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Overview

Vision
Competent public health workforce, building healthy communities.

Mission
To cultivate and disseminate public health knowledge and practice through an integration of education, research, and service in collaboration with communities and partners.

Core Values
1. **One health**– we believe in the interdependence of humans, animals and the environment.
2. **Human rights** – we believe health is a fundamental right of every human being.
3. **Health equity** – all individuals have a right to the opportunity for a healthy life.
4. **Responsibility** – we strive to improve and protect the health of all populations.
5. **Integrity** – we believe in personal and organizational integrity and a collective commitment to ethical behavior in personal and scientific endeavors.
6. **Respect** – we believe in mutual respect and personal trustworthiness.
7. **Teamwork** – we are committed to fostering productive partnerships with all stakeholders who share the vision of protecting and improving the public's health.
8. **Public service** – we exist to serve the region and beyond, through efforts to protect and improve public health.
9. **Excellence** – we strive to excel and grow as we work together to support SGU. DPHPM's diverse responsibilities for teaching, research, service, and scholarly activity.

Focus Areas
1. Program-wide
1.1: Further develop and promote the field and practice of public health.

1.2: Attract students, faculty, and partners from the local, regional, and global communities.

1.3: To continue to attract partners from the local, regional, and global communities.

2. Education
2.1: Provide a curriculum that prepares students to become competent in public health.

3. Service
3.1: Facilitate participation in public health service activities that translate knowledge into practice.

3.2: Support communities through education and training that strengthens the public health workforce.

4. Research
4.1: Conduct research which produces outcomes to respond to public health challenges.

The Program

The Master of Public Health (MPH) program is administered by the School of Graduate Studies (SGS) and delivered by faculty from the Department of Public Health and Preventive Medicine (DPHPM), one of the 9 departments in the School of Medicine (SOM). The DPHPM offers a freestanding and dual degree options to complete the MPH degree including:

1. Freestanding/Standalone MPH
2. Dual MD/MPH
3. Dual DVM/MPH

Students in the MPH program are offered the option of specializing or concentrating in one of the following tracks and mode of delivery:

- Online asynchronously
  ◦ Global Health (delivered only online asynchronously)
- Dual-delivery synchronously
  ◦ Epidemiology
  ◦ Environmental and Occupational Health
  ◦ Health Policy and Administration
  ◦ Veterinary Public Health (Reserved only for dual DVM/MPH degree program students)
  ◦ Preventive Medicine (Reserved only for dual MD/MPH degree program students)

Curriculum

Degree Type
Master of Public Health

All MPH degree options require 42 credits of graduate (800 level) public health course work. Thirty (30) of the total credits are completed in program-required courses, and twelve (12) in track required-courses (See table below). The Practicum consists of several applied practice experiences (APEX) which are spread over several courses and a 120-hr minimum practicum/internship. The Capstone Integrative Learning Experience (CILE) starts in your first term and culminates with a final professional public health-oriented product that is also described and delivered in an oral presentation.

Program Required Courses

Item #	Title	Credits
PUBH 895	MPH Onboarding	
PUBH 803	Principles of Epidemiology	3
PUBH 804	Principles of Biostatistics	3
PUBH 805	Health Policy and Management	3
PUBH 806	Social and Behavioral Aspects of Public Health	3
PUBH 807	Principles of Environmental Health	3
PUBH 831	Concepts, Practice, and Leadership of Public Health	3
PUBH 832	Public Health Research Methods and Ethics	3
PUBH 858	One Health: Public Health Application	3
PUBH 893	Capstone Integrated Learning Experience	3
PUBH 889	Practicum in Public Health	3
	Track Required Courses (4 courses)	12
		42

Program Required Courses and Competencies (30 credits)

All students, irrespective of their chosen track, are required to complete the following program required courses upon which will be expected to demonstrate the noted competencies:

Principles of Epidemiology (PUBH 803)
1. Apply epidemiological methods to the breadth of settings and situations in public health practice.
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge.
7. Explain how globalization affects global burdens of disease.
8. Select methods to evaluate public health programs.
9. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation.
10. Integrate perspectives from other sectors and/or professions to promote and advance population health.
11. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative.

Principles of Biostatistics (PUBH 804)
1. Analyze quantitative and qualitative data using biostatistics, informatics, computer based programming and software, appropriate.
2. Interpret the results of data analysis for public health research, policy or practice.
3. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative.
4. Identify the core functions of public health and the 10 Essential Services
5. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
6. Explain the critical importance of evidence in advancing public health knowledge.
7. Select quantitative and qualitative data collection methods appropriate for a given public health context.
8. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative.

Health Policy and Management (PUBH 805)
1. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
2. Explain basic principles and tools of budget and resource management.
3. Select methods to evaluate public health programs.
4. Discuss the policy-making process, including the roles of ethics and evidence.
5. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
6. Evaluate policies for their impact on public health and health equity.
7. Apply leadership and/or management principles to address a relevant issue.

Social and Behavioral Health Aspects of Public Health (PUBH 806)

1. Explain effects of environmental factors on a population's health.
2. Explain behavioral and psychological factors that affect a population's health.
3. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities.
4. Interpret results of data analysis for public health research, policy or practice.
5. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels.
6. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
7. Describe the importance of cultural competence in communicating public health content.
8. Apply awareness of cultural values and practices to the design, implementation or critique of public health policies or programs.
9. Design a population-based policy, program, project or intervention.
10. Select methods to evaluate public health programs.

Principles of Environmental Health (PUBH 807)

1. Explain effects of environmental factors on a population's health.
2. Explain biological and genetic factors that affect a population's health.
3. Explain behavioral and psychological factors that affect a population's health.
4. Explain how environmental and occupational factors are linked to human health and how they contribute to population health and health inequities.
5. Explain how global environmental factors affects global burdens of disease.
6. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health).
7. Assess population needs, assets and capacities that affect communities' health.
8. Evaluate policies for their impact on public health and health equity.
9. Apply negotiation and mediation skills to address organizational or community challenges.

Concepts, Practice and Leadership of Public Health (PUBH 831)

1. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
2. Design a population-based policy, program, project or intervention.
3. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
4. Select communication strategies for different audiences and sectors.
5. Communicate audience-appropriate (i.e., nonacademic, non-peer audience) public health content, both in writing and through oral presentation.
6. Integrate perspectives from other sectors and/or professions to promote and advance population health.
7. Explain public health history, philosophy, and values.
8. Identify the core functions of public health and the Essential Services*
9. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
10. Explain the critical importance of evidence in advancing public health knowledge.
11. Explain biological and genetic factors that affect a population's health.
12. Explain how globalization affects global burdens of disease.
13. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)

Public Health Research Methods & Ethics (PUBH 832)

1. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
2. Explain the critical importance of evidence in advancing public health knowledge.
3. Apply epidemiological methods to the breadth of settings and situations in public health practice.
4. Select quantitative and qualitative data collection methods appropriate for a given public health context.
5. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.
6. Interpret results of data analysis for public health research, policy or practice.

Capstone Integrative Learning Experience (CILE) (PUBH 893)

CILE is an integrated experience that allows students to apply and synthesize the concepts, knowledge and skills acquired throughout their course of study to successfully demonstrate public health competency.

CILE is an integrated course/process. Students are enrolled in PUBH 893 as a continuing course in their first term. During the first term, the course requirements are limited to the completion of 10 brief modules aimed at enhancing the students' writing skills. Also, during the first term, all students are enrolled in PUBH831: Concepts, Practice and Leadership in Public Health whereby the end of the course they are required to identify a public health issue they wish to explore in depth and make the focus of their final CILE product and oral presentation. At this point, students also liaise with their Faculty Advisor who also serves as their CILE Advisor and provides support and guidance throughout the students' CILE process until they submit their final CILE product and presentation in their final term.

The CILE experience continues in PUBH 832: Public Health Research Methods and Ethics, where students are required to develop a proposal on how they are going to explore the topic they previously identified. This proposal provides students with a solid foundation upon which they can complete their CILE final paper and oral presentation.

The CILE experience culminates when the students submit their written paper and oral presentation in PUBH 893 Capstone Integrative Learning Experience. Students should be registered for PUBH893 when they register for PUBH831: Concepts, Practice and Leadership in Public Health and PUBH 832: Public Health Research Methods and Ethics.

After completing PUBH831: Concepts, Practice and Leadership in Public Health and PUBH 832: Public Health Research Methods and Ethics, students should only register for PUBH893 Capstone Integrative Learning Experience if they are ready to complete and submit the final paper along with an oral presentation. It is mandatory to submit a draft of the final paper before 50% of the term has elapsed, signaling preparedness for the submission of the final paper and oral presentation. If a student does not submit a draft, they are no longer eligible to complete the course and must utilize one of the following options as relevant:

- Apply for a Leave of Absence
- Withdraw from the Program

The CILE final product and presentation must meet the scholarly requirements of the Department of Public Health and Preventive Medicine (DPHPM), which include addressing the program's foundational and track specific competencies.

Practicum/Applied Practice Experience (APEX) (PUBH 889)

The Practicum in Public Health hereafter referred to as the "Practicum", is comprised of two (2) components:

1. Course-based activities (experiential learning within program-required courses) Students will be required to upload to E-Value the finished product(s) for each of their course-based activities (instructions will be provided in individual courses).
2. Site-based activities (120-hours internship completed at an approved site) The internship is a planned, supervised, and evaluated field-based exercise, to be conducted at a Public Health-related organization, agency, department or community-based organization.

Practicum Components	Product/Requirement
PUBH 831	Project Intervention Assignment
Internship	120-hrs & product(s) identified with site supervisor

Students must register for Practicum/APEX to ensure proper documentation in their course listing for the upcoming term.

The Practicum is designed with the student in mind, starting from its seamless integration into coursework, followed by an on-site real-world internship experience of 120 hours, which is student-driven and facilitated by the Practicum Coordinators. During this internship, students, alongside their site supervisor, will strategize and delineate activities/tasks and MPH Competencies to be met on-site, subject to approval by the practicum coordinator before commencement.

To preempt any potential obstacles that could affect their MPH completion date, students are advised to initiate their search for a suitable site, whether in Grenada, the wider Caribbean, the United States, or abroad, as early as possible.

While students may enroll in PUBH889 during any term in the program, including the first term, continued participation in the practicum (CC) is contingent upon possessing an Approved Practicum Agreement Form, which can be obtained even before course registration.

Practicum Coordinators will notify students, copying their advisors and the department's administrative team, upon approval of the Practicum Agreement.

- Students may register for PUBH889 for up to two terms. If the Practicum remains unfinished in the initial term, students may enroll in the subsequent term as CC.
- Throughout the term when students are enrolled as CC for PUBH889, Practicum Coordinators are obligated to monitor their progress. Students must furnish requested updates to the Practicum Coordinator, such as an email outlining their progress and anticipated completion date.
- In exceptional cases where students are actively engaged in the practicum but require additional time beyond the CC term, submission of evidence of practicum activity signed by the site supervisor is mandatory to continue for an extra term.
- Failure to complete practicum activity based on the guidelines above will result in a recommendation for dismissal.

If a student is registered for the practicum, but fails to submit an approved practicum agreement during the first 67% of the course, the student must utilize one of the following options as relevant:

- Withdraw from the Course
- Apply for a Leave of Absence

If the approved practicum was discontinued and a new practicum needs to be arranged and this is not done in time for the next registration period, the student must utilize one of the following options as relevant:

- Withdraw from the Course
- Apply for a Leave of Absence

Students will not be allowed to begin their internship if they have not registered for the PUBH 889 course, prior to the agreed start date.

All students will be given access to the Practicum Information site on Sakai. This site will contain further guidance about the MPH Practicum, as well as all the necessary documentation needed for the successful completion of the Practicum.

Students should only register for the practicum if they will be actively pursuing an internship opportunity with a high likelihood of signing the practicum agreement and starting, and possibly completing the internship activity during that term.

CEPH FOUNDATIONAL KNOWLEDGE

The DPHPM's MPH degree program ensures that all students are grounded in the Council on Education for Public Health's (CEPH) 12 foundational public health knowledge learning objectives.

1. Explain public health history, philosophy, and values.
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge.
7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health.
9. Explain behavioral and psychological factors that affect a population's health.
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities.
11. Explain how globalization affects global burdens of disease.
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g. One Health)

CEPH FOUNDATIONAL COMPETENCIES

The DPHPM's MPH degree program ensures that all students will be able to demonstrate the following Council on Education for Public Health's (CEPH) foundational competencies.

Evidence-based Approaches to Public Health

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

Public Health & Health Care Systems

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

Planning & Management to Promote Health

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

Policy in Public Health

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

Leadership

16. Apply principles of leadership and/or management, principles to dress a relevant issue.
17. Apply negotiation and mediation skills to address organizational or community challenges.

Communication

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

Interprofessional Practice

21. Integrate perspectives from other sectors and/or professions to promote and advance population health.

Systems Thinking

22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative.

TRACK (CONCENTRATION) COURSES AND COMPETENCIES

In addition to the above 22 foundational competencies, which are achieved through the program required courses, students are required to demonstrate the following competencies based on the track that they choose.

1. Epidemiology Track

Students who opt to specialize in the Epidemiology Track are required to complete, in addition to the program-required courses (30 credits), the following four track-required courses (3 credits each).

Epidemiology Track Required Courses

Note that students in this track must successfully complete Principles of Epidemiology and Principles of Biostatistics with a minimum passing grade of "B" in both courses to be allowed to take this Track.

Epidemiology Track Competencies

Public Health Surveillance:

1. Construct a public health surveillance system to identify outbreaks and important health indicators utilizing credible evidence.
2. Formulate and test hypotheses by examining empirical evidence.

Prevention Effectiveness:

1. Design intervention strategies to promote public health practice.

Epidemiologic Thinking and a Public Health Approach:

1. Demonstrate how an epidemiologic approach provides inference on causes and correlations of diseases.

Analytic Epidemiology:

1. Determine the most appropriate epidemiologic study design to investigate different hypotheses.
2. Analyze empirical data from an experimental study.
3. Interpret empirical data from an observational study

2. Environmental and Occupational Health Track

Students who opt to specialize in the **Environmental and Occupational Health Track** are required to complete, in addition to the program-required courses (30 credits), any four of the following track-required courses (3 credits each).

Environmental and Occupational Health Track Required Courses

Environmental and Occupational Health Track Competencies

1. Formulate interventions for environmental and occupational factors which adversely affect the health of humans.
2. Synthesize and critically evaluate environmental or occupational literature to draw appropriate conclusions about the results.
3. Evaluate and relate how regional and internationally accepted legislative frameworks, conventions, and protocols impact on environmental and occupational health outcomes.
4. Apply interdisciplinary approaches to resolve environmental health problems.
5. Apply risk management tools to calculate population risk profiles.

3. Health Policy & Administration Track

Students who opt to specialize in the **Health Policy & Administration Track** are required to complete, in addition to the program-required courses (30 credits), the following four track-required courses (3 credits each).

Health Policy & Administration Track Required Courses

Health Policy & Administration Track Competencies

1. Analyze the steps and procedures in the design, implementation, and evaluation of empirically supported interventions and policies that are directed towards identified public health issues.
2. Communicate, think critically, and creatively propose solutions related to health policy, management and health promotion programming for the issues of global importance.
3. Demonstrate an understanding of professional and ethical issues related to stakeholder participation in the assessment and prioritization of community and population needs on a global scale.
4. Identify market failures in the market for public health activities and health care.

5. Apply principles of leadership, governance ad management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.

4. Global Health Track

Students who opt to specialize in the Global Health Track are required to complete, in addition to the program-required courses (30 credits), the following four track-required courses (3 credits each).

Global Health Track Required Courses

Students in the Global Health track are not required to come to Grenada to attend any of their classes.

Global Health Track Competencies

1. Apply global principles, and monitoring and evaluation techniques to strengthen global health strategies and outcomes.
2. Resolve common challenges that arise in working within diverse economic, political and socio-cultural contexts to address global health issues.
3. Evaluate barriers and propose evidence-based and sustainable solutions to health and healthcare in middle and resource-limited settings locally and internationally.
4. Apply the principles of community engagement in diverse and vulnerable populations to strengthen the role of communities in responding to global health problems at the local and national levels.
5. Apply social justice and human rights principles in sexual and reproductive health among diverse and vulnerable populations.

5. Veterinary Public Health Track

Students who are enrolled in the DVM/MPH dual degree program are also required to complete the program-required courses (30 credits). Additionally, they will receive 12 credits from courses taken in the Veterinary School curriculum. These 12 credits, together with the 30 credits of Public Heath coursework and the 1 credit Seminar Series in Community Health offered by the Department, will form the basis of the DVM/MPH Dual degree.

* Only students who were enrolled in the DVM program before Fall 2016 are required to take PUBH 855: Seminar Series in Community Health.

The courses from which the DVM/MPH student will receive credit are as follows.

Veterinary Public Health Track Courses

Veterinary Public Health Track Competencies

1. Identify and evaluate microbial hazards of animal origin to human health such as: zoonotic diseases; animal-associated food borne diseases; potential bio-agroterrorism agents, foreign animal disease.
2. Select appropriate governmental regulations and professional standards for addressing animal-associated human health risks.
3. Apply principles of veterinary sciences in the investigation and surveillance of animal-associated public health problems.
4. Determine appropriate prevention and control strategies for animal-associated human health risks.
5. Provide advice to stakeholders (pet owners, farmers) on animal-associated risk prevention and control for humans.

6. Preventive Medicine & MD/MPH Track

Students in the MD/MPH Dual Degree program are also required to complete the public health program-required courses (30 credits). Additionally, they will receive 12 credits from courses taken in the Medical School curriculum. These 12 credits, together with the 30 credits of Public Heath coursework and the 1 credit Seminar Series in Community Health offered by the Department, will form the basis of the MD/MPH Dual degree.

* Only students who enroll in the MD program before Fall 2016 are required to take PUBH 855: Seminar Series in Community Health.

The courses from which the Preventive Medicine and MD/MPH student will receive credit are:

Preventive Medicine & MD/MPH Track Courses

Preventive Medicine & MD/MPH Track Competencies

1. Explain the epidemiological principles and microbiological factors involved in the transmission, prevention, and control of communicable diseases.
2. Calculate and interpret the parameters of diagnostic and screening tests for disease detection in public health practice.
3. Discuss strategies used to prevent communicable and non-communicable diseases to improve patient outcome.
4. Interpret and analyze biomedical data on health promotion.
5. Appraise scientific literature relating to the prevention and screening of diseases.

Academic Program Calendar & Courses

Typically, a freestanding MPH student can complete the program in slightly less than one calendar year; for dual MD/MPH and DVM/MPH students, the time is longer as these students have required coursework spread out over both degree programs.

It should be noted that all MPH courses are standardized as 3-credit experiences; each requires 4 person/hours of classroom contact for 12 weeks. This is based on the rule that 1 credit is equivalent to 16 hours of classroom contact. In each 10-week course, therefore, 3 credits are earned in two 2-hour sessions per week. However, in the Spring term, which is 8 weeks, for each course, the 3 credits are earned in two 3-hour sessions per week.

Because of the accelerated nature of these courses within a compressed timeline, students are only permitted to add or drop courses during the first week of classes.

Courses in the Department of Public Health and Preventive Medicine are offered according to a trimester system. Two 12-week terms and one 8-week term cycles annually according to the following proximal dates, with each term providing the opportunity for students to take their regularly offered courses.

Fall Term Courses

Start: On or around the fourth/fifth Monday in August (Please check the Academic Calendar)

End: On or around the second/third Friday in November (Please check the Academic Calendar)

Course #	Title
PUBH 803	Principles of Epidemiology
PUBH 804	Principles of Biostatistics
PUBH 805	Health Policy & Management

Course #	Title
PUBH 806	Social and Behavioral Aspects of Public Health
PUBH 807	Principles of Environmental Health
PUBH 816	Occupational Health
PUBH 831	Concepts, Practice & Leadership of Public Health
PUBH 832	Public Health Research Methods & Ethics
PUBH 835	Practical Data Management & Analysis
PUBH 842	Intermediate Epidemiology
PUBH 843	Infectious Disease Epidemiology
PUBH 844	Leadership & Decision Making
PUBH 849	Toxic Exposures and Public Health
PUBH 839	Principles Of Health Care Management
PUBH 855	Seminar Series in Community Health
PUBH 857	Community Health, Culture & Empowerment
PUBH 858	One Health: Public Health Applications
PUBH 860	Global Environmental Change
PUBH 861	Project Management in a Global Environment
PUBH 889	Practicum in Public Health
PUBH 893	Capstone Integrative Learning Experience
PUBH 895	MPH Onboarding

Spring Term Courses

Start: On or around the third Monday in January (Please check the Academic Calendar)

End: On or around the second Friday in March (Please check the Academic Calendar)

Course #	Title
PUBH 806	Social & Behavioral Aspects of Public Health
PUBH 832	Public Health Research Methods & Ethics
PUBH 837	Environmental Sustainable Development
PUBH 813	Chronic Disease Epidemiology
PUBH 843	Infectious Disease Epidemiology
PUBH 851	Foundations in Health Policy Analysis
PUBH 852	Environmental Health Management
PUBH 854	Health Economics
PUBH 855	Seminar Series in Community Health
PUBH 858	One Health: Public Health Applications
PUBH 859	Sexual & Reproductive Health & Rights
PUBH 862	Fundamentals of Global Health
PUBH 889	Practicum in Public Health
PUBH 893	Capstone Integrative Learning Experience

Summer Term Courses

Start: On or around the third Monday in May (Please check the Academic Calendar)

End: On or around the first Friday in August (Please check the Academic Calendar)

Course #	Title
PUBH 803	Principles of Epidemiology
PUBH 804	Principles of Biostatistics
PUBH 805	Health Policy and Management
PUBH 806	Social and Behavioral Aspects of Public Health
PUBH 807	Principles of Environmental Health
PUBH 831	Concepts, Practice & Leadership of Public Health
PUBH 832	Public Health Research Methods & Ethics
PUBH 835	Practical Data Management & Analysis
PUBH 844	Leadership and Decision Making
PUBH 849	Toxic Exposures and Public Health
PUBH 839	Principles of Health Care Management
PUBH 857	Community Health, Culture & Empowerment
PUBH 858	One Health, : Public Health Implications
PUBH 860	Global Environmental Change
PUBH 861	Project Management in a Global Environment
PUBH 889	Practicum in Public Health
PUBH 893	Capstone Integrative Learning Experience
PUBH 895	MPH Onboarding

Program Schedule

Students can start the MPH program at the beginning of either the Summer or Fall Terms. The program has been structured to prevent course conflicts with course scheduling regularized and predictable. This thus allows students to plan their entire course with their Faculty Advisor during their initial advisement session.

Template for students wishing to complete the program in one year (Full course load)

In the first term, students are required to do the following courses:

PUBH 895: MPH Onboarding

PUBH 831: Concepts, Practice & Leadership of Public Health

PUBH 803: Principles of Epidemiology

PUBH 804: Principles of Biostatistics

PUBH 805: Health Policy & Management

PUBH 807: Principles of Environmental Health

PUBH 893: Capstone Integrative Learning Experience (CILE)

In the second term:

PUBH 806: Social & Behavioral Aspects of Public Health

PUBH 832: Public Health Research Methods and Ethics

PUBH 858: One Health, One Medicine: Public Health Applications

PUBH 893: Capstone Integrative Learning Experience (CILE) (cc)

Two courses from their chosen track/specialization

* Typically, students who are required to take PUBH 855, take it in this term.

In the final term:

The two remaining courses from their track/specialization

PUBH 889: Practicum completion (120-hour internship)

PUBH 893: Capstone Integrative Learning Experience

Students experiencing academic challenges can, after consultation with their Faculty Advisor, reduce their course loads. However, based on the assumption that most freestanding MPH students may attempt to complete the program in three consecutive terms, the following stereotypical projections are possible. Please note, however, that each student can have an individually tailored schedule of courses worked out with his/her Faculty Advisor. While the Practicum (3 credits) will usually be scheduled during a break from classroom experiences, students must register for it in the term immediately preceding the break.

Freestanding Program Schedule (Example)

TERMS	FALL (August) ENTRANTS	TERMS	SUMMER (May) ENTRANTS
August – November	Term 1: 15 Credits		
November - January	Practicum		
January – March	Term 2: 15 Credits	January – March	Term 3: 12 Credits
March - May	Practicum	March - May	Practicum
May - August	Term 3: 12 Credits	May - August	Term 1: 15 Credits
August – November	Practicum	August - November	Term 2: 15 Credits
		November - December	Practicum

Dual Degree Program Schedules

The DPHPM's trimester system is designed so as to not conflict with the MD or DVM programs' schedules, and therefore, accommodates dual degree students. The following tables illustrate the compatible schedules for the May and August MD/MPH and DVM/MPH entrants.

MD/MPH SCHEDULE (Example)								
TIMELINES (Any Year)	FALL MD/MPH ENTRANTS		TIMELINES (Any Year)	SUMMER MD/MPH ENTRANTS		TIMELINES (Any Year)	APRIL MD/MPH ENTRANTS	
August to November		MPH Term I	August to November			April to July	MD Term I	
November to December		MPH						
		Practicum						
January to May	MD		January to May	MD Term 1		August to November		MPH
	Term I							Term I

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MD/MPH SCHEDULE (Example)

						November to December		MPH
								Practicum
May to August		MPH Term II	May to August		MPH Term 1	January to May	MD Term II	
						June to August	MD Term 111	
August to December	MD Term II		August to November		MPH Term II	August to November		MPH Term II
			November to December		Practicum	November to December		MPH Practicum
January to February	MD Term III		January to May	MD Term II		January to February	MD Term III	
February to June	MD Term IV		June to August	MD Term III		February to June	MD Term IV	MPH CILE*
June to August		MPH Practicum				June to August		MPH Practicum
August to November		MPH CILE Paper & Oral Presentation	August to December	MD Term IV		August to December	MD Term V Step 1 Preparation Exam Clinical Term	MPH CILE (if not completed in previous term)
August to December	MD Term V		December to January		MPH Practicum Completion			
Spring		MPH Practicum Completion	January to May	MD Term V				
Spring	Step 1 Preparation Exam Clinical Term		Summer		MPH CILE Paper & Oral Presentation			
			Summer	Step 1 Prep Exam Clinical Term				

DVM/MPH SCHEDULE (Example)

TIMELINES	FALL DVM/MPH	TIMELINES	SUMMER DVM/MPH ENTRANTS		

DVM/MPH SCHEDULE (Example)					
(Any Year)	ENTRANTS		(Any Year)		
August to November		MPH Term 1 (15 credits)	August to November		
November to December		MPH Practicum			
January to May	DVM Term I		January to May		
May to August		MPH Term 2 (10 credits)	May to August		MPH Term 1 (15 credits)
August to December	DVM Term II		August to December	DVM Term I	
January to May	DVM Term III		January to May	DVM Term II	
May to August		MPH Practicum	May to August		MPH Term2 (10 credits)
August to December	DVM Term IV	MPH CILE Paper & Oral	August to December	DVM Term III	
January to May	DVM Term V		January to May	DVM Term IV	MPH CILE Paper & Oral
May to August		MPH Practicum Completion	May to August		MPH Practicum Completion
August to December	DVM Term VI		August to December	DVM Term V	
January to December	Clinical 4th Year		January to December	DVM Term VI	
May or Aug to June or July of following year			May or Aug to June or July of following year	Clinical 4th Year	

Academic Policies

Faculty Advisors

Each student is assigned a Faculty Advisor prior to orientation. The role of the Faculty Advisor is to advise the student in academic and non-academic matters. In addition, the Faculty Advisor interacts with the Office of the Dean of Students, the Department of Educational Services and other student support services to ensure that any assistance that may be required is available to the student. Students in the dual degree programs are also assigned an MPH Faculty Advisor in addition to the one in the MD or DVM program.

Arrival to Grenada (Only applicable to students who choose the on-campus experience)

New students who wish to take their courses on-site are expected to arrive in Grenada at least one week prior to the start of classes to ensure that they are registered for their classes, and to give themselves some time to become acclimated with life on a tropical island. Students should give themselves time to settle into their accommodations, acquaint themselves with the campus and arrange desired facilities. Please note that the MPH program is conducted at an accelerated pace, requiring the same amount of work as would be normal in a typical 16-week term in a US university, but in 10-weeks.

All students must clear all holds on their accounts (See Student Self Service) before the first day of classes in order to complete their check-in. Students who do not clear holds one week after classes begin will be administratively withdrawn. Students should consult the Office of the Dean of Students if they would like to take a leave of absence for a term.

Modes of Course Delivery

SGU Courses are taught in one of three methods: Standard, Asynchronous, and Dual-Delivery. Each syllabus indicates the mode of delivery.

Standard Delivery Courses

In a standard course, all students attend class in-person. The course website is used to house course materials like readings and assignments (applicable to MD and DVM track courses)

Asynchronous Courses

In an asynchronous course, all lectures are recorded, and students can watch them on their own schedule. The course website is used to house course materials and serves as the main discussion area for students and faculty. Although the lectures are asynchronous, students still need to adhere to weekly deadlines for assignments.

Dual-Delivery Courses

In a dual-delivery course, students have the option of attending lectures in person or via web conference. Students joining via web conference have a similar experience to students who are in the physical classroom. The course website is used to house course materials and links to the web conferences.

	Standard	**Asynchronous**	**Dual-Delivery**
Attendance	In-Person	N/A	In-Person or via Web Conference
Scheduled Class Times?	Yes	No	Yes
Course Website	Houses Course Materials	Houses Course Materials, Lectures and Discussions	Houses Course Materials, Links to Web Conference, Lectures and Discussions
Deadlines?	Yes	Yes	Yes

Program Attendance Policy

Standard Delivery

In-person attendance is required for all classes (a minimum of 80% is required to pass the course). If an emergency or some other unavoidable event prevents a student from attending class, he/she must inform the Course Director as soon as possible.

Dual Delivery courses:

In a dual-delivery course, students can attend lectures in person or via web conference. Students joining via web conference have a similar experience to students who are physically in the classroom. They can, among other things, see, hear, discuss, present, raise their hand and ask questions. Students are encouraged to attend live (synchronous) lectures either in person or online. If you attend the session online, you should ensure your cameras are on for the sessions.

All students, enrolled in the MPH **track/concentration courses**, except for the Global Health Track are required to attend **all** lectures live (synchronous) either in person or online *(a minimum of 80% is required to pass the course)*. If an emergency or some other unavoidable event prevents a student from attending class, he/she must inform the Course Director as soon as possible.

Registration/Check-In/Add/Drop Policy

Students must complete pre-registration based on the deadlines outlined by the Department of Public Health. Students must be registered and checked-in prior to classes starting. Failure to register and check-in or take a leave of absence for the term by the end of the late check-in period will result in being administratively withdrawn.

Students are permitted to add or drop a course without penalty up to the end of the first week of classes. Students should consult with their Faculty Advisor prior to adding or dropping a course. The student must complete the Add/Drop/Withdrawal Form available in the Office of the University Registrar and submit it with all required signatures by the add/drop deadline. Online students can obtain the required form from their faculty advisor. No record of the "dropped" course will appear on the student's transcript, unless the course is dropped after the first week of that class. In that case, a W (withdrawal) is recorded on the transcript. **Non-attendance does not constitute dropping a course and no refund or credit will be granted for any course which is not officially dropped by the appropriate deadline.**

Policy for Auditing of Courses

Auditing courses means taking a course for the purpose of acquiring knowledge. As such, students do not receive credits for the audited course(s) and these courses do not affect students' current GPA. However, Students who are auditing courses must attend classes regularly, and complete all class assignments except examinations.

General Guidelines

1. Only degree seeking students who are officially registered may audit a course.
2. Requests to audit a course must be submitted during the official registration period.
3. Permission from the course instructor is required and should be designated on the form with written signatures.
4. Auditing of courses is only permitted in lecture-based courses.
5. Registered students must complete an Add/Drop registration form and AU should be indicated on the form.
6. Auditors will appear on the instructor's class list but may not request grades.
7. In order for an Audit (AU) status to be recorded on a student's transcript:
    a. for live (synchronous) in-person or web-based courses, the student must attend 80% of the course lectures.
    b. for asynchronous online classes, students must actively participate in 80% of the course material.
8. Audits will be disallowed in the following :
    a. Courses that are required to fulfill the students degree plan.
    b. Courses the student will take later for credit.
9. An audit course cannot be changed to a credit course retroactively.
10. A credit course cannot be changed from credit to audit after the stated add/drop period.

Medical Excuses for Examinations

Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or attend a required educational activity must fill out the Medical Excuse Form on the University Portal. This form will be sent automatically to the Department's Administrative team, University Health Services, Dean of Students Office, and Dean of the School of Graduate Studies. The Department's administrative team will inform the course director. The Medical Excuse Form states that the student does not feel well enough that day to take an examination or participate in another required educational activity.

Successful submission of the Medical Excuse form will automatically list the student for the scheduled completion examination. All examinations during the following three days after successful submission of the Medical Excuse form will be covered. If illness persists for more than three days, students are not advised to fill out a second Medical Excuse Form. Students are directed to contact or visit University Health Services.

Students are only allowed two such excuses in an academic year. The third excuse results in the case being reviewed by the Dean of Students (DOS), the SGS Dean's Council and the Director of the University Health Services (UHS).

Students who fail to appear for an examination without submitting and receiving approval for an official Medical Excuse will receive a grade of zero ("0") for the examination. If a student does not take an examination as scheduled and has already used his/her Medical Excuse in the prior 12-month period, then the student will receive a "0" grade for the examination. Students should use their Medical Excuse wisely as no additional excused absences for examinations will be allowed.

Non-Medical Excuses for Examinations

In very rare instances, non-medical reasons may prevent a student from taking his/her examination as scheduled.

Scholarly/Professional Activities: Activities that enhance a student's scholarly achievement and/or contribute toward professional development may warrant an excused absence. Examples may include presenting at a national conference or attending an interview for residency placement.

An application for an excuse for a non-medical reason should be made in writing, with supporting documents, by the student to the Course Director and copied to cjoseph3@sgu.edu, **at least one week prior to a scheduled exam**. If approved, students will take the scheduled completion exam.

Please note that students are entitled to one Non-Medical Excuse for examinations per 12-month period. Additionally, any dates of travel associated with these events are not covered by excused absences.

Leave of Absences

Students are required to have continuous enrollment. Therefore, if a student is not enrolled in classes, they must be on a leave of absence. A student can request a leave of absence from the program for one (1) term or up to a maximum of three (3) terms. Students should consult the Dean of Student's Office for additional information.

Communication with Course Instructors

Please keep in mind you must use your **official SGU email account** for ALL email communications with the university. Failure to communicate or answer email correspondence may result in administrative withdrawal.

Note: Your instructor's SGU email address can be found on the "Home" page in your course site. Communication with faculty for online students is performed mainly by e-mail and web conferencing (ZOOM). To arrange a meeting with your faculty you may:

1. E-mail the faculty and ask to arrange a meeting. Your faculty will send you a time and web conference (ZOOM) link.
2. Join the faculty's office hours via ZOOM. You must e-mail the faculty to alert them that you will be joining via ZOOM.

Please see your courses' syllabi for any course-specific instructions.

Additionally, depending on the preferences of individual instructors, you are likely to be provided with additional means for communicating with your instructor.

Note: Please be sure to identify yourself and the course you are referencing when you write to your instructor. Also, please allow up to 24 hours for your instructor to reply to your email. That is, while most online instructors will likely answer your email question(s) promptly, every now and then, it may take as long as 48 hours for you to receive a reply.

Grading

The grading system in the DPHPM for the MPH documents the academic progress of students, and is designed to recognize superior work as well as provide indications of academic problems, and follows the grading system of the SGS,. Faculty assign a letter grade reflecting the performance of each student in a course. Grade points are assigned to each letter grade based on a 4-point system.

Cumulative grade point averages are calculated each term.

Letter Grade	Grade Points/Credit
A	4.0
B	3.0
C	2.0
F	0.0

Students will receive a grade of A, B, C, or F in all courses as designated by the grading scheme for that course. PUBH 889: Practicum in Public Health and PUBH 893: Capstone Integrative Learning Experience (CILE), are the exceptions, in that they are graded Pass/Fail (P/F).

Students can drop a course before the end of the first week, with no impact on the transcript. Beyond that point, the letter "W" is used to indicate withdrawal from a course. There is no academic impact on a student's grade point average (GPA). In addition, if a student takes a leave of absence during a term they have started courses, a "W" will be the final grade for any course they are registered/checked-in for. However, progress may be affected because students are required to repeat the course in its entirety. **Students may withdraw from individual courses during the first 67% of the course. After that time, students cannot drop a course.**

A "CC" is used to designate a Continuing Course, and is a temporary grade, assigned only for CILE and the Practicum courses. In this case, students must demonstrate progress in the course.

Until all course work is completed successfully, a student receives a grade of Incomplete "I" following approval from the Dean of Students for the Incomplete (***generally, this is due to serious illness or catastrophic events during exam week***). The grade "I" is a temporary grade and requires that course work be completed by the deadline set by the Course Instructor. If this is not done the grade will automatically change to an "F". A student does not repeat the course if he/she has received an "I" grade.

For a student to maintain good academic standing, a grade point average of at least a 3.0 (B average) and a P grade in all pass/fail courses must be obtained. The 12 credits of MD and DVM courses that are applied toward the public health degrees in the dual degree programs are not calculated into the overall grade point average of the 42 credits required for completion of the MPH degree. They are regarded as transferred credits and considered a Pass. The requirement of at least a 3.0 or B average applies to the remainder of the 42 credits (excluding pass/fail courses) that are offered for the completion of the public health graduate degrees.

Repeating Courses

An MPH course taken in the program in which a student earned a grade of "F" may be repeated **only once**. Upon satisfactory completion, the grade of the first course will be replaced with that of the second course in the GPA calculation. However, the transcript will show the grades of both the original and repeated courses. Courses that have been completed with a passing grade may not be repeated for the purpose of improving the grade. **Courses to be repeated MUST be taken at the next offering**.

Academic Progress Review Committee (APRC)

A student's academic progress is evaluated by the Academic Progress Review Committee (APRC) at the end of each term (i.e., March, August, and November). This Committee is chaired by an Associate Dean of the SGS and the Course Directors for the segment of the academic program being reviewed, and all other public health faculty and administrators.

The APRC reviews the student's academic and non-academic performance. The Committee determines if a student is making satisfactory academic progress, must be recommended for dismissal, or is permitted to continue on academic or non-academic probation under specific conditions with a defined plan to remedy deficiencies within the public health program's regulations.

Continuous monitoring of a student's progress is ongoing by the Chair of the DPHPM in consultation with the Course Directors, faculty advisors, and the Department of Educational Services. This monitoring occurs to support a student's overall success. If a student has concerns about his/her academic progress that have not been satisfactorily addressed, he/she should contact the Dean of Students.

Academic probation is an internal marker placed in a student's progress file by the APRC. It allows a student who does not meet the Satisfactory Academic Progress guidelines to continue in the MPH program for one term with the prescribed program of courses. A student on academic probation must achieve a cumulative GPA of at least a 3.0 within the next academic term.

Mandatory Evaluations

All Master of Public Health students (standalone, MD/MPH and DVM/MPH) are required to complete the following program-related evaluations as stipulated by Departmental policy:

- Entry Interview – at the beginning of the Program on E-value
- End of Term University Instructor and Course Evaluations on SAKAI (MyCourses)
- Course Competency Evaluations – At the end of each term on E-value (Course evaluations are required for every course that is applicable to your MPH degree whether standalone or dual degree, at the end of the term in which it is completed.)
- Capstone Competency Evaluations

- Practicum Competency Evaluations
- Exit Interview

Failure to adhere to these policies may result in:

- Student's access to MyCourses being restricted until the evaluations are complete.

- Graduation requirements being deemed incomplete, thus delaying graduation from the program.

These will be applicable until such time that full compliance to these policies is received.

Hardware & Software Needed for Online Courses
- Computer running either Mac or Windows OS. (iPads and tablets will not suffice)
  - Windows 7 or newer
  - Mac OS 10.7 "Lion" or newer
- Broadband wired or wireless internet connection
  - Consistent speeds of >= 1.5 Mbps Upload and >= 1.5 Mbps Download
  - Use speedtest.net to test
- Webcam and Microphone
  - Built-in or external
- Any of the following Web Browsers:
  - Chrome (recommended)
  - Safari
  - Firefox
  - Internet Explorer 10+ (not recommended)

Students should be able to download applications onto their computer. They will be required to download free or provided software as part of class.

All students will be required to participate in an orientation session. Students will be expected to take and complete the MPH Onboarding/Orientation Course (PUBH 895), which will introduce them to the MPH Program, the faculty & staff, as well as instructions on how to use the course website.

Students will also be responsible for completing the course before the term begins. Students will perform the common actions that they will be responsible for during their courses (i.e. participating in discussions, uploading documents, examinations, etc.).

Finally, students will be connected to their faculty advisor. Students and faculty advisors must arrange an initial meeting (via web conference if online).

Purchasing Textbooks
Most courses require a textbook that students must purchase before the start of the module. **All required textbooks will be available as e-books.** Students should see the syllabi for course-specific requirements. Once enrollment is confirmed, students will receive notification of the enrollment along with details of the site needed to access details of the textbook that is required. This information is available 5 weeks before the class begins.

Students should not order the book before these details are confirmed. SGU does not announce the textbooks earlier to ensure that students get the most recent edition of the book. Efforts are made to ensure that books are available worldwide, although there are some rare cases when students experience difficulty getting the book. Therefore, in order to minimize this risk, it is important that students order the book as soon as they are notified of the details.

Most e-resources will be provided within the courses. If students need access to articles or journals that are not provided, they may use the SGU Library Services via their Student Portal.

If a student lives in a remote location and anticipates problems ordering a textbook within the given timeframe, the Course Director should be contacted and made aware of the situation.

Acquiring Textbooks

Generally, students will have a variety of choices about where to order books. They can try online bookshops, local bookshops or the publisher. They can also try SGU's Online Book Store available [here](#). Students can also always use local libraries (public, academic, or corporate), but should confirm that they have the correct edition, and that the library will allow books to be borrowed for the full length of the course.

When the book details are provided, it will include the book title, author, edition, publisher, date of publication (where possible), and the ISBN. The ISBN is the most crucial piece of information; it is the best way to search for the book. Student are advised not to order a book with a different ISBN even if it has the same author or title, as it is likely to be the wrong book.

If all the possible ways to order the book have been exhausted and a copy is still not found, students are advised to contact your Course Director as soon as possible. He/she will try to give you guidance on to how to proceed.

How to Get Started in Your Online Course

After gaining access to the course site, students should:

- Tour the course site to become familiar with all of the materials and resources the instructor has provided.
- Study the syllabus for the course.
- Secure copies of the required textbook and any other needed materials prior to the first day of classes.

In addition to the above, students should look for course site announcements, emails, and other guidance from instructors. Also, email instructors any questions and/or concerns about any aspect of the online courses.

What To Expect From E-Instructors

Course Syllabus

Each instructor will provide a course syllabus that will detail:

- Contact information for the instructor
- A description of the course and its content
- Any prerequisites for the course
- A description of the course competencies and learning objectives
- The required textbook and/or readings (and other required/optional books and/or materials)
- The course deliverables (for example: tests, papers, oral   presentation, group projects, etc.)
- The value (percent) of each graded assignment
- The due dates for course assignments and/or scheduled tests/examinations
- Instructor feedback schedule
- Course procedures
- A weekly course schedule

Note: The course syllabus is a "road map" for each course. Students are advised to pay careful attention to the course syllabus provided by the instructor.

Course Delivery

All students who are enrolled in the SGU MPH Online courses have access to the course website accessible via mycourses.sgu.edu. This website contains information and materials, including syllabi, announcements, course readings, lecture slides, handouts, and other features. The site will be an evolving course product.

Once students have received an @sgu.edu e-mail address, they may use that e-mail to register for the platform.

- The @sgu.edu e-mail address must be used to register.
- The SGU Username must be used to register. This is usually a student's first initial, last name, and sometimes a digit. (e.g. jsmith9)

Find all MPH online courses at MyCourses/SAKAI. Students need to use the same user ID and password used to access their SGU email account.

Online Instructors will provide access to their course site by the first day of classes at the latest and typically provide early access of up to a week prior to the start of a term. Again, the rule of thumb for participation in each online course includes logging into the course site at least three times a week (to study course lectures/materials, keep up with instructor announcements, and participate in ongoing course-related discussions).

Further, unless stated in the schedule of classes, all online courses will include asynchronous learning activities and assessments (with all real time activities–like online chat reviews prior to a test/exam–optional only). Alternatively, if a course has a real time component, the day and time for the real time component will be listed in the SGU Schedule of Classes.

Webcam Policy

Students are expected to use the video component of Zoom Web Conferencing when participating in live lectures and meetings with your instructor and advisor. This means that students who are joining via Zoom will be expected to have their cameras on for the duration of the class. Short breaks (<5 minutes) are permitted. If you cannot meet this requirement for any reason, please alert onlinesgu@gmail.com before the start of the course. A standard of professionalism is expected during these live sessions.

Collaboration in Class

In most cases, co-operation between students in the Virtual Classroom will take the form of open discussion, which is available to the entire student group, Course Director, and other relevant staff. This kind of discussion is almost always legitimate and valuable, and if it is not, the Instructor will intervene to say so. However, any other kind of collaboration or use of another person's work, especially that which is not visible in the Virtual Classroom, runs the risk of being regarded as unacceptable collusion or plagiarism.

To avoid this, you must:

Seek advice from the Course Director before embarking on any collaboration that takes place outside the Virtual Classroom, or in any other case when you are in doubt.

Include, in any work you submit that involved any such collaboration, a statement explaining the nature and extent of the help you received. For example, "Student X and I worked together on this topic" or "Y helped me with part (b)". In some cases, the Course Director may think it is appropriate to take into account the help you have received in determining the grade to be awarded for the work.

Appropriately cite all work you have previously done. Failure to do so constitutes self-plagiarism.

Citation and Referencing

University-level academic work, such as papers and responses in the discussion forum, requires giving credit for the ideas of others and/or the published materials used. If your Instructor does not specify a particular style guide to use, you can always use the free online guide, American Psychological Association (APA) Style for academic papers.

Academic Misconduct

Any academic misconduct perpetrated in this course will be dealt with according to university guidelines and policies except when superseded by the Department of Public Health and Preventive Medicine's policies.

Plagiarism Policy

Students shall not submit or claim the work of others as their own or engage in any academic activity which provides an academic advantage over one's peers, by cheating. Plagiarism is regarded as a dishonest and cardinal offense in academia. As a form of academic misconduct, plagiarism is considered a breach of the student honour code; therefore, it is not tolerated. Plagiarism brings into disrepute the credibility of the University, its faculty, and students. See plagiarism policy in the SGU Student Manual: https://catalog.sgu.edu/university-student-manual/plagiarism-policy.

Plagiarism will be assessed by considering the value produced by Turnitin, with a value over 20% being considered potential plagiarism. In calculating the value, your reference section will not be considered. Turnitin also checks the references and adds value to the reporting score since these references will most likely be cited in other papers. For more information on plagiarism, please complete the MPH Tools course accessible at mycourses@sgu.edu.

Netiquette

Remember the general guidelines for Internet-based communications, including the following:

- As stated above, be sure to identify yourself and the course you are referencing in all email communications with an instructor.
- Be sure to change the subject line in an email when introducing a new topic.
- Do not type in all upper-case letters (using all upper-case letters is the equivalent of shouting in text-based online discussions).
- Use the spell check function prior to sending/submitting all course-related communications.
- If course deliverables include essay or short answer postings on group discussion boards, be sure to use the copy and paste command when possible (instead of attaching a document -- so the instructor and classmates can find the work with one click instead of two or more clicks).
- If course deliverables include essay or short answer postings on group discussion boards, be sure to copy and paste the question/topic that is being addressed at the start of your reply.
- When in doubt (about whether a discussion comment may be too controversial or cause a "flame argument"), please consider that it is always better to discuss course material in a dispassionate and collegial manner.

More common-sense netiquette guidelines can be found in The Core Rules of Netiquette by Virginia Shea.

Standard for the Award of Public Health Degrees

A student will be deemed to have fulfilled all the requirements for the MPH degree after successfully completing all 42 credits with a minimum GPA of at least 3.0. This will include the successful completion of a practicum in a public health practice organization and the submission of the Capstone Paper and an oral pre-recorded presentation.

Graduation Eligibility/Graduation Ceremony

Students are eligible to receive their diploma in:

- December, if they complete the program by the end of the Fall term
- May, if they complete the program by the end of the Spring term
- August, if they complete the program by the end of the Summer term

Participation in the commencement ceremony is restricted to those students who have completed all course and departmental requirements and are deemed eligible by the Office of the University Registrar after being verified by the APRC. Students will not be permitted to partake in the ceremony if all requirements have not been fulfilled.

There is only one commencement **ceremony** for the School of Graduate Studies, which is held in May of each year. Eligible students are those who are expected to complete degree requirements by May. Students who are anticipated to complete all the requirements for the MPH degree by May of any year, will be expected to have all requirements completed by March 15th, in order to be permitted to participate in that year's commencement.

The Limitations for Completion of MPH Degree

Students in the Department of Public Health and Preventive Medicine, pursuing either the freestanding MPH graduate degree or the dual MD/MPH or DVM/MPH degrees are expected to complete all public health degree requirements in **not more than five years from matriculation into the program.**

Students in the dual degree programs are specifically expected to complete the public health degree no later than six months after the completion of their primary degree (MD or DVM) or within five years, whichever occurs earlier. Students are also required to complete all course work, with the exception of the Practicum, before leaving the island after completion of their Basic Sciences Program.

Any student who fails to comply with this policy will be recommended for dismissal.

Public Health Institute (PHI)

The Department of Public Health & Preventive Medicine has a Public Health Institute (PHI) which offers a Certificate Program in Public Health (CPPH).

The PHI is intended primarily for persons who:

1. Work in the field of Public Health but have never had any formal public health education.
2. Those wishing to pursue a Master of Public Health (MPH) degree and expect to use CPPH credits towards that goal.
3. Persons with advanced degrees in related fields such as medicine and nursing who wish to enhance their professional knowledge of foundational public health concepts.

Purpose and Process of the PHI Certificate Program

The purpose of the Certificate Program is to allow candidates with professional experience, but without a first degree, to enroll in graduate level Public Health courses, with the possibility that these courses can lead to an MPH degree. The aspiring MPH student must demonstrate, during the CPPH, the ability to attain a 3.0 GPA to be eligible for matriculation into the MPH degree program.

Pre-requisites

The pre-requisites for acceptance to the Institute are as follows:

1. A minimum of three (3) years' experience working in public health
2. Two (2) O' Levels, or CSEC Mathematics or equivalent at an 80% pass grade
3. Two (2) years post-secondary education
4. Excellent demonstrated English language skills
5. Be computer literate.

Matriculation

Students can matriculate into the CPPH in May of each year. During the course of their study, students will be required to take the six foundational Public Health courses. They will attend classes with graduate students who are pursuing the Master of Public Health (MPH) degree. All students, regardless of their status, will be held to the same academic standards.

Coursework

Students in the Certificate Program must successfully complete the following six 3-credit courses, totaling 18 credit hours:

- PUBH 803: Principles of Epidemiology
- PUBH 804: Principles of Biostatistics
- PUBH 805: Health Policy & Management
- PUBH 806: Social & Behavioral Aspects of Public Health
- PUBH 807: Principles of Environmental Health
- PUBH 831: Concepts, Practice & Leadership in Public Health

Students who pass all courses in the Certificate Program will be awarded a "Certificate in Public Health." Those students who achieve a 3.0 or higher G.P.A. in the Certificate Program may be considered for matriculation into the MPH Program, and, if admitted, allowed to apply the credits earned in the Certificate Program toward the MPH degree.

Structure

The structure of the Certificate Program is as follows: students will complete CPPH over the course of two terms: Summer and Fall. In their first term, they will complete PUBH 803: Principles of Epidemiology, PUBH 805: Health Policy & Management and PUBH 831: Concepts, Practice & Leadership in Public Health. In their second term, they will complete the remaining three courses.

Should students fail any of the courses that they are taking, they will be allowed to re-take the course and complete the program. However, they will not be allowed to matriculate into the full MPH program.

SGU Codes of Conduct (Adopted from the Office of the Dean of Students)

SGU Codes of Conduct

All students must adhere to the code of conduct or face disciplinary action. Please refer to the [student manual](#)