



Icahn
School of
Medicine at
Mount
Sinai

GRADUATE PROGRAM IN PUBLIC HEALTH



FACULTY HANDBOOK

ACADEMIC YEAR 2015-2016

TABLE OF CONTENTS

Program Administration	3
Contact Information	3
Program Mission and Values	4
Program Competencies	7
Policies (Institutional Policies, Diversity, Affirmative Action Commitment, FERPA)	11
Office of the Ombudsperson	12
Degree Requirements	13
Specialty Tracks	13
Track Advisor Responsibilities	16
Administrative Requirements	17
Teaching Requirements (Presence, Learning Objectives, Blackboard, Syllabi, Course Director Information, Faculty Evaluation)	17
Information for All Course Directors	19
Resources (Library, Textbooks, Audio-Visual Equipment)	20
Faculty Compensation (Reimbursement for Teaching Effort, Teaching Assistance)	21
New Course Development (Credit hours)	22
Grading (Letter Grades, Components of the Grade, Notification of Grades, Incompletes and Failures, Grade Appeals Process, Retaking Courses)	22
Gift Policy	24
Academic Probation	24
Academic Advisory Committee	24
Practicum	24
Master's Thesis	25
Capstone Project	25
Independent Study	26
Auditing	27
Registration Process	28
Student Grievance Policy	28
Course Evaluations	29

Program Administration

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Program Overview, Mission and Values

The Graduate Program in Public Health is a two-year course of study with classes conveniently offered in the evening, generally from 4 PM to 8 PM Monday through Thursday on a term basis-Fall, Spring I and Spring II. We prepare students to promote health, prevent disease, and protect the environment with the understanding that, as health professionals, we work in partnership with a wider community.

To complete the Master of Public Health degree, students are required to obtain a minimum of 42 credits, complete a 150-hour Practicum and write a Master's Thesis or Capstone.

The Graduate Program in Public Health was first accredited in 2005 by the Council on Education for Public Health. In October 2008, the Program was reaccredited through 2015. Prior to 2003, our Program awarded graduates a Master of Science in Community Medicine.

This Handbook will help orient you to the Program and provide contact and general Program information. Please see the Course Guide for information on specific courses. The guide is available in the MPH Student Folder on Blackboard.

Mission Statement

The mission of the Graduate Program in Public Health of the Icahn School of Medicine at Mount Sinai is **to educate our graduates to prevent disease, protect the environment, and promote good health in partnership with the populations they serve.**

Goals and Objectives

Goals for Instruction

Educate our students to enhance the health of diverse populations, to consider the health of individuals within the context of the community and the environment, to work within an interdisciplinary milieu, and to be competent public health practitioners.

Goals for Research

Equip our faculty and students with the skills and resources necessary to conduct and engage in interdisciplinary research that critically evaluates health issues of vulnerable populations and communities and which leads to the development of solutions to complex public health problems.

Goals for Service

Provide public health-related service in collaboration with appropriate stakeholders to local and global communities, public health organizations and institutions.

Statement of Values

The Graduate Program in Public Health at the Icahn School of Medicine at Mount Sinai is dedicated to improving the health of communities and individuals. The Program is based on the following core values:

Community: We value joint program-community participation in identifying and improving the health status of communities by enabling them to identify and address their unique public health problems.

Sound Science: We value the use of the scientific method to identify the basic conditions necessary for optimum public health, to protect the public health and to promote good health practices for populations and individuals.

Diversity: We value the recognition of the cultural context of individuals and populations and work to educate a public health professional workforce with the cultural competencies necessary to understand, respect and serve diverse populations.

Social Justice: We value fostering and advocating for public health resources and policies that reduce or eliminate health disparities.

Engagement: We value working with others through cooperation and collaboration using interdisciplinary, multidisciplinary and trans-disciplinary teams in education, research and service delivery.

The Graduate Program in Public Health adheres to the Code of Ethics of the American Public Health Association and to the beliefs and values that underlie [this code](#):

Program Competencies

The Graduate Program in Public Health adopted program competencies in 2007. The competencies were based on those promulgated by the *Council on Linkages between Academia and Public Health Practice Core Competencies for Public Health Profession* (the *Council*). The *Council* is a coalition of representatives from 17 national public health organizations. The *Council* updated and adopted a revised set of competencies in June 2014. These competencies are designed to foster workforce development by helping academic institutions and training providers to develop curricula and course content, and to evaluate public health education and training programs.

The Program uses competencies to guide overall program learning objectives, overall curriculum development, and course specific learning objectives. The Graduate Program in Public Health at ISMMS has reviewed and revised the core competencies and presents here updated Competencies devised specifically for our program. These competencies shall be the primary guide against which student achievement is measured in the classroom, in the practicum, in the culminating experience and in other service learning opportunities. Going forward the competencies herein replace those in previous iterations of the Student Handbook and all other program materials.

Students should understand that these competencies are not intended to represent an endpoint that is reached at the time of graduation or expect in every case a one-to-one correlation to a particular class or exercise. Rather these competencies provide a baseline overview of the knowledge, skills, and other attributes that might be expected for emerging public health professionals and serve as a framework for Program development, and for continual professional development that is driven by the student. Completion of the program will assure that all students are aware of the broad professional expectations, using these competencies as the model to drive dynamic, life-long learning in public health.

Competency Survey*

All matriculated students are required to complete a Competency Survey twice during the Program: once at the end of the first academic year and again prior to graduation.

As adult learners who are autonomous, self-directed, and goal oriented, students are encouraged to use the results of their competency surveys to monitor their own progress through the Program. However, students must meet with their Specialty Track Advisors and/or other academic advisors after completing the Competency Survey at the end of the first year to review progress toward achieving competencies and to discuss corrections or changes to plan for the second year regarding course work and other learning opportunities that would provide specific unmet competencies. Students will affirm competencies at the end of their second year through the competency survey and will have their Specialty Track Academic Advisor sign-off on their progress prior to graduation. Signed copies of both Competency Survey Completion forms are required to be signed by your Specialty Track Advisor and deposited to the Program Manager for the student file prior to graduation.

Aggregate data from the competency surveys are useful to the Program by providing an assessment of how well course, practicum and master's thesis competencies are transmitted to the students, and whether there is a need for revision of current courses or creation of new courses or experiences to enhance student achievement of the determined competencies.

Core Public Health Competencies

- Describe factors affecting the health of a community (e.g., equity, income, education, environment).
- Identify the behavioral determinants of contemporary public health problems, and apply behavioral theories to the development and implementation of policies and programs.
- Assess the impact of social, political, economic, and cultural forces on the development and implementation of health policies and programs.
- Evaluate the influence of social, cultural, political, economic, and environmental factors on the initiation and persistence of health disparities within communities both locally and globally.
- Analyze how population exposures to environmental risk factors interfere with human biological systems to produce disease in communities.
- Utilize descriptive and inferential statistical methods to critically evaluate and interpret scientific evidence from public health reports and published studies.
- Apply epidemiological methods to reveal casual associations between risk factors and disease and to measure and describe patterns of disease occurrence in populations.
- Analyze the validity and reliability of data.
- Clearly articulate a public health issue and formulate relevant research questions.
- Apply ethical principles in accessing, collecting, analyzing, using, maintaining, and disseminating data and information.
- Demonstrate effective written and oral skills for communicating with a wide range of audiences and in a variety of public health practice settings.

Specialty Track Competencies

General Public Health Track

- Demonstrate ability to employ a public health systems approach to assess the health status of populations, to identify determinants of health and illness, and to ascertain factors influencing the use of health services.
- Utilize basic biostatistical concepts and appropriate study design methodologies to address public health research questions and to evaluate community-based interventions.
- Apply descriptive and analytic epidemiology to population-based research, and develop disease control and prevention programs in conjunction with the community.
- Specify approaches for assessing, preventing and controlling environmental and occupational hazards that pose risks to human health and safety.
- Design, implement and evaluate public health programs and policies within a socio-ecological framework.
- Apply principles of cultural competency to health promotion/disease prevention programs, policies and research, to improve patient and community health, and to reduce health disparities.
- Support, promote and develop public health advocacy that informs, educates and empowers communities about public health issues and effects systems changes.

Health Promotion & Disease Prevention Track

- Apply behavioral and social science theory in the development, implementation, and evaluation of health promotion interventions, programs, and policies.
- Design an intervention or program to effect change at multiple levels, including individual, community, and policy levels.

- Develop a plan to monitor and evaluate the quality, impact and outcomes of public health interventions.
- Describe the health, economic, administrative, legal, social and political implications of policy options, and provide strategic advice on health promotion and disease prevention issues.
- Examine the psychosocial, historical, and environmental causes of health disparities in the planning, implementation, and evaluation of health promotion and intervention programs.

Outcomes Research Track

- Identify, analyze and interpret major clinical and public health problems and relevant clinical epidemiology, outcomes and health services research questions
- Identify, interpret and critique the state of knowledge regarding clinical epidemiology, outcomes, health services research questions and public health policy
- Explain the relative advantages and disadvantages of observational and experimental methods and study design used in clinical epidemiology, outcomes and health services research
- Specify the measurement of structure, process, and outcome in health and health care research and implications for improving outcomes
- Discuss the relative advantages and disadvantages between efficacy and effectiveness research

Global Health Track

- Explain the global context in which public health problems occur including the social, political, and economic forces that shape these problems and their potential solutions.
- Apply social justice and human rights principles in the development of public health programs, interventions and policies.
- Apply scientific evidence in the planning, implementation, and evaluation of public health programs and interventions.
- Describe the roles and relationships of the organizations and entities that influence global health.
- Identify the leadership & management skills needed to effectively lead local, national, & global public health systems and affect public health policies.
- Describe multi-agency policy-making in response to complex health emergencies.
- Design a community health needs assessment and plan an evidence-based intervention that meets an established health target.

Occupational & Environmental Medicine Specialty Track

- Assess environmental and occupational exposures
- Prevent and control environmental and occupational hazards
- Identify the adverse effects of chemical, biological, and physical exposures on human health
- Interpret epidemiologic and other research findings related to environmental risks, and assist in designing and conducting research
- Synthesize relevant information in order to analyze EOH policy implications, participate in policy development, and assess and manage occupational risks
- Engage in public health communication and risk communication activities

Biostatistics Track

- Demonstrate ability to apply biostatistics and engage in collaborative public health research
- Apply the necessary quantitative, logical, and computational skills to successfully collaborate within clinical research teams
- Translate clinical questions into statistical hypotheses
- Effectively summarize public health data using both numerical and graphical techniques
- Utilize basic probability concepts and optimal study designs
- Devise effective means of data collection
- Develop analytical strategies that take account of the specific qualities of data to be analyzed, sources of variation, and assumptions required
- Interpret quantitative results and their implications for public health
- Effectively communicate complicated statistical concepts and results to clinical colleagues and community partners

Health Care Management Track

- Apply theories of organizational analysis, organizational behavior and financial analysis to managing and leading public health and health organizations.
- Design, implement and manage cost effective health programs and projects
- Apply, manage and implement human resource practices in an ethical, legally compliant and culturally responsive manner.
- Develop skills in team management, collaboration and leadership to effect change at multiple levels.
- Appropriately manages various health care payment methodologies for diverse at risk populations
- Develop market analyses of population based problems, and initiate community partnerships in service development and evaluation.

Epidemiology Track

- Describe a public health problem in terms of magnitude, person, time, and place.
- Calculate basic epidemiological measures.
- Evaluate the strengths and limitations of epidemiological studies.
- Interpret results of statistical analyses found in public health studies.
- Critically synthesize the public health research and practice literature for a selected health topic.
- Conduct an epidemiological and biostatistical data analysis.
- Distinguish between a statistical association and a causal relationship using appropriate principle of casual inference.
- Identify appropriate methods of study design, analysis, and data synthesis to address population-based health problems
- Identify circumstances under which non-randomized (observational) designs are the best approach to addressing important health-related knowledge gaps.
- Recognize the assumptions and limitations of common statistical methods and choose appropriate approaches for analysis.
- Use tabular and graphical methods to explain model results.

*Students will be asked to self-evaluate competencies using the following measures.

Aware:

Basic level of mastery of the competency. Individuals may be able to identify the concept or skill but have limited ability to perform the skill.

Knowledgeable:

Intermediate level of mastery of the competency. Individuals are able to apply and describe the skill.

Advanced:

Advanced level of mastery of the competency. Individuals are able to synthesize, critique or teach the skill. *(Formerly used "proficient.")*

Policies

Institutional Policies

The Graduate Program in Public health adheres to guidelines set forth by the Icahn School of Medicine at Mount Sinai, the Graduate School of Biomedical Sciences, and Human Resources policies regarding fair and ethical dealings to ensure non-discrimination, harassment-free and equal opportunities with respect to education, research, patient services and employment. The Program adheres to all institutional policies on affirmative action, alcohol and drugs, HIV/AIDS non-discrimination, acts of sexual and other forms of harassment and unacceptable behaviors, retaliation, family and medical leave, rules of conduct, student behavior, and faculty, staff, and student relations. These policies are described in both the Medical Education and Graduate School of Biomedical Sciences Student Handbooks found [here](#).

Mount Sinai Diversity Statement

Icahn School of Medicine at Mount Sinai is committed to promoting and supporting diversity and inclusion in the research, clinical, and educational realms, and to meeting the needs of our diverse students, faculty, staff, and the communities we serve. We are committed to increasing the representation of women, ethnic minorities, and individuals who are members of groups underrepresented in medicine and science among our trainees, research and clinical faculty and our leadership.

Diversity in the health professions and science benefits every aspect of health, healthcare and biomedical research by addressing the needs of the world's diverse communities. In addition, a diverse professional and academic environment enhances the learning experiences of all students, trainees, and postdoctoral fellows and effectively impacts culturally diverse populations to achieve health equity and improve health outcomes.

Mount Sinai's commitment to diversity is reflected in our continued determination to increase the diversity of our faculty and trainees. Our longstanding tradition of successfully attracting, retaining, and promoting a diverse student body has made us a national leader in the movement to train future physicians and scientists belonging to groups historically underrepresented in medicine and science.

Affirmative Action

It is the policy of the Icahn School of Medicine at Mount Sinai that all decisions regarding educational and employment opportunities and performance are made on the basis of merit and without discrimination because of race, gender, color, creed, age, religion, national origin, citizenship, disability, veteran status, marital status, sexual orientation, genetic predisposition, or any other characteristic protected by law. Sexual harassment is defined as a form of sex discrimination and, therefore, any sexual harassment at the school will

constitute a violation of the medical school's nondiscrimination policy. In keeping with our continuing efforts to achieve a broadening of the representation of women and minority groups throughout the medical school, we have:

1. Developed an Affirmative Action Program which details actions designed to realize the School's commitment to equal educational and employment opportunities.
2. Insured our compliance with Federal, State and Local laws and regulations implementing equal opportunity objectives by meeting the spirit as well as the letter of the law and contractual requirements.

We cannot over-emphasize our commitment to the realization of these goals. Every decision affecting faculty, house staff, fellows, graduate students, employees, and medical students and other members of the medical school community rests solely on demonstrably valid criteria of merit, competence and experience.

Additional information concerning Mount Sinai's Affirmative Action Program, its interpretation and/or application may be obtained from the Affirmative Action Office located at 1245 Park Avenue, Ground Floor.

Family Education Right to Privacy Act (FERPA) and Confidentiality

Faculty and Staff, under FERPA, have a legal responsibility to protect the confidentiality of student educational records. You have access to student information only for legitimate use in the completion of your responsibilities as a school employee. Need to know is the basic principle. Your access to student information, including directory information, is based on your faculty role within the school. You may not release lists or files with student information to any third party outside your departmental unit or related administrative units.

Student educational records (other than directory information) are considered confidential and may not be released without written consent of the student. Student information stored in electronic format must be secure and available only to those entitled to access that information.

Under FERPA, faculty must not:

- A) Post grades publicly either by a student's names, institutional ID number or social security number without the student's written permission.
- B) Return papers or a student's work in any form via an open distribution system, e.g. stacking them on an open table or placing in a folder in a place of public access without a signed waiver from the student to the instructor.
- C) Release academic information without the written permission of the student to anyone except employees of Mount Sinai School of Medicine **who have an educational need to know**. Such employees might include the Dean, a Program Director, or the registrar.
- D) Release or discuss disciplinary actions. Refer questions concerning disciplinary actions to the Program Director or Deputy Program Director.

Office of the Ombudsperson

The Ombudsperson investigates problems, complaints, or disputes brought to the attention of our office. The Ombudsperson has broad powers of inquiry to undertake conflict resolution, remediation, formal third-party intervention, or diplomacy as needed and can act independently and impartially to:

- mediate disputes with focus on productive resolution
- facilitate meetings, as needed, to maintain topic focus and draw participants into constructive dialogue
- offer information for referral or additional resources

The Ombudsperson has no formal decision-making authority, but can help you explore your options--from simply talking about the problem to pursuing a formal grievance proceeding.

Ombuds Office

Talk to us: (212) 241-3066

Location: Annenberg Building, floor 5, room 5-208

For more information, please visit the [Ombuds Office website](#).

Degree Requirements

To complete the Master of Public Health Degree students are required to obtain a minimum of 42 credits, complete a 150-hour practicum and write a Master's Thesis or complete a Capstone project. Please refer to the Course Guide for descriptive information on individual courses offered during specific terms.

Specialty Tracks

In addition to the General Public Health Track, which gives students a solid foundation in the five core areas of public health (biostatistics, epidemiology, environmental health, health policy & management, and socio-behavioral health) the Graduate Program in Public Health provides students with an opportunity to specialize in a specific public health concentration. All students who wish to pursue one of the four Specialty Tracks will be required to take the courses listed for that specialty track. The total number of credits accrued toward the total 42 required for Program completion from required courses would vary for each specialty track. The Specialty Tracks are:

- Health Promotion & Disease Prevention
- Occupational & Environmental Medicine
- Global Health
- Outcomes Research
- Biostatistics
- Health Care Management
- Epidemiology

General Public Health

Specialization is not required and students are free to pursue a general program of study consisting of an amalgamation of courses across all specialty tracks. General Track students, however, must still complete a set of required courses from each of the five areas of basic public health knowledge: biostatistics, epidemiology, environmental health sciences, health services administration, and social/behavioral sciences.

STUDENTS WILL BE ASKED TO DELCARE WHICH SPECIALTY TRACK THEY ARE PURSUING OR WHETHER THEY HAVE DECIDED TO FOLLOW THE GENERAL PUBLIC HEALTH TRACK AFTER THEIR FIRST TERM IN THE PROGRAM.

Specialty Track Academic Advisors

General Public Health Track Academic Advisor

Students who choose to pursue a General Track should meet with the General Track Advisor early on to ensure they plan appropriately for completion of the 42 required credits. The General Public Health Track Advisor is:

John T. Doucette, PhD

Email: john.doucette@mssm.edu

Tel : (212) 824-7072

Fax : (212) 996-0407

Mailing Address: One Gustave L. Levy Place, Box 1057, New York, NY 10029

Office Location: CAM Building, 17 E. 102 St., West Tower, 2nd floor, D2-145

Specialty Track Academic Advisors

Each Specialty Track has an Advisor who will serve as an important resource providing information and advice on selecting a Master's Thesis Advisor, elective courses, Practicum development, competencies, and opportunities for research, as well as information on the public health profession. It is recommended that students interested in pursuing a specialty track contact the Specialty Track Advisor early on to help chart a course of action and plan for the coming two years.

Health Promotion & Disease Prevention Specialty Track

Elizabeth J. Garland, MD, MS

Email: elizabeth.garland@mssm.edu

Tel: (212) 824-7056

Fax: (212) 824-2331

Mailing Address: One Gustave L. Levy Place, Box 1043, New York, NY 10029

Office Location: CAM Building, 17 E. 102 St., West Tower, 2nd floor - room D2-148

Occupational & Environmental Medicine Specialty Track

Stephanie Barnhart, MD, MPH

Email: stephanie.barnhart@mssm.edu

Tel: (212) 824-7122

Mailing Address: One Gustave L. Levy Place, Box 1043, New York, NY 10029

Office Location: CAM Building, 17 E. 102 St., West Tower, 2nd floor - room D2-131

Global Health Specialty Track

Jonathan A. Ripp, MD

Email: jonathan.ripp@mountsinai.org

Tel: (212) 241-4141

Fax: (212) 426-5108

Mailing Address: One Gustave L. Levy Place, Box 1216, New York, NY 10029

Office Location: CAM Building, 17 E. 102 St., West Tower, 6th floor - room D6-126

Outcomes Research Specialty Track

Jenny Lin, MD, MPH

Email: jenny.lin@mountsinai.org

Tel: (212) 824-7537

Fax: (212) 824-2317

Mailing Address: One Gustave L. Levy Place, Box 1087, New York, NY 10029

Office Location: CAM Building, 17 E. 102 St., West Tower, 6th floor - room D6-157

Biostatistics Specialty Track

Michael Parides, PhD

Email: michael.parides@mssm.edu

Tel: (212) 659-9653

Mailing Address: One Gustave L. Levy Place, Box 1077, New York, NY, 10029

Office Location: Icahn Medical Institute, 1425 Madison Avenue, Floor 2 Rm. L2-34

Emma K. T. Benn, DrPH

Email: emma.benn@mountsinai.org

Tel: (212) 659-9613

Fax: (212) 423-2998

Mailing Address: One Gustave L. Levy Place, Box 1077, New York, NY, 10029

Office Location: Icahn Medical Institute, 1425 Madison Avenue, Floor 2 Rm. L2-70J

Health Care Management Track

Gary Rosenberg, PhD

Email: gary.rosenberg@mssm.edu

Tel: (212) 241-5473

Fax: (212) 241-6648

Mailing Address: One Gustave L. Levy Place, Box 1246, New York, NY 10029

Office Location: 19 E. 98th Street Floor 11

Epidemiology Track

Stephanie Factor, MD

Email: stephanie.factor@mssm.edu

Tel: (212) 659-1475

Fax: (212) 849-2566

Mailing Address: One Gustave L. Levy Place, Box 1130, New York, NY, 10029

Office Location: Icahn Building, 1425 Madison Avenue, 3rd floor, room 3-052

Advanced Certificate in Public Health Program

The Graduate Program in Public Health offers an advanced certificate in Public Health. The certificate is a 15-credit hour program of study. Students can choose from three tracks of study: general public health, global health or outcomes research. The certificate program covers the core content of the Master of Public Health Degree and is a foundation in public health training for students and practitioners in public health. While enrolled in the certificate program, students may only register for the courses which are outlined in the advanced certificate program course requirements. Students in the certificate program may register for a maximum of 15 credits. Credits in this program may be used towards the MPH degree upon approval by MPH Administration and Program Director. For any questions regarding the certificate program, please contact the Advisor of the Certificate Programs, Elisabeth Brodbeck at elisabeth.brodbeck@mssm.edu.

Elisabeth Brodbeck, MPH, MA

Email: elisabeth.brodbeck@mssm.edu

Tel: (212) 824-7322

Fax: (212) 824-2327

Mailing Address: One Gustave L. Levy Place, Box 1130, New York, NY, 10029

Office Location: CAM Building, 17 E. 102 St., West Tower, 5th floor - room D5-111

Dual MD-MPH Academic Advisor

Dual MD-MPH students **must** meet with the dual MD-MPH Academic Advisor as early as possible during or prior to matriculating at Icahn School of Medicine at Mount Sinai. If an MD-MPH student chooses to pursue a specialty track, they must meet with the Specialty Track Advisor as well. The Dual MD-MPH Academic Advisor will offer insight in managing the demands of both degrees and ensuring that students complete all necessary requirements for both programs.

Elisabeth J. Garland, MD, MS

Email: elisabeth.garland@mssm.edu

Tel: (212) 824-7056

Fax: (212) 824-2331

Mailing Address: One Gustave L. Levy Place, Box 1043, New York, NY 10029

Office Location: CAM Building, 17 E. 102 St., West Tower, 2nd floor - room D2-148

Track Advisor Responsibilities

- Meet regularly with all students enrolled in their track
- Update and maintain their track checklist.
- Update and maintain their track competencies (in collaboration with Dr. Mary Foley).
- Master Thesis: advise, approve and discuss with all students in their track
- Practicum: advise, approve and plan with all students in their track
- Prior approval of any elective courses that are not listed in the MPH course guide
- Withdrawal & Leave of Absence: meeting with students prior to final decision and approval of all students in their track
- Independent Study: approval and planning with students in their track
- Annual review of competency survey results within their track.

- Attendance of all Track Advisor Committee meetings
- Meet with any students interested in their track
- Provide students with career advice for post-graduation
- Advise student on all matters related to their track
- Mandatory attendance at student orientation in August/September

Administrative Requirements

Maintaining accreditation of our Program from the *Council on Education for Public Health* requires that an extensive database of information about faculty and students be maintained and continually updated. We ask your help in ensuring that our data is up-to-date and easily accessible. The Program Administration maintains a file for each faculty member with documents related to appointments and employment as well as the following that must be current:

- ❑ Current CV (Submit once per year or when significant changes occur.)
- ❑ Current Faculty Information Form detailing areas of interest
- ❑ Yearly Faculty Survey on Service Activities (Every Summer)
- ❑ 360° Course Evaluation & Faculty Response Form after every course****

Teaching Requirements

Presence

Many Course Directors choose to invite guest lecturers to teach in their course. These guest lecturers provide valuable expertise and broaden the content of a course. However, Course Directors are expected to be present at each session of their course. The Course Director's presence is essential in order to provide coherence to any course that involves a number of guest lecturers, and to synthesize course content into a whole and complete learning experience, consistent with the stated learning objectives of the course.

Learning Objectives & Competencies

Course Directors must provide students with a list of learning objectives for the course at the beginning of the course and it is a requirement that these be posted on Blackboard (see below). A primary responsibility of the Course Director is to review these prior to each offering of the course (and revise as needed) and to assure that the content of the course and the tools used to evaluate students (exams, papers, etc.) are reflective of these learning objectives. In addition, it is critically important that competencies students will achieve during the course are explicit and appear as part of the syllabus on Blackboard prior to the start of the course.

Blackboard

Blackboard is an online course management system that offers many opportunities for enhancing the educational experience for the students. Every course has a dedicated space on Blackboard for posting course information, schedules, PowerPoint slides, bibliographies, and any other materials needed by students. The Levy library offers periodic training sessions throughout the year for all Faculty, and/or all

other instructors or TAs involved in the course, on how to use Blackboard. **Please note that all Faculty are required to take either the 1 hour or 2 hour training session at least once.** It is important to allow enough lead-time to develop your course on Blackboard so please do not wait until the last minute to register for a Blackboard training session. Course Directors are encouraged to explore ways to improve their courses through other uses of this resource, such as the many communication tools available. For questions regarding Blackboard or to set up a session with a blackboard team member, please contact blackboard@mssm.edu. Content for courses for posting on Blackboard is due at least three weeks prior to start of the term; sooner for more complex materials.

The Curriculum Committee has set forth a minimum requirement for content that must appear on Blackboard for all courses going forward. Please see below under Syllabi for specifics.

Syllabi

The course syllabus serves as a contract between the instructor and student, setting course expectations, outlining appropriate course policies, and generally establishing the tone and expectations for the course. The syllabus should be as complete as possible. If a dispute should arise in a course, the first document that will be referenced is the class syllabus. Syllabi are also important criteria in the evaluation of effective student learning and effective faculty teaching.

A syllabus, developed by the faculty for each course, should specify basic material to be covered during the course and should be congruent with the course's official catalog description. It is to be available to every student at the beginning of the term via Blackboard. Syllabi should be freshly revised each term the course is taught. Basic information that should be included in a syllabus:

1. Course Number, Course Title, Credit Hours & Course Description from the Program's Course Guide
2. General Information: Term/year, class meeting time & day, name of course director(s), contact information, and office hours
3. Required Textbooks and/or Required Readings and how these are to be made available
4. Course Learning Objectives & Competencies
5. Individual Session Learning Objectives
6. Course Requirements, Attendance Policy, and specific grading policy
7. Description of activities/exercises/projects
8. Course Calendar & Outline
9. Subject to change statement

All of this information must be included on blackboard as well.

Please note: it is important that course directors specify in the syllabus the attendance and participation policy of the class and how that will be assessed. There should be no room for interpretation. For example, "attendance is expected for every class session. One point will be deducted for each absence from the class. The group project will account for 5 points of the project grade." Etc.

To help course directors better organize their syllabi please use the Syllabus Development Guideline and Checklist or contact Mary Foley, mary.foley@mssm.edu for any additional guidance.

Information for All Course Directors

1. Audio-visual special needs are handled on a case-by-case basis. Such requests should be made in writing one month prior to the start of classes. Most classrooms are equipped with audio-visual capabilities. The new library classrooms on the 10th floor of Annenberg are AV ready, but the course director must bring a laptop. Laptops and other necessary cords/equipment can be checked out at the circulation desk in Levy Library.
2. Course Schedules giving course directors the days and times when their classes will meet during that term and any Holidays that might affect the schedule are finalized and sent via email a few months prior to the start of the academic year.
3. Course Directors will receive a final classroom assignment as soon as the Conference Center and Graduate School approve the program's requests. We will make every effort to obtain the classrooms that each Course Director prefers; however, space is limited and assignments must be coordinated through other departments. Requests and changes are not guaranteed.
4. The student roster can be found on the course blackboard site in the Grade Center area. Course Directors should note that the roster is updated regularly during the registration and Add/Drop period. Thus, the student roster is not final until the end of the Add/Drop period (which is one week after the term begins).
5. All grades **must** to be posted through Blackboard no later than two weeks after the class ends. Every registered student must receive a grade. In general, an incomplete is not an acceptable grade. Please refer to page 23 to review the Incomplete Policy.
6. Course directors are responsible for all communication to their students concerning their individual courses. The Program Administration is not responsible for communicating messages, assignments, canceled classes, schedule changes, or reaching out to students who have missed classes or coursework.

Course Cancellation

Please note that if fewer than five students enroll in a particular course, the course is subject to cancellation. In the case that the course is cancelled, the student will be allowed to register for another course.

Faculty Evaluation

At the end of every term, Course Directors must review student Course Evaluations and fill out a **360⁰ Course Evaluation & Faculty Response Form** analyzing their course with respect to the following points:

- Strengths/Weaknesses of the course as perceived by a significant number of students
- Planned changes to curriculum
- Other changes (Guest Lecturers, presentations, format, etc.)

After submitting this form Course Directors must meet with the MPH Curriculum Committee in person to discuss Course Evaluations and collaboratively discuss and fill out the remaining portions of the 360⁰ Course Evaluation & Faculty Response Form

- ❑ Planned changes to the course for the coming year.
- ❑ Syllabus Development
- ❑ Learning Objectives, Competencies
- ❑ Plans for evaluation of Competencies (Mid-term, final, etc.)

This process of self-evaluation and critique is essential in our effort to continually increase the quality of our program and the academic experience of our students.

Resources

Library

The Gustave L. and Janet W. Levy Library supports the clinical, educational and research programs of the Mount Sinai Medical Center through its reference, instructional and computing services and by providing access to an extensive collection of biomedical information resources. The library's web site serves as the gateway to more than 5000 biomedical, science and health related online journals, 3000 full-text electronic books and over 100 databases. Access to the online collection is available throughout the institution as well as off-campus. The library's print collection consists of more than 24,000 textbooks and monographs and approximately 300 current print journal subscriptions. Interlibrary loan services may be used for journal articles and books not available in the library's collection.

Faculty members are encouraged to notify the library about any books and journals they would like to be part of the library's collection. Faculty should notify the library about books selected for courses and recommend books and journals that would strengthen the public health collection. Books ordered by the library remain there so that faculty, students and staff have access to them. If you have suggestions or requests that would enhance Mount Sinai's book collection, please contact the Collection Development Librarian Laura Schimming with order requests: laura.schimming@mssm.edu, ext. 47792.

If you select a book as part of your course, the library needs at least 4-6 weeks before the course begins to order it and place it on course reserve under both the course name and faculty name. Students can check reserved books out for 3 hours at a time. This has been well received by students—allowing them access to the books without having to spend a significant amount of money.

The library is open daily for the use of faculty, students and staff. Over 100 computer workstations with full internet access and software applications such as EndNote, Microsoft Office Suite, SPSS, and Adobe Photoshop are available. Wireless access is offered for laptop computing. Printing is available from all of the library workstations as well as wirelessly from laptops. Photocopiers are also available. Reference services are offered Monday – Friday and library users can also submit their questions at any time through the email reference service, Ask a Librarian (Refdesk@mssm.edu). A variety of instructional classes are regularly offered on the use of the library's databases and applications. Individual consultations, group training sessions, library tours and orientations are also provided. Through its Computing Help Desk, support is given for software applications and for email and computing related problems and issues. Scanning stations and a banner printer are available. The library also houses the Archives Division which collects documents and

artifacts relating to the Mount Sinai Hospital, Mount Sinai School of Medicine and the Mount Sinai Medical Center.

More detailed information on the library's resources and services is available through its web site, www.mssm.edu/library.

Audio-Visual Equipment

The Graduate Program in Public Health administrative office has its own LCD projector and laptop available for faculty use. If you would like to use the equipment, you may come pick it up and arrange for its transport back to the office after the class. We do not have the staffing to provide A/V support after normal working hours. Please do not expect that program staff will set up or break down the A/V equipment for you. Faculty must take steps to ensure that they have made their own arrangements if they need A/V equipment. Please treat this equipment kindly—it was expensive.

Plagiarism software- iThenticate

iThenticate is a plagiarism detection software offered through the Levy Library. Please visit <http://libguides.mssm.edu/plagiarism> to access iThenticate.

Faculty Compensation

Reimbursement for Teaching Effort

CARTS (which stands for Clinical, Administrative, Research, Teaching, and Strategic) is the School's formulaic, mission-based budget model and is used to calculate specific funds flow for each department to support the mission of the institution. The teaching or "T-dollar" component allocates funds to departments to support the cost of medical and graduate education. Departments receive T-dollars in recognition of faculty teaching effort. Departments are awarded T-dollars associated with their faculty who teach in the masters' programs, including the Graduate Program in Public Health. T-dollars may be awarded to a department for those faculties whose primary appointment is at Mount Sinai and not at another institution – Adjunct Faculty are not eligible for T-dollars, nor are individuals employed at Mount Sinai who teach in the program but do not hold a faculty appointment. Each year, data is collected for each master's program course from the course directors. This data may include contact hours and a list of other individuals who teach in the course and their teaching roles. Thus, it is the responsibility of the course director to maintain accurate records of this information; this is often accomplished through an updated, descriptive syllabus. Data collected for a given academic year is used to determine T-dollars awarded to the departments in the following calendar year. The Graduate Program in Public Health reserves the right to withhold T dollars in the event that a Course Director does not fulfill all of the requirements outlined in the Faculty Handbook.

Teaching Assistance

The Graduate Program in Public Health has budgeted a limited amount of funds that can be used to hire Teaching Assistants. Only students in the Graduate Program in Public Health can be hired as teaching assistants. Generally speaking TAs should be hired for courses that are labor intensive and have many students. Courses with less than 15 students in general do not qualify for a teaching assistant. A Teaching Assistant Appointment Form must be submitted two weeks prior to the start of the term. Please do not negotiate any fees with prospective TAs. In general, TAs receive between \$500-\$1000 for their efforts, but

the exact amount will be determined by the Program Administration using the TA appointment form. A TA appointment form must be submitted prior to the start of the term.

Please also note that payment is made at the end of the course, after grades are submitted.

For guest lecturers from outside Mount Sinai, travel can be reimbursed if it is local. However, funds are limited; please be conservative and speak with the Program Administration before committing to a fee.

While we are happy to fund teaching assistants, it is the responsibility of the Course Directors to identify appropriate individuals to serve in this role.

New Course Development

Faculty are welcome to propose new courses for the Program. To facilitate the development of new courses, faculty should submit a **New Course Form** to the MPH Curriculum Committee for review.

Credit Hours

According to the NYS Department of Education a course worth 1.0 credit will require of students roughly 15 hours of in-class time and 30 hours of out-of-class work.

Grading

Letter Grades

Core courses are graded A, A-, B+, B, B-, C+, C, C-, or F on students' transcripts. If you are grading your course numerically, determining how the letter grades correspond to the numerical scores is at your discretion.

Pass-Fail grading is predetermined for certain electives but those courses are not counted in a student's grade point average.

Components of the Grade

The Program requires that every course provide some method of evaluating students at least once during each term and at the end of each term. Having more than one evaluation is important: students need to be aware of how well they're doing in their classes. The nature in which students are evaluated is at the discretion of the Course Director. Examples include examinations, papers, projects, oral presentations, homework assignments, and combinations of these. Students should be informed at the beginning of the term as to how the evaluations will be weighted in determining the final course grade.

Please note: if class/small group participation is a graded activity the manner in which students are graded must be explicitly defined in the course syllabus. There should not be room for interpretation on the part of the student in terms of how they will be assessed during small group or class discussion. The same is true for student presentations.

Notification of Grades

Students must receive their midterm grades promptly, so that if they are doing poorly they will have enough time to remediate their work before the course finishes and before the final exam. The Program does not need to be notified of midterm grades.

Course Directors must submit final course grades to Blackboard promptly: no more than 2 weeks after the end of the course. Prompt availability of grades is essential for the Program Director to monitor students' progress, particularly for those students who are on academic probation. Prompt grades are especially important at the end of the Spring II term, when the Program Director must determine if any students on probation must be withdrawn from the Program, and when some graduating students need to obtain complete transcripts. Failure to submit grades by the two week deadline may result in the department not receiving T dollars for the course.

Students will not have access to their grades on Blackboard until they have completed the Course Evaluations. It is very important that Course Directors not give out grades directly to students, **under any circumstances**. Course evaluations must be completed prior to students receiving their grades.

Incompletes & Failures

Students are expected to take exams when they are scheduled and submit assignments on time. Under extraordinary circumstances (such as medical emergency), a temporary grade of Incomplete (I) may be recorded for a student who is unable to complete course requirements. The extension option is entirely at the discretion of the Course Director.

Students have one academic year to remediate an incomplete, after which time the incomplete is converted to a failing grade (F).

To receive an incomplete grade, the student must make a formal request using the Incomplete Grade Request Form. The form must be signed by both the student and the course director. The request will include the reason for the incomplete, the work yet to be completed, and the final date by which the work is to be completed. Final approval will be given by the Registrar.

Grade Appeals Process

A student has one (1) month from the date of receiving a course grade to make an appeal. The student must realize that the grade may be amended in either direction. Students must bring all course grade appeals to the course director. If there is still a discrepancy after the meeting of the course director and the student, the student should present the issue in writing to the Program Director and/or the Assistant Program Director who will then bring the matter to the attention of Chair of the Academic Advisory Committee. Information for the appeal should be solicited from both the student and the course director. In some cases, at the discretion of the Chair of the Academic Advisory Committee, it may be appropriate to hold a meeting during which the student must state the appeal to the Committee. The Committee will investigate the issue and present its finding(s) to the Program Director for a final decision. The Chair of the Academic Advisory Committee will inform the student of the decision.

Retaking Courses

Students seeking to improve their grade point average (GPA) may retake a course, with permission of the Program Director. If a course is retaken, the original grade remains on the transcript but only the second (retake) grade will be counted in the determination of the student's GPA. A student who has earned credit for a course may repeat it once, but will not receive additional credit.

Students cannot receive financial aid to cover the tuition for retaking a course.

Gift Policy

According to the policy of the Graduate Program in Public Health, faculty cannot accept any form of gift from the students. Likewise, students cannot accept any gift from the faculty.

Academic Probation

Students are required to maintain a 3.0 Grade Point Average (GPA). Anytime a student's GPA falls below 3.0, the Academic Advisory Committee will be consulted and a plan for remediation developed. In most cases the student will meet with a member of the Academic Advisory Committee, develop an individual plan of remediation, and sign a statement of understanding that he/she is on academic probation.

The Academic Advisory Committee meets at the end of each term and reviews the progress of each student on probation. If the GPA has not improved in the subsequent term, the student will continue to meet the Academic Advisory Committee member revising the remediation plan, as needed. If the student's GPA has not reached 3.0 within two terms of having been placed on probation, the student will be asked to withdraw from the program. Notices of withdrawal are sent by certified mail.

Academic Advisory Committee

The Academic Advisory Committee consists of an appointed Chair and several faculty members with the goal of monitoring the academic progress of students in the program. The Committee meets regularly to review the academic standing of all students.

The Academic Advisory Committee also reviews cases of misconduct, unprofessional behavior and other grievances and has the authority to discipline students up to and including expulsion. Both students and/or Faculty members with concerns about any of the above should contact the Chair of the Academic Advisory Committee, who will review the information, meet with those involved, investigate to gather all pertinent information, and forward this information to the Academic Advisory Committee for review and, if required, recommended action. Recommendation from the Academic Advisory Committee will be communicated to the Program Director.

Practicum

Faculty may be asked by students to function as a Preceptor during their Practicum experience. All MPH students are required to complete a 150-hour Practicum and must obtain written approval from you, the Preceptor, and the Specialty Track Advisor *prior* to initiating the project to ensure the relevancy to Public Health and to assure that the student is able to maximize his/her learning opportunities, address

competencies, and when appropriate provide a service to a community. Students will ask their Preceptors to help conceptualize, supervise and evaluate their performance during the experience. Completion of all forms for the Practicum experience is required for full credit. Preceptors must sign off on the Proposal Form and fill out the Preceptor Evaluation Form after reviewing the student's Postscript Report. It is the student's responsibility to ensure that all forms are filled out and submitted to the Program Administration.

1. Students meet with Specialty Track Advisor to discuss and plan the Practicum and designate a Preceptor.
2. Submit the Practicum Proposal Form to Preceptor and Specialty Track Advisor. Practicum Proposal Form.
3. Ensure Proposal is approved before embarking on the Practicum.
4. Fulfill the Practicum experience.
5. Complete and submit the Practicum Postscript Report to Preceptor. Practicum Postscript Report.
6. Have the Practicum Preceptor complete the Evaluation Form Practicum Preceptor Evaluation Form.

The Practicum Handbook is available on Blackboard.

Master's Thesis

You may be asked by a student to function as a Master's Thesis Advisor. All students are required to complete a Master's Thesis. The expectations of students and Master's Thesis Advisors are outlined in the Guide to Completing the Master's Thesis available on the MPH website.

Faculty who will function as Master's Thesis Advisors should review this document carefully before agreeing to advise students on their thesis projects. It is the student's responsibility to make sure all forms are correctly filled out and submitted to the Program office as they proceed through the Master's Thesis experience. Once a student has identified a faculty member with whom he/she would like to work, the student asks the faculty member to complete the Statement of Support indicating willingness to serve as a Master's Thesis Advisor.

The Thesis Advisor works with the student to identify a Second Reader prior to completion of the Thesis. For more information on the Components and Submission Schedule for completing the Thesis, please refer to pages 8-10 of the Guide to Completing the Master's Thesis. After the Thesis Advisor and Second Reader have met with the student and made a decision regarding the Thesis, the Thesis Advisor and the Second Reader must complete and sign the Master's Thesis Evaluation Report Thesis Evaluation Report noting that all requested revisions have been made and that the student has passed the requirement.

Then the student submits the revised Thesis, together with a completed Thesis Deposit Form Thesis Deposit Form signed by the Thesis Advisor, to the Program Office. All revisions must be made and the Thesis deposited with the Program Office by May 1st if the student wishes to graduate in the month of June.

Capstone Project

The MPH capstone project is a requirement for those students in the Epidemiology, Biostatistics, and Health Care Management tracks. Students in these tracks complete a Capstone Project in place of the Master's Thesis. The goal is for students to synthesize, integrate and apply the skills and competencies they have acquired to a public health problem. Completion of the MPH capstone project requires both written and oral components. The capstone is typically started towards the end of the student's first year and completed by the end of the second year. The criteria for capstone project vary across tracks.

The project must be completed under the direction of a faculty advisor. The capstone advisor may or may not be the student's specialty track advisor. Students can identify another faculty member to serve as their capstone advisor as appropriate. Once an advisor has been determined, the student must submit the *Statement of Support* to the Program Administration. Students must obtain approval and this statement of support **prior** to initiating any research or project to ensure relevancy to public health.

Depending on the track, students will register for a capstone or research seminar that accompanies the planning and completion of the project. Students in the Epidemiology track register for *MPH0421 Research Seminar in Epidemiology* in the fall of their second year. Students in the Health Care Management track register for *MPH0121 Capstone Seminar in Health Care Management* in the fall of the second year.

All students completing a capstone project will register for the Capstone Project supervision credits, MPH0097 (3 credits). Registration for these supervision credits typically takes place in the Spring I or Spring II of the second year. However, this may vary and students should discuss with their track advisors.

In order to satisfy the written component, the student must write a paper formatted according to their specialty track's guidelines as found on the track checklist. Depending on the track, the students will be required to give a 10 minute oral presentation summarizing their capstone project. In order to receive credit for the capstone after successful completion of the project, the Evaluation report and Capstone deposit form must be submitted to the Program Administration.

Thesis & Capstone Deposit Deadlines

For the degree to be awarded:	You must deposit by:
September 30	September 15
January 31	January 15
June 30 (ISMMS Commencement Ceremony in May)	May 1

Independent Study

An Independent Study is an elective option, providing the student with an opportunity to delve more thoroughly into an area of public health of specific interest to him/her.

Please note that an Independent Study Proposal must be submitted at least six weeks prior to the anticipated start of the proposed project/course of study. This is to ensure that the goals meet the overall objectives of the Graduate Program in Public Health before a student commits any time and energy. Approval of a form submitted less than six weeks of the anticipated start of the project/course of study will not be guaranteed and the student is responsible for assuming any risk that this may entail. Approval, when granted, is

conditional upon the student completing all of the outlined requirements. The student must submit a Postscript Report and request that the faculty sponsoring the Independent Study submit an Evaluation Form.

Three credits are the maximum number of credits that may be awarded to any Independent Study. Please note that while the total hours committed to the pursuit of the Independent Study may be sufficient for more than three credits or more than one elective, students will not receive any more than three credits for one project/course of study. Each student may complete no more than two independent study projects. **Please note: students with more than one outstanding Incomplete at the time of the proposal submission may not be eligible to complete an Independent Study.**

An Independent Study must be a unique experience. Material covered during an independent study project should be highly targeted and not simply a review of the regularly offered coursework. It is important to note that generally speaking independent study projects should not be attempts to take MPH courses that are offered routinely during the academic year at times that are more convenient for the student. Independent study projects cannot exempt students from core course requirements. Final credits are awarded at the end of the project by approval of the Program Director. Generally speaking 1 (one) credit represents approximately 45 hours of work.

Steps towards formalizing an Independent Study:

1. Meet with your Academic Advisor to discuss and plan the Independent Study.
2. Complete the Independent Study Proposal Form.
3. Submit the Independent Study Form to Program Administration for approval.
4. Complete the project/course of study once approved.
5. Complete the Independent Study Postscript Report.
6. Request that your Faculty Sponsor complete the Independent Study Evaluation Form and submit it to the Program Coordinator.
7. Review Postscript Report and Evaluation with your Academic Advisor.

Auditing

Official Audits

A full-time matriculated student may audit a course with the permission of the course director. Students auditing a course do not write examinations or papers and do not necessarily participate in class discussions. However, auditors should clarify expectations at the start of the course with the course director and may be required to fully participate in the class. A completed Course Audit Form, with all required signatures, must be submitted to the Office of the Registrar prior to the end of the add/drop period. An audited course will appear on the student's transcript with the designation "AU". Credits for a course being audited will not be counted for determining full-time status (international students) or financial aid status.

Non-matriculated students, including employees, who wish to audit a course and have the audited course appear on a transcript as "AU" will be billed at the same rate as for courses taken for credit.

Unofficial Audits

Unofficial auditing is only allowed with permission of the course director. No tuition will be charged and a transcript will not be provided. Limits are placed on the number of unofficial auditors permitted in each course.

Registration Process

Course Registration & Enrollment

Registration for each Term must be completed **before classes begin**.

Students enroll for courses on the registration site:

<http://register.mssm.edu>

The **Registration Deadline** is the final date for students to make changes to their selection of classes. Prior to this deadline, students are permitted to add or drop courses. The **Registration Deadline** is always the first Friday of every Term.

After deciding to add or drop a course, any student who fails to change his/her initial Registration on the Program's website before the Registration Deadline will not be eligible to take a course (if not enrolled) or to receive a tuition refund (if not withdrawn) for that Term.

Students will not be able to take a particular course if they lack the required pre-requisites. Please refer to the course description in the Curriculum Guide for information on a course's pre-requisites.

** Please note that if fewer than five students enroll in a particular course, the course will be subject to cancellation. In some circumstances, the Program Director might grant an exception. In the case that the course is cancelled, the student will be allowed to register for another course.

Registration Deadline

The Registration Deadline for the Program is the end of the first week of the term. In Academic Year 2014-2015 these dates are:

Fall Term	September 12
Spring I Term	January 9
Spring II Term	April 10

Student Grievance Policy

Students of the Graduate Program in Public Health are encouraged to bring forward grievances. Grievances are defined as dissatisfaction occurring when a student feels or thinks that an event or a condition affects him/her is unjust, inequitable, or creates unnecessary hardships. Grievances include, but are not limited to: academic problems that cannot be readily resolved with Course Directors (including but not exclusive: grading, coursework or degree requirement decisions); mistreatment by employees; wrongful assessment or processing of fees; records or registration errors; and discrimination because of race, national origin, sex, marital status, religion, age or handicap. The grievance procedures described here do not apply to actions of professional misconduct (dishonest, unethical or irresponsible behavior), sexual harassment, suspension and dismissal for cause.

Grievance Procedure

All students and faculty are encouraged to resolve issues in an amiable and equitable manner as soon as they arise. Recognizing that this does not always happen, the following procedures are set forth for students to

follow to seek resolution to grievances. All students enrolled in the Graduate Program in Public Health with grievances should follow these guidelines:

1. The initial step of the student grievance procedure is for the student to first try to seek an informal resolution or redress through discussions with the person(s) alleged to have caused the grievance. This meeting should be held as soon as the student first becomes aware of the act or conditions that are the basis for the grievance.
2. If, in the opinion of the student or faculty person, a satisfactory solution or relief has not been provided, the student or faculty person should discuss the grievance with the appropriate Track Advisor.
3. If the grievance is still not resolved, the student or faculty member should prepare a written narrative that describes details including the nature of the grievance, when it occurred and what steps have already been taken towards resolution. This information should be communicated promptly to the Program Director and/or the Assistant Program Director who will then bring it to the attention of the Chair of the Academic Advisory Committee.
4. The Chair of the Academic Advisory Committee, will review the information, meet with those involved, investigate to gather all pertinent information, and share this information to the Academic Advisory Committee for review and recommended action.
5. Recommendation from the Academic Advisory Committee will be communicated to the Program Director. Based on the recommendation, the Program Director makes a final decision.

All formal grievances will be tracked and every effort will be made to resolve them in a timely manner.

The Graduate Program in Public Health subscribes to the procedures set forth for faculty under the Faculty Handbook of Mount Sinai School of Medicine with respect to issues of professional conduct, credentials, appointments, promotions, and quality assurance and faculty grievances. Please refer to Chapter IV of the Faculty Handbook at [Mount Sinai Faculty Handbook](#) for further information.

Course Evaluations

The Program uses Blackboard to conduct course evaluations. Students will receive an email on the last day of the term that will prompt them to complete the evaluation. Under no circumstances should course directors give students final grades.

If the Course Director has outside speakers address the class during the term, this information will be evaluated on the same Course Evaluation. These forms are to be filled out by students.