



School of Public Health



MASTER OF PUBLIC HEALTH FULL-TIME PROGRAM

STUDENT HANDBOOK

2009 - 2011

TABLE OF CONTENTS

I.	Mission and Core Values.....	1
II.	Overview of the MPH Program.....	2
III.	Introduction to Service-Learning (S-L) & Community Based Learning.....	2
IV.	School of Public Health Departments.....	4
V.	Core Course Descriptions.....	11
VI.	Required Course Descriptions by Department.....	12
VII.	Electives.....	16
VIII.	Academic Performance.....	24
IX.	Additional Policies, Procedures and Student Support Services.....	26

DREXEL UNIVERSITY SCHOOL OF PUBLIC HEALTH

“This school of public health is founded on a commitment – a commitment to public health as social justice. We see health not as a privilege, but as a right.”

Jonathan Mann, MD, MPH - April 20, 1998

I. MISSION AND CORE VALUES

A. Mission

The mission of the Drexel University School of Public Health (SPH) is to promote the health of communities through an integrated program of education, research, service and practice. The SPH is committed to identifying societal conditions required for people to be healthy, and to advancing practices that improve the health of vulnerable populations. The SPH enhances the health of communities by creating partnerships based on community values, strengths, and assets. Our mission and our curriculum stress the importance of understanding and addressing the connection between human rights and health status.

This mission statement is the foundation of an interdisciplinary program dedicated to:

- Developing new knowledge in the principles and the core functions of public health consistent with the evolving needs of the field;
- Educating public health professionals (including faculty, students, and current practitioners) in the principles and delivery of population health services;
- Undertaking research and evaluation to improve public health interventions; and
- Improving the efficiency and effectiveness of local, regional and national health care delivery and financing systems

B. Core Values

1. Population health promotion and protection
2. Commitment to human rights and social justice
3. Community respect and partnership
4. Sensitivity to cultural and human diversity
5. Analytic and systems thinking
6. Effective communications
7. Commitment to lifelong, self-directed learning
8. Continuous self-assessment, evaluation, and improvement

II. OVERVIEW OF THE MPH PROGRAM

The School of Public Health confers a Master of Public Health (MPH) degree through three distinct programs designed to meet the needs of full-time, executive, and joint degree students.

The Master of Public Health degree program is designed to provide advanced professional and scientific study to prepare thinkers, planners and practitioners engaged in public health activity, as well as to prepare students for entry into a doctoral program. The School of Public Health's objective is to graduate individuals with the knowledge, skills and approaches necessary to lead the nation's public health system. To do this, it combines innovative teaching methods with community-based experiences.

The degree programs of the School of Public Health prepare graduates to address the major public health problems of the 21st century by combining students' acquisition of knowledge with their development of critical thinking skills, an interdisciplinary approach to problem solving, and a commitment to self-directed, lifelong learning.

Basic to the School's mission is the integration of the core disciplines in public health: biostatistics; epidemiology; occupational and environmental health; health management and policy; social and behavioral sciences; and community collaboration and development. These disciplines are presented within the framework of health and access of health as intertwined with human rights and social justice. The SPH's curriculum is designed to foster a habit of lifelong learning founded on systematic reasoning and knowledge acquisition that seeks meaning rather than memorization.

The full-time MPH requires a total of 64 quarter credit hours. The credit hours include a practicum and core courses (31 credit hours), concentration requirements and electives (21 credit hours), and a culminating experience (12 credit hours). An electronic version of the 2009-2010 academic calendar is available at the following web address: www.publichealth.drexel.edu.

III. INTRODUCTION TO SERVICE-LEARNING (S-L) & COMMUNITY-BASED LEARNING

The School's community-based learning philosophy and mission are founded on Service-Learning principles. Service-Learning has been defined as a structured learning experience combining community service with preparation and reflection. Students participating in community-based learning activities are not only expected to provide direct community service but also to learn about the context in which the service is provided, and to understand the connection between their community based activities service and their academic work. Topics relevant to working with, and in communities are covered in PBHL 540 and PBHL 550 during the first year.

There are five objectives underlying the introduction to Service-Learning principles and practice to first year students:

1. develop a common understanding of S-L and the School's community-based service ethos;
2. help link these theories with applied community health work;
3. facilitate understanding of the roles and functions of individuals and agencies in the community providing health and social services;
4. expand knowledge about the health and social needs of specific populations; and
5. enhance students' capacity for identifying and applying public health strategies to improve the health status of populations within a broader, healthy community assessment perspective.

The Community-Based Master's Project (CBMP) comprises the culminating experience required of full-time Drexel MPH students and MD/MPH students. The CBMP is designed to integrate public health academic studies with public health practice skills through a Service-Learning experience. Second year students identify and select a project with a well defined benefit to the public health community organization with which they are affiliated longitudinally – 12 hours per week throughout the academic year. CBMPs are developed by taking into account the sponsoring organization's public health needs, SPH Concentration Department learning objectives and student interest. This participatory experience not only enhances learners' content knowledge and public health practice skills, but also meets a defined set of goals and needs of the community partner.

Given this definition of CBMP, the following recommendations (approved by the Educational Coordinating Committee on 5/25/05) were implemented. Considering goals, objectives and requirements of the CBMP Program, each SPH Department should provide supervision and oversight to CBMP students in that department and determine if CBMPs are acceptable and have met department requirements.

- ◆ Students may work on a faculty member's existing research/projects, but this should be done in conjunction with identifying a community site/preceptor for a student's CBMP experience and integrating the research area with the community need.
- ◆ IRB approval may not be needed for all projects, however, all students will be required to complete the IRB and HIPPA training and attend IRB-related workshops/skill sessions when offered.
- ◆ A sub-committee of the ECC oversees implementation and evaluation of the CBMP. This is important to 1) ensure that all MPH students are held to the same expectations regarding requirements and quality of work, 2) oversee and coordinate activities/events associated with the CBMP, 3) give the CBMP a unified feel within the school.

Community-Based Master's Project (CBMP) Extensions

A student is required to be officially registered each quarter for a thesis defense course until s/he has completed all CBMP requirements. The thesis defense fee is \$700.00 per quarter after all course work has been fulfilled. CBMP Faculty Chairs will continue to work with students on CBMP projects **for one year** following the successful completion of all course work. Students are allowed a one-year extension to complete their CBMP. Students who do not comply with this time requirement will not be permitted to receive the Master of Public Health degree at this School.

IV. SCHOOL OF PUBLIC HEALTH DEPARTMENTS

The School is organized into four departments, reflecting the five core disciplines of public health. The curriculum is a synthesis of the mission and goals of each of the specific departments. Students choose a Department near the end of the first year, and in Year 2 complete four department-specific required courses, three department approved electives and a Community-Based Master's Project relative to their concentration.

Department of Community Health and Prevention

The mission of the Department of Community Health and Prevention (CHP) is to promote the health of communities through education, research, service and advocacy focused on the societal conditions required for people to be healthy. This necessitates long-term partnerships with communities and organizations in the context of respect for community values, strengths, and assets. Central to this goal is the understanding of the relationship between human rights, dignity, and health status.

Students with an MPH Concentration in Community Health and Prevention should be able to...

1. Identify and analyze constructs of communities with recognition and acknowledgement that the cultural, social and environmental contexts of communities are diverse and dynamic.
2. Articulate and analyze the importance of cultural, socioeconomic, and environmental factors, and lifestyle choices as determinants of health.
3. Apply the conceptual and practical basis of human rights to the analysis of and response to the societal preconditions for health.
4. Apply quantitative and qualitative research methodologies that best match the research question and the research context.
5. Design and implement culturally competent community-based/community benefit health interventions based on developmental stages.

6. Conduct behavioral assessments, apply behavioral change models and monitor behavior change in individuals, groups, communities and organizations, over time.
7. Conduct community-wide health assessments, apply social and environmental prevention strategies and monitor change in health and health-related outcomes over time.
8. Conduct process, impact and outcome evaluations to measure program effectiveness, efficiency and equity.
9. Demonstrate effective leadership skills.
10. Demonstrate effective interpersonal skills when working with and in communities.
11. Communicate information effectively to a variety of audiences through multiple strategies.
12. Utilize ethical principles to identify and solve public health problems.

Department of Environmental and Occupational Health

The mission of the Department of Environmental and Occupational Health (EOH) is to prevent adverse health effects related to environmental and occupational exposures through research, education, and service. These activities are carried out in the context of the School's focus on communities, social justice, and human rights. The central theme of the department's activities is prevention, focusing on initiatives which will ultimately decrease, in a measurable way, the burden of environmental and occupational health effects, with a particular focus on disadvantaged populations in the Delaware Valley.

Students with an MPH Concentration in Environmental and Occupational Health should be able to...

1. Conduct literature reviews on the relationship between specific EOH exposures and health outcomes for both children and adults.
2. Conduct literature reviews on interventions designed to reduce EOH exposures in the workplace and in communities.
3. Critique research articles in EOH regarding their design, outcome, and generalizability.
4. Design research study relevant to EOH exposures and collect the appropriate information, using accepted research methods and procedures.

5. Analyze data in order to describe human exposures and diseased pattern outcomes.
6. Analyze data in order to test theoretical and conceptual frameworks about EOH exposures and disease outcomes.
7. Design, implement and evaluate interventions to reduce EOH exposures.
8. Apply ethical principles to the collection of information on EOH exposures in a variety of worksites and communities.
9. Work with policy makers and legislators to incorporate EOH research data outcomes into policy recommendations.
10. Identify the roles of governmental agencies and NGOs regarding community exposures.
11. Communicate information effectively to workers and/or citizen groups.
12. Identify data and information sources relevant to EOH exposures, using available surveys and other national and local data.

Department of Epidemiology and Biostatistics

The mission of the Department of Epidemiology and Biostatistics (EPI/BIO) is to conduct public health, medical and methodological research both within the University and the community at large, as well as engage in related collaborations. The Department also trains public health practitioners to have the knowledge, skills, and tools to conduct public health research in a scientifically competent manner, using biostatistical principles and methods. Objectives for the Epidemiology discipline include teaching students proper conduct of research using the principles and methods of epidemiologic study designs; furthering knowledge of health, disease, and risk and protective factors through research; collaborating on health-related research and evaluation within and outside of the University; and communicating epidemiologic information that will advance public health and foster healthy communities. Objectives for the Biostatistics discipline include teaching students the proper conduct of research studies through rigorous study-design and appropriate descriptive and analytic methods; collaborating on research projects to ensure that studies are properly designed, analyzed and interpreted; developing and evaluating new methods of biostatistical analysis and strategies for study design; conducting independent research on the application of biostatistical techniques to public health problems.

Students with an MPH Concentration in Biostatistics should be able to...

1. Apply statistical concepts and procedures, (such as determination of sample size), in the development of research protocols.
2. Identify appropriate statistical approaches, procedures and tests to ensure scientifically valid tests of hypotheses and/or answers to research questions. These tests include multiple regression, logistic regression, ANOVA, non-parametric tests, survival analysis, among others.
3. Determine appropriate uses and limitations of quantitative data.
4. Effectively utilize statistical software (SPSS, SAS) for conducting quantitative analysis.
5. Make relevant inferences from quantitative data.
6. Evaluate the published literature with regard to analysis and interpretation of findings.
7. Be able to identify unique statistical analyses used in selected content areas (such as cancer epidemiology, chronic disease epidemiology, maternal and child health, infectious disease epidemiology, social epidemiology, etc.).
8. Be able to perform advanced statistical procedures such as multiple factor ANOVA, proportional hazards, and multiple logistic regression.
9. Conduct descriptive analyses and organize the descriptive information for dissemination to non statistical audiences.
10. Identify data and information sources relevant to a public health problem or question, using available surveys and other data.
11. Work with communities to understand available data and how to use it to guide decision making.
12. Collaborate with communities in the design, analysis and interpretation of research and evaluation.

Students with an MPH Concentration in Epidemiology should be able to...

1. Identify and define a problem and formulate testable hypotheses or research questions, using available data including surveys and vital statistics.
2. Conduct research that permits testing of hypotheses or answering of specific research questions.
3. Determine appropriate use of data and statistical methods for problem identification and resolution, and program planning, implementation, and evaluation.
4. Differentiate between descriptive and analytic epidemiology
5. Evaluate the integrity and comparability of different sources of data, and identify gaps in data, including the effects of bias and confounding
6. Conduct descriptive and hypothesis testing analyses using standard statistical software packages (e.g., SAS, SPSS).
7. Evaluate the validity of the design, analysis and interpretation of findings from published research studies.
8. Conduct health risk and community needs assessments.
9. Define, and assess the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services.
10. Ensure ethical conduct in practice, research, data collection, storage, and program management, including IRB requirements and informed consent.
11. Be able to identify unique issues faced by epidemiology subspecialties (i.e., cancer epidemiology, chronic disease epidemiology, maternal and child health, infectious disease epidemiology, social epidemiology etc.)

Department of Health Management and Policy

The mission of the Department of Health Management and Policy (HMP) is to develop and support highly qualified and appropriately trained public health leaders to assume management and policy making roles to support population and community health improvement. The focus of the department is on skills and leadership for the planning, implementation and operation of systemic, effective and community responsive programs and organizations, as well as organizational and policy interventions requiring some combination of management, organization, finance, advocacy, political action, and public policy analysis skills.

Students with an MPH Concentration in Health Management and Policy should be able to...

1. Develop a strategic plan for a health care organization that incorporates organizational theory, leadership, organizational and managerial performance.
2. Assess the health economics of a market by analyzing assumptions of underlying consumer and market demands
3. Design a collaborative health organization and distinguish associated management issues by analyzing strategic inter-organizational affiliations and inter-organizational management issues.
4. Interpret accounting principles and fundamentals of financial reporting for health care organizations by analyzing operating statements, balance sheets and cash flow statements.
5. Create management recommendations to a community-based organization that improve its overall performance in outcomes and capacity in the context of its mission, organizational structure and culture.
6. Analyze public policy solutions within a political context and the societal goals of equity, efficiency, security and liberty.
7. Analyze public policy solutions within the legal framework of Constitutional, Statutory and Case Law, at the federal and intergovernmental federal-state levels.
8. Prepare a policy issue paper that conveys a clear understanding of public policy interventions as a response to market failures and social welfare demands.
9. Perform a policy analysis of a major health policy issue by effectively applying concepts from rational and political models of the policy making process.
10. Analyze a public health policy issue at a community-based organization, make recommendations that will guide the understanding and formulation of public policy regarding that issue, and successfully prepare and defend a report on the project.

MPH Curriculum for 2008-2010 Cohort

SCHEDULE FOR FIRST YEAR STUDENTS = 31 credits

FALL (10cr)	WINTER (11cr)	SPRING (10cr)
516 Intro PH (2)	530 Intro Epi (4)	550 Community Assess (4)
520 Intro Biostat (4)	640 Env and Occup Health (4)	600 Mangmt/Leadership (3)
540 Behav Assess (4)	650 Public Policy (3)	<i>PBHL ELECTIVE (3)</i>

SCHEDULE FOR SECOND YEAR STUDENTS = 33 credits *

FALL (10-13cr)	WINTER (10-13cr)	SPRING (10-13cr)
2 Required Courses (Concentration)	1 Required Course (Concentration) 1 Elective	1 Required (Concentration) 1 Elective

*** An additional 3 credit elective must be taken in either Fall, Winter, or Spring Quarter***

Community-Based Masters Project (4 cr)	Community-Based Masters Project (4 cr)	Community-Based Masters Project (4 cr)
---	---	---

**** The academic plan requires second year students to add an additional elective in one of the quarters of the second year, resulting in a minimum credit load of 30+3 = 33 credits.***

V. CORE COURSE DESCRIPTIONS

The following core courses are required for first year students:

PBHL 516 – INTRODUCTION TO PUBLIC HEALTH (Fall Quarter)
Introduces and investigates the history, issues, function and context of public health, community health and health systems. **2 credits**

PBHL 520 – BIOSTATISTICS (Fall Quarter)
Introduces and applies the biostatistics tools and analytical base required for population-based and community health assessment and evaluation. The focus is on providing a broad and basic understanding of biostatistics, with more advanced methods included as appropriate. **4 credits**

PBHL 530 – EPIDEMIOLOGY (Winter Quarter)
Introduces and applies the principles of epidemiology and study design needed to support population-based and community-health assessment/evaluation. Basic and more advanced methods are covered as appropriate with applications to public health and community contexts, and integration with the biostatistics. **4 credits**

PBHL 540 – BEHAVIORAL ASSESSMENT (Fall Quarter)
Focuses on how individuals and groups approach issues of health behavior, health communication, and health promotion. The goal of this course is to provide basic knowledge of social and behavioral science theories, models and research methods. **4 credits**

PBHL 550 – COMMUNITY ASSESSMENT (Spring Quarter)
Provides students with the competencies needed to enhance the health of the community. Critical in this course is the role of empowerment in the context of community health, and the central role of community residents in the identification of local issues, goals, and priorities affecting their lives and neighborhoods. (Includes a 120 hour practicum enabling students to develop community-health assessment skills in a community setting.) **4 credits**

PBHL 600 – MANAGEMENT, LEADERSHIP, ASSURANCE AND HEALTH SERVICES (Winter Quarter)
Explores critical elements of assurance from the premise that effectiveness of program delivery and the assurance role itself requires understanding of organizations, leadership and change, in economic, strategic, and systemic context. Applies management concepts and theories through an integrated model of the management process. Extends, applies, and integrates previously developed concepts and theories with those of strategy, planning, accounting, financial management, and information systems. **3credits**

PBHL 640 – ENVIRONMENTAL AND OCCUPATIONAL HEALTH (Winter Quarter)
Introduces environmental and occupational health issues and effective management of environmental exposures. The specific topics covered during this course include safe drinking water, air quality, hazardous waste disposal, environmental disease clusters and bioterrorism. **3 credits**

PBHL 650 – POLICY AND ADVOCACY (Spring Quarter)
Introduces the fundamentals of public-health law and the concepts and theories of health-policy development, adoption, and evaluation. Introduces the advocacy process and its importance to development of sound public health policy. Emphasizes systemic integration and the integration of the assessment, assurance, and policy development roles of public health. **3 credits**

VI. REQUIRED COURSE DESCRIPTIONS BY DEPARTMENT

Currently, the following required courses must be completed by students in the second year of the Program once they have chosen their Concentration. Departments reserve the right to alter the sequence of required and elective courses. Any substantive changes will be communicated to students prior to the start of the second year.

Biostatistics

PBHL 620 – INTERMEDIATE BIOSTATISTICS I

Intermediate Biostatistics is a required course for the Master of Public Health (MPH) Program of Study, Concentration in Epidemiology and in Biostatistics. It covers topics in epidemiological statistics, nonparametric statistics, consulting skills, choices of techniques, and data cleaning. **3 credits**

PBHL 621 – INTERMEDIATE BIOSTATISTICS II

The course reinforces the basic biostatistics and data management skills acquired in the intermediate Biostatistics I (PBHL 620) course with more focus being on model assumption and fit assessment. **3 credits**

PBHL 622 – INTRODUCTION TO BIOSTATISTICS THEORY

Introduction to Biostatistics Theory is a required course for the Master of Public Health (MPH) Program of Study, Concentration in Biostatistics. This is an introductory course in probability and the theory of biostatistics that will include the introduction of the probability distributions, as well as focusing on underlying theoretical foundations. **3 credits**

PBHL 623 – BIOSTATISTICAL COMPUTING

To train students with sufficient data management and computing skills so that they can independently manage small to intermediate size research projects. Students will learn to manipulate data and to program using two leading statistical software systems, SAS and R. **3 credits**

PBHL 630 – INTERMEDIATE EPIDEMIOLOGY

Intermediate Epidemiology is a required course for the Master of Public Health Program of Study, Concentration in Epidemiology and in Biostatistics. This course expands basic methods used in epidemiologic thinking and research. **3 credits**

Community Health & Prevention
--

PBHL 670 – MULTICULTURAL COMPETENCE

Multicultural Competence in Community Health and Prevention. The goal of this course is to equip students already versed in the fundamentals of public health principles with additional practice skills and knowledge in cultural competency. Implicit in the term cultural competence is a set of congruent behaviors, attitudes, beliefs, and value enabling people to work effectively across cultures. **3 credits**

PBHL 671 – THEORY/PRACTICE HEALTH PROMOTION

Theory and Practice of Community Health Promotion. This course introduces public health students to the theoretical foundation of community and population-based health promotion. The course emphasizes theories and models for individual and planned social and community change designed to improve health; and the application and impact of theoretical constructs in designing intervention strategies. **3 credits**

PBHL 672 – THEORY/PRACTICE HEALTH COMMUNICATION

Theory and Practice of Health Communication. The practice of public health is complete and competent with a strong set of communication skills and a working knowledge of communication theory. This course is designed to train public health practitioners in the steps required in developing, implementing, and evaluating health communication interventions. **3 credits**

PBHL 673 – OUTCOME ASSESSMENT IN CHP

Outcome Assessment in Community Health and Prevention. This course is designed to review the principles of identifying short-term, mid-term and long-term outcomes and how these are linked to program goals, objectives, mission, and vision. Topics include selecting outcomes in conjunction with the community, and strategies for design, data collection, analysis, and interpretation. **3 credits**

Environmental & Occupational Health
--

PBHL 641 – ENVIRONMENTAL HAZARD ASSESSMENT

This required course will provide students with a general understanding of the recognition and evaluation of chemical, physical and biological hazards. Particular emphasis will be placed on airborne hazard evaluation theory and methods. Students will become familiar with commonly used industrial hygiene equipment through participation in laboratory and field exercises. **3 credits**

PBHL 643 – OCCUPATIONAL TOXICOLOGY

Occupational Toxicology is a required course. This course will provide students with a basic understanding of the recognition and evaluation of chemical, physical and biological hazards in the environment and workplace. The course will address fundamentals of toxicology, legal implications of exposure and prevention strategies. **3 credits**

PBHL 645 – ENVIRONMENTAL TOXICOLOGY

Environmental Toxicology is a required course. This course will provide students with a basic and applied understanding of the recognition and evaluation of chemical, physical and biological hazards in the environment and workplace. The course will address toxicology as it applies to environmental exposures, legal implications and prevention. **3 credits**

PBHL 647 – OCCUPATIONAL & ENVIRONMENTAL EPIDEMIOLOGY

Occupational & Environmental Epidemiology is a required course for the MPH program of study, concentration in Environmental and Occupational Health. Students will become familiar with commonly used industrial hygiene equipment through participation in laboratory and field exercises. **3 credits**

Epidemiology

PBHL 620 – INTERMEDIATE BIostatISTICS I

Intermediate Biostatistics is a required course for the Master of Public Health (MPH) Program of Study, Concentration in Epidemiology and in Biostatistics. It covers topics in epidemiological statistics, nonparametric statistics, consulting skills, choices of techniques, and data cleaning. **3 credits**

PBHL 623 – BIostatistical COMPUTING

To train students with sufficient data management and computing skills so that they can independently manage small to intermediate size research projects. Students will learn to manipulate data and to program using two leading statistical software systems, SAS and R. **3 credits**

PBHL 630 – INTERMEDIATE EPIDEMIOLOGY

Intermediate Epidemiology is a required course for the Master of Public Health Program of Study, Concentration in Epidemiology and in Biostatistics. This course expands basic methods used in epidemiologic thinking and research. **3 credits**

PBHL 632 – APPLIED SURVEY RESEARCH IN EPIDEMIOLOGY

Applied Survey Research in Epidemiology is a required course for the Master of Public Health (MPH) Program of Study, Concentration in Epidemiology and Biostatistics. This course addresses theoretical and practical aspects pertinent to the conduct of survey research in human populations. Practical requirements for research proposal development are covered. **3 credits**

PBHL 634 – EPIDEMIOLOGY FOR PUBLIC HEALTH PRACTICE

Epidemiology for Public Health is a required course for the Master of Public Health (MPH) Program of Study, Concentration in Epidemiology. **3 credits**

Health Management & Policy

PBHL 603 – THE BUSINESS OF HEALTHCARE: ADVANCED HEALTHCARE FINANCIAL MANAGEMENT

The Business of Healthcare: Advanced Healthcare Financial Management is a course designed for non-financial health care managers. Using the case study approach, it will offer an introduction to the most-used tools and techniques of health care financial management. There will be a particular focus on fundamentals. **3 credits**

PBHL 605 – STRATEGY, INNOVATION AND CHANGE MANAGEMENT

Strategy, Innovation and Change Management is a required course for the Master of Public Health (MPH) program of study, Concentration in Health Management and Policy. This course prepares students for management responsibilities in delivering new health services. The course focuses on developing strategies to adopt innovative services and management techniques. **3 credits**

PBHL 609 EMERGING ISSUES IN US HEALTH POLICY

This course introduces students to the major health policy issues facing the United States today, and that will challenge the nation in the foreseeable future. It will explore how gaps in financing and service delivery pose major barriers to improving health, reducing disparities, achieving universal insurance coverage, enhancing quality, controlling costs, and meeting the needs of patients and families. Students will gain an awareness of the complexities of emerging health policy issues, the historical evolution of issues and themes, how different interests and actors interact, the influence of special interests, why we face the challenges that we do, and why reform is so difficult to achieve. **3 credits**

PBHL 611 RACE, ETHNICITY AND HEALTH

This course explores racial and ethnic disparities in health status and access to health care and examines intervention approaches to eliminate them. Course themes include:

genetic and social constructions of race and ethnicity; measuring race and ethnicity; differences in prevalence and patterns of disease across groups; the role of economic, social and individual factors; cultural and structural factors that affect health care delivery; discrimination; racism, health status and health care delivery; and public health approaches to prevention and improving health care delivery. Students will learn to define and describe racial and ethnic health disparities, discuss mechanisms underlying disparities, think critically about existing health research on health disparities, and develop proposals for reducing health disparities. **3 credits**

VII. ELECTIVES

Students are required to successfully complete four electives (12 credits). These courses may be within or outside of their concentration department within the School of Public Health, or from other academic units within the University. It is the student's responsibility to determine course restrictions and registration process for main campus electives.

A. School of Public Health Electives

Biostatistics

PBHL 628 SURVIVAL DATA ANALYSIS

This course provides basic techniques of survival analysis. This technique is useful in analyzing longitudinal and cohort studies data, which are common in health studies, when the main interest outcome is the onset of event and time to event is known. SAS and R leading statistical packages will be taught. **3 credits**

PBHL 629 DESIGN & ANALYSIS OF CLINICAL TRIALS

The purpose of this course is to cover the design and conduct of clinical trials. The course will also cover how to evaluate the scientific rigor of studies of clinical trials published in the scientific literature. Topics which will include missing data, ethical issues and statistical analysis methods. **3 credits**

Community Health & Prevention

PBHL 806 COMMUNITY EPIDEMIOLOGY

This course covers key principles and methods of community epidemiology. Topics include the epidemiologic perspective on health, epidemiologic study designs, surveillance databases, and survey design. Students will design and implement a community survey, analyze and interpret results, and discuss the contributions of epidemiology to prevention and policy formulation. **3 credits**

PBHL 815 COMMUNITY DECISION MAKING

Community Participation in Decision Making. This course examines how communities accomplish planned change. We will consider a number of models including community development, social planning, social action and public advocacy using historical and contemporary examples. **3 credits**

Environmental & Occupational Health
--

PBHL 642 HEALTHY HOUSING AND THE BUILT ENVIRONMENT

Course provides students with understanding of connection between health and housing specifically the impact factors of both built environment and indoor environment has on the health status of residents, especially those at risk for allergic and respiratory diseases.

PBHL 648 PUBLIC HEALTH READINESS AND DISASTER PREPAREDNESS

Public Health Readiness & Disaster Preparedness is an elective course. This course will provide students with an understanding of the recognition and evaluation of chemical, physical and biological hazards related to terror attacks, and other man-made/natural disasters. **3 credits**

PBHL 649 OCCUPATIONAL AND ENVIRONMENTAL CANCERS

Occupational & Environmental Cancers is an elective course for the Masters of Public Health and MPH program of study, concentration in Environmental and Occupational Health. It covers topics in courses of cancer, the prevention of cancer, and public policy regarding cancer. **3 credits**

PBHL 661 OCCUPATIONAL AND ENVIRONMENTAL DISEASES

Occupational & Environmental Diseases is an elective course for the Masters of Public Health and MPH program of study, concentration in Environmental and Occupational Health. It covers topics related to lung diseases caused by occupational and or environmental exposures. **3 credits**

PBHL 649 - OCC AND ENVIR CANCERS

Occupational and Environmental Cancers is an elective course for the Master of Public Health (MPH) program of study, concentration in Environmental and Occupational Health. It covers topics in courses of cancer, the prevention of cancer, and public policy regarding cancer. **3 credits**

PBHL 661 – OCCUPATIONAL & ENVIRONMENTAL DISEASES

Occupational and Environmental Diseases is an elective course for the Master of Public Health (MPH) program of study, concentration in Environmental and Occupational Health. It covers topics related to lung diseases caused by occupational and or environmental exposures. **3 credits**

PBHL 663 - INJURY PREVENTION AND CONTROL

A survey course examining the history, burden and cost of injury at the population level and its impact on health care systems. Lectures and readings will focus on critical analysis of incidence, risk, policy and prevention. **3 credits**

Epidemiology

PBHL 635 - SOCIAL EPIDEMIOLOGY/PSYCHIATRIC EPIDEMIOLOGY

This course focuses on the content and methods of social epidemiology and the clinical, methodologic, and epidemiologic aspects of psychiatric illness. In focusing on social and psychiatric/psychological issues, students are required to explore theoretical and empirical aspects of disease etiology and disease course that extends beyond a biomedical model. **3 credits**

PBHL 636 - INFECTIOUS DISEASE EPIDEMIOLOGY

Course will provide training in the methods specific to infectious disease epidemiology within the context of the study of several major classes of infectious diseases with global impact on public health. Students will learn about population-level data sources and surveillance methods and techniques in outbreak investigations. **3 credits**

Health Management & Policy

PBHL 601 – THE MANAGEMENT OF HEALTHCARE OUTCOMES

Course allows students to develop an appreciation of theory and the application of analysis of health outcomes through examination of such topics as quality of care, medical error, and evidence-based medicine, as well as gaining familiarity with data sets reporting on health services outcomes and tools for their analysis. **3 credits**

PBHL 607 – THE EVOLUTION OF THE U.S. HEALTH SYSTEM

The Evolution of the US Health System is a required course for the Master of Public Health (MPH) program of study, Concentration in Health Management and Policy. This course will provide students with an understanding of the organizational and financial foundations of the US Health system. **3 credits**

PBHL 608 FUNDAMENTALS OF DISASTER MANAGEMENT

Fundamentals of Disaster Management will provide an understanding of the broad range of disaster management issues, and study strategies used to help a community plan for, manage, and recover from a natural or man-made disaster. Coursework will include case studies, small group planning, presentations by local experts, and individual research.

3 credits

B. Drexel Main Campus Electives – Approved by Department

The following list of main campus electives (by department concentration), represents some of the approved elective choices. You must always consult with your advisor regarding elective choices

Biostatistics

STAT 604	DECISION SCIENCES	3 credits
STAT 628	REGRESSION & CORRELATION ANALYSIS	3 credits
COM 510	TECHNICAL WRITING	3 credits
COM 520	SCIENCE WRITING	3 credits
COM 670	MEDICAL WRITING	3 credits
ECON 661	HEALTH ECONOMICS	3 credits
ECON 662	ECONOMIC ANALYSIS OF HEALTH SYSTEMS	3 credits
ENVE 726	ENVIRONMENTAL ASSESSMENT	3 credits
ENVE 727	RISK ASSESSMENT	3 credits
INFO 648	HEALTHCARE INFORMATICS	4 credits
NFS 508	FUNDAMENTALS OF NUTRITION	4 credits
NFS 634	WOMEN'S ISSUES IN NUTRITION	3 credits
PSCI 570	INTERNATIONAL ENVIRONMENTAL POLICY	3 credits

Community Health & Prevention
--

BMES 510	BIOMEDICAL STATISTICS	3 credits
BIO 550	AIDS 101	2 credits
STAT 628	REGRESSION & CORRELATION ANALYSIS	3 credits
COM 510	TECHNICAL WRITING	3 credits
COM 520	SCIENCE WRITING	3 credits
COM 620	MESSSAGE DESIGN AND EVALUATION	3 credits
COM 670	MEDICAL WRITING	3 credits
COM 675	GRANT WRITING: ARTS/HUMANITIES	3 credits
COM 875	ETHICS IN TECHNICAL AND SCIENTIFIC COMMUNICATION	3 credits
ENVE 726	ENVIRONMENTAL ASSESSMENT	3 credits
ENVR 521	ENVIRONMENTAL HEALTH	3 credits
ENVR 522	ENVIRONMENTAL LAW	3 credits
ENVR 771	THEORY & PRACTICE ENVIRONMENTAL POLICY ANALYSIS	3 credits
ENVR 772	METHODS OF ENVIRONMENTAL POLICY ANALYSIS	3 credits
INFO 648	HEALTHCARE INFORMATICS	4 credits
MGMT 670	BUSINESS ETHICS	3 credits
MGMT 780	STRATEGIC MANAGEMENT	3 credits
NFS 508	FUNDAMENTALS OF NUTRITION	4 credits
NFS 634	WOMEN'S ISSUES IN NUTRITION	3 credits
ORGB 511	ORGANIZATIONAL THEORY AND BEHAVIOR	3 credits
ORGB 625	LEADERSHIP AND PROFESSIONAL DEVELOPMENT	3 credits
ORGB 631	LEADING EFFECTIVE ORGANIZATIONS	3 credits

Environmental & Occupational Health
--

ENVR 501	CHEMISTRY OF THE ENVIRONMENT	3 credits
ENVR 511	EVOLUTIONARY ECOLOGY	3 credits
ENVR 522	ENVIRONMENTAL LAW	3 credits
ENVR 523	ENVIRONMENTAL REGULATIONS	3 credits
ENVR 534	INDUSTRIAL VENTILATION	3 credits
ENVE 535	INDUSTRIAL SAFETY	3 credits
ENVR 541	AIR POLLUTION METEOROLOGY	3 credits
ENVR 608	FATE OF POLLUTANTS IN AIR AND WATER	3 credits
ENVR 616	ENVIRONMENTAL MICROBIOLOGY	3 credits
ENVR 636	TOXICOLOGY AND HUMAN PHYSIOLOGY	3 credits
ENVR 641	COMMUNITY AIR POLLUTION	3 credits
ENVR 726	ENVIRONMENTAL ASSESSMENT	3 credits
ENVE 727	RISK ASSESSMENT	3 credits
ENVR 741	TOXIC AND HAZARDOUS AIR POLLUTION	3 credits

Epidemiology

BIO 550	AIDS 101	2 credits
STAT 604	DECISION SCIENCES	3 credits
STAT 628	REGRESSION & CORRELATION ANALYSIS	3 credits
COM 510	TECHNICAL WRITING	3 credits
COM 520	SCIENCE WRITING	3 credits
COM 670	MEDICAL WRITING	3 credits
ECON 661	HEALTH ECONOMICS	3 credits
ECON 662	ECONOMIC ANALYSIS OF HEALTH SYSTEMS	3 credits
ENVE 726	ENVIRONMENTAL ASSESSMENT	3 credits
ENVE 727	RISK ASSESSMENT	3 credits
HIST 583	HISTORY OF MEDICINE AND DISEASE	3 credits
INFO 648	HEALTHCARE INFORMATICS	4 credits
BMES 515	EXPERIMENTAL DESIGN IN BIOMEDICAL RESEARCH	4 credits
NFS 508	FUNDAMENTALS OF NUTRITION	4 credits
NFS 634	WOMEN'S ISSUES IN NUTRITION	3 credits
PSCI 570	INTERNATIONAL ENVIRONMENTAL POLICY	3 credits

Health Management & Policy

MANAGEMENT

BMES 825 – HOSPITAL ADMINISTRATION	3 credits
ECON 601 – MANAGERIAL ECONOMICS	3 credits
ECON 661 – HEALTH ECONOMICS	3 credits
ECON 662 – ECONOMIC ANALYSIS OF HEALTH SYSTEMS	3 credits
MGMT 670 – BUSINESS ETHICS	3 credits
MGMT 780 – STRATEGIC MANAGEMENT	3 credits
ORGB 511 – ORGANIZATIONAL THEORY & BEHAVIOR	3 credits
ORGB 625 – LEADERSHIP AND PROFESSIONAL DEVELOPMENT	3 credits
ORGB 631 – LEADING EFFECTIVE ORGANIZATIONS	3 credits
MGMT 780 – STRATEGIC MANAGEMENT	3 credits

ENVIRONMENTAL

ENVR 522 – ENVIRONMENTAL LAW	3 credits
ENVR 523 – ENVIRONMENTAL REGULATIONS	3 credits
ENVR 771 – THEORY & PRACTICE: ENVIR. POLICY ANALYSIS	3 credits
ENVR 772 – METHODS OF ENVIRONMENTAL POLICY ANALYSIS	3 credits
ENVR 726 – ENVIRONMENTAL ASSESSMENT	3 credits

HISTORY

HIST 583 – HISTORY OF MEDICINE AND DISEASE	3 credits
PSCI 570 – INTERNATIONAL ENVIRONMENTAL POLICY	3 credits

INFORMATICS

VIII. ACADEMIC PERFORMANCE**Credit Load**

All full-time MPH students are registered for 31 credit hours in the first year of the program and 33 credit hours in the second year. Permission to take credits in excess of the typical load may be obtained from the Associate Dean for Academic Affairs (Year 1) and Department Chair and/or Advisor (Year 2).

Grade Point Average Requirements

Students are required to maintain an overall minimum grade point average of B (3.00) for graduation. Credit will only be given for a grade of “C” or better.

After each quarter in which a student fails to achieve a B (3.00) cumulative Grade Point Average, the student will be placed on academic probation and notified in writing by the University Dean of Students. Any student whose cumulative grade point average for two consecutive quarters is less than 3.00 will be dismissed from the School of Public Health, unless a waiver is approved by the Dean of the School of Public Health. All decisions are subject to appeal to the Student Academic Appeals Committee of the University.

A graduate student about to be dismissed for academic reasons may be given the opportunity to withdraw voluntarily from the School of Public Health before final action is taken. The student must meet with the Assistant Dean for Students, complete the form for University Withdrawal, and follow the procedure outlined on the form.

LETTER GRADE DEFINITIONS, POINT EQUIVALENCY, AND CREDIT

A: The student has **exceeded the required standards and expectations** of academic performance. A letter grade of “A” carries four (4.0) grade points. Performance at the “A” letter grade level is indicative of:

- Exemplary achievement of course objectives
- Depth and breadth of learning sources and level of analysis
- Accurate and comprehensive analysis and synthesis of ideas
- Independent thinking of a contributory quality
- Exceptional organization and accuracy relative to content and form

A-: The student has met the required standards and expectations of academic performance slightly **below the exceptional level**. A letter grade of “A-” carries 3.7 grade points. Feedback to students – both written and verbal – should define the specific areas where improvement is needed.

B+: The student has met the required standards and expectations of academic performance slightly **above the satisfactory level**. A letter grade of “B+” carries 3.3 grade points. Feedback to students – both written and verbal – should define the specific areas where improvement is needed.

B: The student has met the required standards and expectations of academic performance **at a satisfactory level**. Performance at this level is indicative of good academic work with command of factual knowledge. The student’s critical analysis and synthesis skills are appropriate but not exceptional. A letter grade of B carries three (3.0) grade points. Performance at the “B” letter grade level is indicative of:

- Satisfactory achievement of course objectives
- Command of factual knowledge
- Appropriate research skills
- Appropriate analysis and synthesis
- Appropriate articulation and completeness of ideas

B-: The student has met the required standards and expectations of academic performance slightly **below the satisfactory level**. A letter grade of “B-” carries 2.7 grade points. Feedback to students – both written and verbal – should define the specific areas where improvement is needed.

C+: The student has met the required standards and expectations of academic performance slightly **above the marginally acceptable level**. A letter grade of “C+” carries 2.3 grade points. Feedback to students – both written and verbal – should define the specific areas where improvement is needed.

C: The student has met the required standards and expectations of academic performance **at the marginally acceptable level**. The academic work performed at this level is lacking in substance and/or form, and is of marginal quality. A letter grade of C carries two (2.0) grade points. Performance at the “C” letter grade level is indicative of:

- Marginal achievement of course objectives
- Marginal command of factual knowledge
- Marginal research skills
- Marginal analysis and synthesis ability
- Marginal capacity articulating and completing ideas

F: The student has failed to meet the required performance standards and expectations of academic performance. A letter grade of “F” carries zero (0) grade points. Performance at the “F” letter grade level is indicative of:

- Failure to achieve course objectives
- Substandard command of factual knowledge
- Substandard research skills
- Substandard analysis and synthesis ability
- Substandard capacity articulating and completing ideas

Incompletes

If the student does not complete assigned work during the prescribed period, the notation, “I” (incomplete), may be given by the instructor. It is expected that the student will initiate a meeting with the instructor prior to the end of the quarter to discuss the work expectations and establish a mutually agreed upon timeline for completion. If the work is not completed within the time allowed by the instructor, which is a maximum of one calendar year, a final grade of “F” will be recorded and the student may be required to repeat the course for credit.

A student with two or more incomplete grades will not be allowed to register for additional courses without permission from the Associate Dean for Academic Affairs.

IX. ADDITIONAL POLICIES, PROCEDURES AND STUDENT SUPPORT SERVICES

Academic Advising

In order to ensure timely and correct completion of the curriculum, students should consult regularly with their academic advisor. Academic advisors serve to provide career advice, are well-connected with public health resources locally, nationally, and internationally, and are excellent sounding boards for advice on educational and professional matters. Entering students are assigned an advisor by the Associate Dean for Academic Affairs and the Assistant Dean of Student Affairs, using the student’s application for admission. Every effort is made to match students with advisors who share common public health interests or backgrounds. Following the first year, MPH students are assigned a new advisor directly related to their CBMP project.

Academic Integrity

As detailed in the Drexel University Student Handbook, plagiarism, cheating, forgery or other forms of academic misconduct are not tolerated at this institution and if allegations of misconduct related to academic integrity are upheld, a student may be expelled from the school. It is the responsibility of each student to ensure that his/her study and participation in the academic process is so conducted that there can be no question concerning his/her integrity.

All assignments are expected to be the work of the individual student. Any use of ideas, data or wording of another person must include explicit acknowledgement of the source. Failure to give such credit is plagiarism. Any alteration/fabrication of data or inaccurate reporting of actual participation in an assignment are also examples of academic misconduct.

Any violations of the above will be dealt with utilizing the procedures outlined in the University Student Handbook which is available online at <http://www.drexel.edu/studentlife/SLHandbook.htm>

Adding/Withdrawing Courses

With the written permission of the instructor and advisors or dean, graduate students may withdraw from a course up to the last day of classes for the term in which the course is taken and before the Final exam in the course. Refunds and credit depend on the date of the transaction and the University Refund Policy.

Attendance and Missed Sessions

Drexel University School of Public Health's curriculum is built upon the active participation of students in all educational activities. A fundamental component of the program is the sharing of information among students. The learning of each student relies on the active participation and involvement of the others. Therefore, the following policies on attendance, missed sessions and leaves of absence have been adopted by the School of Public Health.

1. All curricular requirements must be fulfilled prior to graduation.
2. All missed material in a course must be made up to the satisfaction of the appropriate faculty as soon as possible.
3. Attendance, punctuality, and participation are expected for all required activities. Chronic tardiness or absence from scheduled class time may result in a student's completing remediation or repeating the class. Excused absences must be negotiated in advance with the facilitator, with the exception of emergencies such as serious illness or death in the family. When emergencies make class attendance impossible, the student must advise the facilitator **as soon as** the emergency is known.

4. Absences from any small group sessions should be discussed within the group, in advance if possible. Illness and other emergencies should be discussed with the facilitator.
5. All other missed activities must have adequate justification. Alleged violations of these policies will be referred to the Assistant Dean for Student Affairs for review and action. At the discretion of the Assistant Dean for Student Affairs, the student matter under review will be referred to the Associate Dean for Academic Affairs for evaluation and recommendation.

Center City Student Service Offices

Many student services are available in satellite offices to Center City students. These offices are in place so that Center City students will not have to travel to the main campus in order to receive assistance. The following services are available:

Student Services Office, New College Building (NCB), Room 1106
Consultation with the Drexel Dean of Students, multicultural programs, judicial affairs

Center for Student Academic Resources, NCB, Room 1602
Tutoring, study skill development, academic counseling

Counseling Center, Bellet 3rd floor
Personal counseling and group counseling

Students seeking other services and who are unable to identify who they need to contact for help, should consult with the Assistant Dean for Student Affairs. Additional student services information is available here: <http://www.drexel.edu/studentlife/default.htm>

DragonCard

The Dragon Card is the Drexel University Identification card for students, staff, and faculty. The card should be carried at all times as it allows access to campus buildings and is also a way to access campus printers and photocopiers.

If you wish to add funds to Dragon Card in order to use printing or photocopying services, funds can be added at the Dragon Card office in the New College Building, Room 1608 or in the Creese Student Union, Room 124. You can learn more about the card at <http://www.drexel.edu/dragoncard/>

Financial Aid Process and Awards

The Financial Aid office makes every effort to assist students in finding the resources necessary to attend Drexel University. The school recognizes, however, the primary

responsibility of the individual to provide funds to achieve the objective of a post-secondary education. The Financial Aid office assists students in seeking and applying for grants, scholarships and loans to meet their costs above and beyond what can be contributed by the student and the student's family.

Drexel University awards funds to students through numerous loan, scholarship, and grant programs, including Federal Work-Study. Funds are awarded to students based on financial need with the neediest students funded first. Some scholarship funds are available for students based on financial need and academic merit. **All students must complete the Free Application for Federal Student Aid (FAFSA) in order to be considered for any financial aid.** The electronic version of this form, as well as additional Drexel University financial aid information can be found here: <http://www.drexel.edu/provost/financialaid/> Students wishing to be considered for financial assistance may also be required to complete an institutional financial aid application, and provide copies of the students', and in some cases, parents' prior year's federal income tax return.

Graduation Requirements

Students who expect to graduate must file an Application for Degree from no later than the specified deadlines (found on the form). Students who are unable to graduate must submit a new Application for Degree form in the next term they anticipate graduating. Degrees earned during any term will be awarded at the end of that term, after all grades have been submitted. Commencement is held once a year, in June.

The following conditions must be met in order for a student to receive a degree:

- ◆ An Application for Degree must be filed with the Registrar's office no later than the deadlines specified in the Drexel Main Campus Academic Calendar.
- ◆ Specific course requirements must be completed for the program or major in which the student is enrolled.
- ◆ A grade point average of 3.0 or higher must be achieved for all coursework undertaken at Drexel University.
- ◆ All grades for required courses must be submitted. No student will be approved for a degree while an unreported grade for a required course remains on his or her record.
- ◆ A master's student must receive final approval for graduation from the Office of Academic Affairs.
- ◆ Students must satisfy all financial obligations to the University.

- ◆ If for any reason a student does not meet all requirements for graduation two days before commencement, he or she cannot graduate until the term in which all requirements are met.
- ◆ If a student completes all requirements for graduation in any term other than the spring term, the degree will be awarded in the term in which the requirements are met. All financial obligations to the University must be met before the student receives his or her diploma.

Grievance Policies and Procedures

The School of Public Health encourages open student-faculty communication and discussion to effect a satisfactory solution to problems relating to academic matters. Grade issues should be discussed, first with the faculty member and course director. If a student wishes to pursue the issue further he/she should then approach the department chair for discussion and possible resolution.

Other Grievances

To submit a formal complaint, the student must address a letter to the Associate Dean for Academic Affairs and the Dean, stating the specific complaint. The Dean will review the complaint, gather supporting material and render a decision within 10 days from receipt of the letter.

Housing

Drexel provides the opportunity for housing in one hall adjacent to the Center City campus. Vacancies in Stiles Hall can be filled by public health students. More information on Stiles Hall can be found here: <http://www.drexel.edu/rlo/Halls/Stiles/default.asp>

Leave of Absence

On recommendation of the student's advisor and the Assistant Dean for Student Affairs, a student may take a leave of absence for up to a maximum of two years consecutively or separately for master's candidates, for reasons of 1) military service, 2) family care, 3) serious illness or 4) another reason deemed adequate for interrupting graduate studies. Financial obligations to the University for past periods of matriculation are not waived by a leave of absence. Furthermore, a leave of absence does not extend the time limits allowed for completion of degree. Students on F-1 or J-1 visas are not eligible for a leave of absence.

To take a leave of absence a student must meet with the Assistant Dean for Student Affairs to discuss the request and then submit a letter stating the reasons for the leave and leave time needed. After consultation with the student's advisor and the Associate Dean for Academic Affairs, the Assistant Dean for Student Affairs will notify the student of action regarding the request.

At least 30 days prior to the conclusion of a leave of absence, a student must submit a letter to the Assistant Dean for Student Affairs stating his/her intent to be reinstated or the desire to renew the leave for another year. If reinstatement is requested, any financial liabilities and other conditions of reinstatement must be completed. The conditions of reinstatement are determined at the beginning of the leave of absence by the School of Public Health. A student who neither applies for reinstatement nor requests renewal of the leave of absence for a second period of one year will be withdrawn from the rolls of the School of Public Health.

Library

Public health students have access to several libraries located throughout Philadelphia. The Hahnemann Library, located on the first and second floors of the New College Building, is the best resource for public health students. The library has a number of paper and electronic resources available, as well as support staff to assist students in locating materials and information. The W.W. Hagerty library is located on the Drexel main campus and the Learning Resources Center on the Queen Lane campus are alternate library sites available to public health students. Learn more about the Drexel library system here: <http://www.library.drexel.edu/healthsciences/defaultHS.html>

Maintenance of Matriculation

All matriculated School of Public Health students are required to be registered each quarter in order to continue to be degree candidates, unless they have requested and have received permission for a formal leave of absence. Informal leave of absence arrangements are not acceptable and will not be honored retroactively.

Matriculated students who fail to obtain a leave of absence or register for a semester will be subject to termination of their matriculated status and may be administratively withdrawn and dropped from the rolls of the School of Public Health. Reinstatement to matriculated status for students who are administratively withdrawn will require petition to, and action by, the Admissions Committee. Such students will be treated as new applicants requesting admission with advanced standing. They will be required to file a new application and pay the application fee again.

Office of Community Projects

Assists students with the development of Community-Based Master's Project and practicum sites. Organizes workshops to support students beginning their CBMP. Promotes community's understanding of the School of Public Health community-based learning program by developing and maintaining community relationships and writing papers. Also helps to maintain the school's site for public health job opportunities.

Registration

The Office of Academic Affairs registers students for the core courses required for the first year.

Between April and May, students will meet with their advisor and develop an academic plan for year two. The Office of Academic Affairs will register second year students for Fall quarter. Second year students will web register during Winter and Spring quarters for courses with the exception of CBMP II and CBMP III which will be done by the Office of Academic Affairs. A copy of the academic plan form must be submitted to the Office of Academic Affairs by October 1, 2010. **Students are expected to register for second year courses for Winter and Spring quarters through the web registration process in adherence to their academic plan.** Students must receive their advisor's permission to register for courses not initially approved and submit a revised academic plan to the Program Manager's office in the Office of Academic Affairs.

Student Government Organization

Consistent with the School's mission and values statement, the School of Public Health is committed to a philosophy that embraces and endorses both the rights and responsibilities of its student body. As such, the School is pleased to listen and receive input from its student body. Moreover, student representation is included within appropriate standing committees of the School.

The School of Public Health Student Government Organization is the vehicle for formal representation. The overall purpose of the organization is to promote communication, collaboration between the School and the student body, and intellectual stimulation among students, Drexel University and the community-at-large.

All School of Public Health students are voting members within this organization and are encouraged to contribute their time and services to the activities of the organization. The organization elects student representatives as voting members for several standing and ad hoc committees of the School of Public Health and the University. These activities provide an avenue for students to participate actively in all levels of Drexel University's governmental system and ensure that the student body is kept informed of School of Public Health and University policy matters. School of Public Health Student Government Organization officers and graduate students who are representatives to councils and committees must be in good academic standing.

Student-Related Standing Committees of the School of Public Health Faculty

Admissions Committee: Establishes requirements for admissions to the School, reviews and acts on applications to the School, and awards fellowship support.

Educational Coordinating Committee: Serves as the planning and coordinating group for educational activities of the School of Public Health. Ensures the effectiveness and conformance of the program to its mission and changes in public health and contemporary educational principles. The Committee has student representation.

Students Seeking Funding Support from Faculty and Staff

Faculty and staff at the School of Public Health are fully supportive of students seeking to engage in learning experiences outside of the regular academic program that may require funding support, e.g. unpaid summer internships, special short-term projects, etc. This support may be sought through guidance from faculty (individual and through Departments) regarding potential funding sources and other ideas for students utilizing their entrepreneurial skills to identify financial support for these activities. Students may not solicit financial support directly from individual faculty and staff to help fund any *extra-curricular* programs.

Transportation

Drexel University provides shuttle service between the three major campus locations: Main campus, Center City, and Queen Lane. Shuttles run on a regular schedule, which can be found here: <http://www.drexel.edu/facilities/ShuttleBrochure.pdf>. A valid DragonCard is required to use the shuttle services. In addition, the city of Philadelphia has an excellent public transportation system/ SEPTA (Southeastern Pennsylvania Transportation Authority) bus, trolley, subway, and regional rail schedules can be found here: <http://www.septa.org/>

Withdrawal from the School of Public Health

Students who wish to withdraw from the School of Public Health should do so in consultation with their advisor and the Assistant Dean for Student Affairs. Students must then submit a letter of intent to the Assistant Dean for Student Affairs and complete an exit interview with the Assistant Dean for Student Affairs.

Disclaimer

The School of Public Health and the University may, at any time, change any provisions, curricular requirements, bylaws, rules, regulations and policies and procedures as may be necessary in the interest of the University, the School of Public Health and its students.