



Master of Public Health Program
Student Handbook
2017-2018



INTRODUCTION

Long Island University's mission is to provide excellence and access in private higher education to people from all backgrounds who seek to expand their knowledge and prepare themselves for meaningful, educated lives and for service to their communities and the world. LIU Brooklyn is the original unit of Long Island University, and it 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 LIU Brooklyn today, where students from across the country and around the globe continue to have access to an excellent private education.

Today, LIU Brooklyn is thriving. With more than 7,000 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. LIU Brooklyn provides students with experiential learning opportunities reflecting the entrepreneurial community it serves. Distinctive programs encompass the health professions, pharmacy, business, arts and media, natural sciences, social policy and education. Generation after generation, much like Brooklyn itself, the LIU Brooklyn student body has been comprised of individuals from a wide variety of cultures and nationalities. Like their predecessors, many of today's students are new to America and/or the English language or are the first in their families to seek a university education. At LIU Brooklyn, all students find an academic community where cultural, ethnic, religious, racial, sexual, and individual differences are respected and where commonalities are affirmed. This diversity creates an open and welcoming environment on campus, even as the university maintains respect for intellectual, cultural, and academic traditions. Nationally recruited, the faculty has a strong commitment to the teaching and advising of students, to the fullest range of scholarship, and to faculty development and service. LIU Brooklyn recognizes faculty training and experience and the character of its diverse student body as two of its greatest strengths.

The School of Health Professions is home to sixteen programs that include Public Health, Social Work, Physical Therapy, Occupational Therapy, Communication Sciences and Disorders/Speech Language Pathology, Physician Assistant Studies, Surgical Technology, Respiratory Care, Diagnostic Medical Sonography, Health Science, Exercise Physiology, Athletic Training, Sport Science and Sport Management. The campus is also home to the School of Nursing and the College of Pharmacy. This rich health care education environment not only provides ample opportunities for collaboration, but also has led to the development of a vital Interprofessional Education (IPE) program. Thus, the MPH Program is housed in a supportive professional environment.

Stemming from the MS in Community Health program that existed within the School of Health Professions, the MPH program was established in 2009. The program, with its strong academic curriculum, has been developing steadily over time. In the last three years, the number of students enrolled in the program has doubled and the number of full-time faculty has been increasing. Building its strength on diversity, the program enrolls excellent students both from the local community and around the globe, and provides opportunities for faculty with a variety of cultural backgrounds and with strong professional expertise in public health and health promotion to prepare the next generation of competent public health professionals.

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WELCOME

Dear MPH Student,

On behalf of the Department of Public Health I welcome you to the LIU MPH program!

The MPH program has been under accreditation review by CEPH (Council on Education for Public Health). The preliminary self-study was submitted and reviewed in June 2017, and the on-site visit took place on November 30 and December 1, 2017.

We have a team of excellent full-time and part-time faculty members with local, national and international professional expertise and passion for public health who will facilitate and shape your learning in our program. We also have a dedicated grassroots Community Advisory Board whose members advise us about the knowledge, attitudes, and skills employers value most in public health workforce. Another invaluable member of our department is Mrs. Naterena A. Parham-Cofield, who provides administrative support to the department, faculty members and students. We also have our international partner, the European Center for Peace and Development (ECPD) established by University for Peace of the United Nations, located in Belgrade, Serbia. This partnership provides opportunities for our students for experiences in global public health, with unique learning, collaboration and networking.

We believe that health and education are the basic human rights of all children and adults, of all people, regardless of their national, ethnic, religious, racial, geographic or other similarities and differences. Our department's strength is in diversity of our students, faculty and administrators, and in our local and global partnerships with people, organizations, and communities.

This Handbook is meant to help you navigate the MPH Program, the LIU Brooklyn campus rules and regulations, and is required reading for all of our students. It outlines the policies and procedures of the LIU Brooklyn MPH program, as a part of the School of Health Professions, and LIU Brooklyn campus community. Please read it carefully and contact me with any questions or concerns, any suggestions. Also, whenever you are faced with a problem, issue or a question, look for the answer in this handbook first, then, speak with your fellow students and your professors, and then turn to us in the main office. It is very important for your success in this program, that you become familiar with the policies and procedures. Submitting a signed acknowledgement form (at the back of this book) is one of the pre-requisites for your success in the program. We welcome your feedback, suggestions, and recommendations for the advancement of the program and for your professional development.

We look forward to a stimulating, rewarding, and productive academic year, and to guide you in attaining your academic and professional goals.

On behalf of faculty and staff,

Bojana Berić - Stojsic, MD, PhD, CHES
Associate Professor of Public Health and Department Chair

SCHOOL OF HEALTH PROFESSIONS MISSION, VISION, AND GOALS

Mission: We believe that the cornerstone of health is quality education and research in the health professions. Our unique and wide range of programs provide access for diverse student populations in the pursuit of rewarding careers that promote health and wellness, maximize the management of disease, disability or injury, improve quality of life and reduce health disparities. Students who come to the Long Island University School of Health Professions will have the unique opportunity to learn with students from other professions and serve the community in which they study throughout their programs.

Vision: The School of Health Professions at Long Island University Brooklyn will be a premier school of health professions, recognized for innovation and academic excellence, scholarship, interprofessional education, collaboration and practice as well as for community involvement and service.

Core Value 1: The School of Health Professions (SHP) is dedicated to education in the allied health professions, providing students with programs that stress excellence in practice and professionalism, promote ethical behavior and cultural sensitivity and lead to outstanding career opportunities.

Core Value 2: The SHP values high quality scholarship and research that advances the knowledge base for health care and provides students with scholarly tools for life-long learning.

Core Value 3: The SHP is committed to providing its expertise as a service to Brooklyn and New York as well as to the professional communities in order to support access to high quality health care and health education.

MPH PROGRAM MISSION, VISION, AND GOALS

Our Mission: The mission of LIU Brooklyn's MPH program is to improve public health systems, infrastructure and workforce in a way that is likely to reduce the health disparities of the Borough of Brooklyn, New York City, and the wider national and global community, by educating the next generation of culturally competent public health practitioners and scholars.

Our Vision: LIU MPH Generalist 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. LIU MPH will be the "go to" local academic source for public health practitioners, managers, and leaders in the Brooklyn, NY, Greater New York area and globally.

In order to address the aforementioned program mission, the faculty, the administration, students and staff of LIU Brooklyn's MPH Program operate under the following programmatic goals:

Goal 1: Instruction - Educate individuals seeking training and experience in applied public health through a graduate level program that focuses on the public health disciplines of behavioral sciences, epidemiology, biostatistics, environmental health, and health services administration in the local and global context.

Goal 2: Research - Advance the field of public health practice through population-based scholarly research and investigation of health problems and public health issues as well as through collaboration with local, state, federal, and international partnerships.

Goal 3: Service - Improve the health status of Brooklyn and the wider local and global community through faculty and students' active participation in collaboration, education, advocacy, and service.

MPH COMPETENCIES

The MPH program at LIU Brooklyn has identified 9 core public health competencies as the fundamental components of the MPH curriculum. All students will obtain these competencies by completion of the program.

The core competencies of the MPH program are as follows:

- 1. Develop and apply statistical reasoning and methods in addressing, analyzing and solving problems in public health**
- 2. Identify and interpret the patterns of disease and injury in human populations and apply to the control of health problems.**
- 3. Describe and explain environmental factors including biological, physical and chemical factors that affect the health of a community.**
- 4. Identify, describe and apply constructs of behavioral, social and cultural factors related to individual and population health**
- 5. Identify and apply managerial and policy approaches regarding the structure, process and outcomes of health services**
- 6. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.**
- 7. Plan for the design, development, implementation and evaluation of strategies to improve individual and community health**
- 8. Plan, implement and evaluate public health programs and interventions**
- 9. Demonstrate ethical choices, values and professional practices implicit in public health decisions**

In addition to the core competencies, students will obtain the following competencies relevant to the MPH general public health program:

- 1. Demonstrate the ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; energize commitment to goals**
- 2. Discuss political, social and economic context of health policies**
- 3. Design, implement and evaluate public health communication programs**
- 4. Interact with diverse individuals and communities to produce or impact an intended public health outcome**
- 5. Gather, process, and present public health information to different audiences in person, through information technologies, or through media channels**

MPH DEGREE REQUIREMENTS

Program of Study: Required Courses

Course	Course Name	Planned	Registered	Grade
MPH 600	Foundations of Public Health and Health Services Mgmt.			
MPH 610	Principles of Epidemiology <i>May take concurrently with MPH 600 or Instructor's Permission</i>			
MPH 615	Principles of Applied Biostatistics <i>Prerequisite or may take concurrently with MPH 600, 610 or Instructor's Permission</i>			
MPH 620	Social & Behavioral Sciences in Public Health <i>Prerequisite or may take concurrently with MPH 600 or Instructor's Permission</i>			
MPH 625	Environmental Health Issues in Public Health			
MPH 735	Research and Evaluation Methods <i>Prerequisite or may take concurrently with MPH 600, 610, 615, 620</i>			
MPH 740	Program Planning, Implementation and Evaluation <i>Prerequisite or may take concurrently with MPH 600, 610, 615, 620</i>			
MPH 745	Organizing and Educating for Health <i>Prerequisite: MPH 600</i>			
MPH 750	Public Health Policy, Advocacy, and Leadership Issues <i>Prerequisite: MPH 600</i>			
MPH 755	Health Communications Issues and Strategies			
MPH 798	Public Health CAPSTONE Seminar <i>Prerequisite: MPH 799</i>			
MPH 799	Public Health Field PRACTICUM <i>Prerequisites: MPH 600, 610, 615, 620, 625, 735, 740, 745, 750, 755</i>			
Electives – Must take two of the following				
MPH 500	Public Health Applications of Informatics			
MPH 510	Public Health Preparedness			
MPH 509	Physical Activity in Public Health			
MPH 515	Public Health Implication of HIV/AIDS			
MPH 520	Public Health Nutrition			
MPH 525	Social Marketing Strategies for Improving Public Health			
MPH 530	Global Public Health Challenges			
MPH 650	Study Abroad: Comparative Study of Healthcare Globally			
MPH 540	Current Issues in Public Health I			
MPH 545	Current Issues in Public Health II			
MPH 575	Developing Strong Public Health Grant Proposals			

COURSE SEQUENCE

*When planning courses for each semester, remember that **all requirements for the MPH degree must be completed within six years from the date of initial enrollment.** You may attend either full-time (9 credits/semester) or part-time (6 credits/semester). **As you plan your schedule, consider other demands on your time, including employment and family needs.** Rushing through the program is not a good idea. Plan carefully, thoughtfully, and strategically, taking every aspect of your life into consideration. The course sequence options outlined on the next page are provided to help you plan your program of study. Tailored course sequences may be developed in collaboration with your academic advisor.*

Yearly master schedules may change without notice; however, the following can serve as a guide for helping you plan your course sequences and shows when core and elective courses are usually offered.

Provided suggestion is for full-time students:

First Semester

MPH 600 *Foundations of Public Health and Health Services Management*

MPH 610 *Principles of Epidemiology*

MPH 615 *Principles of Applied Biostatistics*

Second Semester

MPH 620 *Social & Behavioral Sciences in Public Health*

MPH 625 *Environmental Health Issues in Public Health*

MPH 735 *Research and Evaluation Methods*

Summer Semester

MPH 650 *Elective – Study Abroad*

MPH 745 *Organizing and Educating for Health*

Third Semester

MPH 740 *Program Planning, Implementation and Evaluation*

MPH 750 *Public Health Policy, Advocacy and Leadership*

MPH 755 *Health Communications Issues and Strategies*

Fourth Semester

MPH 530 *Global Public Health Challenges/ or MPH 575*

MPH 798 *Public Health Capstone Seminar*

MPH 799 *Public Health Field Practicum*

PLEASE NOTE:

1. Appendix A provides a complete listing of courses and course descriptions (also available on the website)
2. The Program administrators track your academic study and progress toward the degree.
3. You are expected to earn at least a “B” grade in each course in order to maintain necessary GPA.
4. Courses with grades of F, INC, or W do not earn credit, and cannot be applied toward meeting your graduation requirements.
5. We strongly urge you to take the courses in the recommended order!

Plan to spend your first summer on campus; taking courses one summer **is required.**

STAYING CURRENT

The website is updated regularly as changes occur in the program. Update alerts will also be provided via the MPH Listserv. When in doubt, call the PH office for the latest official program information.

- **YOU ARE RESPONSIBLE FOR accessing the INFORMATION SENT TO you via Email at my.liu.edu, and your Blackboard accounts.**
- **It is expected that you will check your MY.LIU.EDU email account at least every other day during the academic year (September through June) and at least once a week during July and August.**
- **CHECK YOUR my.liu.edu email account DAILY for course, program, and School of Health Professions announcements, program/schedule/policy changes and job and professional development opportunities.**

IMPORTANT LIU WEBSITES

Academic Calendar	http://www.liu.edu/Brooklyn/About/Offices/Registrar/Calendar
Change of Information	http://www.liu.edu/Brooklyn/About/Offices/Registrar/Change-Information
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/School-of-Health-Professions/Academic-Programs/Public-health
Order Transcript	http://www.liu.edu/Brooklyn/About/Offices/Registrar/Transcript.aspx
Schedule of Classes	https://webapps.liu.edu/courseschedules/schedules.aspx?campus=B

FACULTY OFFICE HOURS & STUDENT APPOINTMENTS

You are entitled to time to meet with your faculty – full-time and part-time/adjunct faculty! The faculty members want to get to know you better, hear how you are doing, and learn how they can support you. Feel free to schedule this time via phone *OR* face-to-face meetings.

Faculty members hold office hours each week when classes are in session and these office hours are posted outside the office of each individual faculty member at the beginning of the semester. If your schedule does not align with office hours provided, faculty members often make appointments outside of formal office hours. Appointments may be made by signing-up with the individual faculty member; however, if convenient times are not available, you may request alternate times by emailing the instructor and/or emailing the Administrative Assistant, Naterena A. Parham-Cofield at naterena.parham-cofield@liu.edu. When sending an email, remember to use your my.liu.edu email address or stop by the departmental office in room HS 204 and speak with Mrs. Parham-Cofield.

You are encouraged to take advantage of the faculty's availability, as their knowledge and experience are 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, practice outside of LIU, 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 must sit with an advisor and plan your registration. You should preferably register online or, in some situations, use a LIU registration form. However, 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 begins, 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. Students who are not listed on class rosters *will not be permitted to stay in class.*

ADVISEMENT & REGISTRATION

MPH Program Advisors

Dr. Bojana Berić - Stojsic
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Office Hours: Tuesday - Thursday
4:30 pm – 5:30 pm and by appointment

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Office: HS 242
Office Hours: Monday & Wednesday
4:00 – 5:00 pm

Prof. Joyce Hall
Joyce.Hall@liu.edu
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Office: HS 216
Office hours: Tuesday & Thursday
3:00 pm – 5:00 pm and by appointment

Dr. Sarah E. Rush
Sarah.Rush@liu.edu
Phone: 718-488-1256
Office: HS 241
Office Hours: Tuesday & Wednesday
4:30 – 5:30 pm

Students are eligible to register online unless there is a block, which could be cleared after the advisement session with the assigned advisor.

Sample Syllabus – Appendix D

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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.

ADMINISTRATIVE PROCEDURES

Attendance/Tardiness Records

Faculty are urged to keep accurate student attendance records. The Undergraduate Bulletin states the following:

All students are expected to attend classes and to participate in classroom activities. Instructors have the right to weigh attendance and class participation in determining grades. Consequently, excessive absences may impact negatively on the evaluation of a student's performance.

Students are expected to be present from the beginning of a class and until the instructor dismisses the class. If students arrive late, they may be denied admission or marked absent.

Your instructor should review: the attendance requirements, the effect of non-attendance on your grade during the first class sessions, their policy concerning tardiness and disruption of classes by students who leave early or in any other way violate the academic decorum of the classroom.

Attendance records become particularly important when a student withdraws, and an instructor must verify attendance dates to determine the percentage of a tuition refund, if any.

The University Bulletin states the following concerning Absence from Tests and Midterm Examinations:

If a student is absent from any test other than the final examination, the instructor may afford or deny them an opportunity to make up the work that was missed. In such case, the instructor is the sole judge of the validity of each student's case.

The University Bulletin states the following concerning Absence from a Final Examination:

Students who for any reason are absent from a final examination and who wish to take a deferred final examination are required to file an Application for a Deferred Final Examination in the appropriate Dean's office within **five days** of the exam, giving the reason for the absence from the examination.

If the absence was caused by sickness or injury, the application must be accompanied by a medical certificate stating when the illness began or the injury was sustained and the number of days of confinement recommended by the physician.

The Graduate Bulletin states the following concerning Absence from Final Examination:

Students who for valid reasons do not appear for final examinations must apply in writing within **10 days to their Dean for permission to take deferred final examinations.**

If the absence was caused by sickness or injury, the application must be accompanied by a medical certificate stating when the illness began or the injury was sustained and the number of days of confinement recommended by the physician.

If the absence was caused by death in the immediate family, the student must inform the Dean of the date of the death and his or her relationship to the deceased.

NOTE: More is needed here to state how these waivers are reviewed/ granted. It is upon the discretion of the Dean in conjunction with the faculty to determine if a waiver for a final examination will be granted.

Discipline/Academic Integrity

Our student body is diverse in that many students at the University were born and raised in countries with different cultures and academic norms. It is therefore important that instructors take the time to reiterate this University's standards.

Students are expected to conduct themselves in accordance with the normally accepted standards of academic life in a US college/university. This means that they are to conduct themselves with due regard for the rights and opinions of others and, in particular, to make certain that their behavior does not interfere with the ability of the academic community to carry out its usual academic functions. It also implies that they will observe the usual standards of integrity (completing one's own work) with regard to

the preparation of essays and the taking of examinations. Students are also expected to comply with those reasonable rules of procedure promulgated by a faculty member for the conduct of his or her class or by the college or school for the conduct of its business.

Specifically, students must be aware not only of the performance and intellectual standards of each course, but also of the means acceptable in achieving those goals. Students are expected to study all materials presented and to master them. Students may avail themselves of all resources that will further that mastery — textbooks, the library, student study sessions, tutoring, study aids, and so on. Ultimately, however, the instructor's judgment of a student's performance is based on the student's own intellectual achievement and honesty.

Cheating on examinations and *plagiarism* of any sort are unacceptable and, if proven, are cause for the most severe penalties up to and including suspension or dismissal from the University. The classroom instructor determines the rules of acceptable student conduct during examinations. Each instructor has the right to insist on procedures to ensure the integrity of those examinations: seating arrangements, no communication among students, the restriction of materials available to students during the examination, and so on.

If a student is discovered cheating in a classroom examination or written assignment, either by crib notes or by receiving information from or giving information to a fellow student or by any means not stipulated by the rules of the examination, the instructor has the right to confiscate all test materials from the person or persons involved and give the grade of zero for the examination to the person or persons knowingly involved. The instructor also has the right to fail the students for the course. Also, students who submit written or other work provably not their own or who submit work with sources inadequately acknowledged or with an inadequate system of documentation for a specific course assignment may be given the grade of zero for the work submitted and a failing grade for the course.

Any breach of discipline may result in disciplinary action, including suspension or dismissal. The activities of a student may upon occasion result in violation of state or federal law. Respect for the presumption of innocence requires that the institution not impose academic sanctions for the sole reason that a student is or has been involved in criminal proceedings. The institution may, however, impose its own sanctions to protect the safety of other students, faculty and property, and to safeguard the academic process. If students, in breaking the law, violate institutional regulations, they will be subject to no institutional penalty greater than that which would normally be imposed.

All matters involving criminal activity will, upon approval of the administration to be referred to the appropriate civil authorities for action. If there is a possibility that testimony or other evidence at an institutional hearing may be subject to disclosure to civil authorities by way of subpoena, the institution's proceedings should be postponed to safeguard the student's right to a fair civil determination.

The following was approved by the Brooklyn Campus Faculty Senate, 2007-8

It is the responsibility of each faculty member to immediately report student problems/issues to the Division/Department Director/Chairperson, and to maintain accurate documentation of the concerns.

E-mail Policy

All e-mail communication with faculty, you, and staff at LIU 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: Should be clearly named so can be easily saved and filed and/or in accordance with an instructor’s specific instructions. In a format accessible to recipient.;

E-mails received by faculty and staff in the MPH program will be replied to with a confirmation of receipt of your e-mail WITHIN 24 HOURS during the workweek. If you do not receive a confirmation of receipt within two days, re-send that e-mail or contact the professor by other means to identify the problem. If you still do not receive a response, please contact the Department Chair.

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. 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. All instructors are expected to provide short breaks during classes 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 throughout each semester and at the conclusion of each semester. Your ongoing feedback provides us with the opportunity to identify and rectify any course or instructor issues that might be negatively influencing your learning experience. This is very important to us and to the University. The Department Chair reviews all evaluation with the faculty and improvements are expected.

Student Evaluation, Progress, and Grievance Policies

Long Island University’s campus policies outlining students’ rights and responsibilities are found in the University’s Student Handbook. The MPH Program adheres to the University’s overall policies on students’ rights and responsibilities.

Student Evaluation

Grading Practices

The following are the possible grades a student may receive at the completion of MPH graduate courses:

A	93 – 100%
A –	90% - 92 %
B+	86 – 89 %
B	83 – 85 %
B-	80 – 82 %
C+	76 – 79 %
C	70 – 75 %

***Note: LIU does not acknowledge a “C-“or “D” grade for graduate courses** (If a student earn a mathematical grade of C- or below, the reported on the transcript will be an “F”).

Unsatisfactory Grades

All MPH students must achieve a grade of C+ or higher in order to stay in the program. Students must maintain a cumulative GPA of at least 3.00 overall. Students who receive a grade lower than C+ or have an overall cumulative GPA under 3.00 will be automatically put on “academic probation”. In both instances, students will have two semesters to improve their grades.

During these two semesters, students on academic probation will regularly meet with their student advisor who will inform the Department Chair about the student’s progress. Each course in the MPH program may only be re-taken once. While in the program, students cannot re-take more than 2 courses in total. Failure to achieve an overall GPA of at least 3.00 after two semesters on academic probation will result in dismissal from the program.

Grievances & Appeals

The Department of Public Health follows the procedures as outlined by the School of Health Professions at LIU Brooklyn.

In any matter in which students feel that their rights have been violated, or in matters of serious dispute with members of the administration or faculty, students may avail themselves of the following formal grievance procedure:

1. The student will write out a clear statement of the grievance.
2. The student will submit this statement to the faculty member involved. The student will be given a written response from the faculty member within ten (10) business days. The faculty member will communicate the student’s request and their response to the department chair.
3. Students who wish to appeal a final course grade must initiate the process with the course instructor at the Department level within 30 business days of the grade being officially posted on MYLIU. The written request should include the course, course number, instructor, the final grade, the reason for the appeal, and any other pertinent information.
4. If the student is not satisfied with the response, the student may submit a statement to the Department Chair. The Chair will review the matter and provide the student with a written response within ten (10) business days.
5. If a student is not satisfied with the response from the department chair, the student may submit a statement to the Student Progress Committee within ten (10) business days. This committee is comprised of three faculty members, two MPH faculty and one faculty from another department (since the chair cannot be a member). The Committee’s purpose is to arbitrate student grievances and appeals and attempt to resolve any conflicts between students and faculty that require mediation. After receiving all relevant documentation, the committee will review the matter and provide the student with a written response within twenty (20) business days.
6. If still not satisfied with the response from the Student Progress Committee, the student may institute a formal complaint with the Dean of the School of Health Professions (see student appeal checklist below).

Student Progress Committee

The Student Progress Committee is a departmental body established to address issues arising during academic study in the program. At the end of each semester, the Registrar's Office sends to the Chair of the Student Progress Committee a list of students with a cumulative GPA lower than 3.33. The Chair of the Student Progress Committee informs students and their advisors about students exhibiting academic performance at risk, nearing the GPA threshold. In the following semester, the student is in academic probation, and is required to meet with the advisor to address their academic performance.

Grounds for Calling a Student Progress Committee Meeting

The Department of Public Health chair or the program faculty members may convene the Student Progress Committee when a student does the following:

1. Displays conduct that violates the academic or behavioral code for students at Long Island University. This includes behavior in the student's field placement as well as the classroom.
2. Fails to adhere to the policies and professional standards of the field placement agency, or any other outside agency the student may visit as a part of her or his educational experience.
3. Exhibits academic dishonesty, including cheating on papers or exams, plagiarism, which involves presenting work someone else did as your own.
4. Exhibits marginal academic performance, which constitutes an overall cumulative GPA under 3.0, or fails a public health course.

Procedures for a Student Progress Committee Meeting

1. The Department of Public Health chair, the program faculty member or MPH student must request a meeting of the Student Progress Committee by email, or in writing.
2. The student will be informed by e-mail or in writing of the meeting scheduled for his/her review.
3. At the meeting the issues/concerns/problems will be clearly discussed and defined.
4. The committee will work together with the student, his/her advisor, and other relevant parties to determine the relevant facts and gather opinions of the relevant parties.

Outcome of a Student Progress Committee Meeting

1. The Student Progress Committee will consider what actions would be appropriate to take as a result of the student's performance and make a decision supported by the majority of committee members.
2. After the Student Progress Committee makes a determination, the student will be notified in writing within 7 business days of the meeting that outlines the issue(s) identified, action taken, if any, and consequences if the student fails to adhere to any conditions for student performance set during the meeting.

Structure for a letter notifying a student of the Student Progress Committee Determination

Student Name:

Faculty/Staff Present:

Date:

Faculty or student who identified the issue:

Issue/Concern/Problem identified:

Problems to be solved

Action to be taken to solve said problems

Time period for completion of designated actions

Re-evaluation of student performance

Consequence for non-performance

Dean's Office Appeal Process School of Health Professions

The following process will be used for all appeals that students choose to bring to the Dean. **This process will not supersede program or division procedures and will only be followed after appeals at the division level are exhausted.**

1. The student MUST have first followed departmental appeal processes including, but not limited to, appeal to the instructor, the division/department/program director & committee (where applicable).
2. Appeals to the Dean must be submitted in writing and must be submitted within 10 business days of receipt of the decision letter from the Division/Department/Program. The appeal must also be accompanied by a completed Appeal Checklist.
3. Deliberation at the Dean's Office level of appeal is limited to ensuring that students are provided due process at all stages of appeal, as outlined in the relevant course syllabus and student handbooks and that policies and procedures have been followed.
4. If the Dean sees no issue needing clarification through a hearing, the Dean may make a decision on the merits of the appeal based on the written appeal and other written documentation provided by the department or division.
5. If deemed necessary, the Dean will appoint a Hearing Officer who will assemble an *ad hoc* Appeal Committee. The Appeal Committee will consist of three members from the School of Health Professions, who may be tenure track faculty, non-tenure track faculty, and/or have administrative roles. An effort will be made to include one committee member from the division/department/program from which the appeal has originated. This individual should not have participated as a committee member at the division/department/program level, nor be the individual presenting the division/department/program position. The Dean may be present at the hearing.
6. The hearing will be scheduled as expeditiously as possible.
7. The student may bring someone to accompany them to the hearing, for support, but that person cannot contribute to the hearing, or participate in any way. If the student chooses to bring someone, s/he must notify the hearing officer at least 7 days in advance of the hearing, with the name and relationship to student. If the student intends to bring a lawyer to the hearing, the hearing may need to be rescheduled to accommodate attendance by LIU University counsel. The student must sign a waiver allowing any outside person to hear her/his protected educational records that will be discussed during the hearing.
8. At the hearing (with all parties present):
 - a. The hearing may 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. The maximum time allowed is 30 minutes.
 - c. The course instructor, or other appropriate department/division/program representative, will present the circumstances and evidence leading to the decision being appealed. The maximum time allowed is 30 minutes.
 - d. Student and faculty will not engage in debate of the circumstances with each other but will answer questions posed by the Committee for the purpose of clarification.
 - e. Upon completion of the presentations and any questioning by the Committee, the student and division/department/program representative will be excused.
 - f. The Committee will discuss the facts of the appeal and reach consensus, or vote, on a recommendation to the Dean. If a vote is taken, the Hearing Officer will not vote.

9. Within 7 days of the hearing, the Hearing Officer 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 Committee after the parties were dismissed;
 - c. A recommendation for action by the Dean.

10. 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 and will notify the student by certified mail as well as by email when available. This decision will normally be made within 48 hours of receipt of the hearing report, unless further investigation is necessary or the Dean is unavailable within that time frame. If the decision will be delayed longer than 10 days post hearing, the student will be notified by the Dean's Office of that delay.

The foregoing shall be a formal grievance procedure for the resolution of all student grievances, including those alleging actions prohibited by legislation.

The following form must be submitted to the Dean's office with the written appeal:

Student Appeal Checklist

Student Name: _____

Degree Program: _____ **Course Number/Instructor:** _____

SPC/Academic or Professional Behavior Issue: _____

Department/Division Decision Rendered

Academic Warning Rendered <input type="checkbox"/>	Notes: _____ _____ _____ _____ _____ _____ _____
Student Placed on Academic Probation <input type="checkbox"/>	
Student Dismissed from Program <input type="checkbox"/>	
Other: <input type="checkbox"/>	

Appeal to the Course Professor/Instructor (if applicable) Date Initiated: _____

Outcome: _____

Faculty/Instr Signature: _____ **Date:** _____

Appeal to the Program Director/Chair Date Initiated: _____

Outcome: _____

Director/Chair Signature: _____ **Date:** _____

Appeal to the Program Progress Committee Date Initiated: _____

Outcome: _____

Committee Signature: _____ **Date:** _____

Appeal to the Dean Date Initiated: _____

Outcome: _____

Dean Signature: _____ **Date:** _____

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 Employment Award & Graduate Assistantship

The Graduate Employment Award Program and the Graduate Assistantship Program at LIU are available to students in the MPH program. Both provide professional growth and development through a limited number of supervised work experiences. MPH students may apply for either, while the number of positions may vary from semester to semester.

The number of positions may vary from semester to semester. Any MPH student with a 3.0 cumulative GPA is eligible to apply. The student must maintain a 3.0 average in each course to retain or reapply for the Graduate Employment Award Program.

For application information, please check with the Dr. Bojana Berić-Stojšić, Department Chair.

Graduation Requirements

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

1. Registration for, and satisfactorily 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 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 LIU.

Title IX

It is the policy of the School of Health Professions to comply with Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex (including sexual harassment and sexual violence) in the University's educational programs and activities. Title IX also prohibits retaliation for asserting or otherwise participating in claims of sex discrimination.

Title IX states the following: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. The University's Policy on Title IX can be found at <http://www.liu.edu/About/Administration/University-Departments/Human-Resources/HR-Policies>

Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including changes made by the Americans with Disabilities Amendments Act of 2008, the Master of Public Health program does not discriminate against qualified individuals with disabilities.

Under the ADA, a person with a disability is defined as one who has any physical or mental impairment that substantially limits any major life activity, has a record of such an impairment (documentation), or is regarded as having such an impairment.

Request for Reasonable Accommodations

If you are a student with a documented disability/impairment (Psychological, Neurological, Chronic Medical, Learning Disability, Sensory, Physical) and require reasonable accommodations, please contact:

Student Support Services

Location: Sloan Building – 1st Floor

Contact Number: (718) 488-1044

Hours of operation: Monday- Friday 9:00-5:00

Email address: bkln-studentsupportservices@liu.edu

Website: <http://www.liu.edu/Brooklyn/StudentLife/SSS>

APPENDIX A COURSE DESCRIPTIONS

MPH REQUIRED COURSES (All 3 credits)

MPH 600: Foundations of Public health and Health Services Management (Fall/Spring)

This course is an introduction to public health and health care systems. Topics include the history of public health, critical public health issues, and public health principles, priorities, pioneers, publications, and practices. Health services management topics include the history, structure, functions, and management issues of organizations that deliver public and other forms of health care services. Through readings, discussion, research, individual and group work, students in this course will acquire basic knowledge, attitudes and skills that are essential for effective public health practice.

Prerequisites: None

MPH 610: Principles of Epidemiology (Fall/Spring)

This course introduces the distribution and determinants of health and disease in defined populations, and also emphasizes the skills necessary to research, produce, utilize and critique epidemiologic literature. Students learn how to find and interpret data, describe outbreaks and their effects on specific populations, and to assess and communicate risk. The course also addresses basic public health applications of informatics as a means of communicating data.

Prerequisites: May take concurrently with MPH 600 or Instructor's Permission

MPH 615: Principles of Biostatistics (Fall/Spring)

This course presents an introduction to the theory and methods used in biostatistics. Students will learn to apply statistics to explain the occurrence and control of disease as well as to evaluate public health programs. This course also will introduce students to the theories applied to common statistical methods and principles used in public health, such as those related to disease measurement and distribution, probability, hypothesis testing, statistical significance, sampling, and univariate, bivariate and multivariate analysis. This course is part of the core course requirement for the MPH program. While there are some formulae and computational elements to the course, the emphasis is on interpretation and concepts.

Prerequisites: May take concurrently with MPH 600, 610, or Instructor's Permission

MPH 620: Social and Behavioral Sciences in Public Health (Fall/Spring)

This course is an introduction to previously established, as well as new and emerging, social and behavioral science theories used in shaping research and practice in public health and health education. Students will analyze and compare theories, and review research that supports and/or challenges the contribution of these theories to health promotion and disease prevention at the individual, group, organizational, community, and public policy levels.

Prerequisites: May take concurrently with MPH 600 or Instructor's Permission

MPH 625: Environmental Health Issues in Public Health (Fall/Spring)

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.

Prerequisites: None

MPH 735: Research Methods in Public Health and Health Education (Fall/Spring)

This course is an introduction to community-based research design and methods, including the logic of scientific research, research ethics, casual inference, hypothesis formation, measurement theory, survey research experimental design, qualitative methods, sampling and data analysis applications and salient funding and Institutional Review Board issues. The course emphasizes Community-Based Participatory Research best practices, including building community partnerships, cultural competence, community involvement in assessment, issue analysis, research planning, data gathering, and data sharing. Bridges and barriers to the diffusion and application of research findings to practice are explored.

Prerequisites: MPH 600, 610, and 620; may take concurrently with MPH 615

MPH 740: Program Planning, Implementation and Evaluation (Fall/Spring)

This course covers strategies, tailored to various settings and diverse populations, for assessing health promotion and disease prevention needs, the development of programs to meet those needs, and evaluation of the effectiveness of the planning, implementation, and outcomes of the programs in variety of settings. The course builds on core concepts from epidemiology, research methods, and biostatistics, and emphasizes proposal writing, budget planning, and project management skills. Students participate in a service-learning project to assist a community-based organization or public health agency in developing an evidence-based public health promotion program.

Prerequisites: MPH 620, and 735

MPH 745: Organizing and Teaching for Health (Summer/Fall)

This course examines the design, production and evaluation of education-based health promotion and disease prevention programs and services rooted in health education theory, research, and best practices. It introduces community organizing and coalition building principles and best practices as the basis for effective community work. It includes the study of traditional and emerging community/population-based health education strategies and methods.

Prerequisites: MPH 600

MPH 750: Public Health Policy, Advocacy and Leadership (Fall/Spring)

This course addresses the role of public policies in influencing the public's health, frameworks for analyzing public health policies; the role(s) and limitations of public health workers in influencing public policy for health; advocacy as a strategy for achieving social change; strategies to promote and sustain policies through legislative processes; and public health leadership principles and practices.

Prerequisites: MPH 600

MPH 755: Health Communications Issues and Strategies (Fall/Spring)

This course introduces students to health communication theory, research and best practices. It provides students with a framework for designing, producing, and evaluating mass media health promotion and disease prevention campaigns. Health communication strategies to be studied include print materials (i.e., brochures, flyers, posters, billboards, newspapers, newsletters, reports), internet-based communication media (i.e., websites, blogs, webcasts, podcasts, iTunes, YouTube, virtual worlds/reality programs), social media platforms, television, radio, film and e-mobile interventions. Emphasizes the benefits of and techniques for coordinating multiple, well-integrated, and well-coordinated interventions.

Prerequisites: MPH 620 and 735

MPH 798: Public Health Capstone Seminar: Promoting Health Equity (Fall/Spring)

Capstone is a culminating academic experience in which students demonstrate their command of the MPH coursework by assessing and analysing past and present public health challenges and how they were or are being handled. Students are expected to synthesize, integrate, and apply skills and competencies acquired through their program of study to a public health problem that approximates a professional practice experience. The project requires both a written and oral assignment. It is typically completed in the last term of the program, usually in conjunction with the completion of a fieldwork practicum experience.

Prerequisites: MPH core and elective courses; taken concurrently with MPH 799 and may be taken concurrently with MPH 740 or 755

MPH 799: Public Health Field Practicum (Fall/Spring)

A 200-hour field practicum/placement at a local health organization that includes the performance of health education, advocacy, and communication function, 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.

Prerequisites: MPH core and elective courses; taken concurrently with MPH 798 and may be taken concurrently with MPH 740 or 755

ELECTIVES (2 elective courses are required)

MPH 540: Current Issues in Public Health I (On occasion)

This course exposes students to up to three current critical public health challenges. Students will learn about the epidemiology of selected contemporary issues; the interdisciplinary workforce involved; key research findings; efforts to integrate research findings into practice; current, new, and emerging interventions; and they will meet public health and health promotion leaders in these arenas and learn about their challenges and achievements.

Prerequisites: None

MPH 545: Current Issues in Public Health II (On occasion)

Same as MPH 540; different issues

Prerequisites: none

MPH 575: Developing Strong Public Health Grant Proposals (On demand)

This course will engage students in project-based learning focused on the competencies that public health professionals need to develop for effective public health grant proposals. Students will become familiar with the key components of a competitive grant proposal for foundations and government funders and learn best practices for developing a well-organized budget and a targeted list of foundation and government funding prospects.

Prerequisites: MPH 735 and MPH 740

MPH 650: Study Abroad (Summer I)

This research course focuses on exposing students to the culture, public health services and primary healthcare organizations in the Balkans and United States. Students will be exposed to the social, cultural, economic, environmental, and political factors that impact population health across two global regions. Students will have the opportunity to collect and analyze data about the health status in the Balkans and United States. Through a combination of data collection, field excursions to cultural and historical monuments and monasteries, visits to health care institutions and interactive sessions with the regional public health experts, students will also develop an appreciation for both cultural and institutional peculiarities of the public health systems, policies, and current strategies in facing regional and global health challenges

Prerequisites: none

APPENDIX B STUDENT APPEAL CHECKLIST

Student Name: _____

Degree Program: _____ Course Number/Instructor: _____

SPC/Academic or Professional Behavior Issue: _____

Department/Division Decision Rendered

Academic Warning Rendered	<input type="checkbox"/>
Student Placed on Academic Probation	<input type="checkbox"/>
Student Dismissed from Program	<input type="checkbox"/>
Other:	<input type="checkbox"/>

Notes: _____

Appeal to the Course Professor/Instructor (if applicable) Date Initiated:

Outcome: _____

Faculty/Instr Signature: _____ Date: _____

Appeal to the Program Director/Chair Date Initiated:

Outcome: _____

Director/Chair Signature: _____ Date: _____

Appeal to the Program Progress Committee Date Initiated:

Outcome: _____

Committee Signature: _____ Date: _____

Appeal to the Dean Date Initiated:

Outcome: _____

Dean Signature: _____ Date: _____

*Please note that this form has been modified from a form created by Shannon Clifford, 2012.

APPENDIX C

ACKNOWLEDGMENT OF HANDBOOK CONTENTS

Please read carefully and sign the “Acknowledgement of Handbook Content” form and provide feedback about this handbook on the reverse side and return it to Mrs. Parham-Cofield in the office, room HS 204, no later than (current date)

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

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

- 1. Requirements to stay in the program
- 2. Requirements for graduation
- 3. Required courses and their description
- 4. Program policies, particularly plagiarism, cheating, and cell phone/electronics use
- 5. Recommended course sequence
- 6. The grading and point system
- 7. Where to go on the web for program information
- 8. How to contact MPH program personnel
- 9. What to expect of my faculty mentor
- 10. What is expected of every student
- 11. What opportunities are available for my professional development
- 12. What it means to be and remain a student in good standing
- 13. How to appeal a grade or other grievance
- 14. How to make the most of my experience in the LIU MPH Program
- 15. That MPH Program faculty and staff are here to help each student become a committed and competent public health professional.

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 Mrs. Parham-Cofield in HS 204 by
(current date)*

APPENDIX D SAMPLE SYLLABUS

A full and complete syllabus **must be** made available to **you at the beginning of the first class of each course**. The course syllabus outlines the subject matter, learning objectives and activities, expectation for student performance, methods of evaluating student learning and class hours. A syllabus is your contract with your instructor, and university. Typical contents of a syllabus include the following:

Course Information – course title, number, credits, prerequisites, location, meeting times

Instructor Information – full name, title, office location, office phone number, email, emergency number, RUInfo

Other Instructors, TA's or team-taught

Required Text(s)/Readings

Textbook(s) – title, author, date, edition, publisher, cost, ISBN

Text readings for class meetings

Any Supplementary readings

Other materials, supplies, calculators, required for class

Course Description

Goals and Objectives

Instructional methods used

Outcome measures

Student learning assessment strategies

Schedule or Calendar

Proposed Class meetings & Content

Assignments/deadlines

Exam dates

Policies

Academic Integrity

Attendance, lateness

Class participation

Missed assignments

Missed exams

Grading

Students with special needs

Support Services

Available support

Each syllabus should provide grading standards for the course. You should plan to use the syllabus to plan and monitor your progress throughout the course and prepare for examinations and any outside work.

Along with grading standards for specific course assessment, each syllabus should provide a grading scale. **The following LIU grading scale is in use.**

93 - 100%	A
90 - 92	A-
86 - 89	B+
83 - 85	B
80 - 82	B-
76 - 79	C+
73 - 75	C

***Note: LIU does not acknowledge a “C-“ or “D” grade for graduate courses.**

The syllabus should also make clear the attendance policy of the class and how attendance and nonattendance will affect the final grade. The following is the University’s policy on attendance: “All students are expected to attend classes and to participate in classroom activities. Instructors have the right to weigh attendance and class participation in determining grades. Consequently, excessive absences may negatively affect the evaluation of a student’s performance. Freshmen and probationary students are allowed no more than two class-hour absences per credit hour. All students enrolled in science laboratory courses may not be absent for more than 20 percent of laboratory time. Instructors are urged to record attendance in all classes for counseling purposes.”

The syllabus will inform you of the University policy concerning conduct and discipline, particularly incidents involving cheating on examinations and plagiarism. See the pertinent sections in the student bulletin and this handbook.

Please note, individual program/department policies may be more strict than University policies but never less strict.

The following New York State Education Department (NYSED) must be in each syllabus:

Guidelines for Syllabus Preparation

The NYSED guidelines for syllabus content state that “course outlines/syllable are clear and comprehensive and include:

- Course objectives
- Prerequisites
- Credits allocated
- Course content
- Supplementary Assignments*
- Testing methods
- Method of assess student achievement
- Basis of grade
- Bibliographic and other resources related to the course, and other policies

*Supplementary Assignments should be further defined and quantified:

Paper	_____	hours
Research Project	_____	hours
Readings	_____	hours
Etc.	_____	hours

Below is an example of breakdown of course hours:

Breakdown of Course Hours

3 hours/week lecture x 15weeks	45 hours
Supplementary Assignments	
2 hours/alternate class time x 1 week	2 hours
Personal Perspective Paper	8 hours
Disability Experience	40 hours
Accessibility Survey	5 hours
Portfolio	5 hours
Readings	30 hours
Total	135 hours