone MPH 799 - Field Practicum
			May Graduation
	14 classes 42 credits	14 classes 42 credits	14 classes 42 credits

Recommended PART-TIME Course Sequences (2 courses/semester)

(New number system to begin in the Spring semester)

Term	<u>Summer Start</u>	<u>Fall Start</u>	<u>Spring Start</u>
Summer	MPH 625 – Environmental Health Science	N/A	N/A
Fall	MPH 600- Foundations of Public Health and Health Education MPH 620- Social and Behavioral Sciences	MPH 600- Foundations of Public Health and Health Education MPH 620- Social and Behavioral Social Sciences	N/A
Spring	MPH 615- Biostatistics MPH 735- Research Methods	MPH 615- Biostatistics MPH 735- Research Methods	MPH 620- Biostatistics MPH 735- Research Methods
Summer	MPH 630 - Public Health Services Management	MPH 625 – Environmental Health Science	MPH 625 – Environmental Health Science MPH 630 - Public Health Services Management
Fall	MPH 615 - Epidemiology MPH 755- Health Communication Issues	MPH 615 - Epidemiology MPH 755- Health Communication Issues	MPH 600- Foundations of Public Health and Health Education MPH 620- Social and Behavioral Sciences
Spring	MPH 740 – Program Planning, Implementation and Evaluation MPH 500- Elective	MPH 740 – Program Planning, Implementation and Evaluation MPH 500 - Elective	MPH 740 – Program Planning, Implementation and Evaluation MPH 500 - Elective
Summer		MPH 630- Public Health Services Management	
Fall	MPH 745 – Methods of Health Education & Promo MPH 750- Policy, Advocacy, and Leadership	MPH 745 – Methods of Health Education & Promo MPH 750 - PH Policy, Advocacy, and Leadership	MPH 615 Epidemiology MPH 755 - Health Communication Issues
Spring	MPH 798 – Capstone Seminar MPH 799- Field Practicum	MPH 798 – Capstone Seminar MPH 799- Field Practicum	
Fall	May Graduation	May Graduation	MPH 745 – Methods of Health Education & Promo MPH 750 - PH Policy, Advocacy, and Leadership
Spring			MPH 798 – Capstone Seminar MPH 799- Field Practicum
			May Graduation
	14 courses 42 credits	14 courses 42 credits	14 courses 42 credits

ACADEMIC POLICIES

Academic Integrity

Academic vs “Real World” Standards of Honor and Integrity

There may be an important difference between how you learned and were encouraged to behave at home, where you work, or in your community and the way you are expected to behave in an American academic community. What may be culturally appropriate and nurtured off campus, may be considered cheating and stealing on this college campus or in academia in general. In fact, there is even an important difference between how public health professionals are expected to work on the job – in groups, collaboratively, and through partnerships – and how public health students are expected to work in an academic environment...to produce your own/independent work through, usually, independent effort. This is the only way your professors can assess your progress in terms of personal competence and knowledge.

Therefore, unless a project is specifically assigned, in writing, as a group effort for which one group grade will be given to everyone involved in the group, you are expected to complete class assignments (regular homework and major projects) and the production of any academic product on your own. Failure to do so is considered unethical and unprofessional and cause for a failing grade for that assignment or the entire course.

LIU Policy re Dishonesty, Forgery, and Plagiarism

You are expected to maintain the highest standards of honesty while in the Master of Public Health (MPH) program. Academic dishonesty is not accepted and may lead to your dismissal from the Program and the University. Since academic integrity and your behavior suggest your future professional integrity and behavior in fulfilling your public health responsibilities, the faculty, staff and you of the MPH program are committed to upholding and enforcing the highest standards of academic integrity. Academic dishonesty includes cheating, forgery, plagiarism, and any other infringements that may imply deviance from the highest standards of honesty in all aspects of academic endeavor.

Three Forms of Academic Dishonesty

I. Cheating: This is defined as giving or obtaining information by improper means in meeting any academic requirement(s). Cheating is a serious violation that includes, but is not limited to, the following examples:

- a. The use of the same work for academic credit in more than one course without the knowledge or consent of the instructors
- b. Copying the work of others during an exam, quiz, or assignment
- c. Deliberately exposing exam/quiz materials to review by another student
- d. Using notebooks, textbooks, information, or materials not specifically authorized by the instructor
- e. Speaking or communicating with other students at any time during the exam/quiz
- f. Using a cell phone, beeper/pager or other electronic device during an exam/quiz
- g. Leaving the exam/quiz for any length of time during the examination, without the

authorization of the instructor

2. Forgery: This is defined as the alteration of academic forms, documents, or records, and/or the signing of such forms or documents by someone other than the designated or authorized individual. Forgery also includes modifying an exam/quiz or assignment that has been graded and returned to you for review.

3. Plagiarism: The representation, intentional or unintentional, of someone else's words or ideas as one's own. This includes using the work of another you, past or present, as well as the work of published authors. Since under New York State law, words in print are the property of the author or publisher, the intent to deprive that person of property is a form of larceny punishable by fine. Plagiarism, whether intentional or unintentional, is therefore a violation of the property of the author. When using another person's words in a paper and/or presentation, you must place them within quotation marks or clearly set them off in the text and give them appropriate attribution by references. When you use only the ideas and change the words, you still must clearly identify the source of the ideas.

Disciplinary Action

If you are caught violating this policy in any MPH course, you will be subject to the following disciplinary action:

1. The first instance will result in a score of zero (0) on the assignment in question;
2. The second instance, regardless of whether it occurred in the same course as the first, will result in an automatic failing grade (F) for the course;
3. The third instance, regardless of whether prior instances occurred in the same course, will result in dismissal from the program.

Academic integrity violations will be documented in your departmental file. Moreover, the instructor reserves the right to: (1) accelerate the above three penalties based on the instructor's assessment of the severity of the violation; (2) report the policy violation to the Department Chair; (3) review assignments and exams from previous MPH courses for possible policy infractions; and (4) refer instances of honor offenses to the School of Health Professions Dean's Office.

Academic Standing Policy

All graduate students at Long Island University must earn a minimum cumulative grade point average (GPA) of 3.0 in order to receive a graduate degree. Therefore, if at the end of the program your cumulative GPA is below 3.0, you will NOT BE ELIGIBLE to be awarded the MPH degree.

Students in the MPH program who have a GPA of less than 2.75 in any two semesters will be placed on academic probation. Students who have a GPA of less than 2.75 in a third semester will be dismissed from the program.

A student also will be put on probation for earning less than a B- in any two courses. A third

course with a grade of B- will result in dismissal from the MPH Program. Grades below C are not acceptable as credit toward a graduate degree; therefore any coursework resulting in a grade of a C or less must be repeated. If you receive a C or lower in any course, you may retake that course - but no more than two more times - to earn a grade of C or better. Students who fail to achieve a grade of C or better in a required course, after attempting it a total of three times, will be dismissed from the MPH Program.

U, F, W, WF, INC, ABS, UW, NGR, and AUD grades do not count toward successful completion requirements. Repeated courses count only once toward credits earned.

Special Accommodations

If you believe that you may need or require special accommodations for any type of disability that may affect course performance (from either a cognitive or psychomotor perspective), you must make an appointment and meet with a representative from the Special Education Services Program of Long Island University. Once the disability has been documented by the Special Education Services office, it is YOUR responsibility to inform the Department Chair and each of your instructors of this situation. This documentation must be provided at the beginning of the semester – ideally, well before classes actually begin - to give the university adequate lead-time for the implementation of any necessary accommodations.

Please follow this process for each and every separate academic semester for the duration of your participation in the MPH Program.

MPH Grading Scale

<u>Letter Grade</u>	<u>Percentage</u>
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	76-79%
C	70-75%
F	Below 70%

Academic Difficulty

If you experience academic difficulty in any course, promptly address the issue. Poor performance in one area tends to quickly spread to others, producing a cumulative effect. In the event of academic difficulty, you are advised to follow the following sequence of steps:

1. Meet with the course instructor to determine and discuss the course in general or the specific content areas of concern.
2. Meet with the MPH Department Chair.

3. Arrange for tutoring with the help of the course instructor and Department Chair.
It is THE STUDENT'S responsibility to initiate procedures to obtain assistance and notify the appropriate faculty members as soon as an academic problem is identified.

Course Load and Limitations

A full-time graduate student is defined as one who registers for six (6) or more credit hours.

A full-time graduate student who has been awarded a graduate assistantship must enroll in a minimum of six (6) credit hours during each semester of the contract term.

Graduate students may not take more than nine (9) credit hours per semester. Exceptions must be approved by the Associate Dean, upon the recommendation of the Department Chair.

Graduate Transfer Credit

A maximum of six (6) semester hours of credit may be accepted for the program of study from credit completed at another regionally accredited institution of higher education. Only courses with grades of B or better will be accepted. **The courses must have been completed no more than six (6) years prior to graduate requirements.** Graduate transfer credit must be approved by the Department Chair and requires proof of successful completion of coursework to be transferred.

Practicum

The MPH practicum experience (MPH 798 and MPH 799) may be an internship or research outcomes translation-oriented. In either case, you will work with a public health-related organization under the direction of an experienced site supervisor to gain and/or perfect public health skills based on the LIU public health program mission and the public health and health education professional competencies established by each profession.

This is a hands-on experience, ideally with an emphasis on the use of health education, advocacy, or communication theory, research and best practices to address a local public health challenge. It is a hands-on experience, requiring that you complete a total of 200 HOURS ON-SITE (or, if off-site, in conjunction with the site and site supervisor). The practicum will be directed and evaluated by the site supervisor in ongoing consultation with the MPH Practicum Coordinator.

The experience must consist of learning and applying PUBLIC HEALTH-RELATED SKILLS that you can carry into the field after graduation.

If you participate in a site's or site supervisor's research project, you must understand that the research belongs to the site and/or site supervisor. (Institutional Review Board (IRB) approval must be obtained for any research project with which a practicum student is associated.

Further details are provided in the MPH Practicum Handbook.

ADMINISTRATIVE POLICIES

Office Hours

Faculty members maintain office hours each week when classes are in session. Faculty office hours are posted each semester outside the office of each individual faculty member.

Appointments may be made by signing-up with the individual faculty member. If convenient times are not available, you may request alternate times by leaving a note with the program's Executive Secretary Ms. Goodman (HS Room 201) or by emailing the faculty member directly. When leaving a note or sending an email, remember to include a phone number or email address where the faculty member may contact you.

You are encouraged to take advantage of the faculty's availability, as their knowledge and experience is one of the greatest resources of your education. However, you should recognize the multiple demands on the limited time available for faculty office hours and make an appointment in advance to speak with a faculty member. Faculty meetings, preparation for class, research, clinical practice, and committee meetings take up a significant amount of faculty time.

By making and keeping a scheduled appointment, you will know that time is reserved for you and the faculty member will be able to work more efficiently to address your individual needs.

Registration

Long Island University provides an advance registration period for each academic term. You are responsible for registering online through <http://my.liu.edu> and for assuring that all outstanding bills are paid – if you do not have clearance from the Bursar's office you will not be allowed to register. Completing your registration as described above, before the in-person registration period, will save you a great deal of time and frustration in addition to maximizing the time available for the processing of financial aid and scholarship paperwork. Please note that you are not allowed to attend classes if your registration is not completed.

E-mail Policy

All e-mail communication with faculty, you, and staff at Long Island University must be carried out in a professional manner. You are expected to use your official LIU email address and will be held responsible for checking e-mails regularly. The following format is required at all times:

- Subject line: Clear description of the content being addressed in the body of the e-mail; If the subject matter relates to a particular course the subject heading must include the course number and title;
- Body of email: Appropriate/professional greeting (i.e.: "Dear Professor:....") and must end with your full name and contact information
- Attachments: In a format accessible to recipient; must include you name, course number and title related to that document – on a separate cover page of that document.

E-mails received by faculty and staff in the MPH program will be replied to with a confirmation of receipt of your e-mail. If you do not receive a confirmation of receipt within two days, you must re-send that e-mail or contact the professor by other means.

Punctuality

You are expected to be in the classroom at least five minutes before the scheduled start of class to allow the class to begin on time and to permit all students to receive the full benefit of the educational experience. When you arrive late you are a distraction to professors and fellow students. Students who arrive late may not be allowed into the classroom until there is a scheduled break in the class. Up to 10% of total course points may be deducted from your final grade, at the discretion of each faculty member, for lateness or unexcused absences based solely upon this statement in the MPH Student Handbook.

Cell Phones

Use of and reference to cell phones or other electronic interpersonal communication media is not permitted in the classroom during class hours. Breaks are provided to permit you to contact family, friends, etc., as needed. **PLEASE NOTE:** Failure to comply with this policy will result in immediate dismissal from the class session, being marked absent, and the loss of five points off the final course grade for each infraction of this policy. You are urged to turn off/mute your cell phones before entering the classroom and to keep them off in the classroom. You are expected to remain in the classroom and not take or make calls until break times. Instructors are encouraged to provide short breaks during classes that are over 90 minutes long. This policy is negotiable only in the case of a documented emergency situation.

Course Evaluations

In an on-going effort to improve the curriculum, and to take in consideration student concerns about the academic program, all students are required to complete course evaluations for each course completed. You are expected to complete the University evaluations at the completion of each semester.

Grievance Procedures

To provide for fair consideration and due process for all student grievances, a series of procedures has been established to address student concerns. You are expected to follow the chronological sequence of steps, within the appropriate review process, making sure not to break the chain of review or skip any steps along the way. Failure, on behalf of the student, to adhere to the stated processes will delay the review process and may result in a disruption in the progression of study by the student.

The goals of the general student grievance procedure are to facilitate open communication among all parties involved and to provide protection to the same parties. In addition, the grievance procedure has been designed to help students develop a set of communication skills to be used throughout your professional careers. Most importantly, you should gain from all

experiences associated with pursuing your education, and should accept the responsibility that comes with graduate level professional training.

You should first address any and all issues with the course instructor. If you choose to pursue the issue further, you may submit a written request to the MPH Department Chair. The request MUST include a description of the problem, your reasons for requesting the hearing, and a statement affirming that the initial steps have been followed. The hearing will be conducted by the Department's Appeal Committee. The Department's Appeal Committee is made up of members of the Department of Public Health along with members of the School of Health Professions.

At the hearing before the Appeal Committee, the involved parties shall present your case to all committee members. The committee members may request interviews with individuals to obtain additional information regarding the issue at hand. Committee members directly involved in the situation being discussed are absolved from their committee responsibilities for that specific hearing. When committee members have heard all pertinent information, the involved parties will leave the room to allow committee members time to privately discuss the merits of the case and its resolutions. You shall be informed in writing of the Appeals Committee's recommendations within seven (7) working days of a decision being reached.

If you are not satisfied with the decision, you may follow the appropriate grievance procedure by filing a written appeal to the Office of the Dean of the School of Health Professions within seven (7) business days.

School of Health Professions Appeals Process

The following process will be used for all appeals to the Dean of the School of Health Professions. This process will not supersede program procedures and will only be followed after appeals at the program level are exhausted.

1. You MUST be able to document/demonstrate that you have first followed departmental appeal processes including, but not limited to, appeal to the instructor and to the Department Chair.
2. Appeals to the Dean must be submitted in writing and must be submitted to the Associate Dean of the SHP within 7 business days of receipt of the decision letter from the Program. This written appeal will be transmitted to the Appeal Board for review and will be a factor in the final decision made by the Dean. The appeal must be accompanied by a completed Appeal Checklist.
3. The Associate Dean will serve as hearing officer and will appoint an ad hoc Appeal Board. The Appeal Board will consist of three faculty members from the School of Health Professions, who may be tenure track, NTTA or have administrative roles. One of these faculty members will be from the program from which the appeal has originated.
4. The hearing will be scheduled as expeditiously as possible.
5. At the hearing (with all parties present):
 - a. The hearing will be recorded for future reference.

- b. The student will present his/her appeal including justifications, circumstances and anything else he/she wishes the Board to consider for a maximum time allowed of 30 minutes.
- c. The course instructor, or other appropriate faculty member, will present the circumstances and evidence leading to the decision being appealed for a maximum time allowed of 30 minutes.
- d. The student and faculty member will not engage in debate of the circumstances with each other but will answer questions posed by the Board for the purpose of clarification.
- e. Upon completion of the presentations and any questioning by the Board, the student and faculty member will be excused.
- f. The Board will discuss the facts of the appeal and reach consensus, or vote, on a recommendation to the Dean. If a vote is taken, the Associate Dean will not vote.

6. Within 24 hours of the hearing, the Associate Dean will prepare a written report that contains:

- a. A summary of the information presented by both sides at the hearing;
- b. A summary of the discussion of the Board after the parties were dismissed;
- c. A recommendation for action by the Dean.

7. The Dean will then reach a decision based upon the report from the Board; the written appeal submitted by the student and any other information relevant to the case. This decision will normally be made within 48 hours unless further investigation is necessary or the Dean is unavailable within that time frame. If the decision will be delayed longer than 48 hours, the student will be notified by the Dean's Office of that delay. The student will be notified of the Dean's decision by certified mail.

Leave of Absence

Any student wishing to request a leave of absence must submit a written request, including the rationale for the request, to the MPH Department Chair. The Department Chair will review your case and make a written recommendation to the Dean of the School of Health Professions.

Requests for a leave of absence may be approved or rejected by the Department Chair and the Dean of the School of Health Professions. You returning to the program from a leave of absence must comply with the regulations concerning the in-coming class he or she joins upon returning to the Program.

Your failure to return to the MPH program at the termination of the Leave of Absence will result in your automatic dismissal.

Degree Time Limitation

All requirements for the degree must be completed within six (6) years. An extension of time may be granted by the Associate Dean in cases of unusual circumstances.

Financial Aid

See the LIU Graduate Bulletin or the University Web site for information on financial aid.

Graduate Assistantships

The Graduate Assistantship Program at LIU provides professional growth and development through a limited number of supervised work experiences. The student earns a degree and contributes to the academic mission and applied research endeavors of the institution, while maintaining a satisfactory academic standing. Students may apply for Graduate Assistantships in their own or other programs.

The number of Graduate Assistantships may vary from semester to semester.

Any MPH student with a 3.0 cumulative GPA is eligible to apply.

Applications will be sent via the MPH listserv by the Department Chair.

Graduation Requirements

To be awarded an MPH degree from LIU, you must meet all graduation requirements:

1. Registration for, and satisfactory completion of all required course work in the curriculum, including the practicum.
2. Satisfactory remediation of any academic deficiencies.
3. Maintenance of good academic standing status (i.e. not on academic or clinical or disciplinary probation at the scheduled time of graduation).
4. A minimum grade point average of B or 3.0 on a 4.0 point system.
5. No disciplinary charges in progress or pending.
6. Satisfaction of all financial obligations due to Long Island University.
7. Completion of mandatory financial aid exit interview if you received financial aid while enrolled at Long Island University.

Ethical Behavior

On campus, in the class room, and when representing the university and program off campus, you are expected to behave in accordance with the codes of the ethics of the public health and health education professions.

The Public Health Code of Ethics

Preamble

This code of ethics states key principles of the ethical practice of public health. An accompanying statement lists the key values and beliefs inherent to a public health perspective upon which the ethical principles are based. Public health is understood within this code as what we, as a society, do collectively to assure the conditions for people to be healthy. We affirm the World Health Organization's understanding of health as a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity.

The code is neither a new nor an exhaustive system of health ethics. Rather, it highlights the ethical principles that follow from the distinctive characteristics of public health. A key belief worth highlighting, and which underlies several of the ethical principles, is the interdependence of people. This interdependence is the essence of community. Public health not only seeks the health of whole communities but also recognizes that the health of individuals is tied to your life in the community.

The code is intended principally for public and other institutions in the United States that have an explicit public health mission. Institutions and individuals that are outside of traditional public health but recognize the effects of your work on the health of the community may also find the code relevant and useful.

Principles of the Ethical Practice of Public Health

- 1) Public health should address principally the fundamental causes of disease and requirements for health, aiming to prevent adverse health outcomes.
- 2) Public health should achieve community health in a way that respects the rights of individuals in the community.
- 3) Public health policies, programs, and priorities should be developed and evaluated through processes that ensure an opportunity for input from community members.
- 4) Public health should advocate and work for the empowerment of disenfranchised community members, aiming to ensure that the basic resources and conditions necessary for health are accessible to all.
- 5) Public health should seek the information needed to implement effective policies and programs that protect and promote health.
- 6) Public health institutions should provide communities with the information they have that is needed for decisions on policies or programs and should obtain the community's consent for your implementation.
- 7) Public health institutions should act in a timely manner on the information they have within the resources and the mandate given to them by the public.
- 8) Public health programs and policies should incorporate a variety of approaches that anticipate and respect diverse values, beliefs, and cultures in the community.

9) Public health programs and policies should be implemented in a manner that most enhances the physical and social environment.

10) Public health institutions should protect the confidentiality of information that can bring harm to an individual or community if made public. Exceptions must be justified on the basis of the high likelihood of significant harm to the individual or others.

11) Public health institutions should ensure the professional competence of your employees.

12) Public health institutions and your employees should engage in collaborations and affiliations in ways that build the public's trust and the institution's effectiveness.

The Health Education Profession Code of Ethics

Preamble

The Health Education profession is dedicated to excellence in the practice of promoting individual, family, organizational, and community health. The Code of Ethics provides a framework of shared values within which health education is practiced. The responsibility of each health educator is to aspire to the highest possible standards of conduct and to encourage the ethical behavior of all those with whom they work.

Article I: Responsibility to the Public

A health educator's ultimate responsibility is to educate people for the purpose of promoting, maintaining, and improving individual, family, and community health. When a conflict of issues arises among individuals, groups, organizations, agencies, or institutions, health educators must consider all issues and give priority to those that promote wellness and quality of living through principles of self-determination and freedom of choice for the individual.

Article II: Responsibility to the Profession

Health educators are responsible for their professional behavior, for the reputation of their profession, and for promoting ethical conduct among their colleagues.

Article III: Responsibility to Employers

Health educators recognize the boundaries of their professional competence and are accountable for their professional activities and actions.

Article IV: Responsibility in the Delivery of Health Education

Health educators promote integrity in the delivery of health education. They respect the rights, dignity, confidentiality, and worth of all people by adapting strategies and methods to the needs of diverse populations and communities.

Article V: Responsibility in Research and Evaluation

Health educators contribute to the health of the population and to the profession through research and evaluation activities. When planning and conducting research or evaluation, health educators do so in accordance with federal and state laws and regulations, organizational and institutional policies, and professional standards.

Article VI: Responsibility in Professional Preparation

Those involved in the preparation and training of health educators have an obligation to accord learners the same respect and treatment given other groups by providing quality education that benefits the profession and the public.

HOW TO MAKE THE MOST OF YOUR MPH EXPERIENCE

1. **Anticipate your competition and prepare to have an edge now!** Remember, there are hundreds of students studying public health right here in the Greater New York area...at the associate, bachelor, master, and doctoral levels. They are your competition. Make the most of what LIU has to offer (faculty, courses, professional development activities, etc.); it may give you a critical competitive edge.
2. **Manage your time well.** Find a balance among all your commitments. Add important course dates/assignment due dates to your calendar. Try to arrange your time so you can rest during any scheduled breaks. It will be a challenge, but try to get the sleep and nutrition and exercise you need to learn well. Explain your career plans to your friends and ask for their support. Some times you will need to take a break and “play” but some times you will have no choice but to put your academic responsibilities ahead of your usual priorities.
3. **Take care of yourself.** In addition to managing your time well, eat well, get enough sleep, and exercise daily. If something’s on your mind or you’re feeling down or depressed – find an appropriate support person and talk it out! Academic success is tied to health – the better shape you’re in, the better shape your GPA will be in!
4. **Get the support you need.** Tell family and friends you have an academic commitment to fulfill and ask for their support. You will need time to get to and from and be in class, homework time, and professional development activities time.
5. **Be a proactive student. Do your part.** Education is a two-way street. You have to do your part – it is NOT all up to your professor. Do your “homework.” For every hour of class, expect to spend three hours reading or doing other related activities: reading; research; meetings; site/field visits; exam prep; project work, etc.
6. **Connect with your professors** on a truly meaningful academic level. They have much to offer. Interact with them and produce quality work for them. Remember, your LIU MPH professors are important academic and professional resources and potential sources of letters of recommendation. And above all, treat them as you wish to be treated: with respect.

7. **Meet/speak with your advisor regularly.** If you are struggling – for any reason – seek support and help. Follow the program of study. Once you're out of sync, you will have trouble keeping up. Take the courses in the sequence recommended...you'll be glad you did!
8. **Invest in technology.** If you need to arrange access to computer technology or to upgrade your own system, do this right away. More and more work is also being done using Blackboard. Learn how it works. Get comfortable with it.
9. **Come away with more than a degree.** If you study hard and learn the material and develop the skills being taught, by the time you graduate, you should be ready to sit for two national professional examinations:
 - Certified Health Education Specialist (CHES) Upon graduation
www.nchec.org
 - Certified in Public Health (CPH) In near future
www.publichealthexam.org

We are doing everything we can to offer you the professional preparation necessary to not only succeed as a public health and public health education and promotion specialist, but to pass these two exams. Do your part. Do all of the work. Learn more about your profession. Get excited about coming away with a degree AND certification!!

10. **Focus on your professional development.**

It's not enough to simply have earned a degree. You need to become involved in your profession. There are many ways to do this. Two of the best ways are to:

- Join professional associations (take advantage of low student membership rates)
- Participate in public health and health education professional development events.
- Become certified in your profession and maintain that certification by meeting the continuing education requirements for recertification

Selected Relevant Professional Associations

Public Health Association of New York City	www.phanyc.org
Greater New York Society for Public Health Education	hra2104@gmail.com
American Public Health Association	www.apha.org
Society for Public Health Education	www.sophe.org

Selected Upcoming Professional Development Events

Sept. - second week	GNYSOPHE Networking Event – TBD
Sept. 15	BQLIAHEC Awards – LIU being honored, Queens Village
Oct. 19-21	NYS College Health Association Mtg, Saratoga Springs, NY
Oct. 26	Food Day event, Hunter College, CUNY SPH
Oct. 27-28	Meredith Minkler, MPH, DrPH, Berkeley, CA, Guest Speaker, LIU
Oct. 28-30	SOPHE Annual Meeting – Arlington, VA just outside W, DC
Oct. 30-Nov 2	APHA Annual Meeting – W, DC
Nov. 7	PHANYC Annual Public Health Awards, NY, NY
Nov/Dec	PHANYC Career Development event, NY, NY
Jan-April 2012	“Unnatural Causes” public education program, Public libraries
Feb.	PHANYC Legislative Breakfast, NY, NY
Mar. 5-7	Health Education Advocacy Summit, W, DC
Apr.	Adelphi University School Health Conference, Long Island, NY
Apr. 11-15	SOPHE Mid-Year Scientific Conference, Nashville, TN
May (Saturday)	PHANYC Student Conference, NYU Medical Center
May 20	Public Health Leadership Conference, LIU
May 21	Greater Brooklyn Health Coalition Health Fair
June	APHA Mid-Year Meeting

11. Learn...every chance that you get! Nurture your mind. Immerse yourself in the profession. Remember all those people earning associate degrees and bachelor degrees and other types of master degrees...what can you say that you have that they don't have? For many of us, it's the off-campus experiences and education that make the difference. What are you doing to really stand out as a public health career/job candidate? Here are some continuing education opportunities and resources to look into:

Suggested sources of free continuing education:

CDC Learning Connection	http://www.cdc.gov/about/newsEvents/events.htm
SUNY Public Health Live	http://blip.tv/public-health-live
NY-NJ PH Training Center	http://www.nynj-phtc.org/pages/resources.cfm
SOPHE Summer Webinars	http://www.sophe.org/summerwebinarseries.cfm
AAHE Webinars	http://www.aahperd.org/aahe/proDevelopment/webinars.cfm
Health Promotion Live	http://healthpromotionlive.com/category/webinar_archives/ches/

CHES/MCHES credit fee applies

Read any good public health related books, lately?

You will be expected to have read these over the course of your MPH degree program:

The Ghost Map
Hot Time in the Old Town
Street Science
Mountains Beyond Mountains
The American Plague
The Great Influenza: The Story of the Deadliest Pandemic in History
And the Band Played On
The Hot Zone

Additional selected books of Public Health interest...(far from all inclusive!)

1. *A History of Public Health*
2. *The Sanitarians*
3. *The Woman with the Worm in Her Head*
4. *The Cholera Years: The US in 1832, 1849 and 1866*
5. *Small pox: The Death of a Disease – The Inside Story*
6. *Pox: An American History*
7. *Pox Americana: The Great Smallpox Epidemic*
8. *The Demon in the Freezer*
9. *Plagues and People*
10. *America's Forgotten Pandemic: The 1918 Flu*
11. *Flu: The Story of the Great Influenza Pandemic*
12. *New Guinea Tapeworms and Jewish Grandmothers*
13. *Cure Unknown: Inside the Lyme Epidemic*
14. *The Medical Detectives*
15. *No Magic Bullet: A Social History of Venereal Disease*
16. *The Great Mortality: An Intimate History of the Black Death, the Most Devastating Plague of All Time*
17. *Typhoid Mary: Captive to the Public's Health*
18. *Polio: An American Story*
19. *Scurvy: How a Surgeon, a Mariner, and a Gentleman Solved the Greatest Medical Mystery of the Age of Sail*
20. *The Lady Tasting Tea: How Statistics Revolutionized Science in the 20th Century*
21. *Heat Wave: A Social Autopsy of Disaster in Chicago*
22. *Asleep – The Forgotten Epidemic That Remains One of Medicine's Greatest Mysteries (Sleeping Sickness)*
23. *The Emperor of All Maladies: A Biography of Cancer*
24. *Poisoned: The True Story of the Deadly E. Coli Outbreak That Changed the Way Americans Eat*
25. *Bad Blood: The Tuskegee Syphilis Experiment – new and expanded*
26. *Forty Years of Medical Racism – The Tuskegee Experiment*

27. *Medical Apartheid*
28. *The Immortal Life of Henrietta Lacks*
29. *Everything In Its Path: The Johnstown Flood*
30. *Community Health Centers: A Movement and the People That Made It Happen*
31. *Silent Spring*
32. *Water: The Epic Struggle for Wealth, Power, and Civilization*
33. *The Good Doctors*
34. *Goldberger's War: The Life and Work of a Public Health Crusader*
35. *Biohazard: The Chilling True Story of the Largest Biohazard*
36. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*

APPENDIX A: Course Descriptions – Proposed/Current Numbers

MPH REQUIRED COURSES (ALL 3 CREDITS)

MPH 600/700: Foundations of Public Health and Health Education (3 credits – Fall)

An introduction to public health and health education: academic foundations; key principles, priorities, values, concepts, vocabulary, and documents; historic milestones, pioneers, leaders; codes of ethics; organizations and associations; career and professional development options; future trends.

MPH 610/710: Principles of Epidemiology (3 credits - Fall)

An introduction to the study of the distribution and determinants of health and disease in defined populations. Topics include the mindset, terminology, skills, and tools used by epidemiologists to study the health of populations. Students learn how to interpret data, describe outbreaks and their effects on specific populations, and to evaluate epidemiologic literature.

MPH 615/715: Principles of Biostatistics (3 credits - Spring)

An introduction to the field of biostatistics that emphasizes key concepts and health data interpretation. Includes an introduction to data and data types; tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and random sample and other study types.

MPH 620/720: Social and Behavioral Sciences in Public Health (3 credits - Fall)

An introduction to well established as well as new and emerging social and behavioral science theories used in public health and health education. Students will analyze and compare theories, and review research that supports and/or challenges different theories' contributions to health promotion and disease prevention at the individual, group, organizational, community and public policy levels.

MPH 625/530: Environmental Health Issues in Public Health (3 credits – Spring/Summer)

The study of biological, physical, chemical, economic, political, and social factors that cause environmental health problems, and traditional and new and emerging approaches to help prevent and manage/control these problems.

MPH 630: Public Health Services Management (3 credits - Summer)

The current U.S. public health system is analyzed, focusing on federal, state and local public health entities and their management issues. Connections and relationships between the system of public health and the private personal health services market are also analyzed. Public health administration, including its unique and important features and analyzing the fundamental structure and operation of public health organizations will be discussed.

MPH 735: Research Methods in Public Health and Health Education (3 credits – Spring)

An introduction to population-based research design and methods, including the logic of scientific research, research ethics, causal inference, hypothesis formation, measurement theory, survey research, experimental design, qualitative methods, sampling and data analysis applications. The bridges and barriers to the diffusion and application of research results to practice will be analyzed.

Pre-requisite of MPH 600 and pre-requisite or co-requisite of MPH 615 are required.

MPH 740/755: Public Health Planning, Implementation and Evaluation (3 credits - Spring)

An overview of health education and promotion planning frameworks and issues in planning, implementing and evaluating health education and promotion programs in a variety of settings.

Pre-requisites of MPH 600, MPH 610, MPH 615 and MPH 620 are required.

MPH 745: Methods of Health Education and Promotion (3 credits - Fall)

The design, production and evaluation of health promotion and disease prevention programs and services rooted in health education theory, research, and best practices. Includes support and work group facilitation; group presentations; community and professional group training; community organizing; and coalition building. Emphasizes the benefits of and techniques for coordinating multiple, well-integrated, and well-coordinated interventions.

Pre-requisites of MPH 600, MPH 610, MPH 615 and MPH 620 are required.

MPH 750: Public Health Policy, Advocacy and Leadership (3 credits - Spring)

An overview of effective leadership principles that contribute toward creating a shared vision among individuals, groups, organizations and communities; the role of public health practitioners in advocating for programs and policies that improve the public's health; and strategies and techniques on how to promote policies through the legislative process.

Pre-requisite of MPH 600 and 630 are required.

MPH 755: Health Communications Issues and Strategies

The design, production and evaluation of health promotion and disease prevention campaigns and programs rooted in health communication theory, research, and best practices. Includes print materials (i.e., brochures, flyers, posters, billboards, newspapers, newsletter, reports), Internet-based communication media (i.e., web sites, blogs, web casts, pod casts, itunes, YouTube, virtual worlds/reality programs), social media platforms, television, radio, film, e-mobile interventions. Emphasizes the benefits of and techniques for coordinating multiple, well-integrated, and well-coordinated interventions.

Pre-requisites of MPH 600, MPH 610, MPH 615 and MPH 620 are required.

MPH 798: Public Health Capstone Seminar: Promoting Health Equity (3 credits - Fall)

A culminating academic experience in which students plan a program, strategy, intervention that involves the application of the knowledge and skills acquired through their academic course work to a local public health problem. Projects will focus on the application of health education, advocacy, and communication strategies.

Pre-requisites of MPH 600, MPH 610, MPH 615, MPH 620, MPH 740 and MPH 745 are required.

Co-requisites may include: MPH 799

MPH 799: Public Health Field Practicum (3 credits - Spring)

A 200 hour field practicum/placement at a local health organization that includes the performance of health education, advocacy, and communication skills, and the collection and analysis of data as appropriate, under the supervision of a qualified health professional to address an actual public health challenge. A practicum report will be completed and presented in the form of an oral presentation and scientific poster.

Pre or Co-requisite: MPH 798

Electives

MPH 500/740: Public Health Applications of Informatics (3 credits - Summer)

Provides a basic understanding of “Informatics” and its application in a public health setting. The goal is for students to understand the basic technological tools and building blocks needed to develop and manage public health data collection systems to meet analytical needs.

Pre-requisite of MPH 600 is required

MPH 510/525: Public Health Preparedness (3 credits -XXXXXX)

This course introduces students to major concepts relevant to past and potential future disease outbreaks including acts of bioterrorism. Students receive a brief review of infectious disease epidemiology including investigation, control, prevention and surveillance. These fundamentals are then used to construct a framework for assessing threats to public health and recommending an appropriate response.

MPH 515: Public Health Implications of HIV/AIDS (3 credits - Spring)

This course will focus on public health issues related to HIV/AIDS with an emphasis on HIV/AIDS epidemiology and prevention. Lectures will cover primary prevention (preventing HIV infection in those who are uninfected), secondary prevention (preventing development of HIV disease in those who are HIV-infected), and tertiary prevention (preventing morbidity and mortality in those with HIV disease)

MPH 520: Public Health Nutrition (3 credits - Fall)

This course is an introduction to public health nutrition. It covers the prevention and solutions to diet-related conditions at the population level rather than the individual level, with a focus on current problems such as obesity and type 2 diabetes. It emphasizes the determining factors of food intake and nutritional status including: economic, environmental, societal and institutional factors. It introduces current nutrition programs and policies for improving the nutrition status of various populations.

MPH 525: Social Marketing Strategies for Improving Public Health (3 credits - Spring)

Social marketing, the use of marketing principles, concepts, and theories to facilitate socially beneficial behavior change, is an increasingly popular though often misunderstood public health intervention. This overview course reviews the history of social marketing applications to public health, differentiates social marketing from related but significantly different strategies, and analyzes social marketing campaign requirements, limitations, tips for success, typical challenges, and expected outcomes.

MPH 530/760: Global Public Health Challenges (3 credits - Spring)

This course is designed to give the student an introduction to the issues of global health and the factors controlling it. The basic principles of global health, including measurement, determinants and the relationship to socio-economic development will be explored.

MPH 535/765: Infectious Diseases and Public Health Practice (3 credits - Summer)

This is an introduction to the epidemiology and control of infectious diseases. The course is taught from the perspective of public health communicable disease containment: detection, investigation, control, and prevention of infectious diseases in communities. The course emphasizes core concepts in infectious disease transmission mechanisms, dynamics, and containment; evidence-based approaches to designing and implementing infectious disease control and prevention measures, and an overview of epidemiologic methods for investigating infectious disease transmission and containment.

RESUME WRITING

Do it often. Do it well.

To prepare you to compete with the dozens of candidates for almost every professional position available, we urge you to practice writing your resume regularly.

Submit your resume to all of your professors at the beginning of each semester and then to revise it and resubmit it at the end of the semester. If there's no difference, you have not been paying attention or trying hard enough.

Make sure to add all of your new skills, knowledge, and new products/achievements every semester.

Include, tailored to the position you're interested in:

- Education
- Professional Certifications
- Special Training
- Public Health Work Experience
- Other Work Experience
- Awards/Achievements
- Skills
- References

Leave out anything that will not help you get an interview.

**APPENDIX B: ACKNOWLEDGMENT OF HANDBOOK CONTENTS
MASTER OF PUBLIC HEALTH PROGRAM
LONG ISLAND UNIVERSITY, BROOKLYN CAMPUS**

I, the undersigned, have received and reviewed the Student Handbook for the Master of Public Health Program at Long Island University.

In particular, by checking off the following items, I acknowledge that I understand...

- 1. What is required for graduation
- 2. What the required courses are and what they are about
- 3. Program policies, particularly, plagiarism, cheating, and cell phone/electronics use
- 4. Recommended course sequence
- 5. The grading and point system
- 6. Where to go on the web for program information
- 7. How to contact MPH program personnel
- 8. What opportunities are available for my professional development
- 9. What it means to be and remain a student in good standing
- 10. How to appeal a grade or other grievance

By my attendance in this Program and by this signed statement, I agree to adhere to the requirements and procedures presented in this Handbook.

Print Name: _____

Signature: _____

Date: _____

(over)

MPH Student Handbook Feedback

1. What sections did you find particularly helpful/valuable?

2. What sections need more information or clearer explanations?
Be specific, please!

3. How could the format be improved?

4. What else needs to be included? What do you think is missing from the handbook? What questions do you have that weren't answered?

5. Length Too Long Just Right Too Brief
6. Language Very Clear Mostly Clear Unclear
7. Tone Very Official Friendly Condescending
8. Readability A Pleasure to Read Fairly Interesting Painful to Read

*Please sign and return to Ms. Goodman in HS 202 by Monday, Sept. 19.
If not, you will not be able to return to classes beginning Tuesday, Sept. 20.*