EMORY
ROLLINS
SCHOOL OF
PUBLIC
HEALTH

Cliffton Notes
for FACULTY

2015 - 2017
EQUAL OPPORTUNITY POLICY
Emory University is dedicated to providing equal opportunities to all individuals regardless of race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, and veteran’s status. Emory University does not discriminate in admissions, educational programs, or employment on the basis of any factor stated above or prohibited under applicable law. Students, faculty and staff are assured of participation in university programs and in use of facilities without discrimination. The university also complies with all applicable federal and Georgia statutes and regulations prohibiting unlawful discrimination. All members of the student body, faculty, and staff are expected to assist in making this policy valid in fact. Any inquiries regarding this policy should be directed to the Emory University Office of Equity and Inclusion, 201 Dowman Drive, Administration Building, Suite 305, Atlanta, Georgia 30322. Telephone: 404.727.6123.

AFFIRMATIVE ACTION POLICY
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AMERICANS WITH DISABILITIES ACT
If you are an individual with a disability and wish to acquire this publication in an alternative format, please contact the associate dean for academic affairs, Rollins School of Public Health Emory University, 1518 Clifton Road, N.E., Atlanta, Georgia 30322. Telephone: 404.727.7703.
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# RSPH Academic Calendars

## Fall Term 2015

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Optional pre-term coursework</td>
<td>August 10-21</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>August 26</td>
</tr>
<tr>
<td>Schedule Changes End</td>
<td>September 2</td>
</tr>
<tr>
<td>Labor Day (no classes)</td>
<td>September 7</td>
</tr>
<tr>
<td>Degree Application Deadline</td>
<td>September 11</td>
</tr>
<tr>
<td>Fall Break</td>
<td>October 12-13</td>
</tr>
<tr>
<td>Spring Pre-Registration Begins</td>
<td>October 26</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>November 26-29</td>
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<tr>
<td>Classes End</td>
<td>December 8</td>
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<tr>
<td>Exam Period</td>
<td>December 9-19</td>
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<tr>
<td>End of Term</td>
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## Spring Term 2016

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<td>Optional pre-term coursework</td>
<td>January 4-8</td>
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<tr>
<td>Classes Begin</td>
<td>January 11</td>
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<tr>
<td>MLK Holiday (no classes)</td>
<td>January 18</td>
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<tr>
<td>Schedule Changes End</td>
<td>January 18</td>
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<tr>
<td>Degree Application Deadline</td>
<td>February 5</td>
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<tr>
<td>Spring Recess</td>
<td>March 7-11</td>
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<tr>
<td>Fall Pre-Registration Begins</td>
<td>March 28</td>
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<tr>
<td>Classes End</td>
<td>April 25</td>
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<tr>
<td>Exam Period</td>
<td>April 26 – May 3</td>
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<tr>
<td>End of Term</td>
<td>May 9</td>
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<td>Commencement</td>
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## Summer Term 2016

<table>
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<tbody>
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<td>Pre-Registration Begins</td>
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### 1st Session

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<tr>
<td>Classes Begin</td>
<td>May 16</td>
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<tr>
<td>Schedule Changes End</td>
<td>May 20</td>
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<tr>
<td>Memorial Day Holiday</td>
<td>May 30</td>
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<tr>
<td>Last Class Day</td>
<td>June 22</td>
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<td>Examinations</td>
<td>June 23-24</td>
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### 2nd Session

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<td>Classes Begin</td>
<td>June 27</td>
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<tr>
<td>Independence Day Holiday</td>
<td>July 4</td>
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<td>Schedule Changes End</td>
<td>July 1</td>
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<tr>
<td>Degree Application Deadline</td>
<td>July 1</td>
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<tr>
<td>Last Class Day</td>
<td>August 3</td>
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<tr>
<td>Examinations</td>
<td>August 4-5</td>
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<td>Diploma Date</td>
<td>August 5</td>
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### Fall Term 2016

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<th>Event</th>
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<tr>
<td>Optional pre-term coursework</td>
<td>August 8-10</td>
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<td>Classes Begin</td>
<td>August 24</td>
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<tr>
<td>Schedule Changes End</td>
<td>August 31</td>
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<tr>
<td>Labor Day (no classes)</td>
<td>September 5</td>
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<tr>
<td>Degree Application Deadline</td>
<td>September 9</td>
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<tr>
<td>Fall Break</td>
<td>October 10-11</td>
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<td>Spring Pre-Registration Begins</td>
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<td>Thanksgiving Recess</td>
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<td>Exam Period</td>
<td>December 7-14</td>
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<td>End of Term</td>
<td>December 17</td>
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### Spring Term 2017

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<td>Optional pre-term coursework</td>
<td>January 3-7</td>
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<tr>
<td>Classes Begin</td>
<td>January 9</td>
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<tr>
<td>MLK Holiday (no classes)</td>
<td>January 16</td>
</tr>
<tr>
<td>Schedule Changes End</td>
<td>January 16</td>
</tr>
<tr>
<td>Degree Application Deadline</td>
<td>February 7</td>
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<td>Spring Recess</td>
<td>March 6-10</td>
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<td>Fall Pre-Registration Begins</td>
<td>March 20</td>
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<td>Classes End</td>
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<td>Exam Period</td>
<td>April 25 – May 2</td>
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<tr>
<td>End of Term</td>
<td>May 8</td>
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<td>Commencement</td>
<td>May 8</td>
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### Summer Term 2017

<table>
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<th>Event</th>
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<td>Pre-Registration Begins</td>
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#### 1st Session

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<td>Classes Begin</td>
<td>May 15</td>
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<td>Schedule Changes End</td>
<td>May 19</td>
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<tr>
<td>Memorial Day Holiday</td>
<td>May 29</td>
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<tr>
<td>Last Class Day</td>
<td>June 21</td>
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<tr>
<td>Examinations</td>
<td>June 22-23</td>
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#### 2nd Session

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<tr>
<th>Event</th>
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<td>Classes Begin</td>
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<tr>
<td>Schedule Changes End</td>
<td>June 30</td>
</tr>
<tr>
<td>Degree Application Deadline</td>
<td>June 30</td>
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<tr>
<td>Independence Day Holiday</td>
<td>July 4</td>
</tr>
<tr>
<td>Last Class Day</td>
<td>August 2</td>
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<tr>
<td>Examinations</td>
<td>August 3-4</td>
</tr>
<tr>
<td>Diploma Date</td>
<td>August 4</td>
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Classes
Policies and Procedures

RSUPH Grading System

The symbols A, A-, B+, B, B-, C, F, W, WF, S, U, WU, IP, I, and AUD are used in the Rollins School of Public Health to indicate the following:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>MEANING</th>
<th>QUALITY POINTS</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
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</tr>
<tr>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>B</td>
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</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>0.0 +</td>
</tr>
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</table>

“W”: Withdrawal without failing. A grade of “W” will be reflected on the students’ academic record. This grade has no numerical value and is not included in the calculation of the students’ G.P.A.

“WF”: Withdrawal while failing. A grade of “WF” is counted as an “F”, and will carry zero (0) grade points, in computing the G.P.A.

“IP”: The notation of “IP” (in progress) is generally given for a practicum, special study project or thesis that is not yet complete. This grade is given at the end of the grading period until the final grade is assigned. See additional information in section below.

“S”: Satisfactory is awarded when the student is enrolled in a course on a satisfactory/unsatisfactory (S/U) basis, rather than a letter grade basis, and satisfactorily completes the required assignments. This grade has no numeric value and is not included in the calculation of the student’s GPA. **In order to attain a Satisfactory, the student must be performing at the level of a B- or better.**

“U”: Unsatisfactory is awarded when the student is enrolled in a course on a satisfactory/unsatisfactory (S/U) basis, rather than a letter grade basis, and does not satisfactorily complete the required assignments or has less than a B- performance.
“WU”: Withdrawal while making unsatisfactory progress. A grade of “WU” is counted as a “U” and adds no numeric value towards the student’s GPA.

“I”: An incomplete is issued when a student does not complete assigned course work during the prescribed period. If the student does not complete the assigned coursework within this period, the grade is converted to an “IF.”

“Audit”: **Students who audit courses must register and pay full tuition.** Based upon available space and the instructor’s permission, students will be permitted to audit a class. The instructor may determine what the requirements and level of participation are for a student to audit a course. Classes taken for audit cannot be applied toward the MPH or MSPH degree requirements, nor may they be transferred to credit courses after the end of the course change period.

NOTE: The MPH/MSPH Program does not use the grade of “D”. No course credit is given for grades of F, W, WU, Audit, IP, I or WF.

If you take courses outside of the Rollins School of Public Health the grades earned WILL be calculated into your overall GPA. Grades for courses taken outside of RSPH will reflect that school’s grading system.

**Change of Grading Status**

Students are able to change their grading status, with permission of the instructor, within the first two weeks of classes, i.e., from graded to satisfactory/unsatisfactory or vice versa, or as an audit. **A student may not change the grading status after the first two weeks of classes.**
Grade Appeals

Upon occasion a student may believe that he/she deserves a different grade than that assigned. The student should contact the instructor as soon as possible of the concern about the grade, not to exceed one month after the grade was posted. The instructor should discuss the grading basis with the student.

If the student is not satisfied with the outcome of this initial discussion, the student may submit an appeal in writing providing supporting documentation within two weeks of receiving the determination to the Department Chair through the ADAP in which the course was offered. This material will be reviewed by the Department Chair and a determination of the grade will be made.

If the student is still not satisfied with the outcome of this review, the appeal will be submitted by the Associate Dean for Academic Affairs for review by the Academic Standards Committee. This appeal must be made within two weeks of the Department Chair’s decision.

Incompletes vs. In Progress

Two tentative notations may be given within the grading structure. When a course, seminar or research activity is intended to last more than one semester, the notation IP (in progress) is made at the end of the grading period until the final grade is given. The In Progress notation is usually given for thesis, special studies projects, and/or the practicum experience.

An Incomplete (I) is issued when a student does not complete assigned coursework during the prescribed period. There are often unforeseen circumstances at the end of the semester that results in the failure to complete the final assignment, project, or final exams such as illness or a family emergency. Upon the determination that an Incomplete will be given, the faculty member and the student should meet and agree on what needs to be done to meet the requirements of the course and the length of time in which the assignments must be completed. If the student does not complete the work within the agreed timeframe or at the most, one traditional academic semester (fall and spring), the Incomplete shall convert to an IF.

If a student indicates before the course is 75% complete (this is a suggested guideline) that he/she will not be able to complete the course and would like to drop the class, the student may withdraw from the course. An Incomplete should not be given in such an instance. The student must
complete the course withdrawal form and have the instructor sign the form and indicate if the student should receive a W (withdraw passing) or a WF (withdraw failing). The student must turn the form into the departmental ADAP.

**Course Withdrawal**

Students who wish to withdraw from one or more, but not all, courses for which they are enrolled must secure permission from their department ADAP and the RSPH Registrar, Catherine Strate. Students withdrawing from one or more courses will receive the appropriate mark of withdrawal (W, WF, or WU) in consultation with faculty teaching the courses in which the student was enrolled.

During fall and spring semesters, students receiving permission for a partial withdrawal will receive no tuition refund.

**Directed Study**

Directed Study is the generic name given to a course which is developed for a student by both the student and a faculty member. The course must either:

- Elaborate on the subject matter of a current MPH/MSPH Program course or;
- Contain subject matter which is not offered in the MPH/MSPH program and pertain to public health but not a part of the research for a student's Thesis/SSP.

A directed study should supplement, rather than replace or substitute for course work. This must be negotiated with the instructor and the ADAP, and a completed Proposal for Directed Study form must be on file in Student Services prior to registration for the directed study. Forms are on the web at [http://www.sph.emory.edu/studentservice/webforms.htm](http://www.sph.emory.edu/studentservice/webforms.htm). The maximum number of directed study hours permitted is seven, (7). Any directed study over three (3) hours requires approval from the Executive Associate Dean of Academic Affairs.

**Grad in Residence (GIR) Status**

Graduate in Residence is a special registration category reserved for eligible RSPH students. To be eligible to register as a Graduate in Residence, students must have satisfactorily registered for all degree requirements, fulfilled their financial requirements, and be in the final stages of completing their degree.
Students enrolled in this status will be assessed a reduced tuition rate. Students registered as Graduate in Residence will be considered full-time, will be eligible for limited federal loans, and will have the on-campus privileges of all full-time students. The Graduate in Residence status carries no academic credit and is not required to complete an RSPH degree program.

Students may be registered as a Graduate in Residence for no more than 3 semesters. Before a student is registered for the second or third semester as GIR, continued progress towards the completion of the degree must be demonstrated to the Department. If a student is not able to demonstrate progress towards completing degree requirements, the Department may deny this registration until due progress is demonstrated.

The current fee for graduate in residence is $1000.00 per semester plus fees.

**Complete Withdrawal Process**

Upon occasion students find that they must leave the school for the semester or that they are not able to continue their educational program at this time. In both cases there are several steps that must be taken to complete the process and to assure that their obligations to RSPH and Emory are fulfilled.

1. If a student must withdraw from the semester for health or personal reasons, but intends to return to the program as soon as he/she is able, the student should:
   - Meet with the Department ADAP to discuss the current situation and future plans for completing the program.
   - If a student is eligible, complete a Leave of Absence Form indicating when he/she intends to return to RSPH.
   - Submit the Complete Withdrawal Form, with grade assessments and instructors’ signatures, within two weeks of the last date of attendance.
   - If appropriate, meet with the Department of Financial Aid to determine impact on former and current loans, as well as future FA options.
   - Contact the Department’s ADAP thirty (30) days prior to the beginning of the term in which the student wishes to return.

2. If a student has determined that completing their degree program is not possible, and he/she does not intend to return to RSPH, the student should:
• Meet with his/her ADAP to discuss the current situation and the decision to discontinue his/her education at this time.
• Submit the Complete Withdrawal Form, with grade assessments and instructors signatures, within two weeks of the last date of attendance
• If appropriate, meet with the Department of Financial Aid to determine impact on former and current loans, as well as future FA options.
• Meet with the Assistant Dean of Student Affairs to finalize the discontinuation and discuss the process to be return in the future if the circumstances change.

**Leave of Absence**

A student in good academic standing may be granted up to two one-year leaves of absence upon recommendation of the student’s department and approval of the dean. The student must demonstrate that during this period he or she must (or plans to) interrupt progress toward the degree. The student should be aware that the University will not certify to loan officers or governmental agencies that a student on leave of absence is in residence or actively pursuing a course of study.

**For the purpose of determining eligibility for leave of absence, a student must be in good academic standing and have resolved all incomplete work.**

Time spent in leave of absence does not count toward the five-year limit. Students beyond this limit are not eligible for leave, but may apply for extension of the time within which to complete degree requirements, in full accord with the rules governing such extensions.

Leaves of absence are not to be used to resolve academic difficulties, reconsider continuation in study, or finish incomplete work. Rather, this policy is intended to allow students to “step out of” academic work for a specified period, during which they will be unable to continue work in any way, as when required to take advantage of a unique professional opportunity, deal with short-term disabilities, or meet competing responsibilities of a nature which preclude meaningful work toward the degree.

A student desiring to return to the Rollins School of Public Health after a leave of absence should request readmission at least thirty days prior to the beginning of the term in which he or she wishes to return.

**Unregistered Students**

Unregistered students are not recognized by the Rollins School of Public Health or by Emory University. Students may not “sit in” a course without proper registration.
Course Housekeeping

Class Rosters

Each semester instructors are asked to confirm the student enrollment for their courses and their appropriate grading status (letter grade, S/U, or audit). A paper roster is distributed through the Department ADAPs within the first month of each semester and should be returned with any corrections to the department’s ADAP.

While this process can be cumbersome for the larger lecture courses, attaining accurate rosters for the Registrar’s Office is important. In larger courses the instructor may ask students to initial the class roster next to their names to confirm their attendance and grade status.

The Office of Enrollment Services contacts students who were not in class to determine if they are still registered for the course or if they have withdrawn. The corrected rosters are the basis for the grade rosters that are used at the end of the semester.

Course Scheduling/Classroom Assignments

In an effort to maximize the use of our classrooms the following scheduling processes have been developed to accommodate the greatest number of classes.

- Two-hour courses will begin at 8:00, 10:00, 1:00, 3:00, or 5:00. Two-hour courses may not start at 9:00 or 2:00 resulting in bridging two time slots.
- A three-hour course will extend through two time periods.
- A ninety-minute course may start at a non-conventional time as long as it does not cross into a second time period (8:30 to 9:50 is fine; 9:30 to 10:50 is not).
- The most requested time for course offerings is 10:00 to 11:50 am and 1:00 to 2:50 pm. If such times are preferred, it may be necessary to consider alternate times in case classrooms are unavailable.
• If a course needs to be offered in a specific format (seminar versus lecture hall), please advise your ADAP so special requests for an appropriate room may be considered.

• Regularly scheduled lecture/lab courses will not be scheduled over the noon hour. Seminars based on guest speakers or journal sessions may be scheduled over the noon hour.

Every effort will be made to meet professor’s individual classroom preference. The number of the registered students may influence which classroom is assigned.

Classroom assignments are posted on the Enrollment Services webpage at http://www.sph.emory.edu/rollins-life/enrollment-services/index.html and in OPUS approximately 4 weeks before the semester begins.

Course Evaluations

The course evaluation database allows RSPH faculty, staff, and students to easily access course evaluations for current and past RSPH courses.

Course instructors will set aside 10-15 minutes in one of the final two class meetings for course evaluations. Students should be asked to bring appropriate technology to class (e.g., portable computers, telephones, IPads, etc.) in order to complete on-line evaluations during class time. If necessary, students will also be able to complete on-line evaluations outside of class time during the final 2-3 weeks of the semester.

Students are only able to view scale evaluation scores for courses which receive a 66% response rate. Access to online evaluations is restricted to currently enrolled students, faculty, and staff of the RSPH. The link to read course evaluations can be found in the “Current Students” section of the RSPH website at http://www.sph.emory.edu/rollins-life/evaluation/index.html.
Student Mailboxes

All registered students have a “mailbox” (actually a hanging folder) on the L level of Grace Crum Rollins. The folders are arranged alphabetically for degree seeking students, followed by a section for non-degree seeking and Special Standing students.

Because the mailboxes are not secure or private, instructors should put graded papers, such as homework assignments and exams, in sealed envelopes to assure confidentiality of the student’s work and to maintain compliance with the FERPA regulations.

Room Reservations

To reserve common spaces in Grace Crum Rollins and Claudia Nance Rollins, please submit a request form through http://r25live.collegenet.com/emory/. Commons spaces include classrooms, seminar rooms, the 6th floor training lab, the Klamon Room, Rita Anne Rollins and the picnic area. The external conference rooms on each floor are also common spaces which should be reserved through R25.

Faculty and staff are able to reserve classrooms or community space for meetings and/or events through the R25 Web Viewer Service. To place a reservation request:

- Go to http://r25live.collegenet.com/emory/
- Sign in using your Emory ID and Password
- From the Home Page you are able to search space availability and Create an Event
- Complete the form using the Smart Key
- Availability and confirmation of room will be answered by Facilities Management

If you are interested in reserving an internal conference room in either Claudia Nance Rollins or Grace Crum Rollins, the list of contact persons for room reservations for meetings and seminars can be found in the Room Reservations link of Building Information Section of the About RSPH section of the website at http://www.sph.emory.edu/about/building-information/room-reservations/index.html. The capacity of the departmental conference rooms is noted as well as the contact names and telephone numbers to request a room reservation.
Scheduling Exams

In-class exams are normally offered during a regular class meeting period. Instructors who wish to offer exams lasting beyond the scheduled class period must reserve a location for the exam and accommodate students unable to attend an exam offered outside the originally scheduled class time period (e.g., because of other course commitments, employment, etc.).

In-class final exams are usually scheduled during the week following the end of class meetings, as indicated in the university calendar. They are scheduled during the assigned class period and in the same classroom. If additional time is desired for a final exam, the instructor must reserve a location for the exam and accommodate students unable to attend the exam (because of other course commitments, employment, etc.).

Instructors should inform students far in advance, preferably at the start of the semester, if required course activities extend beyond the usual scheduled meeting time.

RSPH Academic Writing Resources

In response to student, faculty, and academic advisor requests, The Office of Student Services offers Academic Writing Services and Resources for all RSPH students. Writing is recognized as such an important and challenging career skill that several opportunities and venues are offered to students to improve their writing skills. Holly Patrick has been instrumental in developing and coordinating these opportunities for students. She may be contacted at holly.patrick@emory.edu

Individual Tutoring

RSPH offers individual tutoring with the assistance of tutors. The writing tutor works with RSPH students on any stage of the composing process, including: pre-writing, revising, or polishing a final version of a paper. Students may sign up for a 45 minute appointment on line at http://www.sph.emory.edu/rollins-life/academic-writing-resources/index.html

Writing Workshops

During the 2014-2015 a series of four Writing Workshops were held and taped for student use. The sessions included:

- Getting Started: Engaging in pre-writing tasks to ensure your paper meets expectations
• Making an Effective Case: Developing an organized, logical and persuasive argument in writing
• Creating Flow: Using strategies to make connections throughout your paper
• Revising Your Paper: Reviewing elements of the paper to create a finished product

The videos are on-line at the website noted above for viewing.

**Special Seminars**
Special Seminars have also been developed such as the 3 ½ hour Paper Writing Boot Camp have been initiated for Saturday mornings in the Fall and is open to all RSPH students. Topics covered in the first Boot Camp included:

• Organizing your paper
• Improving flow
• Writing concisely
• Avoiding plagiarism

A similar comprehensive workshop on thesis writing is held each January.
IT Resources
IT and Electronic Applications

IT Department

The Office of Information Technology Help Desk is located on the lower level of Grace Crum Rollins. Their services include operating the student computing labs, supporting faculty and staff desktops and the RSPH network, maintaining secure research servers, providing email services, and supporting the RSPH website.

Computer Support

The Office of Information Technology operates a Help Desk that has office hours 8 AM to 5 PM Monday through Friday, to provide computing assistance for students of the Rollins School of Public Health. Additional student support is also available until 8:00 PM, Monday through Thursday. If students are experiencing difficulty with their email systems or their internet access, the quickest way to get support is to send an email to help@sph.emory.edu and describe your issue. You may also contact the RSPH Help Desk by telephone at 404-727-5536 during business hours.

Access to software that is needed for classroom assignment is provided through a system called RSPH-Desktop that will enable students to access needed software and applications without having to download onto their personal computers or laptops. This includes software such as SAS, STATA and 40 + other applications. RSPH-Desktop is equally usable on Apple and PC platforms through your browser and even from mobile devices as IPADs. Additional information to gain access to RSPH-Desktop may be found at the RSPH IT website www.sph.emory.edu/cms/about/information_technology/index.

The IT Department also supports computer kiosk stations and laser printers for student use. Kiosk stations are located on the Lower Level of the Grace Crum Rollins building. Student printers are located on the Lower Level, P-level, and first floor of the Grace Crum Rollins building and the first floor of the Claudia Nance Rollins building. The EmoryCard is required in order to pay for the printing. A student may choose to use duplex printing to reduce cost and save paper. You can print wirelessly through the Emory Unplugged connection as well. Please visit the following website to get detail instructions on how to print wireless. http://www.sph.emory.edu/cms/about/information_technology/environment/student_printing2.html
Additional information regarding the IT Department and its services may be found at http://www.sph.emory.edu/cms/about/information_technology/index.html

**Event Information**

Events and other scheduled activities can be found on the RSPH calendar. Once a week you will get a digest of the weeks events that you can select and drill through for specific information on events. You can find the event calendar at this link. http://www.sph.emory.edu/cms/about/rsph_cal.html

**Classroom Technology**

You will be interacting with our classroom technologies via “Rosie”. Learn more about Rosie at this link… http://www.sph.emory.edu/cms/about/information_technology/documents/meet_rosie_080110.pdf

**OPUS**

Version 9 OPUS offers many features that enable faculty to manage their course work and student advisees efficiently and effectively.

The access link to OPUS is on the main page of the RSPH website – enable the upper tab entitled Resources and click the OPUS link on the right hand side. Log In and enable the link to the Faculty/Advisor Center on the right side of the screen.

In the Faculty Center section, your current courses (this term) are readily visible with links to the class roster, class title, enrollment, days and times, location, and class dates. By enabling the student class roster icon, an advisor will see the names of the students registered for the course with hyperlinks to each student’s email address as well as the ability to email the class as a whole or a select few.

There is a link to view the Instructor’s Advisees just above the term, such as Summer 2015. To view information about a specific advisee, enable the link “View Student Details.” By enabling the drop down box, “Other Academic,” the advisor will be able to review the degree academic requirements and which requirements the student has taken, the student’s course history, grades, unofficial transcript, and transfer credit report.

For your convenience, screenshots for On-Line Grade Entry/Grade Changes and Academic Advising can be found on the Enrollment Services Website at http://www.sph.emory.edu/rollins-life/enrollment-services/index.html
Blackboard

Blackboard is a Learning Management System that assists faculty and students in course management through online communications. Students may access Blackboard through the link on the top right of the RSPH website, www.sph.emory.edu. You can access it directly by using http://classes.emory.edu. Student login is the same ID as that of email, OPUS, and other Emory-related applications. If you are having difficulties in accessing your Blackboard or have questions on how to use the Blackboard system, you may get support and training through classes@emory.edu. For after hours contact, you may call 404-727-7777 for emergency assistance.

Instructors may use Blackboard as a primary source of communication for assignments, grades, question and answer sessions, and general information relating to courses. Blackboard syncs with OPUS so that all courses for which you are officially registered should be on Blackboard when you log-in. Contact classes@emory.edu if your course registration is not accurate.

Blackboard also may be used as an additional mode to communicate important information to students such as registration deadlines, departmental activities, student government events, graduation and commencement information, and other RSPH announcements of student interest. In addition many departments have developed Blackboard sites specifically for their students. Students are encouraged to look at their Blackboard accounts on a regular basis.

E-mail Communications

E-mail is the primary vehicle for official communication with students at Emory University. Each registered student is assigned an official e-mail address by the University. All University communications sent via e-mail will be sent to this address. For students in the Rollins School of Public Health, these e-mails are identified by a given address “Student.email.name”@emory.edu that you will be issued when you are given access to the Emory systems. The “Student.email.name” will be some combination of your first, middle, and last name.

Student email accounts are supported by Microsoft Exchange and accessed through a browser interface. Student email accounts will be given 50 G of storage space. Students must maintain their accounts and are encouraged to check their e-mail daily so that they can read new mail received and reduce their email storage as appropriate. You can access the email application through your browser by going to http://email.emory.edu and login in using your Emorynetid@emory.edu login information.

The Exchange system does not support forwarding emails to another server to protect the sensitive nature of the communications you will be involved with at
Emory. For additional information about the Exchange system, please read [http://www.sph.emory.edu/about/information_technology/student_exchange.html](http://www.sph.emory.edu/about/information_technology/student_exchange.html)

Smart Device Security

Emory has implemented a new policy to improve the security of smart devices (smartphones, tablets, etc.) that access Emory e-mail, or store sensitive Emory data. The new smart device security policy from Emory protects both personal and Emory data on smart devices (smartphones, tablets, etc), [http://it.emory.edu/security/smart_device/](http://it.emory.edu/security/smart_device/) The policy lays out security requirements for devices that access Emory Exchange email or store sensitive Emory information, like using a passcode. This policy, adopted requires the following:

- A four digit PIN will be required to unlock your device
- Your device will automatically lock (require your PIN to be entered) after a maximum of no more than 15 minutes of inactivity
- If someone enters your PIN incorrectly 10 times in a row the device will erase itself (most devices have a protection mechanism that will prevent you or someone else from doing this accidentally).
- Your data will be encrypted, if supported by your device

This policy does not grant Emory access to information stored on your phone, it only requires a handful of security settings be put into place.

Can I opt-out of this policy?

The only way to opt out of the security policy is to remove your Emory Exchange account from your smart phone or tablet. This means you won’t be storing Emory email on your device and the policy will not apply. If you choose to remove your Emory Exchange account from your phone you can connect to Exchange from your device’s browser by visiting [https://owa.emory.edu](https://owa.emory.edu)

Lost or stolen smart devices

Loss and/or theft of smart devices is on the rise. Several million smart devices are lost or stolen annually worldwide. What should you do in the event that your smart device becomes one of these millions? Below is a link that includes step-by-step guidance for what to do if your device goes missing. [http://it.emory.edu/security/smart_device/sd_lost.html](http://it.emory.edu/security/smart_device/sd_lost.html)
Self-Service Password Maintenance

All School of Public Health students are encouraged to register answers to security questions at the Self-Service Password Maintenance website https://enid.emory.edu/myaccount. Once configured users are given control to change and/or maintain their password and network ID. Accounts affected after a password change include Enterprise email, VPN, OPUS, PeopleSoft-HR, RSPH-Desktop, and Blackboard.

Password requirements:

- Passwords must be between 6 characters long.
- Passwords cannot be the user’s NetID, name or a word found in the dictionary.
- Passwords should NOT be written down, emailed, or given to anyone over the telephone.

For step-by-step instructions on how to use the Self-Service Password Maintenance website go to https://emory.service-now.com/kb_view.do?sysparm_article=KB00854.

Listserve Communications

Because email is the primary communication source, Rollins School of Public Health has a variety of mailing lists to communicate with faculty, staff, and students. Some are for official posting only with only certain individuals having access to send to this list while other lists are community-oriented and anyone can send messages.

**Official Messages** may include:
- Public Health/Health Seminars
- RSPH Sponsored Events
- University/School/Department/Center/Project Sponsored Announcements
- Funding Opportunities
- Security Issues

**Community Messages** would include notices regarding:
- Lost Items
- Items for Sale
- Non-RSPH or non RSPH-Affiliated Events
- Cars with Lights On
- Food
If you need to send an official message to any of these lists which you might not have access to, please see your Department delegate. In addition each Department has its own mailing lists as well.

**RSPH Official Mailing Lists:**

- **RSPH-All@listserv.emory.edu** (or school@sph.emory.edu)
  - **Audience:** All faculty, staff, and students. Every person with an RSPH appointment
  - **Official or Community:** Official Messages only
  - **Unsubscribe:** You cannot unsubscribe to the list
  - **Limited Senders:** Yes
  - **Current Senders:** Designated personnel in the Dean’s Office, Facilities, Student Services, IT, and HR. Students may not post to this mailing list.

- **RSPH-Students@listserv.emory.edu**
  - **Audience:** All students (traditional and CMPH program)
  - **Official or Community:** Official Messages only
  - **Unsubscribe:** You cannot unsubscribe to the list
  - **Current Senders:** Designated personnel. Students may not post to this mailing list.

**RSPH Community-based lists:**

- **RSPH-Community@listserv.emory.edu**
  - **Audience:** Open to all staff, student, or faculty
  - **Official or Community:** Community
  - **Unsubscribe:** Yes
  - **Sign Up:** You need to sign up at [http://listserv.emory.edu/](http://listserv.emory.edu/)
  - **Current Senders:** Emory address

- **RSPH-STUDENT-COMMUNITY@listserv.emory.edu**
  - **Audience:** Open to all students
  - **Official or Community:** Community
  - **Unsubscribe:** Yes - [http://listserv.emory.edu/](http://listserv.emory.edu/)
  - **Sign Up:** Each year the list will be rebuilt based on student enrollment
  - **Current Senders:** Emory address
Curriculum
Curriculum Development/Changes

EDUCATION COMMITTEE
Bylaws

The Purpose of the Rollins School of Public Health Education Committee is to:

• Initiate, develop, establish and interpret standards pertaining to the curriculum of the MPH or MSPH programs and its delivery;
• Review, evaluate and consider the status of new and ongoing academic course offerings of the MPH or MSPH programs;
• Periodically review, revise and propose standards and guidelines for academic programs, the curriculum and student performance;
• Convene, as needed, the Rollins School of Public Health Academic Standards Subcommittee to advise the associate dean for academic affairs on actions pertaining to student performance, academic exclusion, applications of rules, academic probation, etc., and to consider the student appeals and grievances pertaining to actions taken by faculty or academic administrators in response to students’ academic performance;
• Regularly convene the Teaching Subcommittee to assess current practices and develop proposals for instructional innovations, methods of evaluating instruction, the development of instructional skills of faculty and other activities that would improve the quality of teaching

Membership

• The Education Committee includes:
  o Members
    ▪ One faculty member appointed for a three year term from each department and a representative from the Career MPH program
    ▪ Faculty representatives may be reappointed for additional terms by departments
    ▪ Appointments should be staggered so that roughly one-third terminate each year
  o Chair
    ▪ Regular committee members nominate a faculty member serving on the committee to be appointed by the dean for a two-year term
    ▪ The committee chair will also serve on the Faculty Council
  o Ex-Officio Members
    ▪ Associate/Assistant Directors for Academic Programs in each department and the CMPH Program
    ▪ Director of Enrollment Services
- Designated representatives from all schools/programs with which the RSPH has a dual degree program (Business, Law, Medicine, Nursing, Physician Associate, Physical Therapy, Theology)
- Two Student Representatives appointed by the Student Government Association
- Associate Dean for Academic Affairs (will staff the committee)

- **The Academic Standards Sub Committee Includes:**
  - Faculty members currently serving on the Education Committee and CMPH representative
  - The Subcommittee may invite ADAPs to convene with them
  - The Subcommittee is chaired by the Associate Dean for Academic Affairs

- **The Teaching Subcommittee includes:**
  - Faculty member appointed by each department
  - Director of Information Technology
  - Interested members of the Education Committee
  - The subcommittee is chaired by a faculty member elected by the body

**Education Committee Meeting Guidelines**

**Schedule**

The Committee will meet monthly. Additional meetings may be scheduled at the discretion of the chair.

**Quorum**

More than one-half of the regular members must be present.

A quorum must be present at the time of a committee vote in order for a decision to be binding.

**Parliamentary Authority**

Robert’s Rules of Order (revised) will govern the meetings in all cases in which they are applicable and in which they are not in conflict with the policies and procedures of this organization.

**Voting**

Members of the Education Committee will be entitled to vote on each decision.

**Agenda**

Contents of the agenda will be compatible with the purpose of the Education Committee.

Any business presented to the Education Committee should be disseminated to members at least two days in advance of the meeting.
Agenda items or related materials not distributed at least two days in advance may be considered as informational items unless a majority of committee members agree to consider them for action at the meeting.

Procedures for Approval of Proposed New Courses

Submission of Syllabus: The syllabus of a proposed new course is submitted to the Education Committee following the review and endorsement by the Department’s faculty and Chair. *If the proposed course is anticipated to have an impact on, or overlap with the curriculum of a program offered by another Department, the Chair of the Department proposing the new course should engage in discussions with representatives from the other potentially affected Department prior to seeking Education Committee approval.*

The Department Chair will submit the Application for a New Course to the Education Committee for distribution to Committee members no less than one week before the Education Committee meeting in which it is to be considered.

Discussion of Proposed Course: The Department’s faculty representative and ADAP will normally “present” the proposal for the new course to the Education Committee. The Committee will normally consider, in its review:

- Relevance of the course learning objectives for the program objectives, i.e. the need or rationale for the course;
- Qualifications of the proposed course instructor;
- Whether the demands of the course are reflected in the proposed credit hours;
- Quality of the content;
- Proposed methods for evaluating whether the students achieve course competencies;
- Whether the course is redundant;
- Minimum and maximum enrollment which is suitable for the course;
- Capacity of the department program to sustain offering the course.

Approval of the Course: After the proposed course is presented to the Education Committee, the proposed course will be discussed by the Committee. If all of the aforementioned criteria have been satisfied, the Committee will vote on the approval of the proposed course. If the Committee
does not believe that the criteria have been met satisfactorily, the Committee will ask that the proposed course be revised and brought back to the Education Committee for further consideration.

*New courses to be offered in the Fall semester must be presented and approved no later than the February Education Committee meeting in order to be registered in the OPUS course catalogue and scheduled before Fall preregistration. New courses to be offered in the Spring semester must be approved no later than the September Education Committee meeting.*

**Cross-Listed Courses**

In some cases, courses may be listed in more than one department. Cross-listing between departments within the school indicates that the course learning objectives are essential for both department academic programs. It suggests that if one of the departments normally providing instruction for the course fails to do so, the other department will provide instruction in order to sustain the course offering.

Graduate level courses offered in other schools (e.g., Emory Graduate School) may be cross-listed by a RSPH department with the permission of the other school. Although students may enroll in courses offered by other schools at Emory University, cross-listing a course indicates that the course is considered essential for the RSPH department’s learning objectives. Some courses may be cross-listed because they are intended to attract enrollments from multiple schools.

**Credit Hours/Contact Hours**

According to the Provost’s Office, in order to be in compliance with accreditation bodies such as Southern Association of Colleges and Schools (SACS), the number of credit hours for a course must equal the number of contact hours per week. If a course is listed as a two credit hour course, it must have two hours of direct contact; similarly for a three credit hour course, etc. Labs and small groups may count towards the contact hours, but they must be officially scheduled and recorded in OPUS on a weekly basis.
Oversight of Instructional Quality

Education Committee Approval of New Courses: Proposed courses must be approved by the Education Committee. The Education Committee will review the course learning objectives, qualifications of the proposed instructor, contribution of the course to the program’s learning objectives, proposed methods of evaluation, workload relative to course credits, and the extent to which the course overlaps with other courses already offered.

Instructor: The course will be taught by an approved or appointed faculty member whose credentials have met the RSPH standards.

Department Sponsorship and Responsibility: A course must be sponsored by a Department with the explicit support of the Chair and faculty. The Department is ultimately responsible for monitoring the quality of instruction and course implementation.

Student Course Evaluations: All courses will be evaluated by students using a standardized on-line form developed by the Education Committee and found on the RSPH website at www.sph.emory.edu/evaluation.php.

Course instructors will set aside 10-15 minutes in one of the final two class meetings for course evaluations. Students should be asked to bring appropriate technology to class (e.g., portable computers, telephones, IPads, etc.) in order to complete on-line evaluations during class time. If necessary, students will also be able to complete on-line evaluations outside of class time during the final 2-3 weeks of the semester.

The summary evaluation forms are available at the same website to the Instructor, Department Chair, Assistant Directors of Academic Programs, and Associate Dean for Academic Affairs. Students may view evaluations for courses that receive an 66% response rate.

When deficiencies are observed, the instructor is expected to discuss with the Chair how those problems may be remedied in the future. The Associate Dean for Academic Affairs reviews all course evaluations, shares impressions with the Chairs and may request the Chair to be accountable for identified problems.
ROLLINS SCHOOL OF PUBLIC HEALTH
OF EMORY UNIVERSITY

RSPH Mission Statement: The mission of the Rollins School of Public Health (RSPH) of Emory University is to demonstrate excellence in the discovery, dissemination and application of knowledge as it trains and supports future leaders in health promotion and disease prevention through organized community efforts around the world.

Core Competencies

Upon graduation, a student with an MPH/MSPH should be able to:

- Use analytic reasoning and quantitative methods to address questions in public health and population-based research
- Describe environmental conditions, including biological, physical and chemical factors, that affect the health of individuals, communities and populations
- Describe the use of epidemiology methods to study the etiology and control of disease and injury in populations
- Discuss how health policy and finance affect the delivery, quality, access and costs of health care for individuals, communities and populations
- Describe behavioral, social and cultural factors that contribute to the health and well being of individuals, communities and populations
- Assess global forces that influence the health of culturally diverse populations around the world
- Apply skills and knowledge in public health setting(s) through planned and supervised experience(s) related to professional career objectives
- Integrate the broad base of public health knowledge and skills acquired from coursework, practicum and other learning activities into a culminating experience (thesis, Special Studies Project, Capstone)
- Develop the capacity for lifelong learning in public health
- Apply principles of ethical conduct to public health practice
Department of Behavioral Sciences and Health Education

MPH with a concentration in Behavioral Sciences

Upon completion of the MPH degree, the graduate will be able to:

- Communicate in both written and oral format with public health programs, community-based organizations, and others involved in improving the public’s health
- Conduct public health practices including needs assessment and/or evaluation of public health programs
- Design observational and intervention studies in critical public health areas using quantitative and qualitative research methods
- Apply social and behavioral science theory in public health research and practice
- Implement research protocols and programs employing behavioral sciences
- Evaluate research theory and findings in a manner that effectively informs public health policy and programs
- Disseminate research theory and findings in a manner that effectively informs public health policy and programs
- Promote the adoption and integration of ethical behavioral science research methods and findings into a unified public health practice
- Conduct original research on the social determinants of health risks
- Provide critical analysis of lessons to be learned from the past and present

MPH with a concentration in Health Education

Upon completion of the MPH degree, the graduate will be able to:

- Communicate both in written and oral format, with public health programs, community-based organizations and others involved in improving the public’s health
- Conduct public health practices including needs assessment and/or evaluations of public health programs
- Assess individual and community needs for health education
- Plan effective health education programs
- Implement effective health education programs
- Evaluate the effectiveness of health education programs
- Coordinate the provision of health education services
- Act as a resource person in health education
- Communicate health education needs, concerns and resources
- Apply appropriate research principles and methods in health education
• Advance the profession of public health
• Provide critical analysis of lessons to be learned from the past and present

PhD in Behavioral Sciences and Health Education

Upon completion of the PhD degree, the graduate will be able to:
• Draw from major social and behavioral science theories to apply appropriate empirical methods and analysis in research practices
• Design health promotion interventions
• Implement health promotion interventions
• Evaluate health promotion interventions
• Disseminate knowledge to students and the larger scientific community
• Translate knowledge derived from research to promote public health through policy making

Certificate in the Social-Contextual Determinants of Health

Upon completion of the certificate, the graduate will be able to:
• Identify the causes of social and behavioral factors that affect health of individuals and populations
• Describe the role of social and community factors in both the onset and solution of public health problems
• Describe the merits of social and behavioral science interventions and policies
• Specify multiple targets and levels of intervention for social and behavioral science programs and policies
• Critically evaluate the epidemiologic literature
• Formulate a testable hypothesis to determine an appropriate study design concerning the etiology and control of health problems

Department of Biostatistics and Bioinformatics

MPH in Biostatistics

Upon completion of the MPH degree, the graduate will be able to:
• Identify biostatistical aspects in contemporary public health issues
• Collaborate with investigators in the design of standard biomedical and public health studies
- Estimate the sample size in the context of a given standard public health study design
- Collaborate with investigators and statistical colleagues in the analysis of data from biomedical and public health studies
- Communicate the results of statistical analyses to a broad audience
- Adhere to guidelines of responsible research
- Identify data sources and research questions associated with a particular application area within public health
- Apply analytic methods to address specific research questions in the particular application area of interest
- Use standard statistical software for both data management and data analysis
- Demonstrate analytic skills within a specified application area
- Complete start-to-finish analyses addressing substantive questions within the application area of interest using standard statistical design and analysis techniques

**MSPH in Biostatistics**

Upon completion of the MSPH degree the graduate will be able to:
- Identify biostatistical aspects in contemporary public health issues
- Collaborate with investigators in the design of standard biomedical and public health studies
- Estimate the sample size in the context of a given standard public health study design
- Collaborate with investigators and statistical colleagues in the analysis of data from biomedical and public health studies
- Communicate the results of statistical analyses to a broad audience
- Adhere to guidelines of responsible research
- Use central concepts in statistical theory and inference
- Use statistical software for both data management and data analyses, including coding of custom techniques
- Apply custom statistical methods as needed to address public health or medical problems
- Demonstrate advanced analytic skills within a collaborative setting
- Demonstrate technical accuracy with advanced analytic methods

**MSPH in Public Health Informatics**

Upon completion of the MSPH degree the graduate will be able to:
- Develop public health information systems as needed to support public health efforts
- Evaluate information systems that meet the needs of public health practice
- Assist in the development and adoption of information technology in public health
- Choose software allowing for the interface of data entry and statistical analysis software
- Apply statistical methods in the analysis of public health information
- Assess individual data elements and display results effectively and appropriately
- Adhere to guidelines of responsible research

**BA/MSPH in Biostatistics**

The MSPH competencies related to this degree are the same as the MSPH in Biostatistics Competencies.

**PhD in Biostatistics**

Upon completion of the PhD degree, the graduate will be able to:
- Identify biostatistical aspects in contemporary public health issues
- Collaborate with investigators in the design of standard biomedical and public health studies
- Estimate the sample size in the context of a given standard public health study design
- Collaborate with investigators and statistical colleagues in the analysis of data from biomedical and public health studies
- Communicate the results of statistical analyses to a broad audience
- Adhere to guidelines of responsible research
- Use central concepts in statistical theory and inference
- Use statistical software for both data management and data analyses, including coding of custom techniques
- Demonstrate advanced analytic skills within a collaborative setting
- Demonstrate technical accuracy with advanced analytic methods
- Conduct independent research and develop novel methodology in statistics
- Apply new and existing statistical theory and methods as needed to address public health or medical problems
- Develop new statistical theory and methods to address a broad range of complex medical or public health problems
- Conduct complex statistical analyses for a broad range of applications
- Teach statistical theory or methodology at all levels
Certificate in Public Health Informatics

Upon completion of the certificate, the graduate will be able to:

- Define public health information systems as needed to support public health efforts
- Assist in the development and adoption of appropriate information technology in public health
- Choose appropriate software allowing for the interface of data entry and statistical analysis software
- Apply appropriate statistical methods in the analysis of public health information
- Interpret data results effectively and appropriately
- Adhere to guidelines of responsible research

Department of Environmental Health

MPH in Environmental Health

Upon completion of the MPH degree, the graduate will be able to:

- Describe major environmental risks to human health ranging from the local to global scale
- Assess the sources and movement of contaminants through the environment
- Characterize the magnitude, frequency and duration of environmental exposures
- Apply the principles of toxicology to assess health effects of environmental exposures
- Apply the principles of epidemiology to assess health effects of environmental exposures
- Evaluate the risks posed by environmental hazards using risk assessment methods
- Explain major policy issues in Environmental Health including regulatory frameworks
- Design environmental health programs, policies, interventions and/or research intended to improve the health of individuals, communities, and populations
- Communicate the key methods, findings and public health implications of research on a poster and verbally to an audience of public health professionals
MPH in Global Environmental Health

Upon completion of the MPH degree, the graduate will be able to:

- Describe major environmental risks to human health ranging from the local to global scale
- Assess the sources and movement of contaminants through the environment
- Characterize the magnitude, frequency, and duration of environmental exposures
- Apply the principles of epidemiology to assess health effects of environmental exposures
- Apply the principles of toxicology to assess health effects of environmental exposures
- Appraise the environmental, behavioral and social factors that contribute to the emergence, re-emergence, and persistence of infectious diseases
- Assess the major forces that influence the health of populations around the world.
- Critique major global priorities and the reasons for their prioritization.
- Design environmental health programs, policies, interventions and/or research intended to improve the health of individuals, communities, and populations
- Communicate the key methods, findings and public health implications of research on a poster and verbally to an audience of public health professionals

BS/MPH in Environmental Studies and Environmental Health

The MPH competencies related to this degree are the same as the MPH in Environmental Health Competencies.

MSPH in Environmental Health and Epidemiology

Upon completion of the MSPH degree, the graduate will be able to:

- Describe major environmental risks to human health ranging from the local to global scale
- Characterize the magnitude, frequency and duration of environmental exposures
- Explain major policy issues in environmental health including regulatory frameworks
- Describe the role of toxicology in evaluating health effects of environmental exposures
- Develop an epidemiologic study to address an environmental health question
- Conduct basic epidemiologic analysis of environmental health data
- Interpret results of epidemiologic studies of an environmental health question
- Synthesize epidemiologic literature on an environmental health question
- Communicate the key methods, findings and public health implications of research on a poster and verbally to an audience of public health professionals

**PhD in Environmental Health Sciences**

Upon completion of the PhD degree, the graduate will be able to:
- Utilize advanced methods in exposure assessment of environmental contaminants
- Interpret advanced methods in exposure assessment of environmental contaminants
- Describe mechanisms of toxic action and how physiological and other factors can modify effects of environmental toxicants
- Use advanced epidemiological methods to examine associations between environmental factors and disease
- Use risk assessment tools to describe the risks associated with various environmental exposures
- Design novel research projects to examine key challenges in field
- Identify the ethical issues involved in the responsible conduct of research
- Teach graduate course content in environmental health sciences
- Disseminate research findings in multiple formats

**Certificate in Water, Sanitation, and Hygiene** (offered through the Center for Global Safe Water at Emory University)

Upon completion of the certificate program, the student will be able to:
- Describe the multidisciplinary nature of WASH-related issues;
- Practice WASH-related laboratory methods;
- Examine potential solutions for WASH-related challenges at the household and community level;
- Recognize the role of policy in shaping the WASH landscape;
- Identify entities working in the WASH sphere; and
- Generate WASH-related knowledge through practice by completing 1) a capstone or a thesis and 2) a WASH-related field experience (practicum or GFE).
Department of Epidemiology

MPH in Epidemiology

Upon completion of the MPH degree, the graduate will be able to:

- Describe public health problems in terms of magnitude, time, place, person and their associated risk factors
- Identify principles and limitations of epidemiologic screening programs
- Identify major epidemiologic problems of importance
- Identify key sources of data for epidemiologic purposes
- Formulate a research question
- Differentiate between descriptive and analytic epidemiologic methods
- Critically evaluate the strengths and weaknesses of different study designs with respect to a given research question
- Calculate basic epidemiologic measures
- Implement methods of data cleaning and documentation for epidemiologic data sets
- Conduct basic epidemiologic analyses using linear, logistic, Cox and Poisson regression
- Fit Epidemiologic Models
- Interpret epidemiologic results in a causal framework
- Evaluate the strengths and weaknesses of the epidemiologic literature
- Utilize information technology tools and statistical programming packages in preparing scientific reports
- Communicate epidemiologic information in a scientific report
- Recognize potential ethical and legal issues in epidemiologic studies

MPH in Global Epidemiology

Upon completion of the MPH degree, the graduate will be able to:

- Describe public health problems in terms of magnitude, time, place, person and their associated risk factors
- Identify principles and limitations of epidemiologic screening programs
- Identify major epidemiologic problems of importance
- Describe major global health priorities and the reasons for their prioritization
- Critique the evidence for improving health delivery systems and health status of individuals, communities and populations around the world
• Assess the major forces that influence the health of populations around the world
• Design programs, policies, and/or interventions intended to improve health services and health status of individuals, communities and populations
• Critique major global priorities and the reason for their prioritization
• Identify key sources of data for epidemiologic purposes
• Formulate a research question
• Differentiate between descriptive and analytic epidemiologic methods
• Critically evaluate the strengths and weaknesses of different study designs with respect to a given research question
• Calculate basic epidemiologic measures
• Implement methods of data cleaning and documentation for epidemiologic data sets
• Conduct basic epidemiologic analyses using linear, logistic, Cox and Poisson regression
• Fit epidemiologic models
• Interpret epidemiologic results in a causal framework
• Evaluate the strengths and weaknesses of the epidemiologic literature
• Utilize information technology tools and statistical programming packages in preparing scientific reports
• Communicate epidemiologic information in a scientific report
• Communicate the key methods, findings, and public health implications of research on a poster and verbally to an audience of public health professionals
• Recognize potential ethical and legal issues in epidemiologic studies

MSPH in Epidemiology

Upon completion of the MSPH degree, the graduate will be able to:
• Describe public health problems in terms of magnitude, time, place, person and their associated risk factors
• Identify principles and limitations of epidemiologic screening programs
• Identify major epidemiologic problems of importance
• Identify key sources of data for epidemiologic purposes
• Formulate a research question
• Differentiate between descriptive and analytic epidemiologic methods
• Critically evaluate the strengths and weaknesses of different study designs with respect to a given research question
• Calculate basic epidemiologic measures
• Implement methods of data cleaning and documentation for epidemiologic data sets
• Conduct basic epidemiologic analyses using linear, logistic, Cox and Poisson regression
• Fit Epidemiologic Models
• Interpret epidemiologic results in a causal framework
• Implement causal models for different case-control designs in appropriate fashion
• Analyze advanced case-control and other innovative study designs
• Apply SAS procedures MIXED, GENMOD, GLIMMIX, and NLMIXED in the analysis of correlated epidemiologic data
• Conduct epidemiologic studies using longitudinal/correlated data
• Demonstrate mastery of advanced analytic epidemiologic methods
• Evaluate the strengths and weaknesses of the epidemiologic literature
• Utilize information technology tools and statistical programming packages in preparing scientific reports
• Communicate epidemiologic information in a scientific report
• Recognize potential ethical and legal issues in epidemiologic studies

**MSPH in Global Epidemiology**

Upon completion of the MSPH degree, the graduate will be able to:
• Describe public health problems in terms of magnitude, time, place, person and their associated risk factors
• Identify principles and limitations of epidemiologic screening programs
• Identify major epidemiologic problems of importance
• Describe major global health priorities and the reasons for their prioritization
• Identify key sources of data for epidemiologic purposes
• Formulate a research question
• Differentiate between descriptive and analytic epidemiologic methods
• Critically evaluate the strengths and weaknesses of different study designs with respect to a given research question
• Calculate basic epidemiologic measures
• Implement methods of data cleaning and documentation for epidemiologic data sets
• Implement causal models for different case-control designs in appropriate fashion
• Analyze advanced case-control and other innovative study designs
• Apply SAS procedures MIXED, GENMOD, GLIMMIX, and NLMIXED in the analysis of correlated epidemiologic data
Conduct epidemiologic studies using longitudinal/correlated data
Demonstrate mastery of advanced analytic epidemiologic methods
Critique the evidence for improving health delivery systems and health status of individuals, communities and populations around the world
Assess the major forces that influence the health of populations around the world
Design programs, policies, and/or interventions intended to improve health services and health status of individuals, communities and populations
Critique major global priorities and the reason for their prioritization
Conduct basic epidemiologic analyses using linear, logistic, Cox and Poisson regression
Fit epidemiologic models
Interpret epidemiologic results in a causal framework
Evaluate the strengths and weaknesses of the epidemiologic literature
Utilize information technology tools and statistical programming packages in preparing scientific reports
Communicate epidemiologic information in a scientific report
Communicate the key methods, findings, and public health implications of research on a poster and verbally to an audience of public health professionals
Recognize potential ethical and legal issues in epidemiologic studies

PhD in Epidemiology

Upon completion of the PhD degree, the graduate will be able to:

- Critically evaluate scientific literature
- Synthesize scientific literature findings across studies, balancing limitations and contributions of each study
- Render an informed judgment on the state of knowledge in an area of public health
- Articulate research questions that advance scientific knowledge about the topic
- Conduct an advanced, original research project in the student’s discipline:
  a. Formulate a research question
  b. Describe the public health significance of the question
  c. Identify an appropriate study population
  d. Identify strengths and limitations to different possible study designs
  e. Evaluate issues related to casual inference including potential sources of bias and ways to limit these biases
• Participate in data collection through one or more of the following: developing a questionnaire, piloting a study instrument, recruiting study participants, etc.

• Apply quantitative and reasoning skills, as well as content-area knowledge to analyze data from epidemiological studies:
  a. Apply appropriate analytic techniques to control for bias
  b. Calculate measures of disease frequencies and estimates of effect (both from contingency tables and using models)
  c. Conduct epidemiologic analysis using linear, logistic, Cox and Poisson regression
  d. Interpret analytic results in a casual framework
  e. Identify when consultation with an expert is needed

• Present and communicate epidemiologic findings clearly, in writing and orally, to students, professionals and the public:
  a. Prepare and submit an abstract for scientific meeting
  b. Deliver and oral presentation to professional colleagues
  c. Prepare and submit a manuscript for peer-reviewed journal, including revising and responding to peer-reviewed comments
  d. Provide peer-reviewed feedback on other manuscripts

• In collaboration with faculty, develop a proposal for extramural research funding:
  b. Identify appropriate funding opportunities
  c. Develop general and specific aims, background significance and research narrative
  d. Participate in developing and assembling other proposal components including budgets, biosketches and human subject protection

• Teach epidemiologic concepts to students and peers

• Complete training on the basic principles of ethics in human subjects research

• Recognize potential ethical issues in epidemiologic studies

• Prepare an application to an Institutional Review Board

• Utilize information technology tools which are critical to scientific productivity:
  a. Scientific literature databases and search engines (e.g., PubMed, Web of Science, Google Scholar)
  b. Reference management software (e.g., Endnote, Refman, QUOSA)
  c. Statistical analysis software (e.g., Stata, SAS, R)
Certificate in Maternal and Child Health

Upon completion of the certificate program, the student will be able to:

- **MCH Knowledge Base/Context**
  - Use data to identify issues related to the health status of a particular MCH population group, describing health disparities within MCH populations and offering strategies to address them.
  - Demonstrate the use of a systems approach to explain the interactions among individuals, groups, organizations and communities.

- **Self-reflection**
  - Use self-reflection techniques effectively to enhance program development, scholarship and interpersonal relationships, recognizing that personal attitudes, beliefs, and experiences (successes and failures) influence one’s leadership style.

- **Ethics & Professionalism**
  - Identify ethical dilemmas and issues that affect MCH population groups.
  - Describe the ethical implications of health disparities within MCH populations with an awareness of ethical issues in patient care, human-subjects research, and public health theory and practice.
  - Initiate and act as catalyst for the discussion of these dilemmas and issues.

- **Critical Thinking**
  - Identify practices and policies that are not evidence-based but are of sufficient promise that they can be used in situations where actions are needed.
  - Use population data to assist in determining the needs of a population for the purposes of designing programs, formulating policy, etc.
  - Formulate a focused and important practice, research or policy question.

- **Communication**
  - Share thoughts, ideas, and feelings effectively in discussions, meetings, and presentations with diverse individuals and groups.
- Write clearly and effectively to express information about issues and services that affect MCH population groups.
- Understand nonverbal communication cues in self and others.
- Listen attentively and actively.

- **Negotiation & Conflict Resolution**
  - Apply strategies and techniques of effective negotiation and evaluate the impact of personal communication and negotiation style on outcomes, demonstrating the ability to manage conflict in a constructive manner.

- **Cultural Competency**
  - Conduct personal self-assessments regarding cultural competence, assessing strengths of individuals and communities and responding appropriately to their needs based on sensitivity to and respect for their diverse cultural and ethnic backgrounds and socioeconomic status.
  - Describe strategies to assure culturally-sensitive public health and health service delivery systems, integrating cultural competency into programs, research, scholarship, and policies.

- **Family-Centered Care**
  - Operationalize the “family-centered care” philosophical constructs and use these constructs to critique and strengthen practices, programs, or policies that affect MCH population groups.
  - Describe how family perspectives play a pivotal role in MCH research, clinical practice, programs, or policy.

- **Developing Others**
  - Recognize and create learning opportunities for others.
  - Participate in a mutually beneficial mentoring relationship.

- **Interdisciplinary Team Building**
  - Identify strengths of team members appropriate to a given task, and facilitate group processes for team-based decisions valuing and honoring diverse perspectives.

- **Working with Communities and Systems**
  - Participate in basic strategic planning processes such as developing a mission, vision, strategic goals, and activities,
identifying community stakeholders and their level of engagement in the collaboration process.

- **Policy and Advocacy**
  - Understand the roles and relationships of groups involved in the public policy development and implementation process, including the branches of government.
  - Analyze the potential impact of policies on diverse population groups.
  - Use data, levels of evidence, and evaluative criteria in proposing policy change.
  - Frame problems based on key data, including economic, political, and social trends that affect the MCH population.

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**Department of Health Policy and Management**

**MPH in Health Policy**

Upon completion of the MPH, the graduate will be able to:

- Describe how the organization and financing of health services influence access, quality and cost
- Apply management principles to planning, organizing, leading and controlling health care enterprises
- Apply skills in financial accounting to healthcare administration decisions
- Apply principles of health economics in analyzing the behavior of healthcare market stakeholders
- Conduct economic evaluations of health services
- Utilize public finance theory to assess the impact of proposals to reform the financing and delivery of health services
- Incorporate legal principles in the administration of health services
- Prepare health policy briefings suitable for the range of policy stakeholders involved with the formulation and implementation of a health policy under consideration by decision makers
- Design an advocacy strategy for the development and implementation of a health policy

**MPH in Health Management**

Upon completion of the MPH, the graduate will be able to:

- Describe how the organization and financing of health services influence access, quality and cost
• Apply management principles to planning, organizing, leading and controlling health care enterprises
• Apply skills in financial accounting to healthcare administration decisions
• Apply analytic tools and theories to guide the management of financial assets in healthcare organizations
• Apply principles of health economics in analyzing the behavior of healthcare market stakeholders
• Incorporate human resources management principles in administering healthcare organizations
• Apply marketing concepts in the design of health services
• Incorporate legal principles in the administration of health services
• Be prepared to assume supervisory-level general management responsibilities in a health services delivery organization
• Execute both an operations management and a strategic management analysis in the role of a health services consultant

MSPH in Health Policy and Health Services Research

Upon completion of the MSPH, the graduate will be able to:
• Describe how the organization and financing of health services influence access, quality and cost
• Apply principles of health economics in analyzing the behavior of healthcare market stakeholders
• Conduct economic evaluations of health services
• Utilize public finance theory to assess the impact of proposals to reform the financing and delivery of health services
• Conduct a health services or health policy research investigation using quantitative analytic techniques
• Function as a team collaborator in the development and/or execution of a health services research investigation

PhD in Health Services Research and Health Policy

Upon completion of the PhD, the graduate will be able to:
• Apply economic concepts, theories and methods to the framing and analysis of research questions in health services and policy
• Apply political science concepts and theories and statistical techniques to the framing and analysis of research questions in health services and policy
• Describe major problems in health services and policy that are currently the subject of empirical investigations

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Applying advanced mathematical and theoretical economics to describe physician and hospital behavior, personal health decisions, the functioning of health insurance markets and related policy-relevant matters.

Effectively teach concepts and methods of health services and health policy research to students.

Design a health services or health policy research proposal involving both qualitative and mixed methods approaches.

Conduct a health services or health policy research activity investigation suitable for peer-reviewed publication as an independent researcher.

Function as an interdisciplinary team collaborator in the design and conducting of a health services or health policy research investigation.

Certificate in Mental Health

Upon completion of the certificate, the graduate will be able to:

- Epidemiologically describe the burden of mental illness on society—US and global populations.
- Describe the major theories on the etiology of mental illness or categories of mental illness.
- Evaluate empirical evidence on social determinants of mental illnesses or categories of mental illness.
- Describe how cultural differences affect the experience of mental illness and the seeking of health services.
- Identify population-based interventions that would reduce the onset of mental illnesses or categories of mental illness.
- Describe how populations in the US receive and finance mental health services.
- Identify policy initiatives that would improve access to mental health services in the US.
- Identify gaps in coverage for mental health services in the US and global settings and their consequences for mental health.

Hubert Department of Global Health

MPH in Global Health with a concentration in Infectious Diseases

Upon completion of the MPH, the graduate will be able to:

- Assess the major forces that influence the health of populations around the world.
- Critique major global priorities and the reasons for their prioritization
- Critique the evidence for improving health delivery systems and health status of individuals, communities and populations around the world
- Design programs, policies and/or interventions intended to improve health services and health status of individuals, communities, and populations
- Conduct research, including formulation of specific research aim, conducting a literature review and formulating a hypothesis and selecting appropriate methodologies related to the emphasis.
- Compose a written scientific thesis that is consistent with department guidelines and relevant writing style sources
- Present the key methods, findings and public health implications of research on a poster and verbally communicate to an audience of public health professionals
- Explain the science of infectious disease including types of organisms, mechanisms of pathogenesis, host response and susceptibility
- Apply principles of infectious disease epidemiology, laboratory detection and clinical strategies to identify specific infectious pathogens and diseases
- Interpret the geographic and demographic distributions and morbidities and mortality of major infections in the US and globally
- Implement strategies to prevent and control infectious diseases
- Appraise the environmental, behavioral and social factors that contribute to the emergence, re-emergence, and persistence of infectious diseases
- Develop and maintain surveillance for infectious diseases

MPH in Global Health with a concentration in Sexual and Reproductive Health and Population Studies

Upon completion of the MPH, the graduate will be able to:
- Assess the major forces that influence the health of populations around the world
- Critique major global priorities and the reasons for their prioritization
- Critique the evidence for improving health delivery systems and health status of individuals, communities and populations around the world
- Design programs, policies and/or interventions intended to improve health services and health status of individuals, communities, and populations
• Conduct research, including formulation of specific research aim, conducting a literature review and formulating a hypothesis and selecting appropriate methodologies related to the emphasis.
• Compose a written scientific thesis that is consistent with department guidelines and relevant writing style sources
• Present the key methods, findings and public health implications of research on a poster and verbally communicate to an audience of public health professionals
• Critique current population, sexual, reproductive health policies and programs at local, national and global levels.
• Discern quality and appropriateness of data sources to measure sexual, reproductive health and population issues.
• Apply demographic, epidemiologic and anthropologic methods to measure population change and population patterns at local, national and global levels.
• Develop a policy, project or program to address a sexual, reproductive health or population problem.
• Propose recommendations to improve sexual, reproductive health or population change issue.
• Compare the theoretical, use effectiveness and relative cost of different methods of fertility regulation
• Compare the patterns and determinants of use of fertility regulations methods

**MPH in Global Health with a concentration in Public Nutrition**

Upon completion of the MPH, the graduate will be able to:
• Assess the major forces that influence the health of populations around the world
• Critique major global priorities and the reasons for their prioritization
• Critique the evidence for improving health delivery systems and health status of individuals, communities and populations around the world
• Design programs, policies and/or interventions intended to improve health services and health status of individuals, communities, and populations
• Conduct research, including formulation of specific research aim, conducting a literature review and formulating a hypothesis and selecting appropriate methodologies related to the emphasis.
• Compose a written scientific thesis that is consistent with department guidelines and relevant writing style sources
• Present the key methods, findings and public health implications of research on a poster and verbally communicate to an audience of public health professionals
• Assess the nutritional status of individuals using anthropometric, diet and biochemical methods
• Calculate the magnitude, distribution and trends of nutrition problems in populations
• Evaluate the causes and consequences of under- and over-nutrition in populations
• Critique the evidence base for the efficacy and effectiveness of nutrition programs and policies
• Develop innovative approaches to address nutrition problems
• Manage public health nutrition programs

**MPH in Global Health with a concentration in Community Health and Development**

Upon completion of the MPH, the graduate will be able to:
• Assess the major forces that influence the health of populations around the world
• Critique major global priorities and the reasons for their prioritization
• Critique the evidence for improving health delivery systems and health status of individuals, communities and populations around the world
• Design programs, policies and/or interventions intended to improve health services and health status of individuals, communities, and populations
• Conduct research, including formulation of specific research aim, conducting a literature review and formulating a hypothesis and selecting appropriate methodologies related to the emphasis.
• Compose a written scientific thesis that is consistent with department guidelines and relevant writing style sources
• Present the key methods, findings and public health implications of research on a poster and verbally communicate to an audience of public health professionals
• Assess health needs and assets of communities
• Design programs that mobilize community assets for social and behavioral change
• Manage the resources of organizations working at the community, local, regional or national level in health or development.
• Assess personal management and leadership styles.
• Operate in partnership with local, national and international organizations engaged in the health and social sectors
• Develop systems to monitor progress toward targets, objectives, and goals
• Evaluate programs and their operational components

Certificate in Complex Humanitarian Emergencies (CHE)

Upon completion of the certificate, the graduate will be able to:
• Describe a complex humanitarian crisis in terms of magnitude, person, time and place
• Calculate basic epidemiology measures
• Evaluate the strengths and limitations of epidemiological data within the context of CHE
• Develop public health programs and strategies responsive to the diverse cultural values and traditions of the community being served
• Identify internal and external problems that may affect the delivery of essential public health services in a CHE
• Collaborate with communication and informatics specialists in the process of design, implementation and evaluation of public health programs in CHE

Executive MPH Program

MPH in Applied Public Health Informatics

Upon completion of the MPH, the graduate will be able to:
• Support development of strategic direction for public health informatics within the enterprise
• Participate in development of knowledge management tools for the enterprise
• Use informatics standards
• Ensure that knowledge, information and data needs of a project or program users and stakeholders are met
• Support information system development, procurement and implementation that meet public health program needs
• Manage IT operations related to project or program (for public health agencies with internal IT operations)
• Monitor IT operations managed by external organizations
• Communicate with cross-disciplinary leaders and team members
• Evaluate information systems and applications
• Participate in applied public health informatics research for new insights and innovative solutions to health problems
• Contribute to development of public health information systems that are interoperable with other relevant information systems
• Support use of informatics to integrate clinical health, environmental risk and population health
• Implement solutions that ensure confidentiality, security and integrity while maximizing availability of information for public health
• Conduct education and training in public health informatics

**MPH in Prevention Science**

Upon completion of the MPH, the graduate will be able to:
• Assess individual and community agency needs and assets
• Plan public health interventions and programs
• Implement public health interventions and programs
• Oversee the management and fiscal procedures of public health interventions and programs
• Assess the effects of public health interventions and programs
• Incorporate the use of technology and public health informatics in professional practice
• Develop communication strategies for public health interventions and programs
• Make community-specific inferences from quantitative and qualitative data
• Describe the ethical and the policy implications on program operations that result from public health decision making
• Contribute to the science base of public health
• Contribute to the professional and leadership development of oneself and to the larger public health field

**MPH in Applied Epidemiology**

Upon completion of the MPH, the graduate will be able to:
• Describe public health problems in terms of magnitude, time, place, person and their associated risk factors
• Identify principles and limitations of epidemiologic screening programs
• Identify major epidemiologic problems of importance
• Apply basic principles of public health surveillance in the practice of public health
• Identify key sources of data for epidemiologic purposes
• Formulate a research question
• Differentiate between descriptive and analytic epidemiologic methods
• Evaluate the strengths and weaknesses of different study designs with respect to a given research question
• Calculate basic epidemiologic measures
• Implement methods of data cleaning and documentation for epidemiologic data sets
• Conduct basic epidemiologic research using multivariable models (e.g., linear, logistic, Cox and Poisson regression)
• Fit epidemiologic models
• Interpret epidemiologic results in a causal framework
• Evaluate the strengths and weaknesses of the epidemiologic literature
• Utilize information technology tools and statistical programming packages in preparing scientific reports
• Communicate epidemiologic information in a scientific report
• Recognize potential ethical and legal issues in epidemiologic studies
Special Programs & Certificate Programs

The Rollins School of Public Health sponsors and/or collaborates with Emory University in six certificate programs designed to enhance a student’s academic background through interdepartmental and intra-university experiences. The programs provide an opportunity for students to integrate additional areas of interest into their public health background.

Master’s International Program with the U.S. Peace Corps

The RSPH offers a master of public health degree in conjunction with the Peace Corps’ Master’s International (MI) Program. This program is a unique and excellent opportunity for students to combine public health theory with practical field experience.

Admissions Process: Indicate interest in Master’s International (MI) program on SOPHAS (Schools of Public Health Application Service) admissions application or during the MPH program and apply to the Peace Corps through the Atlanta Regional office during the first semester at RSPH.

Length of Program: Complete all MPH coursework before serving 2 years in the Peace Corps. Students must be registered for PUBH 601 (Masters Int’l Peace Corps Prep) course.

Students are awarded a grant of approximately $2500.00 during their final semester at RSPH contingent upon an invitation to serve as a Peace Corps Volunteer.

Participating Students: Any MPH or MSPH degree-seeking student.

Information: http://www.sph.emory.edu/academics/peace-corps/masters-international/index.html

AmeriCorps/Service Corps Student Leaders

The Rollins School of Public Health at Emory University greatly values the unique perspective AmeriCorps and other service corps alumni contribute to public health through their past experiences working with local communities. In recognition of this service and ongoing commitment to community, RSPH will provide a one-time educational award match in the amount of $5,000 per student for all graduates of AmeriCorps who are admitted to the Master of Public Health or Master of Science in Public Health degree program.

Admissions Process: Students must indicate they are AmeriCorps Service Members on the SOPHAS application and be admitted to the MPH or MSPH
degree program. Awardees must complete a minimum of 1 year of service (1700 full time hours) with a domestic service agency like AmeriCorps or an AmeriCorps affiliated agency before they begin their degree program at RSPH.

**Program:** Students who are provided with the match award are encouraged to participate in the AmeriCorps Service Leaders student group. As part of this group, AmeriCorps Service Leaders represent a part of the important culture of service at RSPH and Emory. Leadership in this group includes participation, organization and promotion of service activities on campus and in the local Atlanta community. This unique program allows service members to apply the skills learned through AmeriCorps and provide an opportunity for the continuation of service to the community through the public health program.

**Participating Students:** Any eligible MPH or MSPH degree seeking student.

**RSPH Certificate Programs**

**Certificate in Global Complex Humanitarian Emergencies**

The Rollins School of Public Health, in partnership with CDC’s International Emergency and Refugee Health Branch, offers a Graduate Certificate in Global Complex Humanitarian Emergencies. It is an interdisciplinary program that combines the teaching and research strength of Emory University with the applied technical skills of the CDC’s International Emergency and Refugee Health Branch. Ten to fifteen students will be accepted into the program each year. Students are strongly encouraged to apply as early in their first semester as possible.

The ideal candidates for this graduate certificate are those who:

- Want to work overseas in emergency and post-emergency settings as their career;
- Have international development and/or relevant field experience in resource-poor settings; and
- Are committed to building practical field epidemiological methods skills in resources-poor settings.

**Admissions Process:** Acceptance into the Certificate Program is a competitive process. Students must complete the application found at www.sph.emory.edu/cms/academic_programs/documents/Addendum_III-CertificateApplicationFINAL.pdf. Full time students must submit this before March 1 of the first year of study, and part-time students must apply before completing fifteen credits. Students will be advised of acceptance by April 1.
Requirements: Two core classes, 6 credit hours of approved electives, research or practicum component, event or volunteer participation

Participating Students: All qualified RSPH students

Information: http://www.sph.emory.edu/academics/degree-programs/certificates/global-che/index.html

Certificate in Socio-Contextual Determinants of Health Program
The Certificate Program in the Socio-Contextual Determinants of Health welcomes students who are committed to studying and intervening in the social conditions (e.g., laws banning same-sex marriage, neighborhood poverty rates, structural racism) that shape health and well-being across and within populations. This certificate program provides a range of intellectual, academic, research, and professional development opportunities that are designed to strengthen students' abilities to pursue related careers. Students committed to advancing social justice and/or to eradicating health disparities will find this certificate program a particularly good fit for their interests.

Admissions Process: Indicate interest on the SOPHAS admissions application or during the MPH program.

Requirements: Complete (1) one of three core courses; (2) one elective course, chosen from the certificate program’s course roster; and (3) a capstone project/thesis on a topic related to the socio-contextual determinants of health. Each semester that they are enrolled in the certificate program, students must attend two colloquia and two journal club meetings.

Participants: Students enrolled in an RSPH Master’s program. Students with an interest in social justice or the eradication of health disparities may find that this is a particularly good match for their career goals.

Information: http://www.sph.emory.edu/departments/centers/socio-contextual-determinants-health/index.html

Certificate in Mental Health
Mental health is integral to and inseparable from public health. This interdepartmental program addresses the interface of mental health and public health and is intended to enhance the competencies of students concentrating in any of the school’s departmental programs. Students completing the program will be able to epidemiologically describe the burden of mental illness on society, apply theories and evaluate empirical evidence on determinants of mental health, design and critique interventions intended to promote mental health.
health and identify the sources of financing and public policies that affect mental health services.

**Admissions Process:** Indicate interest in the Mental Health Concentration on the SOPHAS Application or during the MPH program.

**Requirements:**

- HPM 579, Mental Health and Public Health Interface (1 semester hr)
- Practicum in aspect of public mental health
- Capstone or thesis project on topic in public mental health (4 credits)*
- A minimum of 6 credit hours from the certificate’s approved course roster

*If the topic of the capstone or thesis cannot relate to public mental health, 4 additional credits of electives may be substituted with the permission of the certificate coordinator. Permission for the substitution must be obtained early in the 2nd year of the program.

**Participating Students:** RSPH students with an interest in mental and public health

**Information:** [http://www.sph.emory.edu/academics/degree-programs/certificates/certificate-mh/index.html](http://www.sph.emory.edu/academics/degree-programs/certificates/certificate-mh/index.html)

**Program Coordinator:** Zarie Riley, zarie.riley@emory.edu

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**Certificate in Maternal and Child Health**

The Certificate in Maternal and Child Health (MCH) aims to equip students to become professionals for positions in governmental and non-governmental public health organizations serving women, infants, and children at local, regional, national, and international levels. Approximately 20 students will be accepted into the program.

**Admission Process:** Acceptance into the Certificate Program is a competitive process. Students must apply in September of their first year. Notification of selection will be in October. Applicants should have demonstrated leadership and team player capabilities.

**Requirements:** Two core classes, one quantitative or qualitative methods course, one life course selective, a related practicum component, and a thesis or capstone project related to Maternal and Child Health.
Participating Students: Any current first-year student enrolled in the MPH or MSPH program.

Information: http://www.sph.emory.edu/academics/degree-programs/certificates/maternal-child-certificate/index.html

Program Coordinator: Nicole Regan, nicole.regan@emory.edu

Certificate in Water, Sanitation, and Hygiene

The Certificate in Water, Sanitation, and Hygiene (WASH) at the Rollins School of Public Health (RSPH) is offered through the Center for Global Safe Water at Emory University and aims to train graduate students to be competitive for WASH-related careers.

Admissions Process: This is a rigorous self-guided certificate program open to all RSPH students. Indicate interest on the SOPHAS admissions application or during the MPH program.

Certificate Requirements

- Complete a minimum of 12 credit hours of WASH-relate coursework, with at least one methods-related course and one biology-related course
- Maintain a cumulative GPA of 3.3 or greater in all WASH-related courses
- Attend two CGSW-sponsored seminars per year (4 total);
- Successfully complete a WASH-related practicum or GFE; and
- Successfully complete a WASH-related capstone or thesis (students in HPM should contact the Program Coordinator to learn about alternative thesis and capstone requirements).

Information: http://www.sph.emory.edu/wash/.

Participating Students: Any current first-year student enrolled in the MPH or MSPH program.

Program Coordinator: Marisa Gallegos, marisa.n.gallegos@emory.edu
Collaborative Certificate Programs with Emory University

The Emory Graduate Certificate in Human Rights

The Institute of Human Rights at Emory provides an opportunity for faculty and students to further their understanding of the theories and issues of human rights. The certificate combines the teaching and research strength of Emory University with the applied programs of our professional partners, including CARE USA, The Carter Center, and the U.S. Centers for Disease Control and Prevention.

Admissions Process: Indicate interest in the Human Rights Certificate on the SOPHAS admissions application or during the MPH program. Contact the Program Coordinator during the MPH program and meet with one of the Institute of Human Rights faculty.

Requirements: The Certificate Documentation (available on the Institute’s website) must be submitted to the Institute of Human Rights no later than April 1 of the spring semester or November 1 of the fall semester that the student intends to graduate; 1 Core Seminar course; 2 additional approved courses (6 classroom hours); Research Practicum or research paper focusing on human rights or a substantive human rights emphasis thesis.

Participating Students: Any student in RSPH or the Graduate School

Information: humanrights.emory.edu/sub-who.htm

Program Coordinator/Executive Director: Dabney Evans, dabney.evans@emory.edu

Religion and Health Certificate

The Religion and Public Health Collaborative Academic Programs works to create and support dialogue and learning across the disciplines of Religion and Public Health. The program provides an opportunity for the interdisciplinary study of the intersections of health and religions or spiritual traditions and practices. Rollins School of Public Health students will earn a certificate in Religion & Health at the completion of the requirements of the certificate and the MPH degree.

Admissions Process: Indicate interest in the Religion & Health Certificate on the SOPHAS admissions application or during the MPH program.

Requirements: One (3 hour) core class; 9 hours of elective credit (RSPH thesis credit hours can be included); Attend an orientation at the beginning of each year; Submit an integrative paper/thesis; Practice component in faith and health that fits the requirements in the discipline which the student is enrolled;
Participate in University-wide special lectures and seminars in religion and health

**Participating Students:** Graduate students in the RSPH, School of Nursing, and School of Theology

**Information:** [www.rhcemory.org/](http://www.rhcemory.org/)

**RSPH Program Coordinator:** Mimi Kiser, mkiser@emory.edu

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**Certificate in Injury & Violence Prevention**

The Certificate in Injury & Violence Prevention is designed to give MPH and doctoral students a foundation in theoretical and epidemiologic concepts of injury prevention and control and a platform for which to examine the causes, consequences and prevention strategies used in our society. Combining multidisciplinary coursework, research, practical experience, and access to a vast injury prevention network, this certificate will broaden students’ perspective on a complex issue while preparing them to become leaders of injury prevention within their chosen discipline.

**Admission Process:** Selection into the program is based on academic goals and demonstrated interest in injury and violence prevention. Although it is preferred that students apply in their first year, students are able to apply throughout their time in their respective program as long as they are able to demonstrate sufficient time to finish the requirements. In order to officially enroll in the certificate program both PhD and MPH students must submit the Declaration of Intent Form.

**Participating Students:** Any student in RSPH or the Graduate School

**Requirements:** Two core classes (3 credits), five elective credits from the approved listing including one course from one of the other professional schools, a related practicum component, and a thesis or capstone project related to Injury & Violence Prevention. Additionally students will be encouraged to attend at least two-injury related lectures offered by the ECIC.

**Information:** [http://www.emorycenterforinjurycontrol.org/certificate/](http://www.emorycenterforinjurycontrol.org/certificate/)

**Program Coordinator:** Natasha Southworth, nobolen@emory.edu
Students
Rollins School of Public Health Honor and Conduct Code

The RSPH requires that all material submitted by a student in fulfilling his or her academic course of study must be the original work of the student and must uphold academic integrity. Students are expected to engage in ethical conduct consistent with the field of public health or Emory University.

Allegations of violations of the Honor and Conduct Code undergo a preliminary investigation by the Associate Dean for Student Affairs. The matter may be resolved at that point or referred to a formal Hearing Committee consisting of students and faculty members who make their recommendation to the Associate Dean for Academic Affairs. Students may petition to appeal that decision, in which case a second Hearing Committee may be convened.

Policies and procedures governing honor and conduct code violations are contained in this document.

Introduction
In accordance with University by-laws, the president of the University has delegated to the dean and faculties of each school the responsibility of designing honor and conduct codes for its students. The Rollins School of Public Health (RSPH) Honor and Conduct Code was established to ensure personal responsibility and professional standards consistent with the field of public health and the missions of both Emory University and RSPH. In cases where the Code has been alleged to be compromised, it sets forth a set of procedures to deal with the allegations. This Code applies to any student registered in a RSPH course. Registered students are responsible for upholding all aspects of the Code.

Student Academic Honor
The RSPH requires that all material submitted by a student in fulfilling his or her academic course of study must be the original work of the student and must uphold academic integrity at the graduate level.

It is the obligation of every student to know the regulations regarding academic misconduct. Ignorance of these regulations will not be considered a defense. If a student is unclear about whether or not something violates the academic integrity of a course assignment and/or degree requirement, it is his/her responsibility to seek clarity with the instructor and/or academic advisor. In situations outside the classroom, the student should seek clarifications from an appropriate RSPH official.
Violations of Student Academic Honor

Violations of academic honor include any action by a student indicating dishonesty or a lack of academic integrity. Violations of academic honor include but are not limited to cheating, plagiarism, falsifying research data, falsification and forgery of University academic documents, facilitating academic dishonesty, and providing false evidence.

Cheating includes, but is not limited to, seeking, acquiring, receiving, or passing information intended to facilitate performance on an examination prior to its authorized release or during its administration, or attempting to do so. Cheating also includes seeking, using, giving, or obtaining unauthorized assistance in any academic assignment or examination, or attempting to do so.

Plagiarism is the act of presenting as one’s own work the expression, words, or ideas of another person, whether published or unpublished (including the work of another student) without proper acknowledgment.

Falsifying data includes, but is not limited to, creating information not actually collected, altering, or misrepresenting information and/or data.

Falsification and forgery of University documents includes knowingly making a false statement, concealing material information, or forging a University official’s signature on any University academic document or record. Such academic documents or records may include transcripts, add or drop forms, requests for advanced standing, requests to register for courses, etc. The falsification or forgery of non-academic University documents such as financial aid forms, academic standing verification letters, student recommendation letters, or other documents related to the academic record will also be regarded as a violation of the honor code.

Facilitating academic dishonesty includes but is not limited to intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Providing false evidence in any Honor Council hearing or refusing to give evidence when requested by the Honor Council are considered to be honor code violations.

Student Conduct

The practice of public health requires an active commitment to ethical conduct consistent with the field of public health throughout all program requirements including, but not limited to, internships, research, field work and practicum experiences. While this expectation is set, it is also important to outline behavior that is clearly the exception, or in violation of the code. RSPH respects the rights of organized and intentional student dissent and protests. In situations of student dissent and protest, the statements below should be interpreted in accord with Emory policies on student dissent and protest. The following conduct violations will be explored below.
Violations of Student Conduct

Violations of student conduct include any action by a student which violates ethical conduct consistent with the field of public health or Emory University. These actions may include, but are not limited to, dishonesty through misrepresentation or withholding of pertinent factual information; forging, falsifying, or misusing University documents or records; infraction of University rules and regulations which protect the University community; conduct in violation of University policies prohibiting discrimination, sexual harassment and sexual misconduct; theft; personal abuse; malicious damage/breaking and entering; disorderly conduct and disruption of class; misuse of electronic equipment and Information Technology; substance use; infractions of public law that involve and/or are linked to Emory University; and actions that deliberately demean or violate the integrity of other University members.

Dishonesty through misrepresentation or withholding of pertinent factual information in a student’s personal dealings with other students, faculty, or staff of the University, or organizations or agencies of the University. This also includes falsification of information for the purpose of admission to the RSPH or job application while enrolled as a student.

Forging, falsifying or misusing University documents, records, identification cards, or other documents so as to violate the requirement of academic honesty.

Infraction of rules and regulations established by University authority to protect the interests of the University community. These rules and regulations assure that all members of the University community will be able to attain their educational objectives without hindrance in a conducive intellectual and educational atmosphere throughout the University community. Further they protect the activity, health, safety, welfare, and property of all members of the University community and of the University itself. These policies also pertain to student conduct when representing the RSPH in academically-related and/or community activities. These policies may be found on the Emory University website at http://policies.emory.edu/8.1.

Sexual harassment and sexual misconduct include unwelcome sexual advances, requests for sexual favors, stalking, and other verbal or physical conduct of a sexual nature. The University’s policy on sexual harassment may be found on the Emory University website at http://policies.emory.edu/1.3. Sexual misconduct includes any incident that involves sexual contact that is forced on somebody without consent.

Theft of any property of the University itself or of any property of any member of the University community, or its visitors or guests.

The intentional, wanton, or reckless physical abuse or verbal abuse of any person by a student on the campus or on property owned or controlled by the University, or at a function under the University’s supervision or sponsorship or such abuse of a member of the Emory community at any location or on-line forum.
Malicious damage/breaking and entering by a student to the property of another member of the University community (student, faculty, or staff) or the property of the University itself, or to the property of any visitor or guest of the University or a member of the University community. Breaking into a locked room, office, or facility of the University, or entering a room, office, or facility that is clearly restricted is not permitted.

Disorderly conduct, disruption of class, and/or interference by a student by violence, force, disorder, obstruction, or vocal disruption of university activity, activity authorized or sponsored by the University or by any school, program, division or authorized student body, including disciplinary proceedings. Interference by a student with the instructor’s right to conduct class as the instructor sees fit within the bounds of academic freedom and responsibility.

Misuse of electronic equipment and Information Technology is not permitted at Emory University. Computers, networks, and software applications are powerful tools that can facilitate Emory’s core missions in teaching, learning, research, and service. Access and utilization of these tools is a privilege. Users of Emory’s IT resources may not share their passwords or other access credentials; attempt to hack, bypass, or violate security controls; access, modify, or share sensitive data or information without appropriate authorization; use access credentials issued to other individuals or attempt to impersonate another individual in order to access IT resources. Additionally users of Emory’s IT resources may not use those resources for any unethical or illegal purpose, such as violating copyrights or license agreements for any type of intellectual property (e.g. software, music, audio/video recordings, photographs, illustrations, documents, media files, e-journals, e-books, databases); harassing other members of the Emory community; destroying or stealing equipment, software, or data belonging to others; intentionally damaging or destroying the confidentiality or integrity of IT resources or disrupting their availability; or monitoring or disrupting the communications of others.

Substance use that includes the use of illicit drugs or the non-medical use of prescription drugs is not permitted at Emory University. Users, possessors, and/or providers of such drugs violate federal laws and state laws. Students who possess or use such drugs or who furnish drugs to others while on property owned or controlled by the University are committing a conduct offense. Additionally, providing alcoholic beverages to underage persons (under the age of 21) or to noticeably intoxicated persons is a conduct code offense, as is consuming alcohol by underage individuals, Alcohol and Drug Abuse Policy, http://policies.emory.edu/8.8. Tobacco use while on the property owned or controlled by the University is a conduct code offense Tobacco-Free Environment, http://policies.emory.edu/4.113.

Infractions of public law that involve and/or are linked to Emory University that is the basis for an allegation or charge of violation of public law also may
subject a student to an allegation of a student conduct violation. Acquittal or conviction in court does not necessarily exclude or dictate action by the RSPH. Further, the RSPH may proceed with a conduct matter without awaiting the start or conclusion of any legal proceeding.

*Actions contrary to the standards of the RSPH and Emory University*, including actions that are deliberately demeaning to other human beings or that violates the dignity and integrity of other members of the University and community.

**Policies and Procedures**

**Student Honor and Conduct Code Structure**

The Student Honor and Conduct Standing Council (subsequently referenced as the Council) will be formed at the beginning of each academic year. The Council shall consist of no fewer than twelve (12) faculty members representing each department and degree program and no more than twenty (20) student members reflecting the current RSPH student-body demographics. The Associate Dean for Academic Affairs, in collaboration with the Chair of the Education Committee, will nominate the faculty members who will be members of the Council for a two-year term. Six new faculty members will be named each year to provide a staggered membership. Student membership will be comprised of students who volunteer their service or are selected by RSPH leadership. These students will serve as Honor and Conduct Code liaisons to their departments and fellow students for a one-year term. Members will be selected to serve on individual Hearing Committees based on affiliation and availability.

The Associate Dean for Academic Affairs, or his/her designee, reviews the findings and recommendations for sanctions of the Hearing Committee and of the Appeal Committee.

The Associate Dean for Student Affairs, or his/her designee, serves as the Student Honor and Conduct Code Advisor. The Student Honor and Conduct Code Advisor conducts the preliminary investigation and writes up the initial findings and determination.

A Hearing and Appeal Committee Facilitator, appointed by the Associate Dean for Student Affairs, coordinates the hearing procedures and provides consistency in the processes and proceedings. The Facilitator identifies Council members to serve on a Hearing Committee and an Appeal Committee, prepares the agenda and the evidence, and presides over the actual proceedings to assure fair and systematic processes.
**Student’s faculty or staff advisor (non-legal).** The student charged may ask a faculty or staff member to assist and counsel him/her in preparing for and participating in the hearing. The advisor will not have the right to examine witnesses.

**A Hearing Committee** will be comprised of a subset of the Student Honor and Conduct Code Standing Committee, and will include four members: two faculty members and two students. The Hearing Committee Facilitator will serve as an ex-officio, non-voting member of each Hearing Committee. The Hearing Committee Facilitator will preside over the proceedings.

No person involved in advising the Student Honor and Conduct Code Advisor or his/her designee during the preliminary investigation may serve as a voting member on the Hearing Committee for the specific proceeding. No individuals making the charge or directly involved with the case shall be members of the Hearing Committee.

In the case of an appeal, the **Appeals Committee** will be selected in the same method as the initial Hearing Committee and members are a subset of the Council; however, no individual who served on the initial hearing committee shall sit on the appeals committee. If needed, a selected faculty member from the initial Hearing Committee may attend the Appeal Committee Hearing as an ex officio, non-voting member to provide continuity with the original proceedings.

**Making an Accusation**

It is the responsibility of every member of the faculty, staff, and student body to cooperate in supporting the honor code. In pursuance of this duty, any individual, when he or she suspects that an offense of academic misconduct has occurred, shall report this suspected breach to either: (a) the faculty member in whose class the suspected breach occurred; (b) a departmental Assistant/Associate Director of Academic Programs (ADAP); (3) a faculty member of the Honor Standing Council; or (4) the Associate Dean for Student Affairs.

Accusations must be made within 30 days of when the alleged activity was discovered.

Once an allegation has been made, the Student Honor and Conduct Code Advisor will draft a written version of the complaint and the individual making that allegation must sign the complaint stating that he/she believes it to be accurate. An email of confirmation from the complainant will fulfill this...
requirement. The name of person making allegation will be shared with the student unless the person making the allegation submits a written request that he or she does not want his/her name shared during the preliminary investigation. If the preliminary investigation leads to a formal hearing, the name of the person making the allegation would be made known.

**Rights of the Accused Student**

The accused student has the following rights:

1. Be considered innocent until judged otherwise by the Hearing Committee appointed by the Student Honor and Conduct Code Advisor for this purpose.

2. The right to be notified in writing of the charges against him/her. Written documentation of the charges must include the charges against him/her with enough specificity to enable him/her to prepare for the hearing on these charges.

3. The right to choose a faculty or staff advisor (non-legal) to counsel him/her.

4. The right to a hearing before the Student Honor and Academic Code Hearing Committee facilitated by the Hearing Committee Facilitator and to know the date, time, and place of the hearing. The right to know the names of witnesses who may be present at the hearing.

   From the time he/she receives written notice of the allegation, the student charged has at least ten business days to prepare his/her case, unless he/she requests the hearing take place within a shorter period of time.

5. The right to receive the roster of names of the faculty and student members of the Council with the notice of the formal hearing. The charged student may identify any individuals on the Council who he/she would not find acceptable to serve on the Hearing or Appeal Committees. The student must provide the list of unacceptable individuals and reasons for their exclusion to the Hearing and Appeal Committee Facilitator within 48 hours of receiving the roster. The Hearing and Appeal Committee Facilitator will consider the written request of the person charged when she/he nominates members of these committees.

6. The right to be present during the hearing and/or appeal while all evidence is presented; the accused student does not have the right to be present during deliberations or voting of the committee. If the accused
student is not present at the proceeding, it will be conducted with the accused student in absentia.

7. The right to have access to all written statements presented to the Hearing Committee and be allowed to hear and question witnesses who appear at the hearing.

8. The right to appeal the findings of the hearing. A student who wishes to appeal the decision of the Hearing Committee must make such a request in writing to the Associate Dean for Academic Affairs. The written appeal must be made within 10 business days of receiving written notice of the Hearing Committee’s findings and sanctions. (see the Appeals Process Below).

9. After the determination of guilt is established, the Honor Code Committee will be informed of prior honor and conduct code violations and the current status of the student, before sanctions are recommended to the Associate Dean for Academic Affairs.

Preliminary Investigation and Arbitration

The Associate Dean for Student Affairs serves as the Student Honor and Conduct Code Advisor, or can appoint another official of the RSPH to fill this role. The Pre-Hearing process consists of a Preliminary Investigation with the possibility of going into Arbitration. The Preliminary Investigation is designed to determine if there is sufficient evidence to substantiate a potential honor or conduct code violation. The Student Honor and Conduct Code Advisor will have ten business days to review the complaint report and determine whether evidence supports future action. The Student Honor and Conduct Code Advisor may decide that insufficient evidence exists to substantiate a potential violation. In this case, charges will be dropped. If the Student Honor and Conduct Code Advisor decides that evidence warrants further action, the Advisor will notify the accused student in writing that he/she must make an appointment to meet with the Advisor within five business days to review the complaint report. If the accused student fails to schedule or attend the meeting within that timeframe, formal charges will be filed.

There are four possible outcomes of the Preliminary Investigation:

1. Charges are Dropped: The Student Honor and Conduct Code Advisor finds that there is not sufficient evidence to proceed. In this case, charges are dropped.

2. Case is Referred to the Hearing Committee: The Student Honor and Conduct Code Advisor finds that there is sufficient evidence to support a guilty
disposition, but believes that the case, because of unusual circumstances or evidence, warrants the review by the Hearing Committee. These cases will go to a formal hearing.

3. **Arbitration:** The Student Honor and Conduct Code Advisor finds that there is sufficient evidence to support a guilty disposition and offers appropriate disciplinary action to the student and the other parties involved. Within five business days of the initial meeting with the accused, the Student Honor and Conduct Code Advisor will meet *separately* with all parties such as the accused, the witnesses, and the faculty member to acquire additional information regarding the alleged incident. Arbitration can have of two outcomes:

**Arbitration A:** If all parties are satisfied with the findings and the proposed disciplinary action, the case will be considered successfully resolved and no further action will be taken. The issue and the final decision will be appropriately documented and maintained in the official student file to inform on any future allegations that may be brought forward.

**Arbitration B:** If either the accused student or the other parties do not agree with the guilty determination or do not believe the recommended disciplinary action is appropriate, the case will go to a formal hearing.

### Formal Hearing

If it has been decided that the case will proceed to a formal hearing, the accused will have no less than ten (10) business days between the date that the student receives written notice of the charges to prepare his/her case, unless the accused student requests that the hearing take place within a shorter period of time.

1. The Hearing Committee Facilitator is responsible for conducting the hearing in a fair and impartial manner.

2. At the hearing, the alleged violation will be read. Evidence against the student will be presented by the Hearing Committee Facilitator, followed by questions from the Hearing Committee and the accused student. The Facilitator then presents the evidence provided by the accused student, and the Hearing Committee members again may ask questions.
   a. Evidence shall be admitted without regard to the rules of evidence in courts of law.
   b. Evidence may include, but is not limited to, witnesses, documents, tangible evidence, and written statements from witnesses not present.

3. After thorough review of the case, the Hearing Committee will decide
whether the person charged is guilty or not guilty of the charge(s). A majority vote of the committee will suffice for a finding of a violation. An abstention is not considered a vote.

If the accused student is not present at the hearing, the hearing will be conducted with the accused student in absentia.

4a. If the person is found guilty of an academic violation, the Hearing Committee may recommend one or more of the following actions, or such other action as the Hearing Committee deems appropriate:
   a. Issue the student a warning with no further disciplinary action.
   b. Request that the faculty re-evaluate the assignment in question and
      i. re-calculate the grade.
      ii. Issue a failing grade on the assignment or for the course in question.
      iii. Place the student on academic probation for the remainder of the term or longer.
   c. Suspend the student for the remainder of the semester or longer.
   d. Dismiss the student from school.

4b. If the person is found guilty of a conduct code violation, the Hearing Committee may recommend one or more of the following actions, or such other action as the Hearing Committee deems appropriate,
   a. Issue the student a warning with no further disciplinary action.
   b. Issue the student a warning with a requirement to make amends (apology, service, etc.)
   c. Place the student on probation for a specified period of time.
   d. Suspend the student for the remainder of the semester or longer.
   e. Dismiss the student from school.

5. The Associate Dean for Academic Affairs will receive the Hearing Committee decision and recommendations for sanctions in writing within 3 business days of the Hearing’s close. The Associate Dean for Academic Affairs may choose to accept the recommendations for sanctions or suggest modifications to the recommended sanctions. The Associate Dean for Academic Affairs will communicate his proposed modifications to the Hearing Committee within three business days of receiving the Hearing Committee’s decision and recommendations. The Hearing Committee will collaborate with the Associate Dean of
Academic Affairs to reach a consensus on the appropriate sanctions. The Associate Dean will send a letter to the charged student indicating the findings of the Hearing Committee, and the sanctions that will be taken. The finding will be made available to the accuser upon request. The Associate Dean for Academic Affairs will report any action taken to the appropriate University, RSPH, and/or other officials.

6. A copy of the written notification will be included in the student’s official school file. A copy will also be maintained in the Honor and Conduct Code database as part of a permanent record. If the student violates the honor or conduct standards again, the sanctions would be harsher with the possibility of suspension or even dismissal.

**Appeals**

A student who wishes to appeal the Hearing Committee’s decision must make such a request in writing to the Associate Dean for Academic Affairs. The written appeal must be made within 10 business days of receiving written notice of the Hearing Committee’s findings and sanctions from the Associate Dean for Academic Affairs. In the letter to the Associate Dean for Academic Affairs, the student must indicate the reasons for the appeal.

After reviewing the request for appeal, an Appeal Committee will be appointed to review the charge(s), finding(s), and recommendation(s).

1. The Appeal Committee:
   a. Shall be composed of members of the Council. It will consist of one student, two faculty members, and the Hearing and Appeal Committee Facilitator. The Hearing and Appeal Committee Facilitator will be responsible for conducting the hearing in a fair and impartial manner, and will be a non-voting member of the Appeal Committee. No voting member of the Appeal Committee shall have participated in the previous Hearing Committee. No member of the Appeal Committee can be involved in the case. If needed, a selected faculty member from the initial Hearing Committee may attend the Appeal Committee Hearing as an ex officio, non-voting member to provide continuity with the original proceedings.
   b. Shall be furnished with all written data concerning the formal hearing, including evidence presented, committee findings, and sanctions.
   c. May request oral or written statements from the accused student and other witnesses, and may request that additional documentary evidence be presented.
   d. Shall require a majority vote for a decision. An abstention is not
considered a vote.

2. The following actions may be recommended by the Appeal Committee:
   a. Affirm the prior decision.
   b. Reverse the prior decision.
   c. Modify the prior decision.
   d. Decide that the case merits a new Formal Hearing. This Hearing will be conducted in accordance with the original hearing procedures. In this case, the Hearing Committee will be composed of faculty and students who did not take part in the original Hearing Committee.

3. Within three business days of the Appeal Hearing’s close, the Appeal Committee will inform the Associate Dean for Academic Affairs in writing of its decision and recommended sanctions. The Associate Dean for Academic Affairs may:
   a. Affirm the prior decision.
   b. Recommend that the Appeals Committee revise the sanctions.

The Associate Dean for Academic Affairs will send his recommendations for revisions to the Appeal Committee within three business days of receiving the committee’s decision and recommended sanctions. If revisions are recommended, the Associate Dean for Academic Affairs will communicate his proposed modifications to the Appeal Committee within three business days of receiving the Appeal Committee’s decision and recommendations. The Appeal Committee will collaborate with the Associate Dean for Academic Affairs to reach a consensus on the appropriate sanctions. The Associate Dean for Academic Affairs will write a letter with the final determination. The student charged with a violation shall be notified in writing of the decision and recommended sanctions within five business days. A copy of the letter will be placed in the student’s file. If the Appeal Committee overturns the original finding, previous letters of notification will be removed from the student’s file as appropriate.

**Significant Violations of the Conduct Code**

In the case of significant or extreme violations of the conduct code, the RSPH school administration may act outside the protocols listed herein in order to take necessary, protective action to ensure that members of the RSPH committee are not subject to imminent harm. Significant or extreme violations include, but are not limited to, instances of physical assault, sexual assault, sexual harassment, breaking and entering, brandishing a weapon or other situation in which the administration perceives a likely imminent threat of
physical harm to a member of the RSPH community. Such significant violations will be referred to the Emory University Threat Assessment Team and managed by the Associate Dean for Academic Affairs.

Nothing in this document constitutes a contract or creates a contractual obligation on the part of the Rollins School of Public Health and/or Emory University. The Rollins School of Public Health reserves the right to interpret and apply its policies and procedures, and to deviate from these guidelines, as appropriate in the particular circumstances and in accordance with the mission and goals of the Rollins School of Public Health and/or Emory University. The Rollins School of Public Health further reserves the right to alter or modify any statement contained in this document without prior notice.

Related University Policies
Information regarding additional university policies that address additional interpersonal conduct and student actions may be found at:

Equal Opportunity and Discriminatory Harassment Policy
http://policies.emory.edu/1.3

Sexual Misconduct Policy
http://policies.emory.edu/8.2
RSPH Deputy Title IX Coordinator: Kara Robinson

Grievance Procedures – Employee & Student Complaints of Discrimination
http://policies.emory.edu/8.6

Information Technology Conditions of Use
http://policies.emory.edu/5.1

Involuntary Withdrawal of Students from Emory
http://policies.emory.edu/8.4
RSPH Grievance Procedure

RSPH students who wish to file a grievance or disagreement that does not fall within the jurisdiction of the RSPH Student Honor and Conduct Code should first discuss the concern with the Departmental Assistant Director of Academic Programs. Depending on the nature and/or complexity of the complaint, the Assistant Director of Academic Programs may choose to address the issue with the appropriate parties her/himself or to share the grievance with the Department Chair for further review and discussion.

Students should be aware that there are student groups within the SGA organization that represent student concerns which may be able to assist with the initial expression of the complaint. Additionally the Associate Dean of Administration and Finance holds semester meetings to address general operations/facilities concerns with SGA Executive Board Officers.

Students who are not satisfied with the resolution through these channels, may present their grievance to the Associate Dean of Student Affairs. The Associate Dean of Student Affairs may choose to address the issue and resolve the grievance on an informal basis. If the student is not satisfied with this methodology, he/she may file a formal complaint.

To file a formal complaint, the student must submit a written statement addressed to the Associate Dean of Student Affairs. The statement must state the charge to be considered; describe fully the nature of the complaint, the evidence and all circumstances surrounding the event(s). The Associate Dean of Student Affairs will convene a meeting of an Ad Hoc Grievance Committee, comprised of two faculty members and two students who are not affiliated with the Department linked to the grievance. The Grievance Committee will review the written complaint. The Grievance Committee may request additional information from the grievant as well as statements and additional information from other persons involved in the situation. If necessary the Grievance Committee may request a meeting with these persons.

On the basis of the written statement and additional information, the Grievance Committee will make a recommendation to the Associate Dean of Academic Affairs. Taking into consideration the information and supporting documentation provided, the Associate Dean will determine the legitimacy of the grievance and any further action to be taken. The Associate Dean will inform the student and the Grievance Committee of the final determination.

A student may appeal the determination to the Grievance Appeal Council through the Associate Dean of Academic Affairs. The Associate Dean of Academic Affairs will preside over this session. The decision of the Grievance Appeal Council is final.

Use of the RSPH school grievance procedure will not prejudice in any way a student’s rights under the University Student Grievance Procedure.
FERPA
All student information and records are considered through the Family Educational Rights and Privacy Act.

A student has the right to choose if Directory Information may be given out without prior written consent. Directory Information, as defined by the University includes:

- Whether or not the student is currently enrolled;
- the school or division in which the student is or was enrolled and his or her class/year;
- dates of enrollment;
- degree or degrees earned (if any), date of degree, major area of concentration and academic honors received;
- awards of merit and participation in officially recognized activities and sports;
- addresses and telephone numbers; and
- electronic mail address.

If a student chooses to restrict the release of all directory information, he/she completes a form with the Office of the Registrar, Suite 100, Boisfeuillet Jones Center. This request must be updated on an annual basis. If a student has chosen to restrict the release of information, faculty advisors will see a drawn window shade icon on the academic and advisement records in OPUS.

If a student chooses to restrict access to his/her information, unless otherwise indicated in writing by the student, this information will not be made available to any oral or written request nor will it appear in any publication without a University defined need-to-know. Examples of consequences from FERPA restrictions are:

1. potential employers who call or write to ask if they attended Emory will not be given any information,
2. their name will not appear in the Commencement program at graduation, and
3. anyone calling the information desk will not be given a phone number or address for the student.
4. any and all guest access accounts were disabled at the time of the restriction of all directory information.

Additional information regarding FERPA may be found at http://www.registrar.emory.edu/ferpa/ferpa.htm
Tobacco Free Policy

On January 1, 2012, Emory University joined over 770 other colleges and universities in becoming 100% tobacco-free. All tobacco use is prohibited on Emory’s campus.

Tobacco products include cigarettes, cigars, pipes, all forms of smokeless tobacco, clove cigarettes and any other smoking devices that use tobacco such as hookahs.

Emory recognizes the serious health implications of both direct use of tobacco products and indirect exposure to the use of tobacco products. In order to create an atmosphere that is consistent with Emory’s mission and commitment to improve the health and wellness of members of the Emory community, Emory University prohibits the use or sale of tobacco products on Emory property.

Compliance with this policy is the responsibility of all members of the Emory community. All members of the Emory community (including faculty, administrators, management, staff, and students) are invited to assist in the implementation of this policy by respectfully informing tobacco users of this policy.

Repeated violations of this policy may result in disciplinary action under the Student Code of Conduct, Emory Human Resources Policies and Procedures, or other applicable Emory regulations or policies.

Emory University is committed to assisting members of the Emory community in tobacco cessation. Emory recognizes that quitting tobacco use can be a significant personal challenge and that tobacco-cessation programs are an integral component in implementing this policy. A complete listing of these resources is on the tobacco-free initiative web site, under How to Quit at www.tobaccofree.emory.edu.

The complete Tobacco-Free Environment policy can be found at http://policies.emory.edu/4.113.
**Threat Assessment Team**

With the apparent increase of tragic incidences on university campuses nationwide and the continual challenge of keeping a university safe while protecting the privacy of individuals, Emory University created a team to address these sensitive issues - a Threat Assessment Team. The Team is a 10-member panel of specialists from key areas throughout the University, including the police, Campus Life, Student Counseling Services, the Faculty Staff Assistance Program, the General Counsel, Human Resources and University Communications.

The mission of the Team is to serve as a collaborative risk-management team, meeting regularly to confidentially review reports of disruptive or troubling behavior. It is a resource to which all faculty, staff members and students may bring a concern about someone in confidence. The Team reviews such reportings and determines if action is necessary, responding appropriately and comprehensively.

**It is not unusual for a faculty member to be the first person to question if a student is displaying unusual reactions to the academic workload and stress of day to day university life.** According to general counsel at Emory University, if a faculty member has concerns that a student might pose a risk to themselves or the community, that information can and should be brought to TAT’s attention. TAT works in strict confidence.

One of the following TAT members may be contacted by faculty with concerns:

- **Emory Police:** Craig Watson or Cheryl Elliott, 404-727-6115; or emergency line, 404-727-6111
- **Campus Life:** Carolyn Livingston, 404-727-4364
- **Student Counseling Services:** Mark McLeod, 404-727-7450
- **Faculty Staff Assistance Program:** Paula Gomes or Robin Huskey, 404-727-4328
- **General Counsel:** Amy Adelman, 404-727-6011
- **Human Resources:** Del King or Jeanne Thigpen, 404-727-7625
- **University Communications:** Nancy Seideman/Elaine Justice, 404-727-6216
Satisfactory Academic Progress Policy – Public Health

Federal regulations require that students receiving financial assistance maintain satisfactory academic progress. The Office of Financial Aid is required to monitor a student aid recipient’s academic progress. Aid recipients must meet certain quantitative and qualitative measures and complete their programs within a maximum time frame. All students who receive financial aid, whether from federal, state or Emory-funded sources, must be enrolled degree candidates in good standing to retain financial aid awards. Academic records will be evaluated each semester as follows.

Grade point average (GPA), time to degree completion (maximum attempted units), and percentage of courses passed (completion rate) will be evaluated at the conclusion of each semester. Students must meet the following minimum grade requirements to meet satisfactory academic progress standards.

- Master of Public Health (MPH): Must maintain a 2.7 current GPA each semester and overall cumulative GPA.
- Master of Science in Public Health (MSPH): Must maintain a 2.7 current GPA each semester and overall cumulative GPA.

Failure to maintain the minimum GPA for two successive semesters will result in disqualification from receiving financial aid. Any student who fails for two successive semesters to pass two-thirds of the hours, i.e., maintain a 66.66% completion rate, will also be disqualified from receiving financial aid.

All students are expected to complete their degree programs within a maximum time frame. The maximum time frame for graduate students is 150% of the hours required to complete their degree program. Time to degree completion is calculated for all credit hours for which the student enrolls or receives credit at Emory and any of the following grades are assigned: A, B, C, D, F, Satisfactory and Unsatisfactory. A course assigned an Incomplete, In Progress or Withdrawal is also counted toward attempted credits. Audited classes are not considered attempted credits. Students who exceed the maximum timeframe are disqualified from receiving financial aid.

- Master of Public Health (MPH): Must complete degree within 63 attempted units based on a 42 unit degree requirement.
- Master of Science in Public Health (MSPH): Must complete degree within 72 attempted units based on a 48 unit degree requirement.
Monitoring Eligibility: Disqualification, Probation, Suspension and Conditions of Reinstatement

Students whose academic records fall below the minimum standards stated above will be disqualified from receiving future financial aid payments. Disqualified students may be approved to receive financial aid after successfully appealing their case. Students who successfully appeal are placed on Probation. During the probationary period students remain eligible for financial aid. Students who, at the conclusion of the probationary period, are making satisfactory academic progress will have their financial aid reinstated unconditionally for the next award term. Students on probation must receive a GPA of at least 2.0, and are not permitted to receive grades of F, U, W, WF, WU, I, IF, or IU. Students who receive aid on probation and fail to meet probationary conditions will be ineligible for future financial aid payments. Students who become ineligible for financial aid or fail to meet probationary terms can re-establish their eligibility by attending classes at their own expense or with the help of private resources from outside the University. Once minimum standards are met, financial aid funding may be reinstated.

An appeal for extenuating circumstances should be submitted by the first day of class for the semester you are appealing to ensure adequate time to prepare for any impact to the student account. Failure to submit your complete appeal by this date may result in your probationary term being postponed to a future semester.

A Satisfactory Academic Progress Appeal Form should be submitted with supporting documentation of any mitigating circumstances that negatively impacted academic progression. Please contact your financial aid advisor if you have questions specific to your case.

Generally, the Office of Financial Aid will only approve one appeal per academic degree. This policy may be waived on a case-by-case basis where extenuating circumstances can be documented.

Frequently Asked Questions

1. What is Satisfactory Academic Progress?

Satisfactory Academic Progress is the method in which the University tracks the movement of successful and timely completion of degree requirements associated with programs of enrollment. Students must maintain satisfactory academic progress to receive financial aid.
2. How is Satisfactory Academic Progress measured?

There are qualitative and quantitative measurements. The qualitative measurement consists of current and cumulative grade point averages. The quantitative component consists of your attempted credit hours and completion rate.

3. How often is Satisfactory Academic Progress calculated?

Satisfactory Academic Progress is calculated each semester following the posting of grades.

4. Are summer enrolled hours included in the calculation for attempted credits?

Yes, all attempted credits including those credits attempted in summer semester are included in the calculation for maximum attempted hours.

5. What happens if I withdraw from a class? Are hours withdrawn from included as “attempted” in the Satisfactory Academic Progress calculation?

Yes, classes withdrawn from resulting in a W, WF, or WU are counted in the Satisfactory Academic Progress calculation as attempted hours.

6. I have received a warning email from the Office of Financial Aid regarding my Satisfactory Academic Progress status. What should I do?

This email is provided to students who may be in danger of falling below minimum standards. Students may wish to review their course or program plans with their academic advisor after becoming familiar with the policies for continuation.

7. I have been notified by the Office of Financial Aid that I have been disqualified because my academic record does not meet minimum standards. What options do I have?

You may submit an appeal which details your circumstances and addresses a corrective action plan. Please refer to the Satisfactory Academic Progress Appeal Form for additional details on this process.
Student Involvement/Employment

Scholars in Action
In 2007 the Scholars in Action program was initiated to offer merit scholars a school-funded assistantship providing personal mentoring by the faculty. Students work an average of 10-15 hours a week and receive a stipend for their work from the School of Public Health. Efforts are made to match student research interest areas with available projects.

In addition to the work/mentorship portion of the program, students meet for interdisciplinary discussions including presentations of assistantship experiences.

The program is coordinated through the Office of Admission and Student Affairs. For additional information about the program (or if you have a project that has the potential for a student assistantship in this program), contact Catherine Strate (cstrate@emory.edu).

Practicum
All Public Health students are required by the CEPH accreditation standards to complete a practicum experience. A practicum is a significant educational experience that is planned, supervised, and evaluated. It requires an organized set of objectives that structure the experiences in a public health agency, institution, or community under the supervision of site administrators and the guidance of the student’s department and the Office of Applied Public Health.

It offers the opportunity to integrate and apply practical skills and training learned through course work and prior experiences in a professional public health work environment. In order to successfully complete the practicum experience, students must invest between 200-400 working hours. In some cases, students can use a work study, graduate assistantship, or teaching assistantship position to meet the practicum requirement.

All Rollins School of Public Health (RSPH) students are required to submit information on their practicums to the Rollins Practicum Portal. If faculty serve as the student’s supervisor for a practicum experience, the faculty member will assist the student in defining the goals and objectives, approving these objectives, and evaluating the student’s performance in the Rollins Practicum Portal. This information must be submitted in order for the student to be cleared for graduation.

To view the Rollins Practicum Portal or find more detailed information, please visit http://www.sph.emory.edu/rollins-life/practicum/index.html
Rollins Earn and Learn (REAL) Program

The Rollins Earn and Learn (REAL) Program provides funding for RSPH students to support their academic interests with applied public health experiences with federal, state, county and other government agencies, Emory affiliated programs, and non-profit organizations throughout Atlanta. The positions are posted on the internet through Handsahke on the Career Services website, http://www.sph.emory.edu/careers/index.html

The REAL Program is part of the financial aid application process and is noted in OPUS as part of the students’ financial aid awards. Eligibility is based on:

- Enrollment as a full-time student pursuing a degree;
- Satisfactory degree progress as determined by the Rollins School of Public Health;
- A citizen or permanent resident of the United States;
- Submission of the FAFSA annually; and
- Available funding.

F-1 visa students are able to apply for a REAL award for their second year of student. Selection for the REAL award for F-1 visa students is leadership, community engagement, and academic performance.

Opportunities may be with on- or approved off-campus employers. Students may work up to 20 hours per week while school is in session. For more information, visit http://www.sph.emory.edu/rollins-life/real/index.html

Rollins-teer Service/Community-Engaged Learning Program

Initiated during Orientation 2007, the Rollins-teer Service Learning Program has served as the seed and impetus to the development of the Community Engaged Learning Program. Through this program students are introduced to the broader context of public health work and programs through volunteer work opportunities with local organizations that focus on poverty, homelessness, distribution of medical supplies and services, chronic disease or environmental conservation. Coordinated by the Americorp Fellows and the SGA, a different public health concern will be presented to students at the monthly Convos on Tap followed by a volunteer opportunity that weekend.

Organizations with which RSPH students have worked are the Atlanta Community Food Bank, the Atlanta Union Mission, Furniture Bank of Metro Atlanta, Medshare International, Project Open Hand, Samaritan House, Senior Citizen Services, and West Oakland Community Park. Additional information about the Community-Engaged Learning Program may be found at www.sph.emory.edu
RSPH Student Organizations
RSPH Student Government Association & Student Organizations
In support of our objective to offer high quality educational programs and to encourage open communication at all levels, students participate in a variety of activities that serve to inform and guide RSPH's growth and development.

Rollins Student Government Association (SGA)
The Rollins Student Government Association is the governing student assembly of the Rollins School of Public Health. The purpose of the RSGA is to advocate for the students and enrich the experience of their time at Rollins. The RSGA addresses students’ needs and concerns regarding school facilities, current administration, academia, extra-curricular activities, and more. The RSGA presides over the department representatives of RSPH and the student organizations. The annual budget of the RSGA as well as the RSPH Student Organizations is allocated from the student activity fees paid by students. Annual elections for the executive board member and departmental representative positions are held each November.

Association of Black Public Health Students (ABPHS)
ABPHS provides support services for minority students, faculty, and staff associated with the RSPH. Its primary goal is to be the vehicle wherein ideas, needs, and interests regarding the enhancement of the total academic, social, and health-related experiences of membership can be channeled, deliberated, and acted upon collectively.

Emory Global Health Organization (EGHO)
The Emory Global Health Organization is a student organization based in the Rollins School of Public Health. The goal of EGHO is to facilitate engagement in global health outside the classroom. To accomplish this, EGHO works through several different committees, each of which focuses on an important aspect of student interests. Through these communities, EGHO works to engage in global health issues through service and advocacy; foster global health awareness and encourage the growth of a global perspective; increase resources and opportunities available to all students with an interest in global health; and build connections with each other and with professionals in the field.

Emory Reproductive Health Association (ERHA)
ERHA is a student organization based at the Rollins School of Public Health committed to reproductive justice and the dignity of all people. ERHA promotes reproductive health and rights awareness through community outreach, research and fund-raising locally and globally. The purpose of
ERHA is to increase awareness of current local and global reproductive health issues through educational outreach through guest speakers, films, and distribution of information; be actively involved in the Emory and Atlanta communities by volunteering with local organizations focused on disparities in reproductive health; and to fundraise for reproductive causes, more specifically the Global Elimination of Maternal Mortality Due to Abortion (GEMMA) fund established by Roger Rochat.

Georgia Public Health Association (GPHA)
GPHA, a nonprofit corporation organized for the purpose of promoting the public and personal health of Georgia’s citizens, is the largest public health organization in the Southeast. It provides many opportunities for networking with public health professionals, attending continuing education seminars, and advocating for public health issues concerning Georgians. The Emory chapter of GPHA, founded in 1999, aspires to have membership and participation from all RSPH departments, fostering the achievement of public health goals chosen by chapter members.

Health Educators and Researchers Collaborative (HERC)
HERC, formerly known as BSHE-IT has a mission to educate, engage with the community, and mentor students with an interest in behavioral sciences and health education. They foster educational development within the Rollins School of Public Health and Emory University communities as well as the greater community (domestic and global) and work towards promoting community engagement among the students of the Rollins School of Public Health. They also have a mentorship program between prospective students, current students, and faculty through both formal and informal engagements.

Health Organization for Latin America (HOLA)
The Health Organization for Latin America (HOLA) at Rollins School of Public Health is a student-led organization dedicated to promoting, advocating for, and informing about the health of Latinos in the US and abroad. HOLA works towards its mission by sponsoring academic lectures on topics relevant to Latino health, coordinating volunteer opportunities to benefit Latino populations, and connecting students and organizations that have a shared interest in promoting the health of Latinos. Additionally, HOLA strives to create a sense of community among students with a common passion for Latin America, through periodically hosting social events throughout the year.

Rollins Association for South Asian Health (RASAH)
RASAH was established to promote and encourage engagement in issues of South Asian health amongst the Rollins and Emory University Community. The newest organization at Rollins, RASAH seeks educational development and discussion within RSPH and among other Emory schools relating to South
Asian health issues and to promote South Asian community engagement among students (e.g. health fairs). RASAH also acts as a resource for Rollins students pursuing research or fieldwork relating to or in South Asia.

**Rollins Environmental Health Action Committee (REHAC)**
REHAC is a student organization dedicated to creating a working space for a just and sustainable existence. REHAC advocates reducing pollutants, pathogens, and physical hazards, and promoting a harmonious relationship with nature. REHAC seeks to improve and protect living and working environments through locally focused and collaborative education and action.

**Student Outreach and Response Team (SORT)**
SORT is a collaborative effort between the DeKalb County Board of Health and the Rollins School of Public Health’s Center for Public Health Preparedness & Research, whose mission is “To promote future public health leadership by providing students with hands-on experiences that contribute to improved community health.” SORT provides current public health students with the opportunity to apply public health theory in practical settings. Thirty MPH students are chosen annually via a competitive process to participate in this program.

Within the past year seven (7) new organizations were chartered by the SGA. Descriptions of these organizations will be available soon.

- Jewish Students in Public Health (JSPH)
- Emory Mental Health Associations (EMHA)
- Rollins Peace Corps Community (RPCC)
- Rollins Association for Cancer Prevention and Control (RACPAC)
- Rollins Outdoors Club (ROC)
- Rollins mHealth Collaboration (RmC)
- Humanitarian Emergency Response Team (HERT)

Information regarding their missions and contact information will be available on the website soon.
Student Services
Student Services Department – 1st Floor

The Office of Student Services provides information and assistance to all prospective and current students of the Rollins School of Public Health (RSPH). Three functional areas, Admissions & Recruitment, Enrollment Services, and Student Affairs (including International and ESL services), provide students with cross-functional support from initial inquiry to program completion. The Office of Student Services is the liaison with University Offices such as Campus Life, the Registrar, Financial Aid, and Student Financial Services. The Office of Career Services is located on the 8th floor of Grace Crum Rollins working collaboratively and providing effective services to the students.

Kara Brown-Robinson  Associate Dean of Admissions & Student Affairs
klbrow2@emory.edu  404-727-3317

Prudence Goss  Director of Admissions, Recruitment & Student Life
pgoss@emory.edu  404-727-3410

Angel Hurston  Associate Director of Admissions Operations
ahursto@emory.edu  404-727-3955

Emily Lifemaker  Assistant Director of Admissions & Student Life
emily.lifemaker@emory.edu  404-727-9670

Catherine Strate  Director of Enrollment Services
cstrate@emory.edu  404-727-3933

Claudia Paez-Ellert  Director of Career Services
cpaezel@emory.edu  404-727-9957

Sahar Salek  Manager of REAL
sahar.salek@emory.edu  404-712-0687

Sherida Holmes  Department Manager
srholme@emory.edu  404-727-8390
Admissions

The Office of Admissions in the Department of Student Services coordinates and manages the admissions process for the 18 degree programs in the School of Public Health. This includes

- Scheduling RSPH recruitment visits
- Development of recruitment materials and processing of SOPHAS application and distribution to Departments
- Mailing of acceptance packets and decision letters
- Organizing and coordinating Open House, Visit Emory, and New Student Orientation
- Maintaining and analyzing data of applicants, acceptances, deferrals, rejections, and dual degree students.
- Responding to inquiries from prospects and newly admitted students
- Coordination of merit scholarship process with Office of Academic Dean
- Liaison with PeopleSoft Admissions Team
- Representation of RSPH on SOPHAS Governance Committee
- Development and maintenance of school-wide admissions reports

Admissions Staff

Prudence Goss  Director, Admissions, Recruitment & Student Life
pgoss@emory.edu  404-727-3410

Angel Hurston  Associate Director, Admissions Operations
ahursto@sph.emory.edu  404-727-3955

Emily Lakemaker  Assistant Director, Recruitment & Student Life
emily.lakemaker@emory.edu  404-727-9670

Barbara Manning  Admission Advisor, Senior
bmannin@sph.emory.edu  404-727-2945

Yeyme Reyes  Admissions Analyst
yeyme.reyes@emory.edu  404-712-8926

Alex Klyshevich  Business Analyst
Alex.klyshevich@emory.edu  404-727-0339
Enrollment Services

The Office of Enrollment Services serves as liaison to the University Office of the Registrar. Enrollment Services is responsible for overseeing the enrollment of public health students and assisting with questions related to academic records, drop/add, leaves of absences, readmission, grading, commencement, and general academic policies. This unit coordinates class schedules, classroom assignments, and produces the Rollins School of Public Health catalogue.

The Assistant/Associate Directors of Academic Programs in each Department are the primary student contacts for enrollment services questions and for assuring accurate and timely degree progress. They assist students with planning their academic degree programs, course registration selection and concerns, and assuring a positive academic experience for the students at the Rollins School of Public Health.

Department of Enrollment Services, 1st floor

Catherine Strate  Director, Enrollment Services/Registrar
cstrate@emory.edu  404-727-3933

Robie Freeman-Michaux  Associate Director, Enrollment Services
rfreem2@emory.edu  404-727-8739

Sahar Salek  Associate Director, Student Financial Programs & REAL
sahar.salek@emory.edu  404-712-0687

Class Scheduling
Emergency Loans
Degree Application Process
Degree Clearance
Dual Degree & Special Program Coordination
Financial Services (Billing) Issues
Financial Aid Concerns
Merit Award Postings
RSPH REAL Program Coordination
School Catalogue & Student Handbooks

Kathy Wollenzien  Dual Degree Advisement & Program Liaison
kwollen@emory.edu  404-727-5701
Overview
The Office of Career Development is committed to providing quality services and programs designed to educate students in the career development process. The Office assists students in exploring career options, job searching strategies, resumes, cover letters, and providing various career programming in order for students to gain a competitive advantage in building a successful public health career. In addition, the Office of Career Development collaborates with alumni and organizations to provide networking resources and opportunities designed to promote the success of students and graduates in the job market.

Individual Career Advisement Appointments
One-on-one appointments are available with our career coaches to discuss any career related topics such as networking, job search strategies and practicum questions. Please schedule an appointment by emailing rsphcareerdev@emory.edu or by visiting our office on the 8th floor of the Grace Crum Rollins building. Students interested in feedback on resumes can be seen for short 15 minute resume reviews on Monday, August 31st through Wednesday, September 2nd including attending one of our Resume 101 sessions offered during orientation and throughout the semester.

Walk-In Hours
15-minute walk-in sessions are held every Wednesday and Thursday from 2-4pm, and no appointment is necessary. Students will be seen on a first-come-first-served basis and will receive one-on-one assistance from a career counselor. Sessions will provide time for students to ask general questions but more in-depth needs may require a scheduled appointment.

Mock Interviews
Students may schedule a mock interview with a career counselor to receive help preparing for future interviews.

Workshops
We offer numerous workshops throughout the year to help advance your professional development on topics such as resumes and cover letters,
networking, and salary negotiation. Please check the Rollins Opportunity Link (R.O.L.) calendar for upcoming workshop dates and to RSVP.

**Rollins Opportunities Link & Online Resources**
Students may take advantage of opportunities including Career Development-sponsored events, on-campus recruiting, panel discussions, and workshops by registering using the Rollins Opportunities Link (R.O.L.). Additionally, students may upload and submit resumes through R.O.L for opportunities of interest. Visit our website (www.sph.emory.edu/careers/index.html) and Facebook page for career advice and resources and announcements about upcoming events and additional opportunities.

**On-Campus Recruiting**
Employers from a variety of industries visit RSPH each semester to conduct information sessions and to interview for full time jobs and internships. Details regarding such opportunities will be posted on the R.O.L.

**Annual Events and Programs**
The Office of Career Services hosts several annual events and programs, including:

- *Public Health Opportunities Fair* - Each year, the Office of Career Development coordinates fall and spring career fairs to allow you to network with organizational representatives and to learn about organizations’ hiring needs for potential internships and full-time jobs.

- *Mentoring Program* – A Mentoring Program matches you with a public health professional to enhance professional development and increase knowledge about public health as practiced in the community.

- *Mock Interview/Networking Night* - This event allows you to network with alumni and practice your interview skills in a supportive environment.

**Business Cards**
The Office of Career Services is pleased to facilitate the ordering of professional business cards for students. Visit our website to order cards online.
International Student Affairs

International Students
RSPH is fortunate to have approximately 19% of its student body representing 37 countries. The Office of Admission and Student Services works closely with the International Student and Scholars Program (ISSP), monitoring the special admission requirements for international students, including the I-20 forms, visa status, financial certificates, and scholarships and fellowships. General student questions and concerns for the RSPH International Students are also addressed by this office.

This office also coordinates and sponsors the International Student Orientation, including the welcoming of all international students by Student Ambassadors, assisting them with their acclimation to Emory and Atlanta, as well as the scheduling of English as a Second Language Testing, and ESL classes and tutoring. Holly Patrick, ESL Instructor, has office hours for individualized assistance on Mondays, Wednesdays, Thursdays and Fridays, in addition to the regularly scheduled class on Friday afternoons. She may be reached at holly.patrick@emory.edu if there are concerns about student performance.

Master’s International Program with the U.S. Peace Corps
The RSPH offers a master of public health degree in conjunction with the Peace Corps’ Master’s International (MI) Program. This program is a unique and excellent opportunity for students to combine public health theory with practical field experience.

Admissions Process: Indicate interest in Master’s International (MI) program on SOPHAS (Schools of Public Health Application Service) admissions application or during the MPH program and apply to the Peace Corps through the Atlanta Regional office during the first semester at RSPH.

Length of Program: Complete all MPH coursework before serving 2 years in the Peace Corps. Students must be registered for PUBH 601 (Masters Int’l Peace Corps Prep) course.

Students are awarded a grant of approximately $2500.00 during their final semester at RSPH contingent upon an invitation to serve as a Peace Corps Volunteer.

Participating Students: Any MPH or MSPH degree-seeking student.

Information: www.sph.emory.edu/academics/peace-corps/masters-international/index.html
Department Assistant/Associate Directors of Academic Programs

Behavioral Science and Health Education

Meghan Sullivan  Grace Crum Rollins, 508
meghan.christina.rios@emory.edu  404-727-7877

Zarie Riley  Grace Crum Rollins, 506
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Biostatistics

Melissa Sherrer  Grace Crum Rollins, 316
msherre@emory.edu  404-727-3968

Executive Master of Public Health

Leah Tompkins  Grace Crum Rollins, 824
ltompkins@emory.edu  404-727-8739

Environmental Health, Global Environmental Health, & Environmental Health/Epidemiology

Ariadne Swichtenberg  Claudia Nance Rollins, 2053
ariadne.swichtenberg@emory.edu  404-727-7905

Epidemiology & Global Epidemiology

Jena Black  Claudia Nance Rollins, 3024
jena.black@emory.edu  404-727-8729

Nicole Regan  Claudia Nance Rollins, 3026
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Global Health

Theresa Nash  Claudia Nance Rollins, 7026
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Angela Rozo  Claudia Nance Rollins, 7024
arozo@emory.edu  404-727-0263

Flavia Traven  Claudia Nance Rollins, 7038A
ftraven@emory.edu  404-712-8110

Health Policy and Management

Kathy Wollenzien  Grace Crum Rollins, 608
kwollen@emory.edu  404-727-5701
Advisement and Course Registration

The Departmental Assistant Director of Academic Program is the primary point of contact for students to assuring accurate and timely degree progress. They assist in the completion of the following:

- The Department admission process of applicants.
- Advising students to assure appropriate coursework for degree completion
- Registering students for courses which require permission
- Registering for courses in which a student wants to audit.
- Course petitions, waivers, and transfer of credits
- Completion of Institutional Review Board (IRB) requirements for research involving human subjects
- Practicum opportunities and applicability to area of study
- Thesis and/or special studies project requirements and formats
- Withdrawing from a course and/or the program
- Monitoring the progress of Incomplete courses
- Transferring to another Department
- Conducting periodic audits to assure appropriate degree progress
- Registering for Graduate in Residence status
- Assisting in answering questions and resolving general student issues
- Obtaining previous course evaluations/course syllabi
- Taking classes at other colleges at Emory or through the ARCHE program
- Completion and signing off on degree clearances at the Department level.