



2016-2017

STUDENT HANDBOOK

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Dear MPH Student:

We are delighted to welcome you to the Master of Public Health (MPH) degree program at Penn.

Penn's MPH Program was established in 2002 to promote University-wide synergy among academic disciplines to advance leadership in public health, with a primary focus on master's level professional education. The program is a true partnership across multiple schools of the University including the Perelman School of Medicine, School of Arts and Sciences, School of Dental Medicine, Graduate School of Education, School of Nursing, School of Social Policy and Practice, School of Veterinary Medicine, Wharton School of Business, and Penn's Center for Public Health Initiatives (CPHI).

Public health training at Penn occurs in a highly productive, supportive, team-oriented environment. The MPH program's pace is rapid, as advantage is taken of the trainees' maturity and experience. Training is designed to address the needs of each trainee, as it offers both structure and flexibility and the opportunity to pursue in depth interests already identified, as well as those that develop during training. This approach requires students to be mature, self-directed, and to have a clear vision of their goals in getting an MPH.

This program handbook was created to provide you with pertinent information about the MPH program and to introduce you to the faculty and staff with whom you will be working. .

At New Student Orientation we will address the topics within this handbook. An electronic copy will be posted on the MPH website. The University's website, www.upenn.edu, provides even more comprehensive information on Penn student resources and services.

Again, welcome to the MPH program. We look forward to working with you.

Sincerely,

Jennifer Pinto-Martin, PhD, MPH
Executive Director, CPHI
pinto@nursing.upenn.edu
215-898-4726

Rosemary Frasso, PhD, MSc, CPH
Director, MPH Program
rofrasso@mail.med.upenn.edu
215-746-8554

MISSION, GOALS, AND VALUES

Under the auspices of the School of Medicine, the MPH program offers a Master of Public Health (MPH) degree.

The University of Pennsylvania Master of Public Health program (MPH) aims to provide a focal point for enhancing collaborations in public health research, teaching and service campus wide. The generalist program is structured to provide a broadly-based education that integrates the core public health sciences with flexible elective and field experience options. In 2009 we introduced two new areas of concentration: the global health track and the environmental health track. Penn's curriculum enables students to develop skills and competencies that are responsive to the changing public health environment and that complement their training and experience in related fields.

Mission Statement

The mission of the University of Pennsylvania MPH program and the Center for Public Health Initiatives (CPHI) is to leverage the resources and environment of a premier research university to prepare the next generation of leaders in public health. The program recruits a culturally inclusive body of students with diverse training and experience. It seeks to train innovative thinkers who will assess the health needs of populations and communities, who will plan, implement, evaluate, and disseminate programs to address those needs, and who will inform public debate and policymaking, all toward the crucial goal of optimizing conditions for healthy living locally, nationally, and globally.

The mission is designed to carry out the vision of the MPH program which is to generate graduates who participate in collaborative research and are informed in the translation of research into public health practice.

Goals

Goal 1: The Penn MPH program provides excellence in the quality of interdisciplinary instruction and scholarship that fosters critical reflection on the application of the public health paradigm, as well as skill acquisition and competency in key areas of public health practice and research, both current and emerging.

Goal 2: Penn MPH students acquire a comprehensive understanding of health promotion and disease prevention approaches and obtain a solid grounding in methods to become innovators in conceptualizing, researching, implementing, evaluating, translating, and disseminating public health interventions that will inform public debate and policymaking.

Goal 3: Penn MPH program faculty demonstrate critical interdisciplinary analysis and adaptation of the public health paradigm through research and scholarship that seek to find innovative ways of improving population health at various system levels and influence public policy development about local, national, and global health priorities.

Goal 4: Penn MPH program students demonstrate research knowledge through the application of basic principles and methods of population health research to advance scientific knowledge of the health of human populations locally, nationally, and around the world.

Goal 5: The CPHI, MPH faculty, and MPH program stimulate interactions and collaborations across sectors, including government agencies and academic and professional organizations, as well as commercial and not-for-profit community agencies toward the goal of sustained commitment to the construction of healthy communities, locally, regionally, nationally, and globally.

Goal 6: Penn MPH program students engage in collaborative public health approaches in community-based activities that foster equity, social justice, and relationships of mutual trust, toward the goal of enhancing and optimizing conditions for healthy living.

Goal 7: The Penn MPH program recruits a culturally inclusive body of superior students with diverse training and experience who will attain the MPH degree and seek employment in public health practice, education, and research.

Value Statements

The values statements for the MPH program were determined through collaborative discussion and with input from faculty, students, and staff.

These program values are consistent with the University's Penn Compact to propel faculty, students, and staff at Penn to achieve worldwide distinction in path-breaking research, interdisciplinary scholarship and collaborative engagement locally and globally. The following values are operationalized through introduction in the core courses of the curriculum through their application in the field experience and culminating capstone experience.

- **Integration of a diversity of disciplines toward the identification, investigation and resolution of health problems at the local, national, and global level.**

Critical interdisciplinary analysis of the public health paradigm is an essential component of an MPH program that seeks to find innovative ways of improving population health at various levels, and influence public debate about local, national, and global health priorities. Penn's MPH program encourages interdisciplinary thought and development of innovative solutions to address public health challenges through a variety of mechanisms, all at the core of the program; which include: program administration, faculty and school engagement, student recruitment, public health partnership development, interdisciplinary, public health-focused events, availability of multiple dual degrees and much more. Participating schools include: Perelman School of Medicine, Nursing, Arts and Sciences, Social Work, Veterinary Medicine, Education, Wharton, and Dental Medicine. The MPH Advisory Committee includes representatives from each of these schools.

- **Recognition that community health is a public good, to be valued as highly as individual health.**

It is recognized that health-related research is disproportionately biomedical, focused on the health and health problems of individuals. We seek to promote funding and incentives for population-level research and community-based prevention research and to develop criteria for recognizing and rewarding faculty and student scholarship related to service activities that strengthen public health practice.

- **Respect for diversity, self-determination, empowerment, and community participation in collaborative, multi-disciplinary efforts to promote health as a public good.**

It is recognized that for communities to be healthy, there will need to be collaborative efforts on the part of government, academia, commercial, and not-for-profit community organizations. Efforts on behalf of promoting healthy people in healthy communities have to respect diversity, self-determination, and empowerment of the community and the individual who live within the community. This focus is evident across the MPH curriculum and reflected in CPHI sponsored public health events as well.

ACCREDITATION STATUS

The MPH program of the University of Pennsylvania is accredited by the Council on Education for Public Health (CEPH).

CEPH is an independent accrediting body recognized by the U.S. Department of Education to accredit Schools of Public Health and graduate Public Health programs outside of schools of public health that prepare students for entry into careers in public health.

For more information on CEPH, refer to its website <http://www.ceph.org> or contact:

Council on Education for Public Health
800 Eye Street, NW, Suite 202
Washington, DC 20001
215-789-1050
202-789-1895

ACADEMIC PROGRAM

MPH Degree Requirements

The University of Pennsylvania follows a standard semester system for academic terms. The minimum degree requirements for all three MPH tracks and for the MPH in association with a dual degree is 14 course units, which is equivalent to 42 semester credit units. The degree requirements for each track are outlined below.

Generalist Track

The Generalist Track is the most popular and most flexible course of study.

- Learn more about the [core competencies](#) of the Generalist Track.

Generalist Track Degree Requirements:	
Generalist Track	Course units
<i>Core</i>	
<i>PUBH 501 Introductory Biostatistics</i>	1.0
<i>PUBH 502 Introductory Epidemiology</i>	1.0
<i>PUBH 503 Environmental and Occupational Health</i>	1.0
<i>PUBH 504 Social and Behavioral Sciences in Public Health</i>	1.0
<i>PUBH 505 Public Health Policy and Administration</i>	1.0
<i>PUBH 506 Methods for Public Health Practice</i>	1.0
<i>PUBH 507 Public Health Law & Ethics</i>	1.0
<i>PUBH 508 Capstone Seminar I</i>	1.0
<i>PUBH 509 Capstone Seminar II</i>	1.0
Required Field Experience (125 hours)	
<i>Electives</i>	
PUBH prefix course selection to meet student interest	2.0
University-wide course selection to meet student interests, with prior approval of advisors.	3.0
Total	14

Global Health Track

Penn’s MPH Global Health Track offers a curriculum designed specifically for applicants to the interdisciplinary Master of Public Health program who are interested in both the theory and practice of global public health. Recognizing that global health is an emerging area in the field, Penn’s global health curriculum delivers core public health skills within a global context.

- Learn more about the [core competencies](#) of the Global Health Track.

Global Health Track Degree Requirements:	
Global Health Track	Course units
Core	
PUBH 501 Introductory Biostatistics	1.0
PUBH 502 Introductory Epidemiology	1.0
PUBH 503 Environmental and Occupational Health	1.0
PUBH 504 Social and Behavioral Sciences in Public Health	1.0
PUBH 505 Public Health Policy and Administration	1.0
PUBH 506 Methods for Public Health Practice	1.0
PUBH 507 Public Health Law & Ethics	1.0
PUBH 508 Capstone Seminar I	1.0
PUBH 509 Capstone Seminar II	1.0
Required Field Experience (125 hours)	
Electives	
Approved Global Health course selection to meet student interest	3.0
Approved PUBH elective	1.0
Plus a free elective	1.0
Total	14

Additional competencies specific to specialized knowledge in Global Health are acquired through **3** required global public health courses to be chosen from among the following:

Global Health Foundation (1.0 cu)

Global Health Track students **must choose one** of the following foundational courses:

- PUBH 519 Foundations of Global Health
- PUBH 525 Developing Effective Public Health Programs Using a Human Rights Based Approach
- PUBH 551 Global Health Policy and Delivery

Global Health Electives (2.0 cu)

Global Health Track students **will choose two additional electives** with global health content from across the University’s offerings. Please note:

- **Not all courses listed below are offered each year.** Please see individual departmental websites and the registrar’s course listing for current offerings.
- Foundation courses listed above can also count as Global Health electives if not taken as the foundation course.

- At least 2 of the 5 courses taken in addition to the Core MPH requirements listed above must have a PUBH prefix.

Approved Global Health Track Elective Courses

The courses listed below *should be considered just a starting point* in building your Global Health Track curriculum. We encourage students to propose additional courses that meet their learning goals and global health competencies for approval as a Global Health Track elective.

- ANTH 441: Cross-Cultural Approaches to Health and Illness
- BIOE 565: Rationing; Rationing and Resource Allocation
- BIOE 571: Global Health Policy: Justice, Governance and Reform
- COMM 623: Health Psychology Seminar
- COMM 637: Public Health Communication
- COMM 703: International Communication: Power and Flow
- CPLN 621: Food Systems
- DEMG 607/ SOCI 607: Introduction to Demography
- EDUC 514: Education in Developing Countries
- ENVS 637: Global Water Issues
- ENVS 638: Global Water Policy and Governance
- EPID 516: Disease Ecology
- EPID 646: Reproductive Epidemiology
- EPID 656: Research Methods in Infectious Disease Epidemiology
- HCMG 859: Comparative Health Care Systems
- HCMG 868: Private Sector Role in Global Health
- PUBH 537/HPR 610: Achieving Evidence-Based Health Policy
- HPR 611: Implementation Science in Health and Health Care
- LAW 606: Refugee Law
- LAW 660: Public International Law
- LAW 759 : International Human Rights
- LGST 524: Human Rights and Globalization
- LGST 830: Social Impact and Responsibility: Foundations
- PUBH 588: Leadership Skills in Community Health
- NURS 516: International Nutrition: World Hunger
- NURS 644: Health Care in an Aging Society
- PUBH 517/ EPI 518: Geography and Health
- PUBH 519: Foundations of Global Health
- PUBH 521: Program Evaluation in Public Health
- PUBH 525: Developing Effective Public Health Programs Using a Human Rights Based Approach
- PUBH 529: Public Health Perspectives on Sexual & Reproductive Health
- PUBH 545: Issues in Maternal-Child Health
- PUBH 551: Global Health Policy and Delivery
- SWRK 798/ AFST 798: International Social Work: Practice in the Global South
- SWRK 736: Building Community Capacity

- SWRK 798: Social Impact Strategy, Analysis, and Leadership (A Multi-Disciplinary Perspective)

Other Electives

Students in the Global Health Track will choose 2 additional cu to make up the full complement of 14 cu for the MPH degree. **Note:** At least 2 of the 5 courses taken in addition to the Core MPH requirements must have a PUBH prefix.

Capstone Culminating Experience

The Capstone is a culminating experience required for graduation in the Master of Public Health program. Read more about capstone [here](#). Students within the Global Health Track will identify and carry out a Capstone project that addresses their key global public health interests and learning goals.

Environmental Health Track

Penn's Environmental Health Track offers a curriculum designed specifically for applicants to the interdisciplinary Master of Public Health program who are interested in mastering skills in identifying, investigating, ameliorating, and communicating about environmental health risks. Key strengths of this track include the MPH program's ability to provide mentored Capstone experiences, especially focused on the urban environment and communities with an aging industrial infrastructure, such as Philadelphia and its many surrounding areas.

- Learn more about the [core competencies](#) of the Environmental Health Track.

The fourteen course units (14 CU) required for the MPH in Environmental Health track are described below. Students must take a minimum of 11 CU under the PUBH prefix.

Environmental Health Track	Course units
Core	
PUBH 501 Introductory Biostatistics	1.0
PUBH 502 Introductory Epidemiology	1.0
PUBH 503 Environmental and Occupational Health	1.0
PUBH 504 Social and Behavioral Sciences in Public Health	1.0
PUBH 505 Public Health Policy and Administration	1.0
PUBH 506 Methods for Public Health Practice	1.0
PUBH 507 Public Health Law & Ethics	1.0
PUBH 508 Capstone Seminar	1.0
PUBH 509 Capstone Seminar II	1.0
Required Field Experience (125 hours)	
Electives	
Approved Environmental Health courses	3.0
Plus two free elective	2.0
Total	14

Environmental Health Electives (3.0 cu)

Additional competencies specific to specialized knowledge in Environmental Health are acquired through **3** required environmental public health courses to be chosen from among the following:

Please note:

- **Not all courses listed below are offered each year.** Please see individual departmental websites and the registrar's course listing for current offerings.
- Foundation courses listed above can also count as Environmental Health electives if not taken as the foundation course.
- At least 2 of the 5 courses taken in addition to the Core MPH requirements listed above must have a PUBH prefix.

Approved Environmental Health Track Elective Courses

The courses listed below *should be considered just a starting point* in building your Environmental Health Track curriculum. We encourage students to propose additional courses that meet their learning goals and environmental health competencies for approval as an Environmental Health Track elective.

- CPLN 531: Introduction to Environmental Planning
- CPLN 550: Introduction to Transportation Planning
- CPLN 730: Urban Sustainability Planning
- EAS 501: Energy and Its Impacts: Technology, Ecology, Economics, Sustainability
- ENVS 605: Bioremediation
- ENVS 622: Environmental Enforcement
- ENVS 624: National Environmental Policy
- ENVS 648: Food & Agricultural Policy
- ENVS 541: Modeling Geographical Objects
- ENVS 616: Risk Assessment-Science and Policy Challenges
- GEOL 640: Environmental Investigations and Reporting
- LAW 634: Environmental Law
- OPIM 761: Risk Analysis & Management
- OPIM761: Risk Analysis and Environmental Management
- PHRM 590: Molecular Toxicology
- PUBH 599: Community-Focused Independent Study
- PUBH 515: Community Development and Public Health
- PUBH 517: Epidemiologic Study of Geography and Health
- PUBH 530: Occupational and Environmental Toxicology
- PUBH 519: Issues in Global Health
- PUBH 599: Independent study project with environmental health faculty
- URBS 506: The Public Environment of Cities
- VPTH 633: Ecotoxicology

Other Electives

Students in the Environmental Health Track will choose 2 additional cu to make up the full complement of 14 cu for the MPH degree. **Note:** At least 2 of the 5 courses taken in addition to the Core MPH requirements must have a PUBH prefix.

Capstone Culminating Experience

The Capstone is a culminating experience required for graduation from the Master of Public Health program. Read more about capstone [here](#). Students within the Environmental Health Track will identify and carry out a Capstone project that addresses their key environmental public health interests and learning goals.

CORE COMPETENCIES

The MPH is designed to teach a particular skill set. These skills or competencies are outlined below and aligned with the mission, goals, objectives, and values of the MPH.

MPH Curriculum Core Competencies								
	MPH Core Public Health Competencies							
	1 Apply the public health paradigm and a social ecological framework to identify and address the complex determinants of health and health disparities.	2 Apply the tools and methods of biostatistics and epidemiology to the collection, analysis, and interpretation of data.	3 Apply principles and science of environmental health to determining causation of occupational and environmental hazards.	4 Incorporate qualitative and quantitative skills into innovative research and systems approaches to health problems.	5 Assess the public health needs of communities and make evidence-based decisions to evaluate the delivery of health services and programs.	6 Communicate public health information effectively to government, scientific, organizational, family and community groups and individuals.	7 Evaluate the effects of health policy on health services and health outcomes, particularly for vulnerable and underserved populations.	8 Cultivate collaborative partnerships and linkages across disciplines, sectors, and partners to enhance the impact and sustainability of public health programs, practice, and research.
MPH Program Goals	1, 3	2,4	2,4	2,4,5,6	4,5,6	2,5,6	2,3,6	5,6
501 Biostatistics		X		X	X			
502 Epidemiology	X	X	X	X	X	X		
503 Environmental and Occupational Health	X	X	X	X	X	X	X	X
504 Behavioral and Social Sciences in PUBH	X	X		X	X	X	X	
505 PUBH Admin. and Policy	X				X	X	X	X
506 Methods	X	X		X	X	X	X	X
507 Ethics, Policy and Law						X	X	
508 Capstone	X	X	X	X	X	X	X	X

A strength of our generalist program is the capacity of students to take advantage of a broad and deep set of elective offerings which allows students to develop an individualized program of study that will facilitate the acquisition of the specific knowledge, skills, and abilities they seek. As a result, each student applies individualized competencies to their particular program of study and develops their own set of associated learning objectives that relate back to these competencies.

The culminating experience, or Capstone, has been revised to incorporate the individualized study plan into the evaluation process for this degree requirement. MPH students in the Generalist track:

- Articulate a rationale for a generalist orientation to public health education. Where applicable, students should describe this in the context of their prior experience and training, and their future career plans.
- Articulate 2 - 5 additional competencies (interdisciplinary or cross-cutting) in public health beyond the core that are suitable in the context of their career goals in public health.
- Specify a curricular plan of 4-5 electives beyond the core courses and fieldwork requirements that result in attainment of additional competencies.
- Students will be evaluated on the attainment and demonstration of additional public health competencies through the culminating (Capstone PUBH 508) experience.

Additional sets of competencies in Global Health and Environmental Health are specific to those tracks and outlined below.

	Global Public Health Competencies						
	Demonstrate mastery in methods of population health research to assess, describe, analyze, and evaluate determinants of health in developing countries	Demonstrate knowledge of current global governance and culturally relevant leadership skills to address global public health issues, including: agenda setting, program planning, data management, surveillance and reporting systems.	Employ critical thinking and appraisal of the literature to explain the global influences on determinants of health.	Apply community development and program planning skills to create effective and culturally relevant communication strategies and interventions to promote health.	Apply knowledge of international health law, standards, and regulations to advocate for culturally acceptable solutions to improve health status and conditions in global settings.	Evaluate efficacy and cost effectiveness of public health interventions, programs, policies, and health care systems within international setting and global health context.	Communicate and collaborate effectively across cultures and national boundaries to create and support effective and sustainable health interventions
MPH Program Goals	1,2,3	3,5	1,2,3	4,5,6	5,6	4,5	5,6
Law 759		x	x	x	x	x	
598 Immersion in GPH	x			x	x	x	x
Nurs 640		x	x		x	x	
Demography 633	x		x	x			
Demography 634	x		x	x			

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Environmental Health Competencies								
	Demonstrate mastery in the science and methods of population health research to assess, describe, analyze, and evaluate determinants of health	Demonstrate knowledge and skills to collect, measure, evaluate, anticipate and control exposure to health hazards	Employ critical thinking and appraisal of the literature to explain the environmental influences on determinants of health.	Apply community development and program planning skills to create effective and culturally relevant communication strategies and interventions to promote health.	Apply knowledge of health law, standards, and regulations to control or prevent toxic exposure conditions and protect vulnerable populations.	Apply communication, agenda setting, program planning, data management, surveillance and reporting systems skills.	Evaluate efficacy and cost effectiveness of public health interventions, programs, policies, and health care systems.	Communicate and collaborate effectively across cultures and national boundaries to create and support effective and sustainable health interventions
MPH Program Goals	1,3	2,3,4	1,2,3	4,5,6	2	2,4,5	5,6	2,3,4,6
522 Critical Appraisal	x		x		x	x	x	
533 Exposure and Safety	x	x	x	x	x	x	x	x
PHRM 590 Molecular Toxicology	x	x	x		x	x		
OPIM 761 Risk Assessment and Management			x		x	x	x	x
599 Independent Study		x		x	x	x	x	

PLANNING FOR MPH STUDY

Each MPH student will meet with the Director of Education, MPH Associate Director, MPH Faculty, or the MPH Program Coordinator prior to start of the first semester for advisor assignments and a preliminary plan of study. All MPH students will complete a Required Fieldwork Experience (“RFE”) of 125 hours.

Fourteen CU (course units) are required for graduation. Two (2.0 CU) course units of elective credit must be taken under the PUBH prefix. Students can complete the program full-time or part-time, on average taking 2 years or 3 years, respectively. Course plans vary widely from student to student.

Sample Full-time Course Layouts*:

**1 course unit (CU) = 1 course*

Fall Year 1	Spring Year 1	Summer Year 1
3 CUs	3 CUs	2 CUs
Fall Year 2	Spring Year 2	
3 CUs	3 CUs	

Fall Year 1	Spring Year 1	Summer Year 1
4 CUs	4 CUs	Complete fieldwork (no courses)
Fall Year 2	Spring Year 2	
3 CUs	3 CUs	

Sample Part-time Course Layouts*:

**1 course unit (CU) = 1 course*

Fall Year 1	Spring Year 1	Summer Year 1
2 CUs	2 CUs	1 CU
Fall Year 2	Spring Year 2	
2 CUs	2 CUs	1 CU
Fall Year 3	Spring Year 3	
2 CUs	2 CUs	

Fall Year 1	Spring Year 1	Summer Year 1
2 CUs	2 CUs	2 CU
Fall Year 2	Spring Year 2	
2 CUs	2 CUs	Complete Fieldwork (no courses)
Fall Year 3	Spring Year 3	
2 CUs	2 CUs	

How and When to Register for Courses

The MPH Program Coordinator will provide instructions on advanced registration in the previous semester. A full list of courses running in the MPH program will be shared at that time. Students will register on their own through Penn InTouch, using their PennKey and password. Should additional permission or assistance be needed, students should contact the MPH Program Coordinator.

Information on courses offerings at the University (e.g. timetables, classrooms, and course descriptions) can be found on the Office of University Registrar's website at <http://www.upenn.edu/registrar>. Navigate the site using the links on the left hand side of the webpage. The most up-to-date information of PUBH course descriptions can also be found on the MPH website <http://www.publichealth.med.upenn.edu> or by emailing the Program Coordinator (jmonique@mail.med.upenn.edu).

Priority Registration

Matriculated MPH students and Public Health certificate students will be guaranteed priority seating in PUBH-prefix courses until **three weeks** prior to the start of classes.

Registration will then open for non-matriculated, other graduate students, LPS students, and undergraduate students **during the third week** prior to the start of classes, based on the list of requests from students, which the Program Coordinator will keep on a first-come, first-serve basis.

Two weeks prior to the start of classes the MPH Office will release department registration controls, allowing any Penn graduate student to register for a PUBH course via CIT until the course reaches the course cap.

Add/Drop/Withdraw Policy

Students who drop a course within the course selection period, which is the first two weeks of the term, will receive a full tuition refund. Students will be responsible for 50% of the tuition and fees for any course dropped between the second and fourth weeks of the term. Students who withdraw from a course after the 4th week of the term will be responsible for 100% of tuition and fees, and a **W** will show on the transcript.

Summer term class add/drop/withdraw schedules are published annually by the LPS program.

CAPSTONE AND FIELDWORK EXPERIENCE

The Capstone Experience

The required culminating experience or Capstone is a guided research or service project. The Capstone seminar course (PUBH 508 and PUBH 509) is a required two semester credit bearing course and is a core element of the MPH Program. The capstone course provides each student direct faculty guidance, as he or she applies knowledge gained across the curriculum, in development of their capstone project.

Capstone students are responsible for designing and completing a public health project and presenting a deliverable (described in the syllabus) to the Penn public health community and stakeholders. Each student must identify a MPH faculty mentor, (referred to as the *capstone faculty mentor*) who will oversee the design and development of the deliverable. Each student is required to conduct a comprehensive review of the relevant literature to assure they understand the social, cultural, and environmental context of the public health problem of interest. Additionally, students are asked to pay particular attention to the relevant policy environment, and to the needs of vulnerable populations. The nature and scope of the project is determined jointly by the student, capstone faculty mentor, and their capstone course instructor. Each student should design a project that addresses their academic interests and affords them an opportunity to master track-specific competencies, described in detail on the MPH website (<http://www.publichealth.med.upenn.edu>). The deliverable may or may not be related to the student's fieldwork.

Required Fieldwork Experience (RFE)

CEPH requires that all MPH students in its accredited programs demonstrate the application of basic public health (PH) concepts through a practice experience that is relevant to the student's area of specialization. Thus, the goal of Penn's Required Fieldwork Experience (RFE) is for a student to gain real-world PH experience while building PH skills and competencies through engagement in meaningful PH activities. The RFE is to be conducted under the supervision of a Community Preceptor and on the behalf of a PH organization, or as part of a PH research project, or PH intervention conducted in the field.

Students in the Penn MPH Program must complete 125 hours of field experience before they can graduate from the program.

Examples of acceptable fieldwork activities include, but are not limited to:

- Designing and delivering PH health education activities,
- Developing a PH resource guide or planning and facilitating immunization or other PH programs,
- Designing and administering PH health surveys and interviews for a PH organization or PH project leader.

Examples of acceptable fieldwork placements in the Philadelphia area include, but are not limited to;

- The Hepatitis B Foundation
- The Food Trust
- The Maternity Care Coalition
- The Philadelphia Department of Public Health
- The Public Health Management Corporation
- The Center for Excellence in Environmental Toxicology
- Public Citizens for Children and Youth
- The Welcoming Center
- Nature RX

Activities conducted as a part of the RFE must contribute to programming that has the potential to have a population level impact. Activities must also be easily linked to at least 3 competencies (core, track specific or a combination of both) included in the MPH program's overall curriculum. A listing of core and/or track specific competencies can be found on the MPH website.

Process

Field Placement

One key resource available to students is the Deputy Director of CPHI, Sara Solomon, who oversees student fieldwork. Ms. Solomon will meet with all students **within the first semester** students are matriculated into the MPH program to discuss student interests, characteristics of the RFE, required paperwork, etc. This meeting should be scheduled by the student by emailing Ms. Solomon at sarasol@mail.med.upenn.edu. Based on this meeting and the interests/existing connections of the student, one of the following will happen:

- Sara Solomon will assist the student in identifying an appropriate RFE site, project, and community preceptor. (This is the primary way most RFEs are put into place.)
- The students will use their own connections and organize their own project, site, and community preceptor, if this route is desired by the student.
- The students will enlist the help of their advisor or selected MPH faculty member in identifying an appropriate site, project, and community preceptor, if this route is desired by the student.

Work in the Field

Once placed at an appropriate field site and under the supervision of an appropriate community preceptor, students must complete 125 hours conducting the agreed upon tasks associated with their approved project. This can be done all at once (e.g. working full time for approximately 3 ½ weeks) or part time (e.g. working 3 hours/week for 42 weeks). Decisions about a schedule which outlines how the 125 hours will be completed by the student, should be made by the student in collaboration with the community preceptor. This schedule should be included in the RFE approval form (see below for details) and approved by the Deputy Director of CPHI.

Required Forms

Students need to complete three forms over the course of their RFE:

- The RFE Approval Form
- The RFE Activity Log
- The RFE Summary Form

Each of these three forms requires signatures from the Student and the Deputy Director of CPHI. The RFE Approval Form and Activity Log require the signature of the Community Preceptor as well. For the RFE to be finalized, the Community Preceptor also is expected to fill out a student evaluation form. This form is not shared with the student, but the RFE cannot be considered completed until it is received.

All forms noted above (4 in total, 3 to be completed by the student, and 1 to be completed by the Community Preceptor) must be submitted to and approved by the Deputy Director of CPHI. Links to RFE forms can be found here: <http://www.publichealth.med.upenn.edu/FieldworkFAQ.shtml>

Timing of Paperwork

The RFE approval form needs to be submitted to Sara Solomon within one week of starting the RFE. This approval form can be submitted no later than 2 ½ months prior to the student's expected graduation date. All 4 forms related to the RFE (approval, log, summary and student evaluation) need to be received by the MPH Office no later than 6 weeks prior to the student's expected graduation date.

Completing the RFE in Relation to the Capstone Project

Students have the option of completing their RFE separately from their Capstone Project or combining the two requirements of the program. Combined projects must include 125 hours of fieldwork (as defined above) and a final, culminating project that meets the requirements of the Capstone course and Capstone Mentor. This option is only appropriate when the Capstone Project

involves PH work done in the field and in collaboration with community members and/or community based organizations.

Examples of how students have conducted their RFE in relation and/or separately from their Capstone include:

- **RFE AND CAPSTONE SEPARATE:** In 2013, an MPH student completed her RFE hours working with the Public Health Management Corporation (PHMC). In this placement, she worked with the community health data-base team to develop and facilitate presentations to key stakeholders about healthcare and health disparity data. The purpose of the presentations was to improve public health programming for a variety of communities. This student then went on to focus her Capstone on examining secondary data around chronic disease in Laos. This Capstone was conducted in collaboration with a Penn faculty member and did not require the student to work in the community, thus the Capstone could not be linked to RFE hours. RFE hours were satisfied through the student's work with PHMC.
- **RFE AND CAPSTONE COMBINED:** In 2014, an MPH student began to work with the Maternity Care Coalition (MCC) within the research department. Through her work examining maternal weight and birth outcomes (which was a pre-existing study at MCC on which they needed assistance) the student identified a new project of interest to both she and the MCC. She approached her Capstone professor about this and within Capstone One received assistance with writing and submitting an IRB request for the study that was developed in collaboration with MCC. Once IRB clearance was received, the student conducted the project and continued working at MCC (thus completing her RFE hours through work at MCC done both before and during her Capstone). This scenario is ideal in that it allows a student to get to know an organization and collaboratively identify a Capstone project with the site and a Penn faculty member.
- **RFE AND CAPSTONE COMBINED:** For his Capstone project in 2013, a student worked with a Penn Faculty member to study buying patterns and the relationship of these patterns to the purchase of fresh fruits/vegetables in a new supermarket in West Philadelphia (Brown's Shopright). The research required the student to work at Brown's extensively and to interview community member within the West Philadelphia community. Since the majority of the required work for the Capstone was done directly in a community setting and in collaboration with an outside organization linked to public health initiatives in Philadelphia, the students' work in the community conducting Capstone research also counted towards RFE hours.

More Information

For more information contact Sara Solomon at sarasol@mail.med.upenn.edu with specific questions.

COURSES

All PUBH course descriptions can be found on our website at http://www.publichealth.med.upenn.edu/course_listing.shtml.

Electives

The following guiding principles apply to any consideration of electives:

- Students work in collaboration with the program advisor and/or academic advisors to request specific courses. At least 2.0 CU of elective credit must be taken under the PUBH prefix except in the case of certain dual degrees.
- Course content must be linked to the public health paradigm and core competencies.
- Students specify a Program of Study that includes a coherent, integrated package of courses of sufficient breadth, depth and cohesiveness.

Guidelines for Independent Study (PUBH 599)

Independent study opportunities to meet the elective requirements of the MPH program are available to the self-directed, motivated student who wants to expand her/his knowledge in an area of particular interest. Independent study must meet the elective requirements for the MPH program and must be approved by an MPH Academic Advisor before the study begins.

The following process is recommended:

- The independent study credit allotment is generally one credit unit for the 14 week semester and requires a minimum of 150 contact hours, however other credit options may be discussed with an MPH Academic Advisor
- Planning for independent study must begin with the MPH Academic Advisor to ensure that it is consistent with the student's overall plan of study.

Procedure:

- After selecting and conferring with an independent study faculty supervisor, the student will complete an Independent Study Proposal.
- **The proposal will include the following information (email is acceptable):**
 - Student's Name
 - Semester/date, CU value
 - MPH Academic Advisor
 - Independent Study faculty supervisor
 - Title of Independent Study
 - Statement of learning objectives and deliverables
 - Student plan for meeting objectives
 - Signatures of faculty supervisor, student, and advisor
- Copies of the approved proposal will be kept in the student's file.
- The student and the independent study faculty supervisor will schedule regular meetings throughout the semester. The faculty supervisor will oversee and evaluate the project.
- A bibliography must accompany all independent study projects. A paper or project is required.
- At the end of the semester of independent study, a student evaluation and a faculty supervisor evaluation will be completed and returned to the MPH Program Office.
- **The student evaluation will include the following:**

- Summary statement of the time invested and accomplishments during the semester of independent study
- Evaluation of the fulfillment of predetermined independent study learning objectives
- Indication that the student and faculty supervisor have reviewed the evaluation
- **The Independent Study faculty supervisor evaluation will include the following:**
 - Evaluation of student fulfillment of learning objectives
 - Evaluation of written work
 - A final grade
 - Indication that the student and faculty supervisor have reviewed the evaluation
- A copy of the final project will be provided to the MPH office for placement in the student's file.

DUAL DEGREE PROGRAMS

Penn offers a rich, comprehensive, and intellectually stimulating academic environment with respect to content areas of relevance to population health. One of the primary goals of the Penn MPH program is to educate individuals who have or are developing an in-depth base in a specific profession or disciplinary content area that is related to public health. Therefore, considerable emphasis is placed on the development of joint programs in which MPH study is done concurrently or partly overlapping with completion of another Penn graduate degree.

The following dual degree programs are offered in conjunction with MPH:

- Medical Doctorate (MD)
- Juris Doctorate (JD)
- Doctor of Dental Medicine (DMD)
- Doctor of Philosophy (PhD)*
- Master of Bioethics (MBE)
- Master of Science in Nursing (MSN)
- Master of Environmental Studies (MES)
- Masters in Social Work (MSW)
- Master of Science in Social Policy (MSSP)

**Note: There is no PhD in public health. Any student pursuing an outside PhD program can inquire about the opportunity to add the MPH to their degree. The PhD program must give permission before a dual degree can be considered.*

Further dual degree possibilities are in development. Students interested in pursuing a dual degree program are encouraged to discuss their interests with the MPH Director of Education.

ACADEMIC POLICIES AND CODES OF CONDUCT

University-Level Student Codes and Policies

As a student at the University of Pennsylvania, you are accountable to comply with student codes of conduct and policies. Below is a hyperlinked list of university codes and policies so you can find a full description of each:

- [Code of Student Conduct](#)
- [Code of Academic Integrity](#)
- [Policy on Acceptable Use of Electronic Resources](#)
- [Guidelines on Open Expression](#)
- [Sexual Violence, Relationship Violence and Stalking Policy](#)
- [Sexual Harassment Policy](#)
- [Bicycle Policy](#)

HIPAA and CITI Requirements

All students are required to complete the HIPAA and the CITI training during the first semester of study in the MPH program. The certificates that are issued at the completion of the online exam must be submitted to the MPH Program Office before the completion of the first term of study. Failure to submit the certification documents will result in suspension of registration for the following term, until the paperwork is submitted.

The HIPAA and CITI training is available through this link: <http://knowledgelink.upenn.edu>

As of 2014, the University and School of Medicine mandate that HIPAA training must be completed every two years.

Grading Policies

The MPH grading policy is at the **discretion of the individual course instructors**. Courses taken as pass/fail will not be applied to the MPH degree.

Please find below the generally used grading scale for the MPH Program.

Grade	% Score	GPA
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
F	0-69	0

Please note that an A+ carries the same weight (4.0) as an A.

Incomplete Grades

It is expected that a matriculated MPH student shall complete the work of a course during the semester in which that course is taken. A student who fails to complete a course within the prescribed period shall receive, at the instructor's discretion, either a grade of I (incomplete) or F (failure). If the incomplete is given, the instructor may permit an extension of time up to one year for the completion of the course. In such cases, any course which is still incomplete after one calendar year from its official ending must remain as incomplete on the student's record and shall not be credited toward the MPH degree. Students who receive two or more incompletes within a semester may not register for the subsequent semester(s) without the permission of the MPH Program Director and the Director of Education.

Good Academic Standing

According to University policy, a graduate student must maintain a cumulative Grade Point Average (GPA) of a 'B' / 3.0 or above to be considered in good academic standing. A student who does not meet the University policy of maintaining a cumulative 'B' /3.0 average will be reviewed by the MPH Program Director, the Director of Education, and the Academic Progressions Committee. A student may be put on academic probation for a period of 1 semester (not including summer session) while taking other courses to improve his/her overall average.

Any course in which the student receives a grade of "C+" or below will not be applied toward the Master of Public Health degree. The record of any student who receives an unsatisfactory grade (less than a 'B-' / 2.7; "C+" or below) in a course will be reviewed by the MPH Program Director, the Director of Education, and the Academic Progressions Committee. A student will be put on academic probation for a period of 1 semester to improve his/her overall average. Students may continue to take other courses during the probation period and the student must make arrangements with the course instructor and the MPH Director of Education to discuss options for dealing with grades of "C+" or below. Options include studying on his/her own and arranging with the instructor to retake or resubmit the work that led to the unacceptable grade or taking the course again during the next semester in which it is offered. For non-core (elective) courses, students have the option of choosing an alternative course. Specific arrangements must be approved by the MPH Program Director and Director of Education, with input from the Academic Progressions Committee as needed.

In general, following academic probation, a return to good academic standing is contingent on maintaining a GPA of 'B' /3.0 or higher and earning a grade of 'B-' or higher in all remaining courses.

Any student who is on academic probation for a period greater than 1 semester will be referred to the Academic Progressions Committee for review and recommendation. This committee is authorized to dismiss the student or to consider whether to allow the student to remain in the program on a probationary basis.

Dual Degree Students and Certificate Students

To remain in good academic standing as an MPH student, dual-degree students must be in good academic standing for both degree programs. Any student on academic probation in their other degree program will be referred to the Academic Progressions Committee for review and recommendation.

Auditors

A student who desires to attend a course without performing the work of the course must first secure the consent of the student's Program Director and then the course instructor. Students who wish to audit must elect the designation of Auditor at the time of course registration. Upon completion of the course it will show on his or her official university transcript with a grade of "AUD". Auditors pay the same tuition and fees, but receive no credit for the course.

An unregistered student who wishes to "sit in" on a class may do so with the permission of the Program Director and instructor. Unregistered students may not be added to the course blackboard site.

Time to Degree Completion

The program is designed to be completed either as a two-year full-time program or a three-year part-time program. The time to complete the degree may be extended for those who complete the MPH program in combination with another Penn degree (a dual-degree). Students must submit a written request to the MPH Program Office when seeking to extend time to complete the program.

The consensus within the Office of Masters Programs (OMP) is that 5 years is sufficient time for students to complete their required courses and thesis if required, including dual degree students. It is agreed that the Office of Masters Programs will monitor "ancient students," who are defined as any student who had not graduated within 5 years from matriculation. A student may elect to voluntarily withdraw from his/her MPH program after 5 years. OMP must receive a written letter from the student stating their decision to withdraw.

Continuous Registration / Leave of Absence

Continuous registration as a graduate student is required unless a formal leave of absence is granted. A student who wishes a leave of absence must submit a written request to the Associate Director of the MPH program for initial approval. The written request and an **Action/Transfer Notice** will then be submitted to the Associate Dean for Masters Programs for final approval. Students may go on leave for periods of one semester or one year. In unusual circumstances and at the written request of the student, such leaves may be extended for no longer than one additional year; a new Action/Transfer Notice must be filled out for each period of leave. Students who remain on leave longer than two years and who do not respond to the University's attempts to contact them may be withdrawn from active status.

A leave of absence will be granted for:

- Medical – Students with a medical situation that will temporarily interfere with their studies.
- Military Duty
- Family – For the birth or adoption of a child, child care, or care of an immediate family member with a serious health condition.

The above leaves are typically for up to one year and "stops the clock" on time to completion.

- Mandatory – Students who accumulate two or more incomplete grades in a given term or in cumulative terms may be placed on leave until such work is finished satisfactorily.
- Personal – Student decided to leave the University for a time because of work or to pursue other personal goals.

A mandatory or personal leave does not automatically change the time limit.

When a student wishes to return from a leave of absence, a written request must be submitted prior to the start of the desired term.

Any student on a leave of absence who wishes to retain access to Penn's facilities must pay a fee per semester of absence. This fee is added to the Student Financial Services bill by the home school. Students interested in this option, should contact the Office of Masters Programs.

Academic Grievances

Schools and academic departments within the University have established procedures for the resolution of student grievances concerning academic matters. Students who have a concern about a matter related to the graduate program or a course should first consult with individuals within their graduate program: Instructor, Director of Education, or MPH program staff. If the student's concerns persist, he or she may consult with the Office of Masters Programs staff or the Associate Dean for Masters Programs. A student who wishes to register a grievance regarding the evaluation of his/her academic work should follow the academic grievance procedure applicable in the program or school which the academic work was performed.

Academic Integrity

Students are expected to adhere to the University's Code of Academic Integrity. Care should be taken to avoid academic integrity violations, including: plagiarism, fabrication of information, and multiple submissions. Students who engage in any of these actions will be referred to the Office of Academic Integrity, which investigates and decides on sanctions in cases of academic dishonesty.

See link for more information: <http://www.upenn.edu/academicintegrity/index.html>

Authorship Guidelines

We are proud to say that many MPH student projects lead to publication and presentations. However, that means that students must be prepared to discuss authorship with mentors, faculty and fellow students. Conflicts about authorship are common in academia, these include – exclusion, order and, and at times, inclusion (that is listing someone on a paper who has not made a contribution). The best advice for all students and mentors is to openly discuss and negotiate authorship prior to initiating a manuscript. It is not uncommon for authorship order to shift during the development of a manuscript as roles and work load often shift as papers evolve.

All authors must approve the work before it is submitted for publication. This is true of manuscripts and abstracts. Early conversation about authorship can prevent conflicts and disputes. Authors are usually listed in their order of the weight of their contribution. The designation of first or last author carrying special weight, however it is important to note that the significance of being last author varies with discipline.

Students should review the following:

Authorship: The following recommendations are based upon standards set by the International Committee of Medical Journal Editors (ICMJE) in the Uniform Requirements for Manuscripts Submitted to Biomedical Journals (2010). Please see <http://www.icmje.org> for more information.

Authorship Criteria: An “author” is generally considered to be someone who made substantive intellectual contributions to a published study.

The ICMJE recommends that authorship be based on the following 4 criteria:

- Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
- Drafting the work or revising it critically for important intellectual content; AND
- Final approval of the version to be published; AND
- Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

In addition to being accountable for the parts of the work he or she has done, an author should be able to identify which co-authors are responsible for specific other parts of the work. In addition, authors should have confidence in the integrity of the contributions of their co-authors.

All those designated as authors should meet all four criteria for authorship, and all who meet the four criteria should be identified as authors. Those who do not meet all four criteria should be acknowledged—see Section II.A.3 below. These authorship criteria are intended to reserve the status of authorship for those who deserve credit and can take responsibility for the work. The criteria are not intended for use as a means to disqualify colleagues from authorship who otherwise meet authorship criteria by denying them the opportunity to meet criterion #s 2 or 3. Therefore, all individuals who meet the first criterion should have the opportunity to participate in the review, drafting, and final approval of the manuscript.

The individuals who conduct the work are responsible for identifying who meets these criteria and ideally should do so when planning the work, making modifications as appropriate as the work progresses. It is the collective responsibility of the authors, not the journal to which the work is submitted, to determine that all people named as authors meet all four criteria; it is not the role of journal editors to determine who qualifies or does not qualify for authorship or to arbitrate authorship conflicts. If agreement cannot be reached about who qualifies for authorship, the institution(s) where the work was performed, not the journal editor, should be asked to investigate. If authors request removal or addition of an author after manuscript submission or publication, journal editors should seek an explanation and signed statement of agreement for the requested change from all listed authors and from the author to be removed or added.

The corresponding author is the one individual who takes primary responsibility for communication with the journal during the manuscript submission, peer review, and publication process, and typically ensures that all the journal’s administrative requirements, such as providing details of authorship, ethics committee approval, clinical trial registration documentation, and gathering conflict of interest forms and statements, are properly completed, although these duties may be delegated to one or more coauthors. The corresponding author should be available throughout the submission and peer review process to respond to editorial queries in a timely way, and should be available after publication to respond to critiques of the work and cooperate with any requests from

the journal for data or additional information should questions about the paper arise after publication. Although the corresponding author has primary responsibility for correspondence with the journal, the ICMJE recommends that editors send copies of all correspondence to all listed authors.

When a large multi-author group has conducted the work, the group ideally should decide who will be an author before the work is started and confirm who is an author before submitting the manuscript for publication. All members of the group named as authors should meet all four criteria for authorship, including approval of the final manuscript, and they should be able to take public responsibility for the work and should have full confidence in the accuracy and integrity of the work of other group authors. They will also be expected as individuals to complete conflict-of-interest disclosure forms.

Some large multi-author groups designate authorship by a group name, with or without the names of individuals. When submitting a manuscript authored by a group, the corresponding author should specify the group name if one exists, and clearly identify the group members who can take credit and responsibility for the work as authors. The byline of the article identifies who is directly responsible for the manuscript, and MEDLINE lists as authors whichever names appear on the byline. If the byline includes a group name, MEDLINE will list the names of individual group members who are authors or who are collaborators, sometimes called non-author contributors, if there is a note associated with the byline clearly stating that the individual names are elsewhere in the paper and whether those names are authors or collaborators.

Corresponding Author: In every round of edits, the corresponding author is responsible for verification of references, accuracy of statistical information as well as for checking the manuscript for grammar, spelling, syntax, language use, and adherence to CPHCM manuscript format guidelines and AMA Manual of Style format and style requirements.

Conflict of Interest (COI): A Conflict of Interest (COI) exists when an individual involved in the publication process (i.e., author, peer reviewer, or editor) has private interests (competing interests) that could unduly influence (or be reasonably seen to do so) his or her responsibilities in the publication process such that a reasonable observer might wonder if the individual's behavior or judgment was compromised. A COI could include 1) financial ties, 2) academic commitments, 3) personal relationships, 4) political or religious beliefs, or 5) institutional affiliations.

Other Contributors: All contributors who do not meet the criteria for authorship should be listed in the acknowledgements. Examples from the Uniform Requirements for Manuscripts Submitted to Biomedical Journals (ICMJE, 2010) of those who might be acknowledged include anyone who provided purely technical help, writing assistance, or a department chairperson who provided only general support. If the authors received such assistance, they should disclose the identity of those individuals and the organization that supported their contributions. Written permission from those acknowledged should be obtained. Financial and material support should also be acknowledged.

Transfer Credit Policy

Fourteen course units are required for the MPH degree. Twelve course units must be taken at the University of Pennsylvania, with 12 course units taken in the public health program (PUBH). MPH students may request to transfer up to two graduate level credits from an accredited graduate program outside the University. Transfer credit may not be applied to the 9 MPH required courses but may be applied to the electives with the approval of the MPH advisor. **Courses taken on a pass/fail basis and courses taken more than three years ago will not be considered for transfer credit.** Only courses in which the student received a grade of "B" (3.0) or better will be considered for transfer credit. Requests for transfer credit should be submitted to the Director of Education, together with a course syllabus, course documents and other course items, as requested, for the course under consideration. The Director of Education will request a review of the course by an MPH faculty member in that content area for its appropriateness for MPH transfer credit.

Students may request a waiver of a core course if an equivalent course was taken for academic credit at another institution. If a waiver of a core course is approved, there should be a substitution with a more advanced course in that content area. The process for substitution is the same as that for transfer credit.

Incoming MPH students that have completed a terminal degree in a related discipline may be eligible for 2 credit units (CU) toward their 14 CU MPH requirements as intellectual credit for post-professionals. The terminal degrees that will be considered include: MD, JD, PharmD, DVM, DMD, or PhD in a related field (determined by the MPH Director of Education). If a student meets these criteria, they can submit a request for the 2 CU waiver. If this request is granted, the 2 CU's will count as elective credit toward their MPH coursework.

PROGRAM ADVISING

General Guidelines for Advising

Each student meets with the Director of Education or MPH Program Coordinator to plan a preliminary study plan and assist students with initial course selections and registration prior to new student orientation. Academic Advisors are assigned to students during their preliminary plan of study meeting with the Director of Education. In general, MPH students are assigned to a member of the core MPH faculty but students are also encouraged to contact any MPH faculty member for additional advising and may request changes to their assigned Academic Advisor through the MPH Program Office.

During the first year of study all MPH students will be invited to meet with the Fieldwork Coordinator to identify a fieldwork experience. All matriculated students will also be invited to meet with a Capstone Course Director prior to the first semester of capstone. This meeting will help students in identifying a project and appropriate Capstone Mentor. Each student's academic progress is monitored by the administrative office each semester to assure they are on track for graduation.

FINANCIAL INFORMATION

Academic Year 2016-2017

Gross tuition and fee costs are determined by the number of course units (CU's) students take per term. Courses taken in other schools of the University through the Master of Public Health degree program are billed at MPH rates. Tuition bills are mailed by the University's Office of Student Financial Services prior to the start of the academic term. Tuition is due upon receipt of bill. An unpaid balance of \$500 or more will prevent students from registering for the next semester. The current year's tuition schedule is as follows:

# CU's	Tuition	General Fee	Technical Fee	Total
1 CU	\$4,527	\$312	\$181	\$5,020
2 CU	\$9,054	\$624	\$362	\$10,040
3 CU	\$13,581	\$1,204	\$541	\$15,326
4 CU	\$18,108	\$1,204	\$541	\$19,853

Description of Fees

General Fee: The amount of the general fee is based on the number of course units taken. The general fee enables the University to maintain essential facilities such as the library system, museums and institutes, special laboratories, the Student Health Service, Athletics, and Career Services.

Technical Fee: Students may be charged a technical fee for computing services such as access to computer labs and use of email accounts.

Clinical Fee: Full-time students (3 cu's or more) are required either to pay a separate Clinical Fee for access to the Student Health Service or to enroll in a health insurance plan that provides a capitated payment to the Student Health Service (i.e., the Penn Student Insurance Plan or a private plan that provides an equivalent capitated payment).

Note: Tuition and fees information for joint-degree programs is different from the above and is posted on the dual-degree programs' website. The Associate Director can answer questions related to the dual degree programs.

Financial Aid

Students interested in receiving financial aid can contact Student Financial Services (<http://www.sfs.upenn.edu/>). NOTE: In the School of Medicine, a financial aid package is not offered to students until they have committed to come to Penn and are entered into the Student Registration System. International students are not eligible for student loans.

Limited funding opportunities are offered through the MPH program. Matriculated students are provided with respective applications and notices for any opportunities via email. International students and employees have limited eligibility. The MPH program at Penn is a member of the Association of Schools and Programs of Public Health (ASPPH). All funding opportunities offered through ASPPH are open to matriculated students. ASPPH offers information on how to finance your graduate education here: <http://www.aspph.org/study/financing-your-degree/>.

ADMINISTRATIVE STRUCTURE

The **Master of Public Health program** is based in the Perelman School of Medicine (PSOM), within the Office of the Vice Dean for Research and Research Training, and the Center for Public Health Initiatives, and reports through the Office of Masters Programs (OMP). The MPH program is governed by the CPHI Advisory Committee, composed of one representative from each participating school, and the Executive Director of the CPHI. The current CPHI Executive Director is Dr. Jennifer Pinto-Martin, PhD, MPH.

In addition, to oversee specific program functions, standing committees in admissions, curriculum and an internal steering committee have been created.

The **Participating Schools** in the MPH program are the Schools of: Perelman School of Medicine, Nursing, Arts and Sciences, Dental Medicine, Education, Social Policy and Practice, Veterinary Medicine, and Wharton.

The MPH **Director of Education** reports to the Executive Director of the CPHI and is responsible for administrative oversight and academic leadership of the program. The Director of Education also oversees all MPH student advising, activities, and other programing related issues, day to day operations and chairs the Progression Committee.

The **MPH Associate Director** reports to the Director of Education and is responsible for all MPH student-related activities, including meeting with prospective students, overseeing the admission process, academic advising, and ensuring completion of degree requirements. The Associate Director oversees the accreditation process, including record keeping, data monitoring, and reporting. The Associate Director coordinates with relevant Perelman School of Medicine staff and joint degree program staff to ensure cross-collaboration and joint degree offerings.

The **MPH Program Coordinator** reports to the MPH Associate Director and is responsible for supporting current student needs, such as registration, schedule changes, assists with the admission process, student data collection and reporting. The Program Coordinator also coordinates all aspects of course creation prior to the start of each semester.

The **CPHI Advisory Committee** serves generally to advise the Program Leadership on all matters related to implementation and evaluation of the MPH program and other related MPH activities. Specific responsibilities of this committee include monitoring the work of the standing committees, guiding programmatic goal-setting, and developing liaisons with appropriate Penn centers and institutes. The Advisory Committee consists of the Executive Director of the CPHI and least one member from each participating school, a student representative, and community representatives. Each member of the committee shall have one vote.

The **Curriculum Committee** is responsible for developing and evaluating the MPH Program (e.g., setting requirements and overseeing the development of core courses and reviewing course evaluations), developing curricular policies (e.g., relating to transfer credits, course substitutions, approval of syllabi for both required courses and electives to be offered under the Public Health prefix), and developing joint-degree programs with other schools within the University. The

Curriculum Committee consists of at least five members, who represent each of the five core areas of public health.

The **Admissions Committee** is responsible for reviewing all applicants to the MPH degree program and establishing policies regarding non-degree students.

The **MPH Steering Committee** is made up of the chairs of the Curriculum and Admission Committees, CPHI Executive Director, CPHI Deputy Director, MPH Director of Education, MPH Associate Director and MPH Program Coordinator. The committee meets quarterly to address program quality, growth, and program-level issues.

The **Progressions Committee** meets as needed on an *ad hoc* basis to address additional student related academic issues as may occur.

The **MD-MPH Advisory Committee** is a subcommittee of the Admissions Committee and is charged with: 1) screen applications to the MD-MPH program and making recommendations to the MPH admissions committee; 2) provide career guidance to prospective MD-MPH students; 3) provide advice and counseling to students enrolled in the MD-MPH joint-degree program, and 4) work with faculty in the Medical School to integrate public health competencies in the medical curriculum.

Student Governance

The **Penn Public Health Society** is the MPH program's student organization. They work to foster student discourse and communication in public health arenas and take responsibility for organizing campus wide National Public Health Week activities. This organization facilitates networking and collaboration among public health students at Penn, in Philadelphia, and nationally through the American Public Health Association (APHA). Representatives from the student body are invited to sit on the standing committees of the Master of Public Health program as non-voting members. A faculty member is appointed as liaison for this group.

PENN SERVICES AND RESOURCES

Career Services

McNeil Building, Suite 20

<http://www.upenn.edu/careerservices>

Computing and Information Services (Med)

1300 Blockley Hall

Phone: 215-573-9185

<http://www.med.upenn.edu/infotech/>

Counseling and Psychological Services (CAPS)

133 South 36th Street

Phone: 215-573-8966

After Hours & Weekend Emergencies: 215-349-5490

<http://www.vpul.upenn.edu/caps/>

Graduate and Professional Student Assembly (GAPSA)

<http://gapsa.upenn.edu/>

Graduate Student Center

3615 Locust Walk

Phone: 215.746.6868

<http://www.upenn.edu/gsc/>

Weingarten Learning Resources Center Office of Student Disability Services

3702 Spruce Street

Stouffer Commons, Suite 300

Philadelphia, PA 19104

215-573-9235

<http://www.vpul.upenn.edu/lrc/sds/>

Office of Learning Resources

3820 Locust Walk, Harnwell College House,
Suite 110

Phone: 215.573.9235

<http://dolphin.upenn.edu/~lrcenter/lr/lr.html>

Student Financial Services

100 Franklin Building

3451 Walnut Street

Phone: 215.898.1988

<http://www.sfs.upenn.edu/home/>

Student Health Services

Lower Level, Penn Tower Hotel

34th Street and Civic Center Boulevard

Phone: 215.349.5797

Appointments: 215.662.2852

Medical Records: 215.349.5370

Insurance and Immunization: 215.573.3523

Triage Nurse: 215.349.8245

<http://www.upenn.edu/shs/index.html>

Van Pelt Library

3420 Walnut Street

<http://www.library.upenn.edu>

Biomedical Library

36th and Hamilton Walk

<http://www.library.upenn.edu/biomed/>

IMPORTANT DATES

The MPH Program, like many graduate-level programs, may follow a slightly different calendar than the standard University calendar. [You can find the MPH Academic Calendar here.](#) Any changes will be sent electronically to all students and faculty, as well as posted on the MPH website.

For other University-level dates, you can visit the [3-Year Academic Calendar here.](#)

Please note that some dates are slightly different. Always defer to the MPH Calendar!

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