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1.0 Introduction to the Master of Public Health (MPH) Program

The Master of Public Health (MPH) Program is one of a number of graduate degrees at DePaul University. It is housed in the College of Liberal Arts and Social Sciences. Students receive instruction and advising from core MPH faculty and secondary faculty from other academic programs across the University. The program began in the fall of 2008. In June 2013, the MPH Program received formal accreditation through the Council on Education for Public Health (CEPH).

Mission Statement

The mission of the Master of Public Health Program at DePaul University is to prepare public health leaders to work collaboratively with diverse communities to prioritize and investigate health concerns, achieve lasting social change, and foster health equity to promote the health and well-being of all people.

Program Overview

The Master of Public Health Program has one emphasis/track: Community Health Practice. The program trains students to design, implement, and evaluate interventions in applied settings, focusing on prevention, program development, and health promotion through a lens of cultural humility.

The MPH program requires completion of 56 credit hours. All MPH courses are taught in the evening (Monday or Wednesday evenings from 6:00-9:15pm). MPH 600 (Preparation for Public Health Practice, 0-credits) meets monthly over the course of the first academic year.

This is a cohort-based program and admits students only for the Autumn Quarter. The curriculum is based on twelve required MPH courses and two additional elective courses. The courses include fourteen 4-credit hours courses and two (2) zero-credit courses. Please see Section 3.0, Curriculum, for more details on required coursework.

The practicum is completed in the final year of the MPH program and culminates in the creation and presentation of a field-based capstone. The practicum is completed through MPH 699 (Community Health Practicum, 0-credits), spans 9 months, and is managed by the Director of Community Partnerships. The capstone is an academic, thesis oriented, 3-course sequence taken at the same time as practicum (MPH 602, 603 and 604).

The Master of Public Health Program is designed for students to complete all degree requirements in two, three, or four years, including the practicum. Students can elect to take one or two courses each quarter, thereby determining the duration of the program for each individual with four years being the maximum amount of time allowed for successful completion.
Learning Goals and Objectives

In line with the Council on Education for Public Health’s (CEPH) guidelines for professional degree programs, DePaul’s MPH program prepares students for community practice with a broad mastery of public health subject matter and methods necessary for effective practice. It requires students to develop the capacity to organize, analyze, interpret, and communicate knowledge in the applied area of Community Health Practice. The five areas of knowledge central to the public health core, as defined by CEPH, are explored throughout the course of study in the MPH Program, including: 1) epidemiology, 2) biostatistics, 3) environmental health science, 4) social and behavioral sciences, and 5) health services administration.

The MPH Program follows the Institute of Medicine’s (IOM) suggestions for achieving community-led initiatives aimed at improving health and eliminating health disparities. The program is designed to achieve the IOM objectives through its concentration on Community Health Practice and special emphasis on learning objectives that are most closely identified with public health needs at the community level.

The MPH program adheres to the DePaul University learning goals. Graduates of DePaul University are expected to have accomplished the following learning goals:

1. Mastery of content.
2. Articulate communication.
3. Capacity to work toward accomplishing goals both independently and cooperatively.
4. Knowledge of and respect for individuals and groups who are different from themselves.
5. Development of service-oriented, socially responsible value and ethical framework.
6. Critical and creative thinking.
8. A personal arts and literature aesthetic in formation.
10. Historical consciousness.

Based on the MPH Program Goals and DePaul Learning Goals, the MPH Program has defined the following learning objectives for our program. Graduates from the DePaul University’s MPH program will have the ability to:

- Assess community needs and resources.
- Identify the occurrence and distribution of health and illness.
- Critically analyze multiple determinants of health and illness (e.g. social, behavioral, environmental, genetic).
- Design, implement, and evaluate community based interventions designed to bring about improved health.
- Engage in the study of community health using current research tools and methods.
- Utilize socially responsible and ethical approaches to public health.
- Understand the organizational context of public health service delivery.
- Work in a knowledgeable and respectful manner with diverse populations.
- Develop and sustain collaborative relationships with community partners.
• Analyze and integrate the role of policy and advocacy in public health.

Academic Calendar

To review the current academic calendar, please visit the DePaul website: http://offices.depaul.edu/oaa/academic-calendar/Pages/Full-Year-2015-2016.aspx

Admissions

Please see the Admissions section of the MPH website for specific admissions information: http://las.depaul.edu/departments/public-health/about/Pages/admission.aspx

Advising

MPH students receive three levels of advising through the Technical Advisor, Practicum Advisor, and Professional Advisor as described below:

• Technical Advisor: MPH students will be assigned to a technical advisor upon entering the program in the Fall. Their technical advisor will be a core MPH faculty member. MPH students are required to meet with their MPH Technical Advisor each quarter. The technical advisor assists students with curriculum planning, selecting electives, navigating the University, and providing overall assistance to ensure student success.

• Practicum Advisor: The practicum advisor is the Director of Community Partnerships. MPH students work with the Practicum Advisor to apply and be placed in a practicum setting in the year prior to their degree conferral. In their final year, students are advised by the practicum advisor regarding their practicum, capstone product, and capstone poster.

• Professional Advisor: The professional advisor is a faculty member identified by the student as being able to offer valuable advice on professional development and career planning. Students are not required, but are encouraged to meet with their professional advisor. Students may seek professional advising from multiple faculty as they earn their degree.

Transfer Credit

The Master of Public Health Program at DePaul University does not accept prior academic credit. All students are required to complete the 56 credit-hours at DePaul.

Graduation with Distinction

To graduate with distinction from the College of Liberal Arts & Social Sciences, students must achieve a 3.75 GPA and earn a grade of distinction for the capstone thesis.
2.0 Administration and Organization

Administration
The Master of Public Health (MPH) Program is located in the College of Liberal Arts & Social Sciences (LAS). The Dean of the College of Liberal Arts & Social Sciences provides oversight to LAS Departments and Programs. The MPH program is governed by the MPH Program Committee. The MPH Program is led by an appointed Program Director and oversees the MPH Program Committee. The Director of Community Partnerships reports to the Program Director and is responsible for the practicum. The Program Manager also reports to the Program Director and is responsible for many aspects of the program. Program assistants, who are part-time student workers, support the activities of the program administrators. Both the Director of Community Partnerships and the Program Manager also serve on the MPH Program Committee.

Core Faculty
The MPH Program has two types of core faculty members. Tenure track faculty (Assistant Professor, Associate Professor, and Full Professor) are faculty whose responsibilities include teaching, advising/mentoring, and research. Clinical faculty are non-tenure track faculty members (Clinical Instructor, Clinical Assistant Professor, and Clinical Associate Professor) whose responsibilities include teaching, advising/mentoring, and program development. All core faculty serve on the MPH Program Committee.

Affiliated Faculty
The MPH program benefits from the specialized knowledge and expertise of faculty from other academic units in the University. Affiliated faculty members are tenure-track and non-tenure track faculty at DePaul whose responsibilities include teaching and may include professional advising. Some affiliated faculty serve on the MPH Program Committee.

Adjunct Faculty
The MPH program recruits adjunct faculty for the sole purpose of teaching. Adjunct faculty are considered part of the faculty for the duration of the academic quarter they teach. Adjunct faculty often contribute specialized knowledge and expertise and are recruited to fill specific teaching needs.

Community Preceptors
The Community Preceptor provides guidance and supervision to the MPH student during their practicum year. Preceptors are trained and experienced public health professionals who provided specialized knowledge and training to students.

Community Stakeholders
The MPH program seeks the advice and guidance of a panel of community stakeholders. This group is convened annually to provide advice on current trends and professional training needs in public health.

Please see the next page for the 2015-2016 MPH Program Organizational Chart.
MPH Program Faculty and Staff
2015-2016 AY

Program Director
John Mazzeo, PhD

Director of Community Partnerships
Jessica Dirkes, PhD, MPH

Program Manager
Leah Neubauer, EdD, MA

Clinical Assistant Professor
Dan Schrober, PhD, MPH

Clinical Assistant Professor
Julia Lippert, PhD

Assistant Professor
Suzanne Carlberg-Racich, PhD, MSPH

MPH Program Assistants
Lindsey Roden
Briana Lemon

MPH Program Faculty and Staff
2015-2016 AY
3.0 MPH Curriculum

Curriculum Overview of the MPH

The MPH curriculum is based on accreditation standards outlined by the Council on Public Health Education (CEPH), and includes coursework in the five areas of knowledge central to the public health core: 1) epidemiology, 2) biostatistics, 3) environmental science, 4) social and behavioral science, 5) health services administration. In order to be eligible for degree conferral, the MPH program requires: a) successful completion of 56 credit hours of coursework, b) successful completion of the 9-month practicum experience (Section 4), and c) successful completion of the capstone (Section 4). Students must complete these requirements within four academic years of admittance to the MPH program. DePaul’s primary academic terms, called quarters, last for ten (10) weeks and includes thirty (30) hours of instruction and a finals week; summer and December terms are shorter in duration but still include thirty (30) hours of instruction and no finals week. There are three quarters (Autumn, Winter, and Spring) of class time (in addition to one week of final exams for each quarter) in each full academic year.

Required Coursework for the MPH

All students have a set of general MPH courses that are required. Students must successfully complete fourteen required MPH courses and two additional elective courses. The courses include fourteen 4-credit hours courses and two (2) zero-credit courses. Required courses are detailed in Table 1 below, with course descriptions provided below as well. Elective courses permit students to concentrate on dimensions of the discipline in which they have special interest and are not listed due to this flexibility. The MPH Program website (http://www.depaul.edu/university-catalog/degree-requirements/graduate/class/public-health-mph/Pages/degree-requirements.aspx) also lists the courses required and descriptions.

Table 1. MPH Program Required Coursework

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Core Courses</strong></td>
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<tr>
<td>MPH 501: Introduction to Public Health</td>
<td>4</td>
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<tr>
<td>MPH 502: Introduction to Epidemiology</td>
<td>4</td>
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<tr>
<td>MPH 503: Introduction to Environmental Health</td>
<td>4</td>
</tr>
<tr>
<td>MPH 511: Health Behavior Theory</td>
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<tr>
<td>MPH 512: Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>MPH 513: Public Health Administration</td>
<td>4</td>
</tr>
<tr>
<td>MPH 522: Program Development and Grant Writing</td>
<td>4</td>
</tr>
<tr>
<td>MPH 525: Program Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>MPH 541: Biostatistics</td>
<td>4</td>
</tr>
<tr>
<td><strong>Capstone Courses</strong></td>
<td></td>
</tr>
<tr>
<td>MPH 602: Community Health Assessment</td>
<td>4</td>
</tr>
<tr>
<td>MPH 603: Community Health Interventions</td>
<td>4</td>
</tr>
</tbody>
</table>
Master of Public Health Program Course Descriptions

MPH 501: *Introduction to Public Health*: This course introduces students to the concepts, principles, and case outcomes of public health practice. It outlines theories of health, illness behavior, and health education. It considers community health data sources, classical health intervention approaches, the planning and evaluation of community health interventions. (4 credits)

MPH 502: *Introduction to Epidemiology*: This course will focus on the theories and methods used in the field of epidemiology to study the occurrence, distribution and determinants of infectious and non-infectious diseases, other forms of illness (particularly those impacted by social and environmental forces), and injury in human populations. The focus will be on determining the impact, magnitude, and patterns of disease/illness/injury frequency so that causal agents can be identified and effective prevention, treatment and control measures can be designed and implemented. The course will explore variations of disease/illness/injury in relation to such factors as age, sex, race/ethnicity, occupational and social characteristics, place of residence, social inequality, susceptibility, exposure to specific agents, and other pertinent characteristics. Also of concern will be the temporal distribution of disease, examination of trends, cyclical patterns, and intervals between exposure to causative factors and onset of disease. *Course prerequisites: 501, 541.* (4 credits)

MPH 503: *Introduction to Environmental Health*: Study of the environment factors that influence health. Topics include air and water pollution, global population and local community dynamics, toxicology, infectious and chemical agents, radiation, and management. Prerequisite: One semester course or two trimester/quarter courses of biology. (4 credits)

MPH 511/PSY 511: *Health Behavior Theory*: This course will examine various theories and models that have been developed to identify the range of psychosocial factors that impact participation in both health-threatening and health-enhancing behaviors, and provide guidance for the modification of such behaviors. The theories and models will be explored from multidisciplinary perspectives and will be applied to an array of health issues. Practical applications of these theories to the development and implementations of theory-based public health interventions that can be applied with multiple populations (e.g., women, adolescents, elderly, people of color) within multiple settings (e.g., communities, schools, health care settings) at various levels of change (e.g., individual, community, social, policy) will also be explored. *Course prerequisites: 501* (4 credits)
MPH 512: Research Methods: This course will provide a critical examination of the relative strengths and limitations of various research designs, data collection methods, and types of existing data. Students will develop an understanding of (a) the relative contributions of a mixed-methods approach to public health research, (b) basic issues related to the measurement of public health concepts, and (c) the relative strengths and limitations of various analytic approaches to studying public health problems. Students will familiarize themselves with peer-reviewed journals, how to search for material on specific topics, how to develop a critical reader’s eye, and how to summarize and draw evidence-based conclusions from multiple studies. Course prerequisites: 501, 541, 502 (4 credits)

MPH 513: Public Health Administration: This course considers the conceptual and theoretical foundation underlying managerial decision-making. The course introduces students to such basic managerial tools as basic accounting, cost-benefit analysis, budgeting, and marketing. Principles of strategic planning and forecasting are examined. The course goes on to examine the legal framework that governs public health practice, organizations, human resources, research activities, and community as well as individual patient intervention efforts. (4 credits)

MPH 522: Program Development and Grant Writing: This course is designed to provide students with the background and skills to develop community public health programs in a variety of settings. Students will work individually and as members of teams to design measurable goals, objectives, action plans, evaluation plans, and timelines for community-based programming. Application of methods to logic modeling, proposal writing, budget planning, and project management, will be examined throughout the course. Course prerequisites: 501, 511 (4 credits)

MPH 525: Program Evaluation: This course will provide students with a comprehensive theoretical, methodological and ethical foundation for conducting public health program evaluation. Students will experience the practice aspects of evaluation including communicating and negotiating with stakeholders, conducting an evaluability assessment, developing logic models and evaluation questions, identifying appropriate data collection methods, gathering reliable and valid evaluation data that are appropriate to the selected design and analysis methods, reporting evaluation results, and ensuring evaluation use. The instructor will facilitate a learning and skill-building environment, drawing on personal experiences and the expertise of others in the field.

MPH 541: Biostatistics: This course emphasizes the application of statistical methods to problems of human health and disease. It covers parametric and nonparametric statistical inferential methods for univariate and bivariate situations using SPSS. Specific topics include but are not limited to the following: Interpretation of graphic and descriptive statistics for both quantitative and categorical data, confidence interval estimation and hypothesis testing methods, linear regression, analysis of categorical data and ANOVA. Course emphasizes the statistical interpretation of the literature and analytic projects based on large data sets from published studies, the internet, or the student's workplace. (4 credits)
MPH 600: *Preparation for Public Health Practice*: This year-long course includes a series of skills-based workshops designed to introduce students to the specialized skills and competencies needed in the public health workplace. These workshops are designed to complement the core MPH curriculum and are selected based on regular feedback from faculty, public health practitioners, and students. (0 credit)

MPH 602: *Community Health Assessment*: This course is part of a three-course practicum sequence that is designed to provide the student with integrative skills to complement their practical experiences in the field. The course is designed to provide the student with the background and proficiency to develop a scientific literature review, a community health profile, and an organizational assessment in view of creating a capstone thesis prospectus by the end of the class. Instruction will comprise of systematic literature searches, ecological community assessments, and various phases of community health needs assessments in preparation for the capstone thesis. **Prerequisite:** MPH 600 and practicum placement through the MPH Practicum Coordinator. (4 credits)

MPH 603: *Community Health Interventions*: This is the second course of the three-course practicum sequence designed to provide the student with the background and knowledge to develop a theory-based, population-specific, and community-based public health intervention. Students will develop a program theoretical framework, program logic model, program goals and SMART objectives, and a community health intervention plan in preparation for the capstone thesis. **Prerequisite:** Community Health Assessment. (4 credits)

MPH 604: *Capstone Seminar in Community Health*: This is the third course of the three-course practicum sequence. This course focuses on the final production of the capstone thesis and poster presentation. This course has three components: (1) developing a program evaluation plan for the capstone thesis, (2) the production of the capstone thesis and (3) the production and presentation of a capstone poster at the MPH Graduate Public Health Form. The capstone demonstrates students’ ability to integrate knowledge and skills obtained throughout their MPH training and practicum placement to an applied community health issue and setting—and to express this integration in two structured, academic formats: thesis and poster. **Prerequisites:** Community Health Assessment and Community Health Interventions. (4 credits)

MPH 699: *Community Health Practicum*: Students placed in practicum are required to enroll in MPH 699. MPH 699 serves as the academic portal to the required nine-month practicum placement, and, as such, the practicum and MPH 699 will foster the students’ development of professional community health practice. The practicum provides students a structured, comprehensive, and integrated application of their total MPH coursework to enhance and further develop their professional competencies in a public health practice setting (0 credits).

**MPH Electives**

**MPH 551: Global Health Inequities**
This course examines theories and data surrounding global health. Topics include epidemiologic transition, the burden of chronic non-communicable diseases in the global
south, neglected tropical diseases, and access to medicines. Sociological and anthropological perspectives are explored to understand the structural causes of health inequalities. (4 credits)

**MPH 552: Maternal and Child Health**
Course Description: This course will utilize a life course perspective to examine contemporary health issues affecting women and children. Students will examine health disparities and social determinants of health, and engage in discourse on a variety of health topics from a social justice framework. Course exercises and assignments will focus on building skills in community assessment, program planning, evaluation, advocacy and policy development, as they apply to maternal and child health. (4 credits)

**MPH 553: Public Health and Forced Migration**
This course is an overview of key public health issues for populations undergoing forced migration. The course emphasizes the contextual factors relevant to the physical and psychosocial challenges faced by displaced populations. Using a community public health approach the course will address: the challenges of health promotion, health care access and delivery; the everyday contexts that affect health; strategies for conducting public health research; and interventions for addressing health outcomes. (4 credits)

**MPH 554: Introduction to Global Public Health**
This course introduces students to the concepts, principles, and case outcomes of public health practice within a global context. It outlines theories of health, illness behavior, and health education. Across different global settings, it considers community health data sources, health intervention approaches, the planning and evaluation of community health interventions (4 credits).

**MPH 555: Epidemiology in Global Context**
This course will focus on the theories and methods used in the field of epidemiology to study the occurrence, distribution and determinants of infectious and non-infectious diseases, other forms of illness (particularly those impacted by social and environmental forces), and injury in human populations. The class examine epidemiology in various global contexts. The focus will be on determining the impact, magnitude, and patterns of disease/illness/injury frequency so that causal agents can be identified and effective prevention, treatment and control measures can be designed and implemented. The course will explore variations of disease/illness/injury in relation to such factors as age, sex, race/ethnicity, occupational and social characteristics, place of residence, social inequality, susceptibility, exposure to specific agents, and other pertinent characteristics. Also of concern will be the temporal distribution of disease, examination of trends, cyclical patterns, and intervals between exposure to causative factors and onset of disease. (4 credits)

**MPH 556: Women's Health**
An examination of women’s health throughout the life cycle, with special emphasis placed on women’s structural and societal roles within systems of health and in communities at large, which emphasizes on-going and emerging issues in women’s health, such as sexual and reproductive health, contraception, gender-based violence, and chronic diseases, in order to address health disparities and redress health inequalities.
MPH 595: *Special Topics in Public Health*
Special courses will be offered as students and faculty affiliated with the MPH program identify selected topics of common interest. (4 credits)

MPH 599: *Independent Study in Public Health*
This course can be taken in consultation with a supervising faculty member. Students must receive course approval from the MPH Program Director. (4 credits)

*Elective Approval*
Students can take elective courses from any program in the University as long as the course is offered for graduate credit, and it is determined by the MPH technical advisor to fit with the education and training needs of the student. Electives are subject to program review and must be approved by the MPH Technical Advisor prior to the course’s start date. All students are required to submit their elective for approval through their MPH Technical Advisor in the quarter prior to the elective. Electives must relate to public health and enhance the student’s public health interest areas. Students must produce a brief rationale for their MPH elective which discusses it relevance to the field and public health and the student’s course of study. Students must receive approval from the MPH Technical Advisor prior to enrolling in the course. Students are encouraged to contact the MPH Technical Advisor for more information.

*Degree Timeline*
Upon matriculation, students meet with the technical advisor to create their course plan based on anticipated graduation date (2, 3, or 4 years). Table 2 shows the course plan for a 2-year full time student and table 2A shows the course plan for a 3-year student. Continual assessment of completion date is encouraged and any changes will be discussed and implemented through the technical advisor. The technical advisor also assists with elective selection and enrollment.
Table 2. Curriculum and Timeline for Two Year Program

### TWO YEAR PROGRAM

#### YEAR ONE

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
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<tbody>
<tr>
<td>MPH 501: Introduction to Public Health</td>
<td>MPH 511: Health Behavior Theory</td>
</tr>
<tr>
<td>MPH 541: Biostatistics</td>
<td>MPH 502: Introduction to Epidemiology</td>
</tr>
<tr>
<td><em>MPH 600: Preparation for Public Health Practice</em></td>
<td><em>MPH 600: Preparation for Public Health Practice</em></td>
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<tr>
<td><strong>Elective</strong></td>
<td><strong>Elective</strong></td>
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<table>
<thead>
<tr>
<th>December Session</th>
<th>Winter Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH 503: Introduction to Environmental Health</td>
<td>MPH 603: Community Health Interventions</td>
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#### YEAR TWO

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
</tr>
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<tbody>
<tr>
<td>MPH 602: Community Health Assessment</td>
<td>MPH 513: Public Health Administration</td>
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<tr>
<td>MPH 525: Program Evaluation</td>
<td><em>MPH 699: Community Health Practicum</em></td>
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<td><em>MPH 699: Community Health Practicum</em></td>
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<thead>
<tr>
<th>Spring Quarter</th>
<th>Summer Sessions</th>
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</thead>
<tbody>
<tr>
<td>MPH 522: Program Development and Grant Writing</td>
<td><strong>Elective</strong></td>
</tr>
<tr>
<td>MPH 512: Research Methods</td>
<td><strong>Two elective courses are required. They can be taken during any of the noted periods. Additionally, they could also be taken during any academic quarter. If this were chosen, the student would take an additional class per quarter.</strong></td>
</tr>
<tr>
<td><em>MPH 600: Preparation for Public Health Practice</em></td>
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</table>

**Elective**

**Elective**

Total Courses: 16 courses (56 credit hours)
### Table 2A. Curriculum and Timeline for Three Year Program

<table>
<thead>
<tr>
<th>THREE YEAR PROGRAM</th>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
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<tbody>
<tr>
<td><strong>Autumn Quarter</strong></td>
<td>MPH 501: Introduction to Public Health</td>
<td><strong>Autumn Quarter</strong></td>
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<tr>
<td><strong>December Session</strong></td>
<td>Elective</td>
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<tr>
<td><strong>Winter Quarter</strong></td>
<td>MPH 511: Health Behavior Theory</td>
<td><strong>Winter Quarter</strong></td>
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<tr>
<td><strong>Spring Quarter</strong></td>
<td>MPH 522: Program Development and Grant Writing</td>
<td><strong>Spring Quarter</strong></td>
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<td>MPH 541: Biostatistics</td>
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<tr>
<td><strong>YEAR THREE</strong></td>
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<tr>
<td><strong>Autumn Quarter</strong></td>
<td>MPH 602: Community Health Assessment</td>
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<td></td>
<td>MPH 699: Community Health Practicum</td>
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<tr>
<td><strong>Winter Quarter</strong></td>
<td>MPH 603: Community Health Interventions</td>
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<td></td>
<td>MPH 699: Community Health Practicum</td>
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<tr>
<td><strong>Spring Quarter</strong></td>
<td>MPH 604: Capstone Seminar in Community Health</td>
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<td></td>
<td>MPH 699: Community Health Practicum</td>
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Total Courses: 16 courses (56 credit hours)
Practicum Experience and Capstone

Students complete their field-based practica and capstones in their final year of the program. The practicum constitutes nine months of professional community health-focused practice that is expected to engage public health graduate students in public health activities. The purpose of the practicum is to provide students a structured, comprehensive, and integrated application of their MPH coursework to enhance and further develop their professional competencies in a public health practice setting, an experience that culminates in the creation of the MPH capstone product. Please see Section 4 (Field-Based Practica, Internship and Outside Employment) for more detailed information regarding the practicum.

The nine month practicum takes place during the student’s final year of the MPH program. In addition to other field placement public health activities, as directed by the practicum supervisor, practicum students complete a field-based capstone comprised of three elements:

a) the capstone thesis, a scholarly work that systematically examines the development of the capstone product through the academic lens of public health research and program development,
b) the capstone product, a practicum-specific item developed in conjunction with and under the direction of the practicum site, and
c) the capstone presentation, a formal poster presentation of the capstone to our MPH community partners, DePaul colleagues, and the general public at the MPH Graduate Public Health Forum

The practicum and integrated, field-based capstone are required by the MPH Program for degree completion.

Credit Hours, Registration, and Enrollment Requirements

Students are required to take a total of 56 quarter-credit hours to complete the MPH program. DePaul University is on a quarter system comprised of three, ten (10)-week quarters from September to June. Full-time study is at least eight (8) quarter hours plus practicum during the final year. Most courses earn four (4) credit hours each. International students need to obtain information about and consult with Graduate Admissions and the MPH technical advisor regarding any restrictions or requirements relating to their academic and training activities.

In order to take a full course load in the Autumn quarter of any year, students must have no more than one incomplete grade in formal coursework (does not include research, fieldwork, or practicum incompletes) from the previous academic year. For each incomplete over one, a student must reduce his or her quarterly course load by one course. The student will have such a reduced load for each subsequent quarter until no more than one incomplete remains. MPH students with two or more incompletes are prohibited from taking more than one course per quarter until the incompletes are resolved. Incompletes are considered completed once the instructor submits a grade. For circumstances beyond a student’s control, the instructor may request a waiver on behalf of the student. The waiver
request will be made to the technical advisor, who will present the request to the MPH Program Director. The MPH Program Director will decide the outcome of the request.

The university policy regarding incompletes states the following: “Undergraduate and graduate students have at most two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, the incomplete will automatically convert to an F grade.” This policy applies to Master of Public Health Program students. Thus, students need to be vigilant in resolving all incompletes within one quarter of receiving them.

**Academic Standing**

The technical advisor reviews each student's academic standing with the student individually per quarter. Additionally, the technical advisor prepares a report to the MPH Executive Committee each quarter on students' academic standing. Students must maintain a GPA of 3.0 or better to remain in good standing in the program. Any course grade below B- is unsatisfactory and will not be counted toward degree requirements.

Students who are not in good academic standing—including but not limited to students with incompletes or “R”s in any courses and students on academic probation—are prohibited from starting practicum-related activities. Degree conferral will be delayed as a result of any issues in beginning or completing the practicum. Please consult the MPH Technical Advisor for questions about academic standing.

**Human Research Subjects Protection Training**

All incoming MPH students are required to receive training and certification in initial human research subjects protection and the protection of health information. Training is completed within the student's first year of entering the Master of Public Health program, generally in MPH 512: Research Methods. The MPH Program uses the Collaborative IRB Training Initiative (CITI) Human Subjects Training Program Online as the main human subject protection training ([https://www.citiprogram.org](https://www.citiprogram.org)).
4.0 Field Based Practica, Internship and Outside Employment

NOTE: Students who are not in good academic standing—including but not limited to students with incompletes or “R”s in any courses and students on academic probation—are prohibited from starting practicum-related activities. Degree conferral will be delayed as a result of any issues in beginning or completing the practicum. Please consult the MPH Technical Advisor for questions about academic standing.

Practicum Activities

In their last year of studies, MPH students are required to commit to 8-10 hours per week of professional community health focused training onsite with a public health agency, organization, or department. Students are required to be physically onsite at the agency for the majority of these hours. Please note that practicum hours are generally worked during traditional business hours, and that students working full-time will need to make adjustments to their employment schedules in order to meet their practicum requirements. In total, students will contribute a minimum of 250-300 hours over three academic quarters (Autumn Quarter, Winter Quarter, Spring Quarter) during the practicum placement year. There is no maximum number of hours. Please note that the Director of Community Partnerships is called the Practicum Advisor in this capacity.

Students are matched at qualified placement sites through a competitive application process in the spring prior to beginning their placements in the fall. Students who do not complete this application process are not eligible for practicum placement. A list of approved sites is available at the Practicum Information Session, generally held in the Spring Quarter prior to practicum start, and students are encouraged to work with the Practicum Advisor to identify potential practicum sites of interest for their placement if they wish to pursue a specific area of community health prior to the Practicum Information Session.

The twin purposes of the practicum are (1) to ensure that students gain supervised professional practical experience in the application of community public health principles and theory to current community health issues and (2) to ensure that students develop an independent, comprehensive, academically sound, and practice-based capstone that demonstrates their mastery of essential public health skills in both academic and community settings.

As such, the following activities are viewed as meeting the criteria for the practicum. The student will work with the Field Supervisor to create a Learning Agreement in the first three weeks of the practicum. This Learning Agreement will be derived from the qualified community health-focused public health activities (see below). Learning Agreements are submitted to the Practicum Advisor for review and approval through the MPH 699 D2L site. Students must submit a final Learning Agreement by October 2 or face removal from the practicum. Practicum activities will be in accord with the approved Learning Agreement, and any significant change to the document will need to be negotiated in a timely fashion with the practicum advisor (e.g., new funding streams are secured which change the supervisor's immediate program needs).
Qualified Community Health-Focused Public Health activities include:

1. Learning how to and assisting with advancing community health through **public health education and systems development**.

2. Learning how to and assisting with the improvement of community health through public health systems and program planning, development, implementation, monitoring, and evaluation—including improvement and effectiveness-focused program evaluations.

3. Learning how to and assisting with the **collection, assembly, analysis, interpretation, and dissemination of community health-focused data** on public health issues, prevention, and treatment.

4. Learning how to and assisting with the assembly, analysis, interpretation, and dissemination of community health-focused data for **disease tracing, monitoring, and reporting**.

5. Learning how to and assisting with public health policy research, development, and advocacy to ameliorate community health outcomes.

6. Learning how to and assisting with **research and advocacy** designed to improve funding for community health-focused public health prevention, intervention programs and initiatives.

The MPH Practicum Manual is made available to students entering practicum prior to the first day of classes in Autumn Quarter. The MPH Practicum Manual contains more detailed information on the practicum, including due dates and responsibilities. Successful completion of the practicum is required for degree conferral from the MPH program.

**MPH Capstone**

The MPH capstone is the culminating experience in the MPH program and requires students to integrate information learned in MPH academic courses with their practicum. In addition to other field placement public health activities, as directed by the practicum supervisor, practicum students complete a field-based capstone comprised of three elements:

1. the capstone thesis, a scholarly work that systematically examines the development of the capstone product through the academic lens of public health research and program development,

2. the capstone product, a practicum-specific item developed in conjunction with and under the direction of the practicum site, and

3. the capstone presentation, a formal poster presentation of the capstone to our MPH community partners, DePaul colleagues, and the general public at the MPH Graduate Public Health Forum
Detailed Capstone Guidelines are made available to students in practica. Successful completion of the field-based MPH capstone is required for degree conferral from the MPH program.

**MPH Capstone Thesis**

The capstone thesis is a high-individualized scholarly work that systematically examines the development of the capstone product through the academic lens of public health research and program development.

In addition to the practicum field work and related field-placement course (MPH 699), students will enroll in the three course capstone sequence (MPH 602, MPH 603, MPH 604), taken concurrently with the practicum experience. These courses are designed to allow MPH students to develop an independent, comprehensive, academically sound, and practice-based capstone that demonstrates their mastery of essential public health skills in both academic and community settings. In short, students develop their field-based capstone theses and presentations in the three-course capstone sequence.

Each capstone thesis is reviewed both individually and collectively by the Capstone Review Committee (including the MPH Program Director and MPH faculty) to determine its academic merit. The Director of Community Partnerships and the Program Manager serve as non-voting members of the committee.

Students who receive an overall passing score based on the capstone rubric will be approved for graduation (upon completion of all other program requirement). Students may also receive a notice of “distinction” on their capstone. Students who do not receive a passing score will work with the MPH Practicum Advisor to develop and complete a remediation plan, subject to Capstone Review Committee approval. Failure to successfully complete the remediation process will result in dismissal from the program.

Please see the Capstone Guidelines for more detailed information on the capstone thesis.

**MPH Capstone Product**

The capstone product is a tailored, high-individualized item developed in conjunction with and under the direction of the practicum supervisor that is intended to fulfill an articulated agency need for future or current use. Students work on creating the capstone product during their practicum hours and also may receive periodic structured feedback on the development of the product.

Examples of previous capstone products include: two programs to increase childhood vaccine adherence rates in urban populations (one clinic-based and one mobile provider-based), a text-messaging intervention to combat adolescent obesity in an urban African-American population, an evaluation of peer leadership program for comprehensive sexual health education, a community needs assessment of African immigrants and colorectal cancer prevention, and the development of a state health department health improvement plan.
Please see the Capstone Guidelines for more detailed information on the capstone product.

*The Capstone Presentation*

Students prepare an academic poster of their capstones for presentation and judging at the MPH Graduate Public Health Forum. The Forum is held during the Spring Quarter and is open to the public. Students’ posters are assessed by an invited, independent panel of judges in competition for the prestigious MPH award, the Grace Budrys Award for Excellence in Community Health.

Please see the Capstone Guidelines for more detailed information on the capstone presentation.

*Practicum Time Commitments & Employment Outside the Program*

The Master of Public Health Program at DePaul University is designed to accommodate full-time working professionals. MPH courses are held at night so that students are free to work during the traditional work day. In the practicum year, however, students working full time with traditional work schedules will need to adjust their full-time working hours to accommodate time for the public health practicum experience during the regular business day.
5.0 Academic Procedures

The general University regulations for all academic procedures are found below.

University Registration

1. Students register for, and withdraw from, classes via the course registration function in Campus Connect, DePaul's online web portal: http://campusconnect.depaul.edu
2. Students will receive credit only for courses taken in a section for which the student has been duly registered.
3. Changes to registration (courses dropped or added) must be initiated by the student in Campus Connect. It is the student's responsibility to verify that the transaction has been processed.
4. Should a student's name not appear on the class roster, it is the student's responsibility, not the faculty member's, to resolve the problem. The student is advised to contact their college office to verify enrollment status.
5. Classes cannot be added for the current quarter after the first week of class (for a 10-week class). Further, students are to be guided by individual college regulations regarding unusual changes in registration, provisions for late registration, and special registration (e.g., independent studies, internships, etc.)
6. The University is required to report enrollment and attendance to fulfill requirements established by several governmental agencies. To satisfy these requirements it is University policy that attendance will be monitored in all classes. Each school or college maintains additional specific policies concerning attendance. Students should become familiar with these policies. Punctuality is expected of a student for all class sessions. Tardiness of more than ten minutes is generally to be considered by the instructor as an absence.
7. Students' status at the university will be changed from “active” to “discontinued” if:
   - There is no enrollment in the term of admittance.
   - There is no registration activity for three consecutive quarters - excluding summers - in which case these students must seek readmission;
   - No progress has been made towards their degree for three consecutive terms, excluding summers. (Candidates for theses and students on year-long study abroad programs are excluded from this rule.)
8. Students who have been "discontinued," must be readmitted through the Office of Admission and MPH Program Office in order to continue their studies.

University Academic Calendar Formulas for Deadlines

Academic calendar deadline dates are based on the following formulas. These formulas are particularly important for classes that meet outside the standard (10 week term plus finals week) start and end dates for a term. Please consult your college office for specific dates relevant to your class.

- Students may not add classes after 10% of the scheduled class has elapsed.
• Students who drop a class or classes after 20% of the scheduled class has elapsed will be responsible for 100% tuition and a grade of W will be assigned.
• Students may not select a Pass/Fail grading option after 20% of the scheduled class has elapsed.
• Students may not select Audit (non-credit) grading option after 30% of the scheduled class has elapsed.
• Students may not withdraw from classes after 70% of the scheduled class has elapsed.

University Rules for Auditing Courses

A student may audit a course only with permission of his or her advisor or college or school office. A student may not change from the status of credit to audit or vice-versa after 30% of the term has elapsed, or the third week of class (for a 10 week class). Full tuition is assessed for audited classes.

University Graduation Requirements

1. The student must have satisfied all the requirements and regulations of the individual program and college or school granting the degree (see MPH Requirements for Degree Conferral below).

2. A formal application for graduation must be filed by a candidate. Application for graduation may be made only by classified degree seeking students. The student must complete the online degree conferral application in Campus Connect by the designated deadline date.

<table>
<thead>
<tr>
<th>Autumn degree conferral</th>
<th>October 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter degree conferral</td>
<td>January 15</td>
</tr>
<tr>
<td>Spring degree conferral</td>
<td>February 1</td>
</tr>
<tr>
<td>Summer degree conferral</td>
<td>July 15</td>
</tr>
</tbody>
</table>

Submitting this on-line application does not guarantee the conferral (granting) of a degree from DePaul University. A student can change the expected completion term up to the last day of that term. Degree requirements are reviewed at the end of the expected completion term indicated. If all requirements are met, the degree will be conferred within 30 days of the end of the term. Diplomas are mailed (to graduates without financial holds), generally within 45-60 days after the end of the term.

DePaul reports degree information to the National Student Clearinghouse monthly. Many companies and agencies use this service to verify awarded degrees. A student’s degree will be verified by the Clearinghouse if the student does not have a FERPA/Privacy restriction in Campus Connect at the time the degree is conferred. Students should verify Privacy Settings before the end of their completion term.
MPH Requirements for Degree Conferral

In order to be eligible for MPH degree conferral students must:

- Submit all required paperwork to the College of Liberal Arts and Social Sciences by the College’s deadlines
- Submit all required paperwork to the MPH Program by the Program’s deadlines
- Successfully complete the required 56 credit hours in two, three, or four years
- Have a cumulative GPA of 3.0 or higher
- Achieve a grade of B- or higher in all courses
- Have a grade of Pass for MPH 600 and 699
- Earn a grade of Pass on the MPH Capstone Thesis
- Present a poster at the MPH Graduate Public Health Forum
- Complete a minimum of 250-300 hours in practicum

Leave of absence from the MPH Program

A Leave of Absence may be granted when a student wants to withdraw temporarily from the program because of illness or special circumstances beyond the student’s control. A Request for Leave of Absence form must be received prior to the beginning of the quarter for which the leave is desired. The appropriate forms to request a Leave of Absence are found and completed in Campus Connect. If an extension of the Leave of Absence is needed, the extension must also be requested in writing. In addition, a Request for Leave of Absence form must be filed whenever the student plans to not register or the University will automatically change the student status to “discontinued” and students will have to formally reapply for admission back into the program. Time spent on a Leave of Absence approved by the program and the College is not counted toward the degree time limit.

Withdrawal from the MPH Program

Students who wish to discontinue studies and are in good standing, permanently or for some indefinite period of time, should address a letter to that effect to the Dean of the College of Liberal Arts and Social Sciences. (For temporary withdrawal, follow procedures for Leave of Absence as discussed in the previous section.) If a student withdraws within ten (10) days after the beginning of instruction, all fees except a non-refundable portion are refunded. A student who has withdrawn from the MPH Program (and, concurrently, the College of Liberal Arts and Social Sciences) in good standing, and who subsequently wishes to resume studies, must reapply to the program. Readmission is not guaranteed. If a student wishes to gain readmission less than a year from the initial withdrawal date, a readmission form may be filled out through the Office of Graduate Admissions. For students wishing to be readmitted more than a year after the initial withdrawal date, a new application for admittance must be submitted through the Office of Graduate Admissions. If a student is readmitted after withdrawing from the MPH Program, the curriculum and course requirements that are in effect at the time of their readmission must be adhered to and will remain in effect until the student graduates. Additionally the MPH Program Director, in conjunction with the MPH Administrative Committee as necessary, reserves the right to review and make adjustments on a case-by-case basis as needed.
6.0 Student Disciplinary Action

Discipline and Discontinuance

Violation of University or MPH Program regulations and policies can result in disciplinary action ranging anywhere from restrictions on registration to termination of the student’s graduate status. Restriction on registration may simply mean that the student is not allowed to register for a full load of courses until she has resolved the issue. This may occur, for example, if the student has more than one incomplete grade in coursework from the previous academic year (as described in the Curriculum section, subsection on Credit Hours, Registration, and Enrollment Requirements).

Other forms of disciplinary action can include lowered grades in coursework, or, in extreme cases, recommendation for termination from the graduate program. The action taken is based on the stated policies of the University and the MPH Program, the magnitude and scope of student behavior, and current and prior evaluations of student performance.

Dismissal from the program

Dismissal from the program may occur under any of the following circumstances (but is not limited to this list). Additionally, students should note that degree conferral may be delayed under any of these conditions.

- Fails to meet what the MPH Program, College of Liberal Arts and Social Sciences, or University deems to be satisfactory progress toward a graduate degree.
- Fails to pass the capstone thesis review.
- Violates the University standards of conduct as specified in the MPH Student Handbook and College of Liberal Arts and Social Sciences, including Academic Integrity policies.
- Fails to meet the MPH requirement of maintaining a 3.0 GPA and fails to raise her GPA to the required level in the next quarter following the student’s probation.
- Fails to meet the MPH requirement of achieving a B- in all coursework on the first or second attempt at the course.
- Fails to resolve a grade of “Incomplete” in any course for more than two quarters.

Students subject to disciplinary action by the MPH Program are also subject to the University procedures as described in the Graduate Academic Policies, which may be found here: http://www.depaul.edu/university-catalog/academic-handbooks/graduate/graduate-academic-policies/Pages/default.aspx. Please see below for more information on the MPH dismissal process.

MPH Criteria for Academic Probation

If the student’s cumulative GPA is below 3.0 (on a 4.0 scale) after of any academic quarter, the student is placed on probationary status. The student will receive a warning letter stating the specific conditions of probation. Students who are on probation are required to have a meeting with the MPH Program Director and Technical Advisor to establish an
action plan for addressing academic probation. Following the meeting, a memo will be sent to the student and copied to the technical advisor and MPH Director. 

**Students on probation have one academic quarter to address the specific probation conditions or face dismissal from the program.** NOTE: Students on probation are prohibited from applying for practicum which will result in a delay of degree conferral.

**Repeating required MPH courses**

Students who fail to earn a B- or higher in any course are required to repeat that course to earn a grade acceptable to the MPH Program. Students who fail to earn a B- or higher for any course are immediately placed on academic probation (see above). No course may be repeated more than one time. In addition, placement in the practicum and/or degree conferral will be delayed in the event students are required to repeat a course. Both grades for the course will appear on the student’s transcript and be used to calculate their GPA.

**MPH Academic Dismissal Process**

In addition to the MPH program’s minimum GPA requirement, the program will dismiss students for breaches of academic honesty, breaches of the code of student responsibility, or lack of progress towards degree completion. Please see the Graduate Academic Policies, which may be found here [http://www.depaul.edu/university-catalog/academic-handbooks/graduate/graduate-academic-policies/Pages/default.aspx](http://www.depaul.edu/university-catalog/academic-handbooks/graduate/graduate-academic-policies/Pages/default.aspx), for more information about graduate student rights and responsibilities.

**University Grading Scale & Grade-Point Average Calculation**

The DePaul University grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Per Credit Hour</th>
<th>Credit Hours</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>4</td>
<td>16.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>4</td>
<td>14.8</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>4</td>
<td>13.2</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>4</td>
<td>12.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>4</td>
<td>9.2</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>4</td>
<td>6.8</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>4</td>
<td>5.2</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>4</td>
<td>4.0</td>
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<tr>
<td>F, FX</td>
<td>0.0</td>
<td>4</td>
<td>0.0</td>
</tr>
</tbody>
</table>

(source: [http://www.depaul.edu/university-catalog/academic-handbooks/graduate/graduate-academic-policies/Pages/grades.aspx](http://www.depaul.edu/university-catalog/academic-handbooks/graduate/graduate-academic-policies/Pages/grades.aspx))

Students’ official GPAs are calculated by the DePaul Registrar and are made available to students through Campus Connect. Student GPAs are also reported to the MPH Program. DePaul calculates a student’s grade point average by dividing the total number of quality
points accumulated by the total number of credit hours attempted with quality points assigned. The grade point average is calculated only upon grades earned at DePaul University.

7.0 Rights and Responsibilities

Code of Student Responsibility

The full Code is available in DePaul University Academic Student Handbooks and can be accessed online at http://www.depaul.edu/university-catalog/academic-handbooks/code-of-student-responsibility/general-information/Pages/default.aspx

A student by voluntarily joining the University community agrees to abide by the standards that have been instituted by DePaul University. Students are responsible for being familiar with all of the policies and procedures included in the Code of Student Responsibility. The Code of Student Responsibility was developed by Student Affairs to give formal recognition to the rights and responsibilities of students at DePaul University and is based on the following principles:

1. The intrinsic value of the person stands above other values. The personal rights and dignity of individuals are to be held inviolate. They take precedence over any academic goal set forth by the University.
2. The student is respected as a responsible person. He or she is, therefore, encouraged to make informed decisions with respect to his or her own education and to be involved in University decisions to the fullest extent possible.
3. The University is by definition a corporation. Just as the individual student has his or her own personal right, so the University, as a corporate person, has an obligation to exercise its rights and privileges in conformity with the laws and procedures governing its actions.
4. DePaul University recognizes that freedom to teach and freedom to learn depend upon opportunities and conditions in the classroom, on the campus and in the larger community. The responsibility to secure and respect general conditions conducive to learning is shared by all members of the academic community. Freedom is meaningless unless responsibility is also present.

The above rights can be exercised effectively and without fear only if they are incorporated into policies and regulations that are as precise and informative as possible, and only if there are adequate procedures to settle disputes that arise in their regard. The Code of Student Responsibility protects students’ rights by making explicit all judicial procedures so that no student may be subject to judicial procedures except in strict adherence to proscribed policies.

As an academic and religious institution, DePaul has a vested interest in both the safety and well-being of the members of its campus community. As a result of the high caliber of women and men DePaul University attracts, the Code of Student Responsibility reflects the emphasis on responsibility in both the academic and nonacademic areas of university life. It is the intent of the Code to provide the necessary guidelines to support and advance the
educational and religious aims of the University without unduly restricting or diminishing the university experience. The Code, together with other applicable University policies, outlines the minimum acceptable level of conduct expected of every student at DePaul. The policies and procedures outlined are those that students, faculty and administrators at the University have designed to further the educational and religious aims of the institution and to assist all students in the pursuit of their educational, personal and social development.

A student by voluntarily joining the DePaul community assumes the responsibility for abiding by the standards that have been instituted by DePaul. The Vice President for Student Affairs, or her designees, maintains exclusive authority for imposing sanctions for behaviors that violate the Code of Student Responsibility. The Vice President for Student Affairs, or her designee, is also responsible for interpreting and/or implementing additional University procedures or policies to address issues that are not specifically covered by the various parts of this Code. University personnel charged with enforcement of the Code will at all times endeavor to adhere to the intent of fundamental fairness so that each student’s concern is addressed in an impartial and consistent manner.

The University may exercise jurisdiction for an offense committed on-campus. Additionally, the University may exercise jurisdiction for an offense committed off-campus (including on-line communities) when:

A. The victim of such offense is a member of the campus community (student, faculty or staff); or
B. The offense occurred at a college-sponsored or sanctioned event; or
C. The student used his or her status as a member of the University community to assist in the commission of the offense (for example student ID card to pass a bad check); or
D. The offense affects the University.

The University’s adjudication of any violation of this Code may proceed independently of any action taken by state, federal, or municipal agencies. The University reserves the right to refer incidents of misconduct to civil or criminal authorities.

This Code is designed to protect the rights of all members of the University community so they can prosper academically, socially, and personally. In order for this Code to work effectively, however, students must take responsibility for confronting behaviors exhibited by their peers that negatively impact their experiences and violate established standards of behavior. It is imperative that students work in partnership with University faculty and staff members to protect the rights that have been afforded them.

DePaul University reserves the right to change policies or procedures maintained herein at any time during a student’s enrollment period provided such changes are updated in the on-line Undergraduate Handbook. Students and student organizations are advised to read this Code and any other relevant policies carefully so all are aware of the policies which guide the University in its dealings with them. Students should review the Academic Policies section of the Undergraduate Handbook or contact their college office for specific information on the policies used to govern academic expectations at the University.
In addition to the Graduate Student Handbook, the DePaul University Catalog [http://www.depaul.edu/university-catalog/Pages/default.aspx](http://www.depaul.edu/university-catalog/Pages/default.aspx) describes regulations and resources specific to graduate students. Students should read this catalog regarding policies of the College of Liberal Arts and Social Sciences (LAS) Graduate Division. The current manual provides a description of expectations and disciplinary policies and procedures relating specifically to students in the MPH Program.

Finally, as long as the students enrolled in the Master of Public Health Program are required to provide program staff and faculty with up to date contact information, including correct/valid email addresses.

**Commitment to Diversity**

Diversity is a core value of DePaul University and has been since the University’s founding. DePaul’s history and mission demonstrates a deep and abiding respect for the dignity of individuals and their cultures. The University is committed to action that supports such diversity and enables all members of the University community to build and enhance relationships in a safe environment. DePaul University is committed to providing and maintaining a healthy learning and working environment for all students, staff, and faculty members, free of harassment, discrimination and/or assault behavior of any kind against any person or group of individuals based on race, gender, sexual orientation, age, national origin, religion, marital status, or disability. The DePaul community is marked by its inclusivity, diversity, and openness to a wide range of students, faculty, and staff.

**Mutual Tolerance and Respect Statement**

Public health deals with controversial issues from multiple perspectives and consideration of these issues may cause disagreements among people or may evoke strong personal feelings, depending on each person’s individual experience, histories, identities, and worldviews. Therefore, in all interactions and communications, it is important that students and faculty strive to have mutual respect and tolerance for one another and for any course guests and members of the community. If a student feels they have been offended by any content or interactions, they are encouraged to discuss this with the instructor or another faculty member.

**Disabilities Requiring Accommodations**

Students who need an accommodation based on the impact of a disability should contact their instructor privately to discuss their specific needs as soon as possible, preferably within the first week of classes. All discussions will remain confidential from other students, but faculty may need to discuss accommodation requests with MPH program staff and faculty.

To ensure that each student receives the most appropriate accommodation based on their needs, please contact the Center for Students with Disabilities (CSD) Program at DePaul University, a year-round comprehensive program designed to meet the needs of DePaul University students with specific learning disabilities, associated disorders, and other
disabilities. CSD is located in Student Center, Suite 370, and more information may be found at http://satest.is.depaul.edu/plus/index.asp

University Academic Integrity

Adapted from DePaul University Academic Integrity Policy (http://offices.depaul.edu/oaa/faculty-resources/teaching/academic-integrity/Pages/default.aspx)

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. To preserve the quality of education offered to students, the university is responsible for maintaining academic integrity and protecting all those who depend on it, including DePaul’s community partners and institutional affiliates. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, to the pursuit of knowledge, and to the transmission of ideas. All members of the university community share the responsibility for creating conditions that support academic integrity.

In particular:

A. Students must abstain from any violations of academic integrity and set examples for each other by assuming full responsibility for their academic and personal development, including informing themselves about and following the university’s Academic Integrity Policy.

B. Faculty members must foster a climate that is conducive to the development of student responsibility. They should provide guidance as to what constitutes violations of the Academic Integrity Policy and educate students about the ethical and educational implications of their actions. For instance, syllabi should call attention to the Academic Integrity Policy. And whenever possible, faculty should promote student understanding about Academic Integrity (e.g., reviewing drafts of work products, allowing students access to plagiarism detection software).

C. Faculty members, furthermore, are required to report Academic Integrity violations.

D. Faculty members have the authority and the responsibility to make the initial judgment regarding violations of academic integrity in the context of the courses that they teach. In addition to officially reporting an Academic Integrity violation, they may impose sanctions up to and including failure of a course at their own discretion in cases involving a violation of Academic Integrity Policy.

E. The Provost and the Deans of the various colleges, with the support of the Associate Vice President for Academic Affairs (AVPAA) and the Chair of the Academic Integrity Board (AIB), are responsible for facilitating various aspects of the Academic Integrity process, and for ensuring that their faculty, particularly new faculty and part-time faculty, are aware of the university's Academic Integrity Policy and of their responsibilities in this regard, to maintain the integrity of the academic review process. The deans should monitor periodically the number and disposition of cases.
involving students in their college to ensure that their faculty members are both fair and rigorous in enforcing the university's Academic Integrity Policy.

These efforts are supported by detailed guidelines and procedures that are designed to align with the university statement that, "[s]tudents have the right to a hearing within the established University procedures, in all matters that can result in the imposition of sanctions for misconduct," to maintain the integrity of the institution and to ensure that university standards are upheld.

**MPH Academic Integrity**

Because of the serious nature of academic integrity violations, students found to have engaged in such actions jeopardize their status in the MPH Program as well as the University. The MPH Program will consider the student's behavior with regard to the ethical and professional standards of public health and may recommend procedures up to and including permanent dismissal from the program.

**University Sexual Harassment**

Reproduced from the Code of Student Responsibility; a full-text version may be found at: http://www.depaul.edu/university-catalog/academic-handbooks/code-of-student-responsibility/university-policies-applicable-to-students/Pages/anti-discrimination-and-anti-harrassment-policy-and-procedures.aspx

DePaul University is committed to providing and maintaining a healthy learning and working environment for all students, staff, faculty and other members of the University's Community, free of discrimination and all forms of sexual and gender harassment, which diminish the dignity or impede the academic freedom of any member of the University Community.

In accordance with DePaul's Vincentian values, its role as an educational institution, and both federal and state law, the University condemns any form of sexual [or gender] harassment [or assault] and is committed to taking action to prevent and eliminate all forms of them, including coercive sexual behavior. These types of harassment also may constitute unethical conduct.

Any staff member, faculty member or student found to have engaged in such conduct is subject to disciplinary action, up to and including discharge and/or expulsion.

Further, the University condemns any acts in violation of this policy involving any third parties, including visitors, guests and agents, representatives and employees of suppliers or contractors, and will take violations of this policy by such parties into consideration in the awarding of contracts and the future conduct of business.

Sexual and gender harassment are not only repugnant to the DePaul community and a violation of this policy, but may be criminal offenses according to Illinois or federal law. Members of the university’s community who have been found in violation of
Statutes related to sexual harassment and/or assault may be subject to additional University disciplinary action. (For information on sexual assault, see the university’s Sexual Offense Policy and Procedures and the university’s annual Safety and Security Information Report.)

**NOTE:** IF A STUDENT WISHES TO FILE A COMPLAINT AGAINST ANOTHER STUDENT, THAT STUDENT SHOULD CONTACT THE ASSOCIATE VICE PRESIDENT FOR ADVOCACY AND COMMUNITY AFFAIRS (http://studentaffairs.depaul.edu/studentadvocacy/meetstaff.html). All other complaints should be filed with Vice President of the Office of Institutional Diversity and Equity (http://offices.depaul.edu/diversity/compliance/complaints/Pages/default.aspx).

**Definition of Sexual Harassment**

1. Sexual harassment includes, but is not limited to, any unwelcome sexual advances, direct or indirect, requests for sexual favors and other verbal or physical conduct of a sexual nature when:
   a. submission to or rejection of such conduct is made or is threatened to be made, either explicitly or implicitly, a term or condition of instruction, employment or participation in other university activity;
   b. submission to or rejection of such conduct by an individual is used or is threatened to be used as a basis for evaluation in making academic or employment decisions affecting that individual; or
   c. such conduct has the intent, purpose or can reasonably be expected to have the effect of interfering with an individual’s academic or professional performance or advancement, or creating an intimidating, hostile or offensive educational, living or working environment.

2. The university’s Sexual Harassment Policy and Procedures also apply to gender harassment. Gender harassment includes verbal or physical harassment that is based on the person’s gender but that is not sexual in nature.

3. It may be a violation of this policy for any administrative, faculty or staff member of the University to offer or request sexual favors, make sexual advances or engage in sexual conduct, consensual or otherwise, while the other individual involved is enrolled in the faculty member’s class or is working under the supervision of, or subject to evaluation by, the administrative person, faculty or staff member.

In such circumstances, consent may not be considered a defense against a charge of sexual harassment in any proceeding conducted under the University’s Sexual Harassment Policy. The determination of what constitutes sexual harassment depends upon the specific facts and the context in which the conduct occurs.

Although issues involving students rightly are under the jurisdiction of Student Affairs, the University Ombudsperson collaborates with Student Affairs when issues raised by students involve faculty and/or staff or when issues raised by faculty and/or staff are of concern to students. Please consult the Ombudsperson website for more information (http://mission.depaul.edu/Ombudsperson/Pages/default.aspx).
MPH Grievance Policy

The Master of Public Health Program recognizes that students may have concerns throughout their academic career that will require the intervention of the University, or that will require a University response. The University has a number of established policies and procedures for responding to particular types of concerns. For example:

- Concerns about grades are addressed through the University’s Grade Challenge policy: [http://www.depaul.edu/university-catalog/academic-handbooks/graduate/graduate-academic-policies/Pages/grades-challenges-to.aspx](http://www.depaul.edu/university-catalog/academic-handbooks/graduate/graduate-academic-policies/Pages/grades-challenges-to.aspx).

- Concerns about academic integrity are addressed through the Academic Integrity policy and process: [http://offices.depaul.edu/oaa/faculty-resources/teaching/academic-integrity/for-students/Pages/default.aspx](http://offices.depaul.edu/oaa/faculty-resources/teaching/academic-integrity/for-students/Pages/default.aspx).


- Concerns about discrimination or harassment on the basis of a variety of protected characteristics are addressed by the Office of Institutional Diversity and Equity through the Anti-Discrimination and Anti-Harassment Policy and Procedures: [http://offices.depaul.edu/diversity/compliance/complaints/Pages/default.aspx](http://offices.depaul.edu/diversity/compliance/complaints/Pages/default.aspx).

The Master of Public Health Program also recognizes that students may have a variety of other concerns, not encompassed by other University policies, which may require further attention. These include concerns about coursework or working relationships with faculty or other students.

Students are always encouraged to try and address concerns through direct communication with the involved parties. However, there may be times where such attempts at resolution are not successful, or where the assistance of another party may be helpful. In these instances, the Master of Public Health Program and the University have several resources available to students:

- Faculty advisors within the Master of Public Health Program are available to assist with resolving concerns: [http://las.depaul.edu/departments/public-health/faculty/Pages/default.aspx](http://las.depaul.edu/departments/public-health/faculty/Pages/default.aspx) or [http://las.depaul.edu/departments/public-health/about/Pages/program-staff.aspx](http://las.depaul.edu/departments/public-health/about/Pages/program-staff.aspx).
The Master of Public Health Program Department Chair is available to assist with resolving concerns: http://las.depaul.edu/departments/public-health/about/Pages/program-staff.aspx

The Associate Deans of the College of Liberal Arts and Social Sciences are available to assist with resolving concerns: https://las.depaul.edu/faculty-and-staff/Pages/office-of-the-dean.aspx

The Dean of Students Office is a central location to which students can turn with problems they have been unable to resolve. The Dean of Students Office hears student concerns and helps students understand their options for resolving the concerns and/or locating appropriate services: http://studentaffairs.depaul.edu/dos/contactus.html.

The University Ombudsperson is available to provide consultation about conflict resolution, to clarify policies and procedures, and to help find the right person or department to respond to questions: https://mission.depaul.edu/Ombudsperson/Pages/default.aspx.

Students may also always choose to report concerns or misconduct through the University’s confidential reporting mechanisms: 877.236.8390 or https://compliance.depaul.edu/hotline/index.asp.

If requested, all inquiries will be treated confidentially to the extent possible.

**Appeal Procedures**

The University has established policies for students who wish to appeal disciplinary actions regarding alleged student misconduct or academic integrity, as well as to challenge grades received in courses. These policies are described in the above subsections and in the DePaul University Graduate Student Handbook. In addition, the grievance policy provides a mechanism of response for students who may be dissatisfied with student-faculty relationships or decisions of the MPH Program (e.g., regarding their status in the program or evaluations of their performance). The paragraphs below describe the procedures in place when students have concerns about MPH Program decisions. If issues should arise that are not covered by the grievance policy, the following appeal procedures will apply.

A student may appeal a decision of the MPH Program faculty by preparing a statement (this can be delivered in person, but it also must be delivered in writing) giving the grounds and rationale for the appeal. This statement should be presented to the MPH Program Director, who then will arrange a meeting with the faculty. The student can be present at this meeting to present the appeal, or they can opt to have herself represented by the written statement or a faculty member familiar with the situation. If the student chooses to be present at this meeting, she can be asked to leave the meeting after making the presentation, in order to allow for discussion and decision-making. The Director and faculty as a group will then consider the appeal, and its decision will be communicated to
the student. Please note that the MPH Program Director may also consult with the Associate Dean of LAS or other relevant Program, College, or University parties at any point during this process.

8.0 Student Organizations, Supports, and Representation in Governance

Public Health Student Organization (PHSO)

The mission of PHSO is to develop students in public health practice. Open to graduate and undergraduate students, but housed in the MPH Program, DePaul’s PHSO mission is to act as a liaison between students, staff, and faculty to promote community involvement, and to facilitate education and advocacy in the profession of public health. Both undergraduate and graduate students must be in good academic standing in order to be members. Ideally, the PHSO actively examines the needs of DePaul’s community and as well as those of the city of Chicago and aims to provide creative programming the address the specific health needs of these populations. Examples of these activities include volunteering in Chicago Public Schools to provide health centered lessons to youth, events for National Public Health Week, and creating free on-campus exercise events such as yoga classes. Students in the PHSO also attend professional meetings (such as the annual American Public Health Association Meeting and the Society for Public Health Education Annual and Mid-Year Meetings). These professional meetings provide exceptional opportunities to bring expanded forms of experiential learning back into the classroom and to their cohort.

PHSO is governed by the Officers of PHSO Executive Board (President, Vice-President, Secretary, Treasurer, PHSO Newsletter Editor, Undergraduate Student Representatives, and MPH Program Student Representatives). Officers are elected by the general membership once a year in Winter Quarter. For more information, please see http://las.depaul.edu/departments/public-health/student-resources/Pages/public-health-student-organization.aspx for the next PHSO meeting time and location. A copy of the PHSO Constitution is also available online at the above url.

Departmental and Campus Resources

DePaul University and the Master of Public Health Program provide students with various resources to support them during their graduate training. The DePaul Graduate Student Handbook (http://www.depaul.edu/university-catalog/academic-handbooks/graduate/university-information/Pages/about-this-handbook.aspx) contains information on numerous University programs and services available to students (e.g., library facilities, computer centers, photocopying facilities, email accounts, health services and insurance, handicapped student services, and international student services), as well as many community resources (e.g., banks, transportation facilities, restaurants, cultural establishments) of potential interest to students. In addition, the MPH graduate student orientation, prior to the first day of class, provides incoming students with information about space, facilities, parking, security, discounts at the bookstore, and other services available to students.
Funding

The Master of Public Health Program offers a limited number of graduate assistantship positions. All tuition and financial concerns are handled by DePaul Central (http://offices.depaul.edu/depaul-central/Pages/default.aspx) and the Office of Financial Aid (http://www.depaul.edu/admission-and-aid/financial-aid/Pages/default.aspx).

The MPH program offers a limited number of graduate assistantships (GA). The GA position is designed for a MPH student to participate in research by assisting a faculty member with a research project for a full academic year. The expectation is that the student will gain valuable knowledge, experience, and skills for building a career in public health and the faculty member will benefit from research support.

The GA comes with 14 credit hours of tuition support and a stipend of $7,500.

Minimum Eligibility Criteria:

- Full time MPH student for the 2015-16 academic year enrolled in at least 14 credit hours
- Able to dedicate 10 hours per week to a faculty research project for an entire academic year
- Able to assume the position on September 9, 2015
- GPA of 3.75 or higher
- Demonstrates the capacity and interest for advanced public health research
- Not employed full time at DePaul University
- Not receiving other forms of tuition support from DePaul University
- Not on academic probation for any reason

Teaching Opportunities

The Master of Public Health Program does not offer any teaching opportunities within the program to its students.

Travel Funds

The public health student organization and individual students may have the opportunity to secure funds for travel from external bodies, but no funds are directly available from the MPH Program. Please see Graduate Student Conference Funding & Dean's Office Travel Funding for more information (https://las.depaul.edu/research/graduate/Pages/default.aspx). Students are also encouraged to apply for external scholarships, travel funds, and conference discounts through various member organizations, such as SOPHE or APHA.
Graduate Research Fund

Annually, the College of Liberal Arts and Social Sciences Graduate Office provides funding for students who are conducting or presenting research through a competitive application process: [https://las.depaul.edu/research/graduate/Pages/default.aspx](https://las.depaul.edu/research/graduate/Pages/default.aspx). The College supports the research, scholarship and creative work of graduate students through this program. The Graduate Research Funding (GRF) Program provides research funds to the college’s graduate student population who contribute to the academic rigor of our programs by providing funds to help defray costs of conducting research/creative work and for presenting papers at academic conferences. If you are interested in learning more about this opportunity, contact the MPH Technical Advisor for more information.

9.0 Certificate in Global Health

Overview
The certificate in Global Health prepares professionals to work collaboratively with communities to prioritize and investigate health concerns to achieve lasting social change, and foster health equity to promote the health and well-being of populations in diverse global contexts. The four-course certificate trains students in key aspects of global health, using a multidisciplinary approach to analyze the underlying determinants of health, the relationship between public health and development, and public health practice.

Course Requirements for MPH Students
- MPH 551 GLOBAL HEALTH
- MPH 554 INTRODUCTION TO GLOBAL PUBLIC HEALTH
- Choose one from the following:
  - MPH 552 MATERNAL AND CHILD HEALTH
  - MPH 553 PUBLIC HEALTH AND FORCED MIGRATION
  - MPH 595 SPECIAL TOPICS IN PUBLIC HEALTH
  - MPH 599 INDEPENDENT STUDY IN PUBLIC HEALTH

Any of the above courses can count toward the required 8-credit hours (2 courses) of elective work required by the MPH degree.

Admission Requirements
Applications are accepted at any time, and students may begin the program at the start of any academic quarter. The program is open to both non-degree seeking students and students concurrently enrolled in a DePaul graduate degree program. All applicants must hold a bachelor’s degree. To apply to the program, prospective students must submit the following materials:
- An LAS graduate admission on-line application [application fee is waived for current DePaul students]
- Transcripts from all schools attended [These may already be on file for you]
• A personal statement of 300-500 words describing their professional interests and goals in the certificate.

For more information on the application process, please contact Graduate Admissions: GradDePaul@depaul.edu