

# FLORIDA A&M UNIVERSITY

College of Pharmacy and Pharmaceutical Sciences,

Institute of Public Health



*Master of Public Health (MPH)*

*Student Handbook*

*2022-2028*

College of Pharmacy and Pharmaceutical Sciences,

Institute of Public Health

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## **DISCLAIMER**

*The statements set forth in this handbook are for information purposes only and should not be construed as the basis of a contract between a student and the Florida A&M University College of Pharmacy and Pharmaceutical Science, Institute of Public Health.*

*While the provisions of this handbook will ordinarily be applied as stated, the College reserves the right to change any provision listed, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any changes. However, it is especially important that each student note that it is his/her responsibility to keep himself/herself apprised of current graduation requirements by regular consultation with his/her major professor.*

*Every attempt is made to update the policies referenced in this handbook as needed in response to changes made by the program (IPH), college (CoPPS, IPH), or the University (FAMU). Students shall adhere to current policies, even if they differ from those noted in this handbook. Every effort will be made to keep students advised of any substantive policy changes. However, each student is responsible for keeping himself/herself apprised of current policies by regularly reviewing these and, if necessary, consulting with his/her major professor.*

*This handbook contains curriculum- and matriculation-specific information. For general and administrative information, a separate handbook is available. The “General & Administrative Information” handbook contains the IPH vision, mission, goals, values, and policies. Whereas these may be briefly described in this handbook, students are responsible for the detailed information contained in or referenced by the “General & Administrative Information” handbook.*

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## Public Health Program Vision Statement

*“Creating and Advancing Health Equity for All”*

## Public Health Program Mission Statement

The Florida A&M University (FAMU) Institute of Public Health (IPH) was created by the 1995 Florida Legislature with the mission of improving the health status of Florida’s diverse poor and underserved. IPH was given the authority to initially offer the **Master of Public Health (MPH) Degree Program**. In March of 2004 and October of 2004, the FAMU Board of Trustees and the Florida Board of Governors, respectively, approved FAMU’s development and implementation of the **Doctor of Public Health (DrPH) Degree Program**.

Specifically, the **mission** of the FAMU Public Health Program is to **develop culturally competent public health practitioners and leaders through graduate training, research and service**. Thus, the contribution of the FAMU Public Health Program to the public health workforce should substantially improve the health status of the diverse poor and underserved.

## Program Goals

Goal statements have been formulated to address each of the three primary functions (Instruction, Research and Service) of the Program. The goals of the Institute of Public Health are:

|   |
|---|
| 1. To provide quality graduate education and training in public health;   |
| 2. To advance knowledge of the cultural competencies required to decrease high risk behavior and promote healthy behavior choices;                          |
| 3. To promote and advance competencies in professional development in public health   |
| 4. To conduct research that provides an evidence base for improving the health of those who bear a disproportionate burden of disease;                      |
| 5. To disseminate and translate research knowledge and findings gained to all public health stakeholders and the community at large;                        |
| 6. To encourage effective health promotion and disease prevention measures through proactive community outreach efforts statewide;                          |
| 7. To contribute to the development of effective public health policy for Florida’s poor and underserved populations;                                       |
| 8. To contribute to the development of sustainable, culturally competent public health workforce;   |
| 9. To strengthen existing partnerships and establish new sustainable service linkages with university, local, state and national agencies and organizations |

Through the activation of these goals, the Program can realize its mission of providing effective, culturally competent graduate training, research, and service to improve the health of those who bear a disproportionate burden of disability and disease.

### Program Values

There are seven values upon which the IPH has been built. These guiding principles of the program provide the framework for determining the Program's mission, goals, and objectives. These are:

- Honesty and integrity
- Excellence with caring
- Respect for the individual
- Equality of opportunity
- Social justice
- Cultural sensitivity
- Community empowerment
- Peer review

|                                   |   |
|-----------------------------------|---|
| <b>Honesty and Integrity</b>      | <b>To</b> emphasize and subscribe to the significance of dignity and ethical behavior in public health practice.  |
| <b>Excellence with Caring</b>     | <b>To</b> provide an environment that is nurturing while striving for excellence in academic performance and public health practice   |
| <b>Respect for the Individual</b> | <b>To</b> recognize and respect each and every individual as deserving of good health access to health care   |
| <b>Equality of Opportunity</b>    | <b>To</b> ensure equity in maintenance of health status and access to health care   |
| <b>Social Justice</b>             | <b>To</b> understand that responsible public health is rooted in a social justice philosophy  |
| <b>Cultural Sensitivity</b>       | <b>To</b> embrace and celebrate a diverse public that requires acknowledgement and consideration in the design and implementation of programs and practices resulting in culturally competent public health professionals |
| <b>Community Empowerment</b>      | <b>To</b> promote community protection of its own health through knowledge and training.  |
| <b>Peer Review</b>                | <b>To</b> continually monitor, evaluate and review the Program's goals and objectives based on the feedback and counsel of Program constituencies.  |

## Introduction to the MPH Program

The Master of Public Health (MPH) program in the College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health, is designed primarily for those individuals planning careers involving public health professional practice. This degree is designed to build foundational competencies in all students. After completing foundational courses, students may choose a concentration from the four available: Behavioral Science/Health Education, Environmental/Occupational Health, Epidemiology/Biostatistics, and Health Policy/Management.

## MPH Program Competencies

For each degree program and area of specialization within each program, there are stated competencies that guide the development of educational programs. All Master of Public Health Graduates should be able to:

### MPH Foundational Competencies

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#### **Evidence-based Approaches to Public Health**

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

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#### **Public Health & Health Care Systems**

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

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#### **Planning & Management to Promote Health**

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

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

**Leadership**

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

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**Communication**

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

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**Interprofessional and/or Intersectional Practice**

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

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**Systems Thinking**

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

## MPH Concentration-Specific Competencies

### Behavioral Science/Health Education

1. Integrate multiple qualitative methods to engage communities in assessment.
2. Apply models of program planning to design health education programs.
3. Design an evaluation plan by engaging stakeholders using a participatory approach.
4. Evaluate and argue a position using social action methodologies to address a public health policy issue.
5. Analyze various dimensions of socioeconomic, cultural, structural, and political factors that contribute to the distribution of health outcomes.

### Environmental and Occupational Health

1. Estimate and predict potential health effects related to multiple routes of exposure.
2. Apply the risk assessment model using the four components of risk assessment.
3. Apply hazard analysis critical points for prevention of contamination in an occupational setting.

4. Develop an effective risk communication of an environmental health issue that targets diverse communities.
5. Synthesize literature in occupational health on topics of your choice pertaining to occupational safety, surveillance and prevention of injury.

### Epidemiology and Biostatistics

1. Apply the steps for conducting an investigation of a food-borne illness outbreak using hypothetical data.
2. Analyze the potential spread of a hypothetical infectious respiratory agent.
3. Analyze public-use complex survey data often used for chronic disease epidemiology using specialized procedures in SAS.
4. Produce a draft research manuscript on a chronic disease topic using analysis results from public-use survey data using a specified set of author guidelines.
5. Construct and interpret life tables and associated charts/graphs using the actuarial approach and the Kaplan-Meier method.

### Health Policy and Management

1. Analyze health policy issues at multiple levels of government (local, state, and national levels) for economic impact.
2. Apply economic analysis tools to healthcare services.
3. Evaluate various sources of funding for public health programs to determine its distribution and use for appropriate populations.
4. Assess health status of populations, determinants of health and illness, and health risks and behaviors in diverse populations to make recommendations about a specific health or policy problem.
5. Evaluate the different types of measures used for health outcomes including clinical, humanistic (health status, quality of life, patient satisfaction) and economic (health care utilization) for decision making.
6. Develop a proposal to evaluate a health program or intervention (including the design, data collection and analysis) for efficiency, effectiveness, or impact.

### Public Health Practice – Online MPH

1. Estimate and predict potential health effects related to multiple routes of exposure.
2. Analyze a health policy issue for economic impact.
3. Apply economic analysis tools to healthcare services.
4. Apply basic principles of ethical analysis (e.g., the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy.
5. Evaluate and synthesize multiple sources of scientific data for the purpose of defining, clarifying, or prioritizing a public health issue.

## MPH Course of Study

| <b>Requirements for MPH degree, Behavioral Science &amp; Health Education Concentration</b> |   |                       |
|---|---|-----------------------|
| <b>Course Number</b>  | <b>Course name</b>  | <b>Semester Hours</b> |
| <b>MPH Foundational Courses</b>   |   | <b>26</b>             |
| PHC 6100  | Introduction to Public Health                                       | 3                     |
| PHC 6000  | Introduction to Epidemiology  | 3                     |
| PHC 6357  | Public Health Perspectives of Environmental and Occupational Health | 3                     |
| PHC 6050  | Biostatistics for Public Health Practice                            | 3                     |
| PHC 6050L   | Biostatistics for Public Health Practice Lab                        | 1                     |
| PHC 6560  | Principles of Behavioral Science and Health Education               | 3                     |
| PHC 6102  | Principles of Health Policy and Management                          | 3                     |
| PHC 6934  | Topics in Public Health   | 3                     |
| PHC 6704  | Applied Community Based Research Methods                            | 3                     |
| PHC 6187  | Professional Development  | 1                     |
| <b>MPH BSHE Concentration-Specific Course Options</b>                                       |   | <b>9</b>              |
| PHC 6444  | Community Organizing and Public Health                              | 3                     |
| PHC 6506  | Planning and Evaluation of Health Education                         | 3                     |
| PHC 6532  | Current Issues in Women's Health                                    | 3                     |
| PHC 6411  | Principles of Social Marketing                                      | 3                     |
| PHC 6416  | Contemporary Urban Health   | 3                     |
| PHC 6419  | Principles of Global Health and Contemporary Issues                 | 3                     |
| PHC 6441  | Health Inequities in American Populations                           | 3                     |
| <b>MPH Applied Practice Experience Courses</b>  |   | <b>9</b>              |
| PHC 6945  | Public Health Practice I (Rotations)                                | 3                     |
| PHC 7946  | Public Health Internship  | 6                     |
| <b>MPH Integrative Learning Experience Courses</b>  |   | <b>6</b>              |
| PHC 6910  | Public Health Practice II   | 3                     |
| PHC 7911  | Public Health Practice III  | 2                     |
| PHC 7965  | Comprehensive Examination   | 1                     |
| <b>MPH Non-Credit Requirement(s)</b>  |   | <b>0</b>              |
|   | Community Service- 100 hours  |                       |
| <b>Total Semester Hours</b>   |   | <b>50</b>             |

| <b>Requirements for MPH degree, Environmental &amp; Occupational Health Concentration</b> |   |                       |
|---|---|-----------------------|
| <b>Course Number</b>  | <b>Course name</b>  | <b>Semester Hours</b> |
| <b>MPH Foundational Courses</b>   |   | <b>26</b>             |
| PHC 6100  | Introduction to Public Health                                       | 3                     |
| PHC 6000  | Introduction to Epidemiology  | 3                     |
| PHC 6357  | Public Health Perspectives of Environmental and Occupational Health | 3                     |
| PHC 6050  | Biostatistics for Public Health Practice                            | 3                     |
| PHC 6050L   | Biostatistics for Public Health Practice Lab                        | 1                     |
| PHC 6560  | Principles of Behavioral Science and Health Education               | 3                     |
| PHC 6102  | Principles of Health Policy and Management                          | 3                     |
| PHC 6934  | Topics in Public Health   | 3                     |
| PHC 6704  | Applied Community Based Research Methods                            | 3                     |
| PHC 6187  | Professional Development  | 1                     |
| <b>MPH EOH Concentration-Specific Course Options*</b>                                     |   | <b>9</b>              |
| PHC 6310  | Environmental Toxicology for Public Health Practice (Required)*     | 3                     |
| PHC 6005  | Occupational Diseases   | 3                     |
| PHC 6018  | Environmental Epidemiology  | 3                     |
| PHC 6317  | Environmental Risk Communication                                    | 3                     |
| PHC 6355  | Topics in Occupational Health                                       | 3                     |
| PHC 6011  | Advanced Epidemiologic Methods                                      | 3                     |
| <b>MPH Applied Practice Experience Courses</b>  |   | <b>9</b>              |
| PHC 6945  | Public Health Practice I (Rotations)                                | 3                     |
| PHC 7946  | Public Health Internship  | 6                     |
| <b>MPH Integrative Learning Experience Courses</b>  |   | <b>6</b>              |
| PHC 6910  | Public Health Practice II   | 3                     |
| PHC 7911  | Public Health Practice III  | 2                     |
| PHC 7965  | Comprehensive Examination   | 1                     |
| <b>MPH Non-Credit Requirement(s)</b>  |   | <b>0</b>              |
|   | Community Service- 100 hours  |                       |
| <b>Total Semester Hours</b>   |   | <b>50</b>             |

\*PHC6310 is required; The remaining 2 courses are selected from the options list.

| <b>Requirements for MPH degree, Epidemiology &amp; Biostatistics Concentration</b> |   |                       |
|--|---|-----------------------|
| <b>Course Number</b>   | <b>Course name</b>  | <b>Semester Hours</b> |
| <b>MPH Foundational Courses</b>  |   | <b>26</b>             |
| PHC 6100   | Introduction to Public Health                                       | 3                     |
| PHC 6000   | Introduction to Epidemiology  | 3                     |
| PHC 6357   | Public Health Perspectives of Environmental and Occupational Health | 3                     |
| PHC 6050   | Biostatistics for Public Health Practice                            | 3                     |
| PHC 6050L  | Biostatistics for Public Health Practice Lab                        | 1                     |
| PHC 6560   | Principles of Behavioral Science and Health Education               | 3                     |
| PHC 6102   | Principles of Health Policy and Management                          | 3                     |
| PHC 6934   | Topics in Public Health   | 3                     |
| PHC 6704   | Applied Community Based Research Methods                            | 3                     |
| PHC 6187   | Professional Development  | 1                     |
| <b>MPH EPIBIO Concentration-Specific Course Options</b>                            |   | <b>9</b>              |
| PHC 6002   | Infectious Disease Epidemiology                                     | 3                     |
| PHC 6003   | Chronic Disease Epidemiology  | 3                     |
| PHC 6011   | Advanced Methods in Epidemiology & Biostatistics                    | 3                     |
| <b>MPH Applied Practice Experience Courses</b>                                     |   | <b>9</b>              |
| PHC 6945   | Public Health Practice I (Rotations)                                | 3                     |
| PHC 7946   | Public Health Internship  | 6                     |
| <b>MPH Integrative Learning Experience Courses</b>                                 |   | <b>6</b>              |
| PHC 6910   | Public Health Practice II   | 3                     |
| PHC 7911   | Public Health Practice III  | 2                     |
| PHC 7965   | Comprehensive Examination   | 1                     |
| <b>MPH Non-Credit Requirement(s)</b>   |   | <b>0</b>              |
|  | Community Service- 100 hours  |                       |
| <b>Total Semester Hours</b>  |   | <b>50</b>             |

| <b>Requirements for MPH degree, Health Policy &amp; Management Concentration</b> |   |                       |
|--|---|-----------------------|
| <b>Course Number</b>   | <b>Course name</b>  | <b>Semester Hours</b> |
| <b>MPH Foundational Courses</b>  |   | <b>26</b>             |
| PHC 6100   | Introduction to Public Health                                       | 3                     |
| PHC 6000   | Introduction to Epidemiology  | 3                     |
| PHC 6357   | Public Health Perspectives of Environmental and Occupational Health | 3                     |
| PHC 6050   | Biostatistics for Public Health Practice                            | 3                     |
| PHC 6050L  | Biostatistics for Public Health Practice Lab                        | 1                     |
| PHC 6560   | Principles of Behavioral Science and Health Education               | 3                     |
| PHC 6102   | Principles of Health Policy and Management                          | 3                     |
| PHC 6934   | Topics in Public Health   | 3                     |
| PHC 6704   | Applied Community Based Research Methods                            | 3                     |
| PHC 6187   | Professional Development  | 1                     |
| <b>MPH HPM Concentration-Specific Course Options</b>                             |   | <b>9</b>              |
| PHC 6104   | Management of Public Health Programs                                | 3                     |
| PHC 6160   | Economic Aspects of Health Care                                     | 3                     |
| PHC 6761   | Public Health Program Evaluation                                    | 3                     |
| PHC 6705   | Health Outcomes Research and Health Care                            | 3                     |
| <b>MPH Applied Practice Experience Courses</b>                                   |   | <b>9</b>              |
| PHC 6945   | Public Health Practice I (Rotations)                                | 3                     |
| PHC 7946   | Public Health Internship  | 6                     |
| <b>MPH Integrative Learning Experience Courses</b>                               |   | <b>6</b>              |
| PHC 6910   | Public Health Practice II   | 3                     |
| PHC 7911   | Public Health Practice III  | 2                     |
| PHC 7965   | Comprehensive Examination   | 1                     |
| <b>MPH Non-Credit Requirement(s)</b>   |   | <b>0</b>              |
|  | Community Service- 100 hours  |                       |
| <b>Total Semester Hours</b>  |   | <b>50</b>             |

| <b>Requirements for MPH degree, Online Concentration</b> |   |                       |
|--|---|-----------------------|
| <b>Course Number</b>                                     | <b>Course name</b>  | <b>Semester Hours</b> |
| <b>MPH Foundational Courses</b>                          |   | <b>29</b>             |
| PHC 6100DL   | Introduction to Public Health                                       | 3                     |
| PHC 6000DL   | Introduction to Epidemiology  | 3                     |
| PHC 6357DL   | Public Health Perspectives of Environmental and Occupational Health | 3                     |
| PHC 6050DL   | Biostatistics for Public Health Practice                            | 3                     |
| PHC 6050LDL  | Biostatistics for Public Health Practice Lab                        | 1                     |
| PHC 6560DL   | Principles of Behavioral Science and Health Education               | 3                     |
| PHC 6102DL   | Principles of Health Policy and Management                          | 3                     |
| PHC 6605DL   | Public Health Ethics for Health Professionals                       | 3                     |
| PHC 6931DL   | Public Health Seminar   | 1                     |
| PHC 6934DL   | Topics in Public Health   | 3                     |
| PHC 6704DL   | Applied Community Based Research Methods                            | 3                     |
| <b>MPH Online-Specific Course Options</b>                |   | <b>9</b>              |
| PHC 6003DL   | Chronic Disease Epidemiology  | 3                     |
| PHC 6310DL   | Environmental Toxicology for Health Sciences Professionals          | 3                     |
| PHC 6506DL   | Planning and Evaluation of Health Education                         | 3                     |
| PHC 6160DL   | Economic Aspects of Health Care                                     | 3                     |
| PHC 6002DL   | Infectious Disease Epidemiology                                     | 3                     |
| PHC 6251DL   | Public Health Preparedness for Disasters and Emergency Events       | 3                     |
| <b>MPH Applied Practice Experience Courses</b>           |   | <b>9</b>              |
| PHC 6936DL   | Public Health Practice for Health Professionals I                   | 3                     |
| PHC 7946DL   | Public Health Internship  | 6                     |
| <b>MPH Integrative Learning Experience Courses</b>       |   | <b>3</b>              |
| PHC 7937 DL  | Public Health Practice for Health Professionals II                  | 2                     |
| PHC 7965DL   | Comprehensive Examination   | 1                     |
| <b>MPH Non-Credit Requirement(s)</b>                     |   | <b>0</b>              |
|  | None  |                       |
| <b>Total Semester Hours</b>                              |   | <b>50</b>             |

## Onsite MPH Program Requirements

The MPH program strives for academic excellence in training students to become culturally competent public health professionals who will provide leadership, innovation, and technical expertise in addressing the health concerns of the poor and underserved. The MPH program requires coursework in the five foundational areas: Environmental and Occupational Health; Epidemiology; Biostatistics; Health Policy and Management, and Behavioral Science and Health Education. In addition to receiving a strong foundation in these core disciplines, traditional MPH students will gain additional depth through coursework in a chosen specialized area of public health, as well as through field experience and a public health internship. Additional requirements, before the awarding of the MPH degree, include the conduct of an applied public health research project, passing of a written comprehensive exam, and 100 hours of volunteer community service.

## Grades

Only a grade of “B” or higher (or “S”) is acceptable for foundational and concentration courses in the MPH and DrPH programs. A student must repeat a foundational or concentration course if the student earns a grade lower than a “B” (or “S”).

Exceeding two courses with unsatisfactory grades ("C", "D", "F", or "U") in foundational or concentration courses or on comprehensive or qualifying examinations (specialty comprehensive exam) is grounds for dismissal from the program.

A course in which a student has received an unsatisfactory grade may be repeated only once. Failure to achieve an acceptable grade (“B” or “S”) in a repeated course will result in dismissal from the program.

A student who has a GPA below a 3.0 or who fails to pass a course after two tries will be automatically dismissed from the MPH or DrPH program. Please refer to FAMU Graduate School Policy for a thorough description of Grades, Minimum grade requirements, and grade appeal process. Note that CoPPS, IPH has a college-specific grade appeal process (see second link).

<https://graduateschool.famu.edu/index.php>

<https://pharmacy.famu.edu/about-the-college-of-pharmacy/pdf/Revised%20LEARNER%20GRADE%20APPEAL%20POLICY%204.28.21.pdf>

Because the online and onsite MPH programs are separate academic programs, onsite MPH students ARE NOT permitted to take online courses in the Institute of Public Health in lieu of the onsite course. Consequently, online MPH students ARE NOT permitted to enroll in on-site courses. The MPH program IS NOT a hybrid program.

All on-site students are required to complete a minimum of 100 approved community service hours. These hours must be submitted via iStrike in order to receive credit for this graduation requirement.

## Public Health Rotation (APE)

Public Health Practice I (PHC 6945 Rotation) is a 12-week (two six-week rotations) course required in the third semester of study, following the first two semesters of foundational courses. The rotation time is 15 hours/ week at the rotation site for a 12-week semester. This course allows the student to rotate through the Florida Department of Health (FDOH) in divisions or bureaus in programmatic areas representative of the five core areas of public health in six-week segments under the supervision of personnel with expertise in the particular area. The purpose of the public health rotations is to give the student an opportunity to work in a formal public health setting. Initially, each student is provided a formal orientation of the FDOH programs, and based on a specific interest in each area, each student chooses a particular topic to study (e.g., chronic disease control, environmental health, family services, planning and evaluation, disaster preparedness, birth defects surveillance, health disparities, and environmental health tracking). Each student is matched with a specific preceptor for each rotation based on project interest. A variety of possible projects is made available to the student prior to the start of the rotation period. This timeframe allows the student the time to review the available projects in each specialty area and make a decision on the area of interest for that particular rotation. Once a decision is made, the student initiates contact with the respective preceptor to discuss the project, work hours, and expected deliverables. During the 12-week rotation, students are required to submit two (2) bi-weekly

reports for each rotation and one (1) product for each rotation, i.e. fact sheets, data set, etc. All students will be evaluated by their preceptor for each rotation via a Preceptor Survey.

## Online MPH Program Requirements

The MPH program strives for academic excellence in training students to become culturally competent public health professionals who will provide leadership, innovation, and technical expertise in addressing the health concerns of the poor and underserved. The Master of Public Health (MPH) degree offered online is a generalist MPH in Public Health Practice. The course of study focuses on the core disciplines of public health and prepares a student for a leadership role in public health practice and/or for a career in which the student can integrate public health with another academic discipline or career path. Contrary to the traditional onsite MPH Program, this degree does not include a specialized, concentrated focus on advanced training in a particular public health discipline. However, students will gain additional depth through a public health internship. Additional requirements before the awarding of the MPH degree, whether onsite or online, include the conduct of an applied public health research project and the passing of a written comprehensive exam.

As the online and onsite MPH programs are separate academic programs, online MPH students ARE NOT permitted to enroll in courses offered on campus. Consequently, onsite MPH students ARE NOT permitted to take online courses in the MPH in lieu of the onsite course. The MPH program IS NOT a hybrid program.

## MPH Integrative Experiences

The culminating experience required for the MPH program is comprised of the Comprehensive Examination (PHC 7965/PHC 7965DL), the completion of the Independent Public Health Research Project (PHC 7911/PHC 7937DL), and the Public Health Practice Internship (PHC 7946/PHC 7946DL).

## Comprehensive Examination:

The aim of the MPH Comprehensive Exam is to test the student's foundational competencies in the various areas of public health.

### Onsite

The Comprehensive Exam for on-site students will be administered in the second week of the semester following completion of *classroom-based MPH* courses. Students **MUST** complete the courses in the MPH core and track curriculum in order to be eligible to take the comprehensive exams. **NO EXCEPTIONS**. The MPH Comprehensive Exam will be offered no more than three (3) times. All students who are eligible for the comprehensive exam will receive a letter of confirmation from the CoPPS-IPH Office of Student Services. The exam will cover the basic principles and concepts of the MPH Foundational Courses and concepts related to the selected track concentration. It will be administered on Tuesday and Thursday each day.

To successfully complete the comprehensive exam, onsite students must pass all sections of the exam, which includes five (5) foundational course sections and a track/concentration section composed of questions from three (3) concentration courses. Performance on the Comprehensive Examination will be assessed separately for each section as: **Pass** (earned at least 80% of possible points on all sections of the exam), **Partial Pass (second attempt required in the same semester)** (earned <80% of possible points on up to three sections of the exam) or **Fail (second attempt required in a subsequent semester)** (earned less than 80% of possible points on more than three foundational exams). All sections of the examinations must be passed for the student to graduate from the program.

If the student does not pass on their first attempt, then the student will be given **ONE** opportunity for a second attempt of the exam in the same semester at a set date/time determined by the IPH faculty if the student achieves at least 80% on at least three sections of the exam. If the student does not pass the comprehensive exam during two consecutive attempts in the same semester, they may have one additional attempt when the comprehensive exam is given in a subsequent semester. The comprehensive exam will not be given more than twice during any given semester. It is the student's responsibility to contact the faculty member who will be giving a second attempt exam to ensure adequate preparation for a successful exam attempt. Students who fail to pass the comprehensive exam after three attempts will be dismissed from the program.

### Online

All online MPH students may be required to secure a testing center that has the capabilities to monitor the administration of the comprehensive exam. Each student is responsible for the costs

associated with the testing center. This center **MUST** be approved by the Associate Dean of Public Health **BEFORE** the exams are sent to the center. The exam will be administered in the second week of the semester following completion of **ALL MPH** courses. Students **MUST** complete the courses in the MPH curriculum in order to be eligible to take the comprehensive exams. **NO EXCEPTIONS**. The MPH Comprehensive Exam will be offered no more than two (2) times. All students who are eligible for the comprehensive exam will receive a letter of confirmation from the COPPS Office of Student Services. The exam will cover the basic principles and concepts of the MPH Foundational Courses.

To successfully complete the comprehensive exam, online students must pass all sections of the exam, which includes five (5) foundational course sections. Performance on the Comprehensive Examination will be assessed separately for each section as: **Pass** (earned at least 80% of possible points on all sections of the exam), **Partial Pass (second attempt required in the same semester)** (earned <80% of possible points on up to three sections of the exam) or **Fail (second attempt required in a subsequent semester)** (earned less than 80% of possible points on more than three foundational exams). All sections of the examinations must be passed for the student to graduate from the program.

If the student does not pass on their first attempt, then the student will be given **ONE** opportunity for a second attempt of the exam in the same semester at a set date/time determined by the IPH faculty. If the student does not pass the comprehensive exam during two consecutive attempts in the same semester, they may have one additional attempt when the comprehensive exam is given in a subsequent semester. The comprehensive exam will not be given more than twice during any given semester. It is the student's responsibility to contact the faculty member who will be giving a second attempt exam to ensure adequate preparation for a successful exam attempt. Students who fail to pass the comprehensive exam after three attempts will be dismissed from the program.

### Public Health Internship: (APE)

The internship is an integral part of the MPH onsite and online curriculum. MPH students matriculate in PHC 7946 or PHC 7946DL (online)– Public Health Internship (6 credit hours) following the completion of all required foundational and concentration course work, completed the Rotations (onsite only) and successfully passed the Comprehensive Exam. The internship is

intended to broaden student's public health perspectives and provide experience in applying information learned in the foundational courses by integrating practical experience in public health practice with theory and content learned in didactic courses. At the beginning of the fourth semester, MPH students are required to meet with the Practicum Coordinator and the Internship Preceptor to determine the type and location of the internship. Prior to this interview, the student is required to submit an updated resume and a completed internship information form. Each internship must be in the area of specialization declared by the student at the conclusion of the third semester. The duration of the internship is a minimum of 240 hours. Thus, the MPH Program requires the student to be evaluated by each internship preceptor through the submission of a progress report and submission of a final product as deliverables. All required deliverables are to be submitted using the approved electronic platform.

### Independent Public Health Research Project (Integrated Learning Experience):

Each student is responsible for developing and conducting an independent public health research project in their specialized program of study. The independent project is an integral part of the matriculation of the MPH student.

#### Onsite

In order to enroll in Public Health Practice II (PHC 6910) and Public Health Practice III (PHC 7911), students must successfully complete all foundational courses with a grade of "B" or higher. Students must enroll in these courses under their Advisor's name.

#### Online

In order to enroll in Public Health Practice for Health Professions I (PHC 6936DL) and Public Health Practice for Health Professions II (PHC 7937DL), students must successfully complete all foundational courses with a grade of "B" or higher. Students must enroll in these courses under their Advisor's name. The deliverables for PHC 7911 (PHC 7937DL) are a research paper due to the Instructor and a presentation for IPH Research Day in format described in the course syllabus.

The research project requires that the student provides evidence of their ability to:

- Define a discrete research question of importance to public health
- Describe, based on a review of the relevant literature, current knowledge about their question as a context for the study

- Select an appropriate study design and relevant data collection methods
- Conduct supervised research that shows the ability of candidate to apply the methodology to the selected problem
- Conduct analyses appropriate for the research question
- Present the results of the research
- Write an account of a scientific investigation in clear concise English
- Synthesize a review of the literature that places the work in context
- Describe, according to the conventions of the field, the work that has been carried out
- Critically evaluate the contribution of the work to the field
- Reference the report according to accepted conventions
- Present oral findings of the project and study results
- Coherently interpret the findings and their implications for public health and for future research
- Understand the conventions and procedures for the dissemination of research in the field by presentation at conferences, or publication in the field
- Be familiar with ethical standards for research in general and for special ethical requirements if needed

## Human Subjects Research

All research conducted under the auspices of Florida A&M University (FAMU) involving human subjects must be reviewed by the Institutional Review Board (IRB) prior to any interaction with research subjects. This includes research involving surveys and questionnaires. The primary duty of this board is to ensure the protection of human subjects. When completing the application for IRB approval on IRBNet, the major professor is the principal investigator and the student is the co-investigator. Approval to conduct research should be obtained after the advisory committee has approved the student's research protocol. Students must complete the IRB online training (CITI) and application form. The CITI online training is mandatory and must be completed before the application will be approved. (<http://www.citiprogram.org>). These courses must be completed prior to the submission of the FAMU IRB application at IRB-NET. <https://www.famu.edu/administration/research/irb-net.php>

Students must take the refresher CITI course module each year until the research has been completed. The approval process may take up to three (3) weeks; however, students may request an Expedited Review approval process that takes up to seven (7) working days. Students who are using secondary data (datasets) must also go through the FAMU IRB process by completing an Exempt application.

Research topic identification, project outline, and proposed methods and analysis are primary steps in the first independent public health research course (PHC 6910/PHC 6936DL). An approved FAMU IRB application is required before research can be initiated.

Final data analysis is conducted during the fifth semester in the culminating independent public health research course (PHC 7911/PHC 7937DL). Each student must orally present their public health research project at the IPH Research Day and submit the written project at the conclusion of the semester. Each student is guided by his/her major professor on their individual research projects.

### Independent Research Project Guidelines:

Potential research topics must be discussed with and approved in advance by your major professor. The format for the written research document will be specific to the individual concentrations. Please obtain the format/outline from your major professor. The major professor must receive a draft of the written research project at least one (1) week prior to the oral poster presentation. The final research project document will be due to the major professor at a time designated or by the last day of classes for the semester.

### Institute of Public Health Research Day Presentations

Upon completion of Public Health Practice III (PHC 7911) and Public Health Practice for Health Professions II (PHC 7937DL) in partial fulfillment of the Master of Public Health Degree, students are required to submit abstracts of their research for inclusion in the Institute of Public Health Research Day, which will be held each Spring semester. The IPH Research Day will feature the work of students from each area of the IPH (Behavioral Science and Health Education; Epidemiology/Biostatistics; Environmental Health; Health Policy and Management, and Online Generalists). This public presentation is a mandatory component of the master's degree program. Therefore, all graduating students **MUST** present at the IPH Research Day. The presentation time and location will be advertised at least five (5) days prior to the event with all the details of the IPH Research Day format. FAMU faculty, staff and students will be invited to attend the IPH Research Day, either in person or virtually. All graduating students must participate in and attend the IPH Research Day (date to be determined and communicated each academic year).

*Specific details will be given to students during the semester that they are to present their MPH Research Project.*

#### ONLINE STUDENTS

All online graduating students must participate in and attend the IPH Research Day.

Graduating students **MUST** present their research projects orally in partial fulfillment of the Master of Public Health degree. Online students will present their oral presentations virtually during IPH Research Day.

*Specific details will be given to students during the semester when they are to present their MPH Research Project.*

## Master of Public Health (MPH) Degree Program Curriculum (50 credit hours)

### Year One

| <b>COURSES (FALL SEMESTER)</b>   | <b>SEM HRS</b> | <b>COURSES (SPRING SEMESTER)</b>                               | <b>SEM HRS</b> |
|--|----------------|--|----------------|
| PHC 6100 Introduction to Public Health                                       | 3              | PHC 6000 Introduction to Epidemiology                          | 3              |
| PHC 6050 Biostatistics for Public Health Practice                            | 3              | PHC 6560 Principles of Behavioral Science and Health Education | 3              |
| PHC 6050 Biostatistics for Public Health Practice Lab                        | 1              | PHC 6102 Principles of Health Policy and Management            | 3              |
| PHC 6357 Public Health Perspectives of Environmental and Occupational Health | 3              |  |                |
| Total Semester Hours   | <b>10</b>      | Total Semester Hours   | <b>9</b>       |
| <b>COURSES (SUMMER SEMESTER)</b>   |                |  | <b>SEM HRS</b> |
| PHC 6704 Applied Community Based Research Methods                            |                |  | 3              |
| PHC 6934 Topics in Public Health   |                |  | 3              |
| PHC 6945 Public Health Practice I (Rotation)                                 |                |  | 3              |
| Total Semester Hours   |                |  | 9              |

### Year Two

| <b>COURSES (FALL SEMESTER) 13 Hours</b>                                | <b>SEM HRS</b> |                |
|--|----------------|----------------|
| PHC 6910 Public Health Practice II (Special Research Project)          | 3              |                |
| PHC 6817 Professional Development                                      | 1              |                |
| PHC 6703 Special Problems in Public Health (Optional)                  | 1 – 4          |                |
| <b>AREAS OF CONCENTRATION</b>  |                |                |
| <b>Behavioral Science and Health Education</b>                         |                |                |
| PHC 6411 Principles of Social Marketing                                | 3              |                |
| PHC 6419 Principles of Global Health and Contemporary Issues           | 3              |                |
| PHC 6441 Health Inequities in American Populations                     | 3              |                |
| PHC 6444 Community Organizing and Public Health                        | 3              |                |
| PHC 6506 Planning and Evaluation of Health Education                   | 3              |                |
| PHC 6532 Current Issues in Women's Health                              | 3              |                |
| PHC 5608 Public Health & Aging   | 3              |                |
| <b>Environmental and Occupational Health</b>                           |                |                |
| PHC 6005 Occupational Diseases   | 3              |                |
| PHC 6018 Environmental Epidemiology                                    | 3              |                |
| PHC 6310 Environmental Toxicology                                      | 3              |                |
| PHC 6317 Environmental Risk Communication                              | 3              |                |
| PHC 6355 Topics in Occupational Health                                 | 3              |                |
| PHC 6251 Public Health Preparedness for Disasters and Emergency Events | 3              |                |
| <b>Epidemiology and Biostatistics</b>                                  |                |                |
| PHC 6002 Infectious Disease Epidemiology                               | 3              |                |
| PHC 6003 Chronic Disease Epidemiology                                  | 3              |                |
| PHC 6011 Advances in Epidemiological Methods                           | 3              |                |
| <b>Health Policy and Management</b>                                    |                |                |
| PHC 6104 Management of Public Health Programs                          | 3              |                |
| PHC 6160 Economic Aspects of Health Care                               | 3              |                |
| PHC 6705 Health Outcomes Research and Health Care                      | 3              |                |
| PHC 6761 Public Health Programs Evaluation                             | 3              |                |
| <b>COURSES (SPRING SEMESTER)</b>                                       |                | <b>SEM HRS</b> |
| PHC 7911 Public Health Practice III (Independent Study)                |                | <b>2</b>       |
| PHC 7946 Public Health Internship                                      |                | 6              |
| PHC 7965 Comprehensive Examination                                     |                | 1              |
| Total Semester Hours   |                | 9              |

## Master of Public Health (MPH) Online Degree Program Curriculum (50 credit hours)

### Year One

| COURSES (FALL SEMESTER)  | SEM HRS   | COURSES (SPRING SEMESTER)  | SEM HRS  |
|--|-----------|--|----------|
| PHC 6100DL Introduction to Public Health                                       | 3         | PHC 6000DL Introduction to Epidemiology                          | 3        |
| PHC 6050DL Biostatistics for Public Health Practice                            | 3         | PHC 6560DL Principles of Behavioral Science and Health Education | 3        |
| PHC 6050DL Biostatistics for Public Health Practice Lab                        | 1         | PHC 6102DL Principles of Health Policy and Management            | 3        |
| PHC 6357DL Public Health Perspectives of Environmental and Occupational Health | 3         |  |          |
| Total Semester Hours   | <b>10</b> | Total Semester Hours   | <b>9</b> |

| COURSES (SUMMER SEMESTER)                                | SEM HRS   |
|--|-----------|
| PHC 6605DL Public Health Ethics for Health Professionals | 3         |
| PHC 6704DL Applied Community Based Research Methods      | 3         |
| PHC 6934DL Topics in Public Health                       | 3         |
| PHC 6931DL Public Health Seminar                         | 1         |
| Total Semester Hours                                     | <b>10</b> |

### Year Two

| COURSES (FALL SEMESTER) 12 Hours  | SEM HRS |
|---|---------|
| PHC 6936DL Public Health Practice for Health Professionals I (Special Research Project) | 3       |
| PHC 6003DL Chronic Disease Epidemiology   | 3       |
| PHC 6310DL Environmental Toxicology for Health Science Professionals                    | 3       |
| PHC 6160DL Economic Aspects of Health Care  | 3       |
| PHC 6506DL Planning and Evaluation of Health Education                                  | 3       |

| COURSES (SPRING SEMESTER)  | SEM HRS  |
|--|----------|
| PHC 7937DL Public Health Practice for Health Professionals II (Special Research Project) | 2        |
| PHC 7946DL Public Health Internship  | 6        |
| PHC 7965DL Comprehensive Examination   | 1        |
| PHC 6251DL Public Health Preparedness for Disasters and Emergency Events                 | 3        |
| Total Semester Hours   | <b>9</b> |

## Administrative Policies and Procedures

### Registration and Enrollment

Registration for classes occurs online within the FAMU iRattler system using a FAMUID and password. Each semester students will be required to see their major professor to obtain approval of the proposed study list before finalizing the course schedule for the next semester.

**Full-time enrollment:** A minimum of nine (9) credit hours is required to be considered a full-time student during Fall and Spring semesters, and a minimum of six (6) credit hours is required to be considered a full-time student during the Summer semester. 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 can be enrolled part-time. Part-time enrollment is defined as enrollment less than the required full-time enrollment.

**Deadlines:** The registration period usually begins in the 12th week of the preceding academic semester. Students will receive an email providing a time period for them to complete registration. The registration of continuing students who have encumbrances from the preceding term will be forbidden until their balance to the University has been met.

**Late registration:** All students unable to enroll during advance registration must register during the Late Registration period. Students adding or changing classes on or after the first day of classes will be assessed a late registration fee.

### Student Advisement

All MPH students are required to meet with their major professor/faculty advisor at least once per semester for advising. The major professor/faculty advisor must approve your academic advisement form each semester prior to registration. Once the academic advisement form is approved, the form must be submitted to the Office of Student Services. The major

professor/faculty advisor and the COPPS Office of Graduate Programs of any changes to your study plan. Onsite students should note that their faculty advisor may change once they declare a concentration of study.

### Graduate Academic Regulation Appeal Process

The University Graduate Council considers petitions from graduate students seeking exceptions to the academic regulations stated in the FAMU catalog. Appeal applications must be filed and considered prior to graduation. The appeal form should be used for the following types of appeal:

1. *Waiver of Academic Suspension*
2. *Late or retroactive course withdrawal (limited to one year after course enrollment)*
3. *Late add/swap of registration (limited to the next semester)*
4. *Administrative drop(s) – Department error*
5. *Late application for graduation (limited to four weeks after the published term deadline)*
6. *A total withdrawal for the semester cannot be processed using the appeal form.*

For more information see the COPPS Graduate Coordinator assigned to the Institute of Public Health and <https://graduateschool.famu.edu/index.php>

### Graduate Student Grievance Policy

It is the goal of Graduate Studies and Research to provide students with an expeditious, fair, equitable, and consistent procedure for resolving their grievances. These grievance procedures are meant to guide the student through the process. Students should make every effort to resolve the issues informally before filing a complaint or seeking redress beyond the Academic Unit in which the alleged offense has occurred.

- The student shall submit his or her grievance package, in writing, within 30 days or 10 days into the next semester. The grievance packet should be stamped by the graduate coordinator or academic dean of the college to indicate the date and time the grievance was initiated.
- The grievance process can start or stop at any level. However, the graduate coordinator should act as the facilitator.
- If the professor and graduate coordinator cannot find a satisfactory solution, then the matter will be forwarded to the graduate committee or graduate faculty within the college.
- The graduate committee, consisting of graduate faculty, will forward a report indicating its decision to the dean of the college.

- If the dean is not able to resolve the matter, the issue is forwarded to the graduate council committee to resolve the issue.
- The graduate council sub-committee should submit a report to the Graduate Studies and Research dean.
- The Graduate Studies and Research dean will review all the documents provided on the issue and make a decision.
- If the student is not satisfied with the decision of the Graduate Studies and Research dean, then the student may refer the matter to the provost for a decision.
- The provost shall review the student's grievance and make the final decision.
- A written recommendation is required at each step.
- The student, professor, the graduate coordinator, the dean of the college and the Graduate Studies and Research dean should be provided with copies of the written recommendation at each step.

**Time Frame:** It is imperative that graduate student academic grievances be handled in an expeditious manner from the initial filing date.

### Withdrawal from a Course(s)

A student may withdraw from a course, some or all of their classes, during the add/drop period. Courses dropped during this period do not appear on a student's transcript, and no grades are assigned to such courses. A grade of "W" will appear on a student's transcript, class roster, and grade roster for all courses from which a student withdrew. Withdrawal from a course must be accomplished prior to the published deadline. There is no refund of fees for withdrawn courses. Students are not permitted to withdraw from more than five (5) courses throughout their undergraduate career at the university. This excludes retroactive term withdrawals. The withdrawal limit only applies to courses taken in Fall 2015 or later. Course withdrawals processed prior to Fall 2015 do not count toward the limit. Students are encouraged to meet with their academic advisor to discuss the possible impact of the withdrawal prior to initiating the process.

Students who miss the published deadline for withdrawal should petition the Academic Appeals Committee for retroactive course withdrawal no later than the end of the semester. The Academic Appeals Committee department representative will forward the student's petition to the Academic Appeals Committee for consideration

### Administrative Withdrawal

A student may be administratively withdrawn with fee liability from a course(s) by the academic department if the student registered for the course without appropriate signature or permission. Students who are administratively withdrawn from the University for violation(s) of the University's Student Code of Conduct are not entitled to any refund from any fees paid during the semester in which there is cause for withdrawal.

## Involuntary Administrative Withdrawal

A student will be subject to involuntary administrative withdrawal from the University, or from University housing, if it is determined by the Dean of Students that the student is suffering from a mental disorder as defined by the current edition of the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders, and as a result of the mental disorder. (Regulation 2.007).

## University Withdrawal Committee

Students may petition the University Withdrawal Committee for a retroactive (after the published term withdrawal deadline) term withdrawal based on documented circumstances beyond the student's control within 12 months after the end of the term for which the withdrawal is sought. Students seeking retroactive course withdrawal should report to the Registrar's Office for further direction. Students should be aware that requests for withdrawal and retroactive term withdrawals will negatively impact the award of current and future financial aid, as well as enrollment status for the affected term. Additionally, withdrawals are considered attempts and may incur excess credit surcharges. Please see the Excess Credit Hours information elsewhere in this publication.

## University Withdrawal Policy

(Regulation of Florida A&M University 2.007)

1. A student who desires to voluntarily withdraw from the University must report to his or her assigned academic advisor and explain the circumstances which he/she feels necessitates the withdrawal. If the request is approved, a Request for Withdrawal Form (Official University Withdrawal Form), which is incorporated herein by this reference, will be completed and signed by the student, academic advisor, academic department chair and academic dean. The Withdrawal forms are available at the Registrar website
2. Once the withdrawal process has been initiated, the student is required to complete the Housing and Rattler Card Office cancellation forms. The student must relinquish all residence hall keys to the Residence Hall Director and his/her meal plan card to the Office of Auxiliary Services after completing the appropriate cancellation forms. The withdrawal form must then be submitted to the Office of the Registrar. Advisors should also refer students to the Office of Financial Aid for an exit interview if the student receives Financial Aid.

3. No student will be permitted to file a Withdrawal Form within the last five weeks of the semester without receiving failing grades, unless unusual circumstances, as determined by the University Withdrawal Committee, are established.

4. Any student who voluntarily withdraws from the University during the registration or late registration period will not receive grades at the end of the semester. Those who officially withdraw after the last day to register will receive a grade of “W” at the end of the semester. A grade of “WF” for each course will be assigned to any student who leaves the University without filing the Withdrawal Form with the University Registrar.

### Incomplete Grades

A student who is passing a course but has not completed all the required work due to extenuating circumstances, maybe assigned a grade of “I” (Incomplete) by the instructor. It is the student’s responsibility to make arrangements with the instructor for the removal of an “I” grade. All “I” grades must be removed by the last day of classes of the term in which the student is next enrolled or the grade will be changed to “F”.

### Transfer Credit

At the discretion of the appropriate academic unit, a maximum of six (6) semester hours for the master’s level and twelve (12) semester hours for the doctoral level of graduate coursework taken prior to the term of admission into a graduate program may be accepted by the University at the master’s and Ph.D. levels, respectively, from another accredited graduate school in the United States, provided that the grades are “B” or better and the subjects are acceptable to the department or program concerned, as a part of the student’s graduate program. Graduate credits that are not counted toward a previously earned degree within Florida A&M University is limited to twelve semester hours, subject to departmental and program approval. Also, the University does not accept experiential learning for transfer credit. A transfer credit form must be completed by the student and approvals must be obtained from the program, and the college/school, and then by the Graduate Dean, no later than the end of the second semester that the student is in the program.

## Graduate Students' Rights and Responsibilities

### Attendance:

Attendance in class is required of each participant, as per University policy. The University reserves the right to address individual cases of non-attendance. Per College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health policy, students are responsible for all assignments, quizzes, and examinations at the time they are due and may not use their absence from class as a plea for extensions of time to complete assignments or permission to take make-up examinations or quizzes. Absences from class for cause: (a) participation in recognized University activities, (b) personal illness properly certified, or (c) emergencies caused by circumstances over which the student has no immediate control may be excused by the dean or director of the unit in which the student is enrolled. A student will be permitted one unexcused absence per credit hour of the course he or she is attending. A student exceeding the number of unexcused absences may be assigned the grade of "F".

### Dress Code

The College dress code will be enforced. Students should be in business casual attire in class. No hats, flip flops, jeans, scrubs will be permitted. Individuals who are not in compliance will be asked to leave the class and will be marked absent for the day.

### Classroom Etiquette

Central to any intellectual and professional endeavor is an atmosphere of mutual trust and respect, based on individual maintenance of community standards. Your professional community starts here, in the Institute of Public Health with your peers, faculty, preceptors, staff and administration. It is our expectation that you will exhibit professional behavior towards other students and to faculty in the classroom at all times. In turn, you will be treated with the professional respect you deserve.

## Florida Agricultural & Mechanical University Honesty Policy

The academic honesty policy shall be adhered to by all Florida A&M University students and applies to all academic work, both inside and outside of class.

- I. **Policy Statement and Purpose:** Florida A&M University is committed to academic honesty and its core values, which include scholarship, excellence, accountability, integrity, fairness, respect, and ethics. These core values are integrated into this academic honesty policy. Being unaware of the Academic Honesty policy is not a defense for violations of academic honesty.
  
- II. **Academic Honesty Violations** include, but are not limited to, committing the following:
  - A. Giving or taking information or material wrongfully to aid yourself or another student in academic work;
  - B. Plagiarism to include copying work created or published by others, paraphrasing, or using ideas from a source without proper attribution;
  - C. Looking at or copying another student's work, or allowing another student to look at or copy your work;
  - D. Talking or otherwise communicating with another student during quizzes, tests or writing assignments, unless instructed to do so;
  - E. Removing test materials or attempting to remove them from an examination room or office or elsewhere [to include copiers and printers], stealing, buying, selling, or referring to a copy of an examination before it is administered;
  - F. Having others edit or rewrite your assignments, except with instructor approval;
  - G. Using work from other classes without prior approval from the proper instructor;
  - H. Using copyrighted stories, pictures, graphics, logos and other content without proper permission, including from the Internet, even if these works have been modified by the student;
  - I. Using electronic devices for plagiarism, cheating, deception or collusion (a secret agreement between two or more persons for a deceitful purpose);
  - J. Falsifying records or giving misleading information, oral or written;
  - K. Assisting in any academic honesty violation;
  - L. Receiving any materials or information from a fellow student or another unauthorized source during examinations;
  - M. Obtaining, distributing, or referring to a copy of an examination, which the instructor or Department has not authorized to be made available;
  - N. Any act which impedes the ability of other students to have fair access to materials assigned or suggested by the instructor, i.e. removing or destroying library or other source materials;
  - O. Tampering with another student's work;
  - P. Altering grades or any other records related to the academic performance of students;
  - Q. Submitting false records or information in order to gain admission to the University;

- R. Falsifying or inventing information, data, or citations; and/or
- S. Any other form of academic cheating, plagiarism, or dishonesty.

### **III. Procedures, Approvals/Responsibilities**

All members of the University community are responsible for reporting suspected academic honesty violations. Suspected violations should be reported to an appropriate University official or to the faculty member.

Once reported, faculty members have a duty to document any alleged violation of the Academic Honesty Policy. If there is any reason to believe that a violation did occur, the faculty member must follow the procedure outlined below.

Violations of the Academic Honesty Policy can be resolved informally or formally.

#### **A. Informal Resolution Process:**

An informal resolution is a process by which an alleged academic honesty violation is resolved by the instructor and the student. Once the process has been initiated the student has the opportunity to resolve the matter with the instructor. This is not an adversarial process. Resolutions through the informal process may include a reduction in grade for an assignment or the course, failure of the course, additional assignments, or any other resolution that is deemed appropriate by the instructor.

A resolution should be made within five (5) business days from written notice to the student; however, students shall be allowed to complete the course and associated assignments, pending the outcome of the informal resolution process. In the event an alleged academic honesty violation is made within 20 business days before the end of the semester, that student may be given a grade of "I" at the end of the semester. The final grade will be changed in accordance with the final decision of the informal resolution process. If the violation is unsubstantiated, any associated documentation will be sealed. No record of the allegation will be placed on the student transcript.

#### **Procedure:**

1. The instructor will notify the student(s) of the violation(s) of academic honesty no later than 5 business days after becoming aware of the suspected violation.
2. The instructor and the student will meet at a convenient time for both parties but no later than 5 business days after notification or drop/add deadline for the next regular semester. The instructor will provide to the student information regarding the alleged violation. The student will be given an opportunity to respond to the allegations within a reasonable time, not to exceed 10 business days from receipt of the allegation. The faculty member must propose a resolution if he/she does not accept the student's response. The student may either accept the proposed

resolution or appeal to the next step. If the student rejects the resolution, the instructor will complete the “Academic Honesty Referral Form” and forward it and all associated documentation, to the dean/director of the college/school/institute.

3. If a mutual agreement has been met, that agreement is final and binding and may not be appealed.

## **B. Formal Resolution**

The formal resolution process provides the student with an opportunity to have a hearing before a committee of faculty, students, and administrators within the college, school, or institute. This procedure follows the precepts of due process outlined in Regulation 2.013 Due Process, Other Rights, and Responsibilities. The penalties for formal resolution of academic honesty violations may include: reprimand, reduction of grade, denial of academic credit, failure of the course, invalidation of university credit or of the degree based upon such credit, probation, suspension, or expulsion. Documentation of an academic honesty violation will appear on the student’s official academic record.

### **1. Appeal to College/School Committee**

- a. Within 10 business days of concluding the informal process, the student may initiate the formal resolution process by filing an appeal with the dean/director of the college/school/institute, who shall appoint a committee to hear the student’s appeal.
- b. Prior to the hearing, the chair of the committee will provide to the student and the committee, a written copy of the charges and associated documentation via the Academic Honesty Violation Referral Form.
- c. Within 10 business days of receiving the appeal, the committee will meet with the instructor and the student, individually; both parties will provide information regarding the allegation.
- d. If the Committee, by majority vote, decides that the allegation is substantiated, it will propose a resolution to the student within 5 business days. The committee chair shall note the decision on the Academic Honesty Form. If the resolution is accepted, a copy of the completed form and any associated documentation will be provided to the student and to the college/school/institute. These documents will be placed in the student’s permanent file and cannot be appealed.
- e. If the student does not accept the proposed resolution, he or she must submit an appeal to the Provost and Vice President for Academic Affairs within 10 business days.

### **2. Appeal to Provost and Vice President for Academic Affairs**

The student may appeal the decision of the College/School/Institute Committee to the Provost and Vice President for Academic Affairs. The appeal will be

referred to the Academic Honesty Council, which is an advisory body to the Provost. The Council will hear formal appeals regarding violations of academic honesty. The following individuals shall appoint a representative to the five-member council, of which the representative from the Provost/Vice President's Office will serve as council chair:

- Faculty Senate President
- Vice President for Academic Affairs
- Vice President for Student Affairs
- University Ombudsman
- SGA President (appointee must be a student)

The Council shall be provided all associated documentation regarding the allegation. The Council shall hold a meeting no later than 30 days following receipt of the appeal. The student will receive written notification at least 10 business days prior to the date of the hearing. The process may be expedited, upon the written request of the student and approval of the Council.

#### Hearing Process:

- (a) The student and his/her advisor may inspect all of the evidence that will be presented against the student at least 3 business days before the hearing. The University shall also have the right to inspect any information the student intends to use at least 3 business days before the hearing;
- (b) The student may present evidence on his/her own behalf;
- (c) The student may hear and question witnesses;
- (d) The student shall not be forced to present testimony which would be self incriminating;
- (e) The student may have an advisor of his/her choice present at the hearing;
- (f) A recommendation of responsible or not responsible on the charges shall be based solely on the evidence presented at the hearing;
- (g) The university and/or its colleges, schools and institute are not required to postpone the proceedings pending the outcome of any outside prosecution. The disciplinary penalty(ies) or sanction(s) imposed under this policy is/are in addition to any penalty imposed by the penal system;
- (h) The Council shall provide a recommendation based solely on the evidence presented at the hearing;
- (i) The recommendation, by majority vote of the Council, shall be presented to the Provost in writing within 14 business days following the hearing.

### **3. Final Outcome**

The Provost and Vice President for Academic Affairs shall render a decision within 10 days of receipt of the recommendation. This decision is final and binding and may not be appealed.

Records of academic honesty violations are considered student records under the Family Education Rights Privacy Act (FERPA). Grade forgiveness and/or course withdrawal will not be permitted for a course in which a formal resolution determined that the student has violated the policy.

The student's status will remain unchanged pending the university's final decision, except where the president or president's designee determines that the safety, health or general welfare of the student or the university is endangered. A student's enrollment status may be changed only in cases where the president or president's designee determines that an emergency exists, which affects the safety, health or general welfare of the student or other students or the university and/or its employees.

**In cases, where the incident involves academic honesty violations and violations of the student code of conduct found in FAMU BOT Regulation 2.012, the case will be referred to the Office of Student Conduct & Conflict Resolution and FAMU BOT Regulations 2.012 and 2.013 will apply.**

#### **Title IX**

Title IX of the Education Amendments of 1972 and its implementing regulations, prohibits discrimination based on sex in educational programs or activities operated by recipients of Federal financial assistance. Title IX protects all students from sexual harassment, and sexual violence. University Regulations protect male and female students, undergraduate, graduate, and professional students, students with disabilities, students that are gay, straight, lesbian, bisexual, and transgender, part-time and full-time students, students of different races, and international students. Sexual harassment is prohibited by state and federal statutes. The University takes prompt action to investigate student complaints of sex discrimination pursuant to federal, state and local statutes.

The University responses to reports of sexual violence against a student are as follows:

1. Provide immediate action to eliminate the harassment, prevent its recurrence, and address its effects. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, and sexual coercion. All such acts of sexual violence are forms of sexual harassment covered under Title IX. Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.

2. Disseminate a notice of nondiscrimination.
3. Implement preventive education programs.
4. Provide remedies to the complainant, including counseling.

### **University Assistance Provided to FAMU Students**

To faculty members, athletic coaches, administrators, and staff who receive notice that a student has been the victim of sexual harassment, including sexual violence; the University's practice is to offer the student six resources.

- 1) **Affirmation.** The student who discloses is sharing a confidence, perhaps for the first and only time. FAMU strongly encourages the following responses, "I am glad you shared this with me"; "I will do everything I can to assist you"; or "What would you like me to do next?" The University advises recipients of disclosure to avoid responses such as, "You should try to get over this" or "It is best to get on with your life." **The University prohibits employees who receive disclosures of sexual violence from withholding the information.**
- 2) **Safety.** The goal is to ensure that the student has an opportunity to avoid contact with the alleged perpetrator. The University may need to prohibit contact with the student by the alleged perpetrator, if necessary. The student may need overnight shelter to avoid a residence hall or apartment where the alleged perpetrator also lives. The University may need to arrange within campus housing to separate the alleged perpetrator from the victim.
- 3) **Health Services.** The student may need care for physical or mental injuries; testing for sexually transmitted diseases; or reproductive-related care, just as examples. If the student agrees, FAMU Student Health Services (Clinic) can provide such care at (850) 599-3777.
- 4) **Counseling.** The student may need counseling or psychological services, whether the sexual violence was recent or long ago. If the student agrees, FAMU Counseling Services can provide individual and group counseling. It is available to students at no charge. The contact number is (850) 599-3145.
- 5) **Academic Adjustments.** The goal is to ensure that the student has an opportunity to avoid contact with the alleged perpetrator. The student who experiences trauma or who must relocate for some period may need to miss one or more classes without the results being punitive. The student may request administration of an exam at a location unknown to an alleged perpetrator who attends the same class; completion of the class via online assignments; or a grade of Incomplete with a schedule for making up coursework. The Counseling Center or Student Clinic can document the student's request(s) to professors.
- 6) **Criminal or administrative options.** Students, who have victims of sexual harassment, may choose one or more:
  - File a police report with FAMU Police Department at (850) 599-3256
  - File a police report with the Tallahassee Police Department, if the sexual harassment occurred off-campus
  - File a complaint with the FAMU Office of Judicial Affairs at (850) 412-7223
  - File a discrimination complaint with the Office of Equal Opportunity Programs (850-599-3076).

## Training Programs

Florida A&M University will include the following in its training programs:

- 1) Training all university law enforcement personnel on the university's Title IX responsibilities and handling of sexual harassment or sexual violence complaints.
- 2) Training all employees who interact with students regularly on recognizing and appropriately addressing allegations of sexual harassment or violence under Title IX.
- 3) Training the Title IX Coordinator and any other employees who are involved in processing, investigating, or resolving complaints of sexual harassment or sexual violence.
- 4) Informing students of their options to notify proper law enforcement authorities, and the option to be assisted by university employees in notifying those authorities.
- 5) Designating an individual from the university's counseling center to be "on call" to assist victim of sexual harassment or violence whenever needed.
- 6) Offering counseling, health, mental health, or other holistic and comprehensive victim services to all students affected by sexual harassment or violence, and notifying students of campus and community counseling, health, mental health, and other student services.

University Regulations pertaining to sexual harassment and sexual violence:

- a) **University Board of Trustees Regulation 10.103, Non-Discrimination Policy and Discrimination and Harassment complaint Procedures**  
[https://www.famu.edu/about-famu/leadership/division-of-legal-affairs/office-of-the-general-counsel/university\\_regulations/pdf/Regulation%20%2010.103%20TC%20040822.pdf](https://www.famu.edu/about-famu/leadership/division-of-legal-affairs/office-of-the-general-counsel/university_regulations/pdf/Regulation%20%2010.103%20TC%20040822.pdf)
- b) **University Board of Trustees Regulation 2.012, Student Code of Conduct**  
[https://www.famu.edu/about-famu/leadership/division-of-legal-affairs/office-of-the-general-counsel/university\\_regulations/pdf/Regulation%202.012\\_Student%20Code%20of%20Conduct%20Final%2012082021.pdf](https://www.famu.edu/about-famu/leadership/division-of-legal-affairs/office-of-the-general-counsel/university_regulations/pdf/Regulation%202.012_Student%20Code%20of%20Conduct%20Final%2012082021.pdf) .
- c) **Sexual Misconduct Policy:**  
[https://www.famu.edu/about-famu/leadership/division-of-legal-affairs/equal-opportunity-programs-and-labor-relations/pdf/1.022%20Title%20IX\\_10-3-20\\_2022.pdf](https://www.famu.edu/about-famu/leadership/division-of-legal-affairs/equal-opportunity-programs-and-labor-relations/pdf/1.022%20Title%20IX_10-3-20_2022.pdf)

For additional questions and resources for filing a report or complaint, please contact: Office of Equal Opportunity Programs, 850-599-3076, [titleix@famu.edu](mailto:titleix@famu.edu), <https://www.famu.edu/about-famu/leadership/division-of-legal-affairs/equal-opportunity-programs-and-labor-relations/index.php>

## Counseling Services

The Office of Counseling Services (OCS) offers a variety of programs and services which include:

### **Individual Counseling**

Individual counseling is available to help students address a variety of issues and concerns. Students receive individualized face to face short-term therapy. Our services are available to

currently enrolled FAMU students only.

### **Group Counseling**

The Office of Counseling Services offers groups during the Fall and Spring Semesters. Please check back in August to see what groups are being offered for Fall Semester 2017. Groups recently offered have been: Wind Down Wednesday, Empowering You, RAD (Rattlers Against Depression), Man Talk (male only), MOST (male only). If you would like to suggest a group you feel would be beneficial for yourself and others, please call (850) 599-3145.

### **Couples Counseling**

Couples counseling is offered to address a variety of issues that may develop in the relationship, including communication skills, problem solving, and trust. In order to be eligible for couples counseling, one person in the relationship must be a currently enrolled FAMU student.

### **Psychiatric Consultation**

A psychiatrist is available to meet with those students who would like to discuss the option of medication. This service is provided free to students and is voluntary. As part of the policy of the Office of Counseling Services, those students who are interested in medication as an option **must** also meet with a counselor at least once a month.

**To schedule an appointment, students can walk-in or contact the office by phone at (850) 599-3145.**

## **Center for Disability Access and Resources**

The Center for Disability Access and Resources (CeDAR) provides supportive services and academic accommodations for students of all backgrounds on campus with documented physical, psychological and learning disabilities. The Center is considered to be a Disability Resource Center and its primary mission is to provide enriching support programs, services, and reasonable accommodations as mandated by law to FAMU students with disabilities to enhance their skills for personal, academic, and professional growth. Cedar's enhanced resources makes it the leader in disability service provision. The services include Academic Accommodations, Assistive Technology, Mobility Van Service, Academic Advising, Course Registration Assistance, Tutoring for Barrier Courses, Scholarships, and Internships.

Special Admissions for Students with Disabilities are provided in order to target, recruit, enroll, and retain qualified students with disabilities in an effort to increase the diversity of the student body; develop a more inclusive learning environment; and offer opportunities to a population that is largely underserved.

Learning Disability Assessment is also provided. This function serves as a non-profit assessment center for individuals experiencing scholastic difficulties due to a suspected learning disability or attention deficit with hyperactivity disorder. It also serves as a viable training site for FAMU graduate students in the area of school psychology. Additionally, it serves to provide a revenue stream to support the programs and activities of the CeDAR.

Disability Awareness, Advocacy, & Education is also offered. This function promotes the essential goal of the CeDAR, which is to ensure that students with disabilities enjoy all of the benefits of and have access to, the programs, opportunities, and activities afforded to all FAMU students.

CeDAR, and the entire FAMU community, welcome and embrace all students. CeDAR promotes that students release any negative beliefs they hold about their disability and encourages students to think of their disability as a “Road Map” to their life’s purpose, and as their “Breakthrough” to be successful. Finally, CeDAR’s environment helps to empower students with the tools, resources, and services designed to benefit them.

To request academic accommodations due to a disability, students can go to this link to learn more and access the required forms: <https://www.famu.edu/students/student-resources/center-for-disability-access-and-resources/index.php>

## Non-Discrimination Policy Statement

Florida A&M University is committed to providing an educational and work environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status, sexual orientation, gender identity. Florida A&M University will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. Nondiscrimination policies applies to admissions to the University and

employment. Questions concerning these policies and procedures for filing complaints under the policy should be directed to:

Florida A&M University  
Equal Opportunity Programs  
676 Ardelia Court  
Tallahassee, FL 32307  
(850) 599-3076 (phone)  
(850) 561-2997 (fax)

## Anti-Hazing Policy

1. It is the policy of Florida Agricultural and Mechanical University that any student(s), group(s) of students or student organization affiliated with the Florida Agricultural and Mechanical University is prohibited from engaging in any form(s) of hazing activities.
2. The term hazing shall include, but not be limited to, pressuring or coercing the student into violating state or federal law, any brutality of a physical nature, such as striking in any manner, whipping, beating, branding, exposure to the elements, forced consumption of food, liquor, drugs, or other substances, or other forced physical activities that would adversely affect the health or safety of the student and also includes any activity that would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contacts, forced conduct that would be demeaning or results in extreme embarrassment or any other forced activity that could adversely affect the mental health or dignity of the student. Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective. For purposes of this section, any activity as described above, or any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for purposes, including, but not limited to, initiation or admission into or affiliation with a university sanctioned organization, shall be presumed to be hazing and a “forced” activity, the willingness or consent of an individual to participate in such activity notwithstanding.
3. Penalties – Any student(s), student group(s), or student organization(s) which are affiliated with the Florida Agricultural and Mechanical University, on campus or off campus that are found responsible for hazing will be subject to appropriate sanctions by the university, which may include the imposition of fines; withholding of grade(s), transcripts and/or diplomas pending payment of fines or pending compliance with the current Student Code of Conduct,

Regulation 6C3-2.012, F.A.C., of which this regulation becomes a part of; the imposition of counseling, probation, suspension, dismissal or expulsion of said person(s) or organization(s), and/or the rescission of permission for the University sanctioned organization(s) to operate on the Florida A&M University campus or to otherwise operate under the sanction of the University.

4. All penalties imposed by the University do not absolve the student(s), group(s) of students, or student organization(s) from any penalty imposed for violation of criminal laws of the State of Florida, including but not limited to such criminal penalties prescribed in s. 1006.63, Florida Statutes, for penalties imposed in civil proceedings or for violation of any other university Regulation(s) to which the violator(s) may be subject. It shall not be a defense that the consent of the victim to participate was obtained, the conduct or activity that resulted in the death or injury of the person was not part of an official university organizational event or was not otherwise sanctioned or approved by the university organization or the conduct or activity that resulted in death or injury of the person was not done as a condition of membership to a university organization.
5. All existing university sanctioned organizations are required to amend their existing bylaws to include an anti-hazing section, and all future university sanctioned organizations must include the same in their by-laws. A copy of the by-laws shall be kept on file in the Office of Student Activities. Advisors and each member of a university sanctioned organization must attend one Fall semester and one Spring semester hazing workshop each academic year.

### Family Educational Rights and Privacy Act (FERPA)

Family Educational Rights and Privacy Act (FERPA) Policy Florida Agricultural and Mechanical University (FAMU) shall comply with the Family Educational Rights and Privacy Act (FERPA, also known as the Buckley Amendment) – 20 U.S.C. ~ 1232g – of 1974, which gives enrolled students the right to:

1. Review and inspect their education records;
2. Challenge and seek to amend education records that the student believes are inaccurate or misleading;

3. Consent to disclosures of personally identifiable information contained in their educational records, except to the extent that FERPA allows disclosures without consent;
4. Complain to the U.S. Department of Education concerning alleged violations by FAMU of any such rights.

Pursuant to FERPA requirements, some personally identifiable student information, designated by law as “directory information,” may be released to third parties by FAMU without prior consent of a student unless the student files a written request with the FAMU Office of the Registrar to restrict directory information access.

FAMU has designated the following as directory information: • The name of a student who is in attendance or who has been in attendance • The local, home address of a present or former student • The telephone number of a present or former student • Date and Place of Birth of a present or former student • The major field of study of a present or former student • Dates of attendance • Enrollment Status • Participation in Officially Recognized collegiate sports • Weight and height of athletes • Degrees and academic honor awards received and pertinent dates • Most recent educational institutions attended prior to FAMU

The following information is not considered directory information and may not be released or disclosed in any way (except to a school official with a legitimate interest, or to a third party with signed and dated consent from the student or former student):

• ***Student Identification Number • Social Security Number • Ethnicity/Nationality • Gender***

An enrolled student may select Privacy (refuse to permit disclosure of “directory information”). To do so, the student must notify the Office of the Registrar in writing if he/she refuses to permit the University to disclose such information. The University will not release any further disclosures of directory information about the student without the student’s prior written consent except to the extent authorized by FERPA or other State or Federal laws.

## Important Links

CoPPH, IPH Policies and Procedures: <https://pharmacy.famu.edu/about-the-college-of-pharmacy/student-affairs/policiesandprocedures.php>

Graduate Policies and Procedures:

[http://support.famu.edu/graduatestudies/Graduate%20Policies%20and%20Procedures%205.4.16\(2\).pdf](http://support.famu.edu/graduatestudies/Graduate%20Policies%20and%20Procedures%205.4.16(2).pdf)

CeDAR: <https://www.famu.edu/students/student-resources/center-for-disability-access-and-resources/index.php>

Office of Counseling Services: <https://www.famu.edu/students/student-resources/health-and-wellbeing/counseling-services/index.php>

FERPA: <https://www.famu.edu/administration/campus-services/information-technology-services/pdf/FERPA.pdf>

Graduate Studies and Research, Graduate Student Handbook: <https://famupharmacy.com/about-the-office-of-graduate-programs/graduate-student-handbook/>



