



TUSKEGEE UNIVERSITY

COLLEGE OF VETERINARY MEDICINE

GRADUATE PUBLIC HEALTH PROGRAM (GPHP)



STUDENT HANDBOOK

2021-2022

DGPH Student Handbook 2021-2022 Academic Year

FOREWORD

Greetings Students and Welcome to the Academic Year at Tuskegee University!

Being a part of the Graduate Public Health Program (GPHP) is the beginning of your exciting path as a health professional to graduate with the Master of Public Health (MPH) degree. Your learning experiences begin with a team of accomplished public health educators and supportive staff that will prepare you for lifelong learning as a public health professional.

This student handbook is designed to guide and assist you with navigating through the Graduate Public Health Program relative to policies and procedures. Students preparing to enter the public health profession that deliver services to the general public are required to adhere to a code of ethics that govern conducts and performance that enhance credibility with employers, clients and the community.

The GPHP Student Handbook does not replace Tuskegee University's Graduate Student Handbook and incorporates by reference the College of Veterinary Medicine Student Handbook. It is supplemental and provides guidelines, policies, expectations, and rules of conduct specific to public health. All three handbooks should be used in conjunction to ensure that you remain on track to meet obligations and expectations that will lead you toward your goal: graduation. Failure to adhere to the guidelines of any of these student handbooks could result in a delay in enrolling in courses, graduation, and/or dismissal from the program.

Best wishes as you begin your career preparation in public health at Tuskegee University.

Crystal M. James, JD, MPH

Head, Department of Graduate Public Health
College of Veterinary Medicine

Dr. Ruby L. Perry

Dean
College of Veterinary Medicine

CONTENTS

FOREWORD	2
Table of Contents.....	3
Introduction	4
Mission.....	4
Goal Statements.....	4
Objectives.....	5
MPH Requirements.....	6
Practicum Requirements	8
Course Descriptions	13
Rural Public Health Lecture Series	15
Academic Advising	16
Administrative Policies & Procedures	16
Graduate Student Rights & Responsibilities	19
Admission to Candidacy.....	21
Selection of Advisory Committee	22
Plan of Study.....	22
Thesis	22
Approval of Drafts and Final Copy of Thesis/Dissertation	23
Order of Thesis/Dissertation and Abstract Routing	24
Change in Area of Research, Major Professor or Member of Advisory Committee...	25
Off-Campus Research and Study	25
Academic Honesty.....	25
Appeal Decisions	25

Accreditation

Tuskegee University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS): 1866 Southern Lane Decatur, Georgia 30033-4097; Telephone Number: 404-679-4501 to award Baccalaureate, Master's, Professional and Doctoral degrees.

Introduction

The Graduate Public Health Program (GPHP) at Tuskegee University was commissioned with a full understanding that “public health embraces an ecological approach that recognizes the interactions and relationships among multiple determinants of health”; and therefore is “constituted as a consortium of disciplines” in which collectively, the health of the community is addressed through instruction, research and community service. The GPHP’s commitment is thus to prepare public health professionals with an orientation to data analysis, disease prevention, population dynamics and needs assessment, as well as to effectively plan, implement and evaluate public health programs to positively impact the public’s health.

Graduate students are provided with the opportunity to identify and address health disparities in minority and underserved communities, to address the public health concerns of those communities, and publish these findings/outcomes to increase the knowledge bases as well as to inform public health policy makers for a more immediate impact on community health. Our students are trained to become advocates for the assurance of improved public health services delivery, and the promotion and protection of the health of the minority and underserved populations that we serve. All innovative approaches are driven by the mission, vision, goals and objectives of the GPHP.

Mission

To prepare the next generation of diverse leadership through research, innovation, advocacy and community engagement.

Goal Statements

The following are the *Goal Statements* in support of the mission of the GPHP:

Instructional Goals

Goal Statement 1: Excellence in Leadership – Train, educate and equip public health graduates for leadership through effective policy-making, health planning and competence in community-driven public health research and service.

Goal Statement 2: Excellence in Innovative Teaching – Nurture critical thinking and innovative teaching to provide for highest academic performance.

Research Goal

Goal Statement 3: Excellence in Research – Utilize strong collaborative research to foster community-based participatory approach, research efforts for improving community/population

health and well-being.

Service Goal

Goal Statement 4: Excellence in Service (Community Engagement) – Establish strong community partnerships for effective delivery of timely, evidenced-based, community service with respect, integrity and inclusiveness.

Public Health Ethics Goals

Goal Statement 5: Excellence in Public Health Ethics – Train and prepare public health graduates in the essential aspects of public health ethics for the workforce and for community advancement.

OBJECTIVES

We have adopted our goal statements and measurable objectives considering the Healthy People 2030 objectives, and the utilization of the ten essential public health functions as outlined by the American Public Health Association, re-stated as below:

- **Monitoring** of health status to identify community health problems;
- **Diagnosis and investigation** of health problems and health hazards in the community;
- **Informing, educating, and empowering** people to address health issues;
- **Mobilization** of community partnerships to identify and solve health problems;
- **Developing policies and plans** that support individual and community health efforts;
- **Enforcement** of laws and regulations that protect health and ensure safety;
- **Linking** of people to needed personal health services and to assurance of the provision of health care when otherwise unavailable;
- **Assuring** of a competent public health and personal healthcare workforce;
- **Evaluating** of effectiveness, accessibility, and quality of personal and population-based health services; and
- **Conducting of research** for new insights and innovative solutions to health problems.

MPH/MSPH PROGRAM REQUIREMENTS

The GPHP curriculum operates under a generalist program and awards the MPH degree.

Year 1: MPH Curriculum Fall Semester Courses	Semester 1	Credit Hours
MSPH 0614 Principles of Epidemiology Epidemiology Lab (A. Dibaba)		3
MSPH 0610 Psychosocial Determinants of Health (M. Wilson)		3
MBIO 0660 Biomedical Statistics Biomedical Statistics Lab (J. Heath) (E. Abdalla)		3
MSPH 0626 Public Health (L. Webb) or (M. Wilson)		3
		12
Year 1: MPH Curriculum Spring Semester Courses	Semester 2	Credit Hours

MSPH 0605 Introduction to Health Administration Policy & Law (C. James)		3
MSPH 0700 Proposal, Writing and Grant (M. Wilson)		2
MBIO 0661 Advanced Epidemiology (A. Dibaba)		3
IBSC 0601 Spheres of Ethics and Public Health (R. Warren)		3
MBIO 0600 Seminar (M. Wilson)		1
		12

Summer Year 1: MPH Curriculum Fall Semester Courses	Semester 3	Credit Hours
MBIO 601.05 Research/Practicum (Major Professor)		4-6
MBIO 700.2 Capstone Evidence Practice in Public Health/APEx or IBSC Internship (Major Professor)		4-6

Year 2: MPH Curriculum Fall Semester Courses	Semester 4	Credit Hours
MSPH 0620 Epidemiology of Infectious Diseases (L. Webb)		3
MSPH 0600 Environmental Health (C. James)		3
MBIO 0669 Risk Analysis (E. Abdalla)		3
MBIO 0601 Seminar II (James, Webb, Abdalla, Wilson)		1
MSPH 0615 Health Disparities and Inequities (E. Abdalla)		3
MBIO 0700.05 Research and Thesis/Practicum (Major Professors)		4
		17

Year 2: MPH Curriculum Spring Semester Courses	Semester 5	Credit Hours
MSPH 0630 Program Planning & Evaluation (C. James)		2
MSPH 0631 Health Education & Communication (M. Wilson)		2
MBIO 0518 Food Safety & Quality (L. Webb)		3
MBIO 0700.05 Research and Thesis/Practicum (Major Professors)		4
MSPH 0632 Public Health Leadership & Emergency Management (C. James)		2
MSPH 0625 Multivariate Analysis (M. Wilson)		3
MBIO 752 Research and Thesis/Practicum (Major Professors)		4
		20

33 Core hours (required courses) in the curriculum

46 Required hours to complete the Program

13 elective hours may be taken from the following preapproved list and/or other graduate level courses given within the University after prior approval from the Department Head

Electives/Additional Course Offerings		
MBIO 0700.01	Research Thesis	4-6
MBIO 0661	Advanced Epidemiology	3
MSPH 0620	Epidemiology of Infectious Diseases	3
MSPH 0632	Public Health Leadership & Emergency Management	2
PATH 0669	Risk Analysis and Modeling	3
MBIO 0600	Seminar I	1
MBIO 0661	Seminar II	2
MBIO 0661.02	Seminar II Special Topics in Public Health Law	3
MSPH 0700	Proposal Writing and Grant Management	2
MBIO 0518	Food Safety & Quality	3
MSPH 0625	Multivariate Analysis	3
NUSC 0521	Maternal & Child Nutrition	3
NUSC 0522	Advanced Community Nutrition	3
NUSC 0580	International Nutrition Problems & Policies	3
NUSC 0608	Recent National & International Developments in Food Science and Nutritional Sciences	3
NUSC 0652	Nutrition & Disease	3
NUSC 0651	Human Nutrition & Health	3
OCTH 0518/ OCTH 0518L	Behavioral Health & Occupational Therapy	4
OCTH 0614	Older Adults	3
OCTH 0632	Capstone Evidence Based Practice in Occupational Health	6
HLSC 0521	Ethics & Interprofessional Healthcare	3
EVSC 0507	Introduction to Geographic Information System (GIS)	3

The Applied Practical Experience (APEx)

- 1. All master's degree candidates must:**
 - a. Complete a public health relevant applied practice experience equivalent to 2 or more full-time months (minimum 280 hours); or**
 - b. Demonstrate equivalent public health experience upon matriculation at Tuskegee University. Practicum equivalent credit is available only for work completed prior to enrolling in the Master's program at Tuskegee University. *Students entering the MPH program directly from an undergraduate program are not eligible for practicum equivalency.***
- 2. The public health practicum program embraces the recommendations of the Institute of Medicine (IOM) regarding the value of supervised public health practice as well as the philosophy of the Council on Education for Public Health (CEPH) where the offering of practical experience is widely accepted as an accreditation requirement for public health programs. The IOM report notes that academic institutions should embrace as a primary educational mission the preparation of individuals for positions of responsibility in public health practice, research, and training with significant expansion of supervised practice opportunities. The APEx provides opportunities for advancing and reinforcing basic public health core competencies being taught in the classroom as well as cross-cutting interdisciplinary competency domains needed for public health practice. Selection of a good APEx should give students a new appreciation of both the importance of the knowledge they are acquiring in their coursework and the challenges of applying that knowledge. It may also provide an opportunity to network with future employers and/or colleagues, or to interact with members of a population with specific public health needs, cultural diversity, or public health important characteristics. It is not unusual for students to elect to complete an APEx in a public health setting different from their past work experience even though they may qualify for equivalent experience and many students expand the breadth of their experience by completing more than one APEx. The APEx is a graduation requirement.**
- 3. Many master's students in epidemiology have advanced degrees or have worked for several years in a related professional position prior to returning to school. Some, but not all positions, will have provided the student with prior public health-relevant experience that can be used in fulfillment of the practicum requirement. Because students' past work experiences vary, their requests for practicum-equivalent credit are reviewed on a case-by-case basis. Moreover, a critical requirement of the APEx in the DGPH is that it originated in a rural community setting and culminated in a deliverable suitable to the needs of the community requesting the assistance. Temporality is also a critical element of the review process. Therefore, if the person was recently and is currently working in a public health setting while completing the degree. A critical aspect of the temporality test is was the**

experience completed within the past twelve months (12) prior to applying for the waiver. Approval of such requests does not mean that the requirement is being waived but that prior equivalent experience is being accepted in fulfillment of the practicum requirement. *Students entering the MPH program directly from an undergraduate program should not apply for practicum equivalency.*

4. Students who elect to apply for APEx equivalent credit should do so during their first semester at Tuskegee University. This provides time for APEx placement if the request for equivalency is not approved. The application consists of three items which should be submitted as attachments to the Program Director in a single e-mail with the subject line: APEx equivalency request for [name of student].
 - a. Short cover letter. In the 1-2 paragraph cover letter:
 - i. Request that “experience be accepted in fulfillment of the APEx requirement for the Master’s of Public Health degree” and
 - ii. Detail the public health relevant portions of past jobs or other experience, including the name(s) of supervisor(s) and the institution where the work that is being submitted for consideration as equivalency to a practicum.
 - iii. Clearly outline demonstration of at least 5 competencies (3 CEPH core competencies and 2 program specific competencies)
 - b. Current resume or CV. The CV should include educational degrees attained, work experience, and any publications that the student authored or coauthored. When jobs were part-time or part of an internship, the number of hours per week should be noted on the resume. Past internships generally do not qualify one for APEx equivalency.
 - c. Tuskegee Research Protocol Parts I & II Certifications. (if applicable)
 - i. Human subject safety
 - ii. HIPAA
 - iii. IACUC
5. Students matriculating in fall should attend the fall APEx seminar. This seminar will introduce the APEx process, electronic resources for APEx, and provide key tips on applying for prime APEx opportunities, application deadlines, strengthening the APEx application and on the interview process. Students should use the APEx checklist to ensure that they have complied with all requirements of the practicum.
6. Ideally, the APEx should begin after completion of the first semester and should conclude before the end of the fourth semester. Students are required to devote at least 280 hours to their APEx. Due to class scheduling restrictions, all students who wish to do an international APEx and to graduate within 2 years will need to complete the practicum during the summer between first and second year. APEx placements in the Tuskegee-Montgomery-Auburn area may be completed by working full-time during the summer or part-time over one or more semesters.
7. Students may elect to do either a domestic or an international APEx. Students may apply for APEx placement in a clinical (hospital or health

service-providing agency) or non-clinical setting. Potential placement sites include city, state, or local health departments; other government agencies (CDC, FDA, NIH, etc), nongovernmental organizations, pharmaceutical companies, clinical research organizations, health insurance companies, consulting firms, and others. Some students may do their APEX within the CVM or another academic setting.

8. There is considerable variability in the scope of activities across APEX sites. These should be defined in broad terms on the APEX agreement so that both the student and the APEX supervisor/mentor understand and approve them. Examples of acceptable APEX work include, but are not limited to, a combination of the following activities:

- a. Designing or helping to design a public health intervention or a study to test a specific hypothesis relevant to human health;
- b. Developing or helping to develop an IRB protocol or grant application for public health relevant research with human subjects;
- c. Preparing a systematic and critical review of the literature relevant to the epidemiology of a specific disease or the health effects of a specific exposure;
- d. Designing or helping design a questionnaire or data form for a study of the epidemiology of a specific disease or the health effects of a specific exposure;
- e. Conducting interviews or abstracting data for a study of the epidemiology of a specific disease or the health effects of a specific exposure, or for an evaluation of a public health program;
- f. Participating in the conduct of a public health intervention;
- g. Entering, cleaning, managing, or analyzing data generated by a public health study or a public health program;
- h. Writing or assisting in writing scientific research results for manuscript, abstract, or conference presentation.

9. Prior to beginning the APEX, students should complete a APEX agreement form in collaboration with the on-site APEX supervisor. When signed by the student, the on-site APEX supervisor, and the Major Professor or program director, the form documents agreement on and acceptance of the APEX arrangements specified. The APEX agreement form addresses key issues that should be discussed and agreed upon prior to the start of a APEX, specifically the scope of work and specific activities that the student will perform; the site(s) where student will do the work; whether and how much the student will be paid for the APEX; APEX start and end dates; use of data for the master's thesis; anticipated absences of the on-site supervisor or student lasting one week or more; contact information of a person who can provide guidance and answer questions in the absence of the on-site supervisor as needed; and contact information for the on-site supervisor and the student. This form is included in Appendix I.

10. Epidemiology is the study of distribution and determinants of health related states or events in specified populations. Most research institutions and agencies have institutional review boards (IRBs) that are responsible for evaluating the protocols of all studies involving human subjects and

providing training in the practical aspects of protecting subjects' rights. Faculty, staff and students participating in human subject research must demonstrate receipt of such training. *It is Tuskegee University Policy that everyone working with human subjects must complete a course for the "Protection of Human Research Participants for Patient-Oriented Clinical Investigators" a patient privacy (HIPAA) exam.*

- 11. To ensure that the APEX requirement is satisfied:**
- a. All students applying for APEX equivalency or completing a APEX:**
 - i. all APEX documentation must be on file in the program office;
 - ii. an APEX completion form signed by the program director must be submitted to the graduate school; and
 - iii. the information must be entered into the computer in the Registrar's Office.
 - b. For students completing a APEX, the following documentation is required:**
 - i. *Tuskegee University Research Protocols I and II certification;(if applicable)*
 - ii. APEX agreement form;
 - iii. student APEX evaluation form; and
 - iv. supervisor evaluation form.
 - c. For practicum equivalency the required documentation consists of:**
 - i. *Tuskegee University Research Protocols I and II certification; (if applicable)*
 - ii. CV or resume;
 - iii. letter requesting equivalency.

12. Once these are completed and in the program office, an APEX completion form is filed with the graduate school documenting practicum completion. Satisfactory completion of an APEX or receipt of APEX equivalency is a requirement for graduation.

13. In general, students are encouraged to use their APEX as a source of data for their master's thesis. However, not all excellent APEX experiences have data suitable for thesis work and not all students choose to do a thesis in the same topical area as their APEX. During the APEX, students may work on a completely separate area, or on a related but different topic or a broader range of topics than the one on which the master's thesis will eventually focus. Even when the student does an APEX with the same investigator who provides the data set for the master's thesis, the APEX should provide a broader range of experience with public health than data analysis alone. It is important that specifics regarding use of data for the thesis or publication and co-authorship arrangements be worked out in advance.

14. At the beginning of the preceptorship the student and the preceptor are given a practicum handbook which details the expectation of both parties. The handbook contains the agreement forms, preceptor and student evaluation forms Appendix II

TIMETABLE FOR COMPLETION OF PRACTICUM AND THESIS

Semester	Student responsibilities	Faculty Responsibilities
Fall*	Attend the November practicum seminar; Begin keeping a practicum checklist to guide you through the steps to practicum completion; Discuss APEX opportunities with your advisor; <u>Complete Tuskegee Research Protocols parts I and II Certifications and submit to Program Education Coordinator.</u> Begin preparing APEX applications; Update resume; Identify faculty to write recommendations. If applying for APEX equivalency, complete and submit required paperwork to request APEX equivalent experience.	Hold seminar to introduce the APEX process and other APEX -related resources. Review and approve APEX equivalency requests and communicate this to student applying for equivalency; File APEX Completion Forms with graduate school to clear APEX graduation requirement for students conferred APEX equivalency; Oversee updates to the APEX database including tracking of <u>Tuskegee Research Protocols parts I and II Certifications</u> , APEX equivalency, APEX agreement forms, and APEX completion forms; Hold office hours for APEX advising for students needing APEX assistance.
Spring*	Apply and interview for APEX opportunities; Select an APEX site; Complete APEX agreement form and submit to the Program Education Coordinator; Identify major professor for thesis	Meet/correspond with APEX sites and supervisors as needed; Review and sign APEX agreement forms; Hold office hours for advising students on APEX and transition from the APEX to the thesis issues.
Summer*	Begin APEX; Identify remaining committee members for thesis; If APEX does not involve master's thesis dataset, locate another dataset, obtain permission to use it, finalize first and second readers for thesis;	Provide supervision for APEX related and transition-to-thesis issues as needed; File APEX Completion Forms with graduate school;
Fall*	Complete APEX evaluation form and file with Education Coordinator; Submit proposal form to Program Director; conduct literature review, write background, methods, develop descriptive results and begin working with data	Review applications for Excellence in Mentoring Award; Advise students on APEX issues; File APEX Completion Forms with graduate school; Help students to develop a proposal and to identify Appropriate thesis committee members; Give appropriate and timely thesis feedback
Spring of graduation	Analyze data, make tables and figures, write results Write discussion submit complete thesis to committee, do revisions submit final thesis for approval and grade; provide final copy of Master's Thesis to Program Director. Graduate!!!!!!	Arrange for Presentation of the Excellence in Mentoring Award; Advise students on APEX issues; File APEX completion forms with graduate school; Schedule and Meet weekly with student to review progress on sections of thesis Provide timely comments for revision Approve and grade Modify paper for journal publication

*Before calendar year of graduation

Course Descriptions

MBIO 0600. GRADUATE RESEARCH SEMINAR I. 1st Semester and Summer. Lect. 1, Lab 0, 1 credit. This course includes practical examples of proper conduct of research, issues with copyright violation, plagiarism, interpretation of published work among other academic requirements including discussions on basic research methods, and a review of current research topics. Oral presentations and/or reports are required.

MSPH 0600. GRADUATE RESEARCH SEMINAR I. 1st Semester and Summer. Lect. 2, Lab 0, 2 credit. This course includes practical examples of proper conduct of research, issues with copyright violation, plagiarism, interpretation of published work among other academic requirements including discussions on basic research methods, and a review of current research topics. Oral presentations and/or reports are required.

MBIO 0601. GRADUATE RESEARCH SEMINAR II. This course is a continuation of MBIO 601, and includes a review of current research topics. The course will teach the fundamentals of how to give a good oral presentation to an audience of peers. It will also teach fundamentals and advanced techniques of PowerPoint and how to use this program to your advantage when giving a presentation

MSPH 0601. GRADUATE RESEARCH SEMINAR II. 2nd Semester and Summer. Lect. 2, Lab. 0, 3 credit. This course is a continuation of MBIO 600 and includes a review of current research topics. Each primary faculty member has a section assigned for this course and may choose to highlight topics of research interest. Oral presentations are required.

MBIO 0601.05/MSPH 0632 Public Health Leadership & Emergency Management. 1st Semester Lect. 2, Lab. 0, 2 credits. Public Health Leadership, as a pillar of public health, is a process focused on advancing the core functions of public health. It is the activity of guiding a group of people or organizations by establishing a clear vision; sharing that vision with others so that they will follow willingly; providing the information, knowledge, and methods to realize that vision; and coordinating and balancing the conflicting interests of all stakeholders. This course introduces students to the theory, methods, and body of knowledge of public health leadership, using an integrated approach in exposure to accepted leadership models while engaging students to challenge current paradigms by generating original approaches to common public health concerns. It discusses the core functions and essential services of public health and how leadership is a critical aspect of each. Designed therefore for students in all fields of public health, its primary objective is to teach the basic principles and applications of public health leadership.

MBIO 0601.05/MSPH 0631 Health Education & Communication. 1st Semester Lect. 2, Lab. 0, 2 credits. This course introduces the student to the discipline and profession of health education. Students will examine the concepts of health and wellness, the determinants of health behavior, national health status, the history of health education and health promotion. The student will recognize health education as an important foundation for population-based health care and learn culturally competent strategies for communicating health messages in diverse settings.

MBIO 0601.05/MSPH 0630 Program Planning & Evaluation. 1st Semester Lect. 2 Lab 0, 2 credits. This course introduces the student to the use of scientific data or program development and evaluation. Students will examine the concepts of community engagement, program development, the appropriate evaluation tools for target programs, use of effective management, and planning in the evaluation process. The student will recognize program development and program evaluation as an important tool for addressing health inequities.

MSPH 0614. PRINCIPLES OF EPIDEMIOLOGY. 1st Semester, Lect. 2, Lab. 1, 3 credits. In this course, basic epidemiologic principles and methods as the pillars of public health will be emphasized. Test systems will be used in the prevention and control of diseases in populations. The full range of disease occurrence, including genetic and environmental causes for both infectious and non-infectious diseases will be covered. Students will be introduced to the theory, methods and body of knowledge of epidemiology and its basic principles and applications.

MSPH 0626. PUBLIC HEALTH. 2nd Semester, Lect. 2, Lab. 1, 3 credits. This course provides students with basic and current insights into food safety, foodborne illnesses, and zoonotic diseases, and basic operation of municipal drinking and wastewater treatment plants. Students will also be exposed to the emerging exotic diseases of animals and the Veterinary Information Network with in-class discussions, gaining exposure also to real-life public health issues via interaction with state and federal public health professionals, while learning to address public health-related community issues through classroom discussion.

MBIO 0518. FOOD SAFETY AND QUALITY. 2nd Semester and Summer, Lect. 3, Lab.0, 3 credits. This course introduces the historic and contemporary complex issues of food of animal origin. It addresses food security; the organizational structure and function of the food regulatory systems (inclusive of the application of the hazard analysis critical control points (HACCP) methodology), and the International Health Regulations (IHR); and food quality from production to consumption. It will consider some selective aspects of real-life public health issues that affect or are affected by cultural values and practices and their implications for the design and implementation of public health policies and programs. It provides for the application of systems thinking tools to important public health concerns in the food industry and the important dynamics of interaction among local, state, and federal public health professionals, as well as personnel from the private sector. Guest lecturers from a variety of disciplines will complement classroom discussion, literature reviews, and assignments.

MBIO 0633. RISK COMMUNICATION. 2nd Semester, Lect.2, Lab.0, 2 credits. This course is an interactive seminar course in which there will be shared exchange of information and opinions. Discussions will help students appreciate and reach decision-making processes and learn how to take action inclusive of the development of policies regarding public health concerns and the risks that they pose. The course would discover ways in which to manage and control important health factors, environmental risks, and the art of messaging to understand, avert or prevent risks, and to provide safety measures for good health. There are both theoretical and practical applications in this course, as well as a strong focus on addressing the source of information that triggers communication of risks. Students will learn of the importance of understanding the target audience; the analysis of the problem at hand; the messaging that requires attention; the media channels used in the process and media engagement.

MBIO 0660-01. BIOMEDICAL STATISTICS. 1st Semester. Lect. 3, Lab. 0, 3 credits. An introduction to descriptive and inferential statistics for the Public Health sciences. Among the topics covered are descriptive and inferential statistics using analytical techniques which include regression and correlation techniques. The basic concepts of statistical analysis are taught using discussion and examples. Using these concepts, the course proceeds to demonstrate how they are applied to data analysis in the Public Health Sciences. Collection and analysis of unique Public Health data will take place with the students collecting data in a real-world situation.

MBIO 0660-02. BIOMEDICAL STATISTICS. 2nd Semester. Lect. 1, Lab. 1, 2 credits A course on the practical application of descriptive and inferential statistics for the Public Health sciences. Among the topics covered are the practical application of descriptive and inferential statistics taught in section one, together with further analytical techniques taught in this course. Students are also instructed in the use of statistical software packages used in public health with respect to the various analytical techniques taught. The concepts of statistical analysis are taught using discussion and examples while the software packages are taught using public health related data sets. Using these concepts, the course proceeds to demonstrate how they are applied to data analysis in the Public Health Sciences. Collection and analysis of unique Public Health data will take place with the students collecting data in a real-world situation.

MBIO 0661. ADVANCED EPIDEMIOLOGY. 2nd Semester (alternate years). Lect. 3, Lab. 0, 3 credits. This course will build upon the introductory course in Epidemiology (MBIO 0614). It will emphasize the analysis (both qualitative and quantitative) of the dynamics of health/ill health processes and interactions in populations, systematically. Retrospective and prospective studies, the use of epidemiologic models (both static and dynamic) and systems analysis techniques and other problem-solving tools in analytical epidemiology will be presented and applied to selected cases. Independent study and developing a research paper on a selected epidemiologic topic will be encouraged.

IBS 0601: SPHERES of ETHICS and PUBLIC HEALTH. 2nd Semester. Lect. 3, Lab. 0, 3 credits. This course will provide a philosophically grounded introduction to ethics. It will discuss ethics evolution from theology and philosophy to ethics and includes, but is not limited to: morality, virtual ethics, bioethics, and public health ethics. Ethical approaches to social justice will provide a unifying framework for examining public health, racial and ethnic health issues, health and health care disparities. The course introduces students to programmatic and research strategies for shaping individual, group, community, public health and public policy.

MSPH-0600. ENVIRONMENTAL HEALTH SCIENCES, 2nd Semester. Lect. 3, Lab. 0, 3 credits. This core course focuses on techniques on preventive health practices relative to the control of air quality, water, and consumer products, with an emphasis on environmental factors, basic public health concepts on disease causation and prevention, toxicology, especially carcinogenesis, and in infectious diseases and their implications on population growth will be introduced. This course will also focus on administrative, policy and management issues that affect the environmental health of communities with emphasis on rural and other underserved communities. The course will demonstrate the importance of environmental health issues across the health continuum highlighting the 3P's (Pollution, Population and Poverty). The course will utilize case studies to analyze planning, management, and remediation of environmental hazards.

The student will also focus on points of advocacy for environmental health awareness, policy change, and legal intervention to decrease environmental inequities. Permission of Instructor.

MSPH-0605. INTRODUCTION TO HEALTH ADMINISTRATION, POLICY AND

LAW, 1st Semester. Lect. 3, Lab. 0, 3 credits. This core course focuses on administrative, policy and management issues that affect health practitioners and practices, focusing on access, cost and quality, using a multidisciplinary approach to healthcare structure, process and outcomes. Emphasis will be placed on health care system organizations, health care financing, national health insurance, long-term care, the role of government at the local, state and national levels in the US health care systems, and the role of government in encouraging quality care (Healthy People 2020). Permission of Instructor.

MSPH-0610. PSYCHOSOCIAL DETERMINANTS OF HEALTH, 1st Semester. Lect. 3,

Lab. 0, 3 credits. This course is designed as a foundation course in the application of social and behavioral science perspectives to public health. The format is a survey of basic concepts, analytic frameworks, and intervention strategies that can be applied to current public health issues. Basic principles from psychology, sociology, anthropology and other social science disciplines are analyzed in relation to the causes, consequences and control measures for public health problems.

MSPH-0615. HEALTH DISPARITIES/INEQUITIES, 1st Semester. Lect. 3, Lab. 0, 3

credits. This cross-disciplinary course introduces students to issues on racial and ethnic health disparities, highlighting inequalities among African American and other minority populations, and examining the causes and ways to reduce such health disparities in the US, by specifically looking at approaches at the individual, community and policy levels. The course provides an opportunity for students to acquire knowledge of the healthcare system, focusing on information dissemination, budget creation and financial management, inventory and progress monitoring relative to public involvement in health care issues, practices and policy making. Permission of Instructor.

MSPH-0620. EPIDEMIOLOGY OF INFECTIOUS DISEASES, 1st Semester. Lect. 3, Lab.

0, 3 credits. This core course will introduce the study of the epidemiology of infectious diseases of national and international importance. The course will emphasize methods used in outbreak investigation and molecular epidemiology, concepts in disease transmission and dynamics, epidemiologic study design, and disease surveillance. Course lectures provide general topics related to infectious disease epidemiology, with several specific diseases or disease processes examined in detail as examples for each major mode of transmission. Prerequisites: MBIO 0614 or the instructor's permission.

MSPH-0625. MULTIVARIATE METHODS, 1st Semester. Lect. 3, Lab. 0, 3 credits.

This course provides students with statistical procedures for analyzing multivariate outcome data in health-related studies teaching logistic regression, Mantel-Haenszel procedures for 2x2 contingency tables and for stratified ordinal data; proportional odds model extension of logistic regression for ordinal data; Poisson regression, conditional logistic regression; and computing procedures for implementing methods. The course provides an opportunity for students to apply analysis of categorical data methods in epidemiological and clinical studies on specific health problems. Prerequisites: MBIO 0614, or biomedical statistics and permission of Instructor.

MSPH-0700. PROPOSAL, WRITING AND GRANT MANAGEMENT, 1st and 2nd

Semester. Lect. 2, Lab. 0, 2 credits. Understand the requirements for writing a professional grant proposal using APA style. Understand the correct use of English grammar when writing a professional document. Understand the requirements and management after receiving a professional research grant. Being able to research different funding sources.
Permission of Instructor.

PATH/MBIO 0669. RISK ANALYSIS & MODELING: Principles and Methods, 2nd

Semester. Lect. 3, Lab. 0, 3 credits. Risk analysis is critical in International Agreements such as the World Trade Organization (WTO), which now require Sanitary and Phytosanitary (SPS) regulations that are based on scientific, quantitative risk assessments. The risk analysis course at Tuskegee University will emphasize public health related risk analysis and SPS issues and will present an integrated approach to risk analysis composed of risk assessment, risk management and risk communication. It will rely upon a detailed analytic understanding of the epidemiology of a population under study and expertise in mathematical/statistical and computer modelling methods. The course will emphasize both stochastic (probabilistic) and deterministic modelling undergirded by sound epidemiologic concepts of population dynamics. Rigorous examination of risk agent's transmission pathways and multiple determinants that affect these interactions will be evaluated and quantified with emphasis on probability distributions. Both qualitative and quantitative risk analysis methods will be examined. The focus of this course will be Quantitative risk analysis (QRA) with emphasis on scenario analysis (scenario trees or risk pathway analysis), including probabilistic methods (used for quantification of risk and modeling of identified risks) and how to make decisions from those models. Monte Carlo simulation (which offers a powerful and precise method for dealing with the uncertainty and variability) will be explored with tools such as @RISK, Microsoft Excel and other risk analysis and modeling software as well as statistical/mathematical programs.

ELECTIVES/ADDITIONAL COURSE OFFERINGS

EVSC 0507. INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS).

1st Semester. Lect. 2, Lab 1, 3 credits. Introductions to GIS concepts. Basic theoretical concepts, computer cartography, database systems, getting maps into digital form and geocoding. Familiarity with Arc- GIS software.

RURAL HEALTH LECTURE SERIES

To advance the translation of these core research and laboratory findings, the Rural Public Health Lecture Series has been established to raise awareness of public health issues in rural America as well as introduce our students and other invited guests to emerging issues in public health practice. The lecture series is comprised of four lectures to be held in September, November, February and April of each academic year.

Lecture Focus	Proposed dates for Lectures
<i>Dr. William "Bill" Jenkins Lecture</i> will be delivered by a public health professional who	April

has demonstrated outstanding achievement in Mental Health Issues	
<i>Dr. Kenneth Olden Lecture</i> will be delivered by the public health professional who has demonstrated outstanding achievement in Environmental Health	September
<i>Dr. Isabella Finkelstein Lecture</i> will be delivered by the individual who has shown outstanding leadership in increasing the number of minorities entering health related fields	October
<i>Distinguished Alumnus Lecture</i> will be delivered by a graduate of five years or more who has promoted the mission of the program as a public health change agent.	TBD

ACADEMIC ADVISING

All students are provided with academic support to attain a set of minimum standards in several disciplines inclusive of Epidemiology; Environmental Health Sciences; Public Health Administration, Policy and Law; Proposal Writing and Grant Management; Biomedical Statistics; Psychosocial Determinants of Health; Health Disparities and Inequities; and an Introduction to Public Health. Each of these subjects requires a different set of skills and it is not expected that all students will have the necessary resources to immediately excel in all disciplines. Therefore, resources are made available to help students maximize the informational intake they get from each discipline. Academic advisors are selected from among fulltime faculty within the GPHP within 2 weeks of students' acceptance into the program at the beginning of the semester. All MPH students are required to meet with their Faculty Advisor at least twice per semester for advising. The Faculty advisor must approve the student's proposed study list each semester prior to registration. Once the Faculty Advisor has approved the study list, the form must be submitted to the Program Director. For advising on the student's progress towards completion of the program, the student is obligated to schedule an appointment with the Faculty Advisor at any time, as deemed necessary.

STUDENT ACADEMIC SUCCESS

A mentoring program is in place to help identify, in a timely manner, both before and when a student is experiencing difficulties in a particular course. Regular assessments are made of the students' progress; deficiencies will be identified at the earliest opportunity, and remedial action will be taken immediately. A Mentoring Manual details the responsibilities of faculty and students in the mentorship process and provides guidelines for time management and study skills as a responsibility of students, as well as research resources, financial education and management as joint efforts in which faculty and students are actively involved.

ADMINISTRATIVE POLICIES AND PROCEDURES

REGISTRATION AND ENROLLMENT

Registration for classes occurs online within the TU system using your TU ID and password. Prior to your first semester, you will be able to register after you are advised by your faculty advisor regarding course selection. Each semester you will be required to see your faculty advisor to obtain approval of your proposed study plan before finalizing your course schedule for the next semester.

Late registration: Students adding or changing classes on or after the first day of classes will be assessed a late registration fee. Please register prior to this deadline to avoid a late fee! Any late fees incurred due to failure to register, provide a bill, and complete the registration process will not be covered by any scholarships issued by the College of Veterinary Medicine.

Full-time enrollment: A minimum of nine (9) credit hours is required to be considered a full-time student. Students not enrolled full-time while receiving departmental and university-based fellowships and/or financial aid may jeopardize their funding.

Part-time enrollment: MPH students are allowed to be enrolled part-time. Part-time enrollment is defined as enrollment in less than nine credit hours per semester. Part-time students are required to complete the curriculum with five years.

Academic Probation: The Tuskegee University Office of Graduate Studies & Research (OGSR) has complete and final authority to confer graduate level degrees at the University. OCGR also reviews all graduate students' academic performance at the end of each semester and may place any student who fails to maintain a minimum grade point average (GPA) of 3.0 on academic probation. Any students who are placed on academic probation may forfeit any future scholarships/fellowships they may have been awarded for failure to maintain adequate progress towards completion of the program and/or for violation of any of the policies and procedures set out herein.

DEGREE REQUIREMENTS

The Master of Public Health Program accepts an interdisciplinary pool of existing baccalaureate degree students interested in careers in public health. The program also accepts existing graduate and professional degree students wishing to enhance their health backgrounds with public health science, such as epidemiology and biostatistics. Outlined below is the course of study for the 46-hour program.

46 CREDIT-HOURS PROGRAM

Foundational Courses	33 credit hours
Elective Courses	13 credits
Seminar/Practicum Hours	4-6 (included in the foundational credit hours)

GRADING SCALE

100 – 90	A
89 – 80	B
79 – 70	C
69 – 60	D
< 60	F

All graduate students must maintain a 3.00 semester and cumulative GPA.

CLASSROOM CONDUCT

1. It is the responsibility of the student to become familiar with the “Standards of Conduct” as stated in the Handbook issued by the College of Veterinary Medicine.
2. The student is expected to assume responsibility for regular class attendance and to accept the consequences of failure to attend classes.
3. Students are expected to be punctual for all class meetings. Tardiness may result in being marked absent from class or in not being permitted to sit for an exam that has already begun.
4. All students engaging the curriculum as a remote/virtual learner must turn on their cameras during program required activities, class lectures, class activities, examinations, and/or guest lecture. **Failure to turn on your camera and engage with the class may result in the student being marked absent for the class session.**
5. Students are not permitted to bring children, guests, or pets to the class.
6. Drinking and eating (including gum chewing, tobacco products, etc.) are not permitted in the classroom. ALL UNIVERSITY BUILDINGS ARE SMOKE AND TOBACCO-FREE.
7. Student conduct, in general, including dress in the classroom, should reflect professional standards.
8. Additionally, there are guidelines for classroom conduct and behavior listed below:
 - a. Bring an appropriate reference source to each session (lecture notes, textbook, etc.).
 - b. Loud and disruptive conduct during lecture sessions is not acceptable and offender(s) may be asked to leave the classroom. If such a situation arises, the instructor has the option of awarding an unexcused absence to the offender(s).
 - c. **No cell phone usage is allowed during class, including texting.** Out of respect for faculty and classmates, cell phones and pagers should be turned off or turned to vibrate (no audible signals) in classroom and laboratory settings.
 - d. Students are not permitted to leave the classroom/laboratory to talk on their cell phones during academic sessions. If they do so, they will not be allowed to return to the class and will be awarded an unexcused absence for that academic session.
 - e. During examinations, all cell phones must be turned off. Students are not allowed to take cell phones out during the examination.
 - f. If a calculator is needed, cell phones cannot be used for this purpose. Use of a cell phone during an examination period will result in a grade of “0” for the examination.
 - g. Report all injuries incurred during lecture sections to the instructor-in-charge. The affected student must complete the required "Accident Report Form" and seek medical aid from the student health unit.

EMAIL POLICY

There is an expanding reliance on electronic communication among Students, Administrators, Faculty, and Staff within educational institutions including Tuskegee University. **Effective Spring 2012**, the tuskegee.edu *Email* system at Tuskegee University is **REQUIRED** for **ALL Instructional Administrators, Faculty, Staff and Students**. The purpose of its **REQUIRED USE** is to ensure sufficient and uniform communication and transmission of all official business that bear on teaching and learning. **Failure to receive and read TU email in a timely manner** does not absolve employees and students from knowing or complying with the content

of such relevant communications. **ALL Instructional Administrators, Faculty, and Staff are REQUIRED TO INCLUDE THE EMAIL ACCESS/UTILIZATION POLICY ON THEIR RESPECTIVE COURSE SYLLABUS.**

BLACKBOARD/STARFISH POLICY

Effective Spring 2012 **ALL Instructional Administrators, Faculty, Staff and Students** are **REQUIRED** to use **Blackboard and STARFISH**. Starfish is the recently implemented system, which monitors variables that signal less than productive student engagement in the teaching and learning process. In January 2012, each College/School Instructional Administrators, Faculty and Staff were trained in the use of the alert system by their Academic Advising Coordinator and/or Office of the Provost Representative. Starfish is located in Blackboard and it provides Faculty and Staff with a convenient record and alert system to keep track of students' performance, class attendance, lack of textbooks, and other patterns of behavior, which negatively impact student-learning outcomes.

CAMPUS RESOURCES

Library

All graduate students in the GPHP have access to the library and information resources in the ***T.S. Williams Veterinary Medical Library*** at the CVM, as one of three departmental libraries in the Tuskegee University Libraries System. These resources adequately support the teaching program, related research and all instructional needs of our students through an expanded collection of library resources, and staff members who work very closely with our faculty and staff as well as our graduate students, to ensure that required journals, text or any other publications are made available for use, and where not available, utilize existing Memoranda of Understanding (MOU) established with other libraries to facilitate access to as wide a collection of library materials as possible for our students. In addition, the library personnel ensures not only hands-on assistance but access do electronic searches via the Tuskegee University Libraries website, by simply visiting the website and clicking on electronic books and journals to access relevant library resources.

Computer Resources

Information technology (IT) is provided by the IT unit in the CVM and supports the teaching, research and community services engagement and workshops with computers, laptops, multimedia devices, and a robust wired and wireless network that supports the classrooms, library and laboratories, and which provides access for on-campus and off-campus usage. Faculty and students have access to two specialized computer facilities reserved primarily for student usage and to help improve their academic development in the CVM. These computer labs contain multiple PCs (31 in each laboratory), which form a network with continuous internet connection that provides the students with access for both personal and course work use.

Course Computing REQUIREMENTS:

1. Access to and on-going use of a computer is required for all students.
2. To acquire computer hardware and software appropriate to his or her degree program. Competency in the basic use of a computer is required. Course work will require use of a computer and a broadband connection to the internet, academic advising and registration

- can be done by computer, official university correspondence is often sent via e-mail and other services are provided that require access through the Internet.
3. While the university offers limited access to computer software through its virtual computer lab and software licensing office, most students will be expected to purchase or lease a computer. The cost of meeting this requirement may be included in financial aid considerations.
 4. Does not recommend students rely on tablet devices, mobile phones, or Chromebook devices as their primary computer.
 5. Consider purchasing an extended warranty and accidental damage protection.
 6. Minimum Recommendations:
 - a. Memory: 8GB RAM
 - b. Storage: 256GB hard drive
 - c. Camera, microphone, and speakers
 - d. Wireless internet (WiFi)
 - e. Windows 10 or Mac OS X 10.13 (High Sierra) or newer

GRADUATE STUDENTS' RIGHTS AND RESPONSIBILITIES

STUDENT CODE OF ETHICS

1. Address the fundamental causes of disease and requirements for health, aiming to prevent adverse health outcomes without prejudice.
2. Respect the rights of others.
3. Develop and evaluate assignments based on one's own work and goals.
4. Advocate and work for the empowerment of the program, aiming to ensure the appropriate use of resources in the completion of assignments.
5. Seek information needed to implement effective programs that protect and promote health.
6. Provide accurate and appropriate information needed for decisions on policies or programs.
7. Act in a timely manner on deadlines and mandates given by instructors.
8. Respect diverse values, beliefs, and cultures.
9. Enhance and protect the physical and social environment.
10. Protect the confidentiality of information that can bring harm to anyone. Exceptions must be justified on the basis of the high likelihood of significant harm to the individual or others.
12. Ensure professional competence of one's work.
13. Engage in collaborations and affiliations in ways that build trust and effectiveness.

Adapted from the Principles of the Ethical Practice of Public Health, Version 2.2
© 2002 Public Health Leadership Society

Attendance: Attendance in class is required of each participant, as per university policy. Three or more unexcused absences will result in failure of the course. Each participant is responsible for all material missed when he/she is absent. **In the virtual and hybrid courses offered during the time of COVID-19, (unless specifically stated otherwise in the syllabus) attendance is taken at the time the course is offered. Viewing the video links at a later time will not constitute being present in the class. Restated, these classes are synchronous and depend upon your active engagement during stated class times.**

Participation: Participation in GPHP activities including Public Health Hack-a-thon, Pinning Ceremony, attending Rural Public Health Lecture Series presentation, CVM sponsored and/or co-sponsored conferences and symposiums is required and may only be excused by permission of the Head of the Department of Graduate Public Health (DGPH).

DRESS CODE AND CONDUCT

Students attending regular classes should dress and behave in a professional manner and should NOT wear:

1. Shorts above the knee
2. Sleeveless tops without a jacket or sweater.
3. Skirts/dresses that are more than 3 inches above the knee
4. Leggings

For meetings and internships, students should dress and behave in a professional manner and NOT wear:

1. Sleeve-less tops without a jacket or sweater.
2. Excessive or large jewelry, i.e., rings, earrings, bracelets or bangles.
3. Shoes with heels more than 2 inches.
4. Clothes that are wrinkle or torn.
5. Clothes that reveal a tattoo.
6. Clothes that are tight fitting.
7. Blue jeans.
8. Skirts/dresses/shorts that are more than 3 inches above the knee.

Classroom Etiquette: Professional behavior for a professional career starts while enrolled in the Graduate Public Health Program with peers, faculty, preceptors, staff and administration. Graduate students are therefore expected to exhibit professional behavior towards other students and to faculty in the classroom and to staff at all times. In turn, students will be treated with the professional respect that they deserve. Any deviations from this norm will be cause for disciplinary action up to and including losing financial support provided by the College.

ACADEMIC DISHONESTY

It is the policy of Tuskegee University that academic dishonesty is inconsistent with good professional behavior. The Graduate Public Health Program as part of the College of Veterinary Medicine has the responsibility of preparing graduate students to enter the public health profession in which honesty is of the utmost importance. Accordingly, the penalty for academic dishonesty is severe and may include permanent dismissal from the graduate program. Academic misconduct is any unauthorized act, which may give a student an unfair advantage over other students, including but not limited to: **falsification, plagiarism, misuse of test materials, receiving unauthorized assistance and giving unauthorized assistance.** Specifically, each student will be required to do his or her own work on all quizzes, exams, projects, assignments and/or presentations unless otherwise instructed by the course coordinator to turn a group project or presentation. Any deviations from this norm will be cause for disciplinary action up to and including losing financial support provided by the College, suspension and/or dismissal from the program.

AMERICAN'S WITH DISABILITY ACT STATEMENT

The University complies with the Americans with Disabilities Act. To this end, the University prohibits discrimination in the teaching and learning processes based on an applicant's or employee's disability. The University shall provide reasonable accommodation to disabled students unless to do so would cause an undue hardship. Students with disabilities must have accommodation letters issued by Tuskegee University Office of Learning Disabilities and Evaluation Center and are requested to present their accommodation letters to their instructor at the beginning of the semester so that accommodations can be arranged in a timely manner by the GPHP or the faculty member, as appropriate. Students with disabilities who do not have accommodation letters should contact the office of Learning Disabilities and Evaluation Center. It is incumbent upon the students to know their responsibilities in this regard.

NON-DISCRIMINATION POLICY STATEMENT

It is the policy of Tuskegee University to assure that each member of the University community is permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status, and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment. Questions concerning this policy and procedures for filing complaints under the policy should be directed to the University Equal Opportunity Programs/Equity Officer/Title IX Officer:

Kasey Robinson
Title IX Coordinator
Office of the President
318 Kresge Center
1200 W. Montgomery Road
Tuskegee University
Tuskegee, Alabama 36088
334-727-8026 (voice)

ADMISSION TO CANDIDACY FOR MASTER STUDENTS

Admission to the Graduate Public Health Program (GPHP) does not automatically qualify the student for direct candidacy for the master's degree. In order to be admitted for admission to candidacy, the graduate student, with the assistance of a major professor of study, must file a candidacy application after completion of at least 15 semester credit hours and in accordance with the dates published in the University Calendar. **All conditions of admissions must be cleared before an application for candidacy will be approved.**

The University's Graduate Student Handbook, specifies that the student must meet the following criteria and submit necessary documents to achieve candidacy:

1. Satisfy all requirements for matriculation as a graduate student.
2. Possess a cumulative grade point average of at least 3.00.
3. Submit six signed originals and 4 copies each of the following information on the appropriate application form and through the Head of the DGPH and the Dean of the College of Veterinary Medicine to the Dean of Graduate Studies and Research:
 - a. A copy of the official transcript
 - b. A list of courses that satisfied the course requirements for the degree

- c. The suggested title for the thesis
 - d. Methods to be used in the research problems
 - e. Approval of the Advisory Committee of courses selected, place of research/practicum experience and thesis subject
4. Present scores of verbal and quantitative parts of the Graduate Record Examination (GRE) taken within the last five years
 - 5. Satisfy any additional requirements that may be specified by the Graduate Public Health Program, the College of Veterinary Medicine, or both.**
 6. The Dean of Graduate Studies and Research, after reviewing the application, approves the admission to candidacy.

SELECTION OF ADVISORY COMMITTEE AND APPROVAL OF PLAN OF STUDY

Each public health graduate student, by the second semester of enrollment, must choose a Major Professor who will guide that student in choosing the appropriate research area. In consultation with the Major Professor, the student will select at least three additional members from the graduate faculty to serve on his/her Advisory Committee (not to exceed 5 members). At least two of the members of the Advisory Committee must be from the area of the student's research/practicum interest.

It is the joint responsibility of the student and the Major Professor to make certain that a plan of research is prepared and approved by the Advisory Committee, of the GPHP, and, the Dean of the College of Veterinary Medicine by the end of the student's first year of graduate study, and no later than the beginning of the third semester of graduate study. The Advisory Committee approves any change in the student's plan of graduate studies with notification to the Dean of the CVM and to the Dean of Graduate Studies.

PLAN OF STUDY

The student's plan of study shall be selected in consultation with the student's Major Professor. It must show a reasonable degree of concentration in related or interrelated subjects under the direction of at least three members of the Graduate Faculty (the student's Advisory Committee). The student's program shall be subject to the general approval of the Director of the Graduate Public Health Program who shall obtain the approval of the Dean of the CVM. Please see the graduate student handbook for official formatting of Thesis as well as a copy of this should be given to the student upon agreeing to serve as the Major Professor.

THESIS

Each candidate for the graduate degree may select the thesis option and upon selection must present a satisfactory thesis embodying the results of research. The thesis should be carefully prepared and a presentation on the chosen subject shall be given. It should state clearly the purpose, method of procedure and results of the specific investigation undertaken.

The Graduate Programs Office at Tuskegee University has no single set of thesis requirements for the Master of Science degree. However, students studying for the Master of Science in Public

Health at GPHP, are to obtain, as mentioned earlier, the written approval of both the Major Advisor directing the work, and the graduate committee (Advisory Committee), and must file their individual Thesis Title at the time the student applies for admission to candidacy.

The graduate student should be guided by the 6th Edition APA Manual (www.apa.org) in the preparation of the thesis. The citations, tables, arrangements, and other aspects of the thesis form should conform to the requirements outlined in the manual. However, the student and his/her professor may seek approval to follow other scientific guidelines for the thesis or acceptable formats for the dissertation as deemed justifiable.

Approval of Drafts and Final Copy of Thesis

The final draft of the thesis must be filed with the student's Advisory Committee at least 30 days before the date listed in the university calendar for final copies to be submitted during the semester in which the student expects to graduate. The student must present to the Dean of Graduate Studies and Research a "Preliminary Approval Sheet" (PAS) bearing the signature of the Major Professor before the final oral examination may be scheduled and before copies of the thesis are distributed to members of the Examining Committee.

It is the responsibility of the Major Professor to examine the thesis/dissertation thoroughly for the quality of its organization, scientific treatment of research data, and the use of English. Approval by the Major Professor means that the thesis has satisfied requirements of content, form and usage.

After the "Preliminary Approval Sheet" has been signed, it should be submitted to the Dean of Graduate Studies and Research before the final draft of the thesis is prepared for final approval. Approval of the thesis in its final form rests with the Examining Committee selected by the student. Prior to submitting the thesis to the Dean of Graduation Studies and Research in accordance with the dates published in the University Calendar it must be edited and approved by the following:

The Student's Major Professor
The Student's Examining Committee
The Dean of the College of Veterinary Medicine

*** Completion of the MSPH is expected within four semesters (2 years) for full time students. A delay beyond two years is subject to special consideration by the graduate school. Please see the graduate student handbook for more details on the order of thesis and abstract routing.**

The following outline is provided to assist the student in processing the thesis for final approval:

<u>Action By</u>	<u>Action to be Performed</u>
Student	Discuss and correct draft of thesis/dissertation and abstract as recommended by Major Professor and Advisory Committee
Student	Obtain Preliminary Approval Sheet (PAS) from the Director of the Graduate Public Health Program
Student	Obtain signature of the Major Professor in the space provided on the PAS
Student	Obtain signature of the Dean of the CVM in the space provided on the PAS

Student	Obtain signature of the Dean of Graduate Studies and Research on the PAS
Major Professor	Request the approval of the Dean of the College of Veterinary Medicine for the oral examination, and request that he forwards the approval to the Dean of Graduate Studies and Research, so that the necessary appointments may be made for the student's final oral examination. The request must meet the following requirements:
	<ol style="list-style-type: none"> 1. Include a statement of place, time, day, and date of the final oral examination. 2. Be submitted to the Dean of Graduate Studies and Research at least one week prior to the date of the examination. 3. Indicate the names of 3 members of the examination committee, including those on the advisory committee. A majority of the members of the examination committee must be from the area of the student's specialization. Students are encouraged to complete their work in a timely manner so that oral examinations may be scheduled before the week of the regular final examinations. It is the responsibility of the Major Professor, and not that of the student, to arrange a convenient time for the oral examination.
Major Professor	Receives from the Dean of Graduate Studies and Research statements of appointment for each member of the Examination Committee and five blank copies of the Examination Report. Distributes the appointment letters to the members of the Examination Committee. No member of the graduate faculty shall serve on the Examination Committee unless appointed by the Dean of Graduate Studies and Research through a letter.
Examination Committee	Holds examination with student on date announced by the Dean of Graduate Studies and Research. Members sign the Examination Report indicating the results of examination and status of thesis. Signatures of two out of three members of the Advisory Committee are necessary for the student to pass the final oral examination
Major Professor	Returns Examination report to the Dean of Graduate Studies and Research no later than three days after the final oral examination. The examination Report must be typewritten and each of the committee members should review it.
Student	Prepares final copy of thesis and abstract.
Student	Submits five copies of the approval page with original signatures. One copy of the thesis/dissertation and one copy of the abstract go to the Dean of Graduate Studies and Research for review in accordance with the dates published in the University Calendar.
Dean of Graduate Programs	Reviews the thesis/dissertation and abstract and returns to student for final correction
Student	Submits corrected copy to the Dean of Graduate Studies and Research. If all corrections have been satisfactorily made, the student will be instructed to make six copies of the thesis/dissertation, six of the abstract, and return all copies (one original thesis and five copies), along with copy of binding fee receipt to the Graduate Studies and Research Office within two working days.

Dean of Graduate Programs	Sends original abstract, original thesis and required extra copies to the Library for binding.
Dean of Graduate Programs	Sends CERTIFICATION LETTER and copy of Examination Report to the Department Head, College Dean, and the Registrar.

Change in Research Area and/or Member of Advisory Committee

Change in the area of student's research focus within the GPH or Major Professor or members of the Advisory Committee may be approved only by the Head of the DGPH and the Dean of the College of Veterinary Medicine (CVM). Request for such change(s) must be submitted to the Dean of Graduate Programs with the approval of the Dean of the CVM. In the event the approval cannot be secured, the student may petition for the change to the Dean of Graduate Programs who will make a decision on the basis of the information presented. A new plan of study may be necessary as a result of the change in the area of research and/or the Major Professor.

Off-Campus Research and Study (IN ABSENTIA)

A graduate student who wishes to conduct off-campus research work in connection with the thesis must have advance program approval from the advisor, the Head of the DGPH, the College Dean, and the Dean of Graduate Studies and Research. The student must maintain registration in the Graduate Program under Course 700 and must pay regular fees during each session for which credit is desired.

Under certain conditions, graduate students engaged in off-campus research or work in the field may be permitted to register for courses not designated 700 research. The total of such hours acceptable vary from department to department but may not exceed four semester hours in any department. Such credits should also be approved in advance by the student's advisor, the Head of the DGPH and the Dean of the CVM. **An off-campus advisor must be approved by the Head of the DGPH who will seek approval of the Dean of the College of Veterinary Medicine and the Dean of Graduate Studies and Research.**

ACADEMIC HONESTY

Honesty in academics, as well as in other matters, is expected of everyone at Tuskegee University. It is the obligation of all to adhere to this standard. Individuals are expected not to cheat or be dishonest, not to create the appearance of being dishonest, and not to contribute to or condone the dishonesty of others. Dishonesty, such as cheating, plagiarism, forgery and/or manipulation of data, misrepresentation of data or knowingly furnishing false information to an official of the University will not be tolerated. The penalty could include failure in the course, invalidation of thesis/dissertation results and possible suspension or dismissal from the University.

When an instructor has reason(s) to believe that a student has been dishonest or has aided in dishonest acts, he/she immediately informs the student and follows up with a written statement of the charges to the student, the Head of the DGPH, Dean of the College of Veterinary Medicine, and the Dean of Graduate Studies and Research. The Dean of Graduate Studies and Research will appoint a committee of at least three persons to make a recommendation on the charges of academic dishonesty. The Dean of Graduate Studies and Research will issue final action on charges and the penalty. Tuskegee University maintains the right to suspend or dismiss a student who has been judged guilty of academic dishonesty.

APPEAL OF DECISIONS

A student has the right to appeal decisions regarding his/her academic performance or academic requirements. Before initiating a petition for appeal, the student should attempt to resolve the problem directly with the instructor, person concerned, and/or departmental faculty. If the student has justification for an appeal beyond the departmental faculty or Head of the DGPH, he/she must submit a written statement to the Dean of the College of Veterinary Medicine who will outline procedures to resolve the matter. If the matter is not resolved, the student has the right to appeal to the Dean of Graduate Studies and Research who will take a final action on the matter.