CLIFTON NOTES
for
MPH/MSPH STUDENTS
2016-2017 Academic Year
EQUAL OPPORTUNITY POLICY
Emory University is dedicated to providing equal opportunities to all individuals regardless of race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, and veteran’s status. Emory University does not discriminate in admissions, educational programs, or employment on the basis of any factor stated above or prohibited under applicable law. Students, faculty and staff are assured of participation in university programs and in use of facilities without discrimination. The university also complies with all applicable federal and Georgia statutes and regulations prohibiting unlawful discrimination. All members of the student body, faculty, and staff are expected to assist in making this policy valid in fact. Any inquiries regarding this policy should be directed to the Emory University Office of Equity and Inclusion, 201 Dowman Drive, Administration Building, Suite 305, Atlanta, Georgia 30322. Telephone: 404.727.6123.

AFFIRMATIVE ACTION POLICY
Emory University has an approved Affirmative Action Plan and complies with Executive Order 11246, as amended, Section 503 of the Rehabilitation Act Of 1973, the Vietnam Era Veteran Readjustment Assistance Act, and applicable regulations thereunder. Any inquiries should be directed to the Emory University Office of Equal Opportunity Programs.

AMERICANS WITH DISABILITIES ACT
If you are an individual with a disability and wish to acquire this publication in an alternative format, please contact the associate dean for academic affairs, Rollins School of Public Health Emory University, 1518 Clifton Road, N.E., Atlanta, Georgia 30322. Telephone: 404.727.7703.
Table of Contents

Academics
Academic Calendars 1
Department Chairs and Student Services 3
Office of Enrollment Services 4
Assistant/Associate Directors of Academic Programs 5
Advisement and Course Registration 6
Additional Enrollment Policies 7
Enrollment Verification & Transcripts 8
Graduate in Residence 8
Emergency Loans 9
Graduation Checklist 9
MPH/MSPH Core Course Checklist 10
Core and Degree Competencies 12
Special Programs 37
Certificate Programs 38
Collaborative Certificate Programs 43
Career Enhancing Experiences 45
Honor Code and Conduct Code 47
Related University Policies Sites 60
Grievance Procedure 61
Involuntary Withdrawal Policy 62
FERPA 66
Tobacco-Free Environment 67

Financials
Tuition & Refund Policy 69
Student Financial Services/Late Registration Fee 70
Financial Aid Department 72
Satisfactory Academic Performance 74

Employment
Part-Time Employment Opportunities 77
Rollins Earn and Learn Program 78
Graduate Assistantships 78
Office of Career Development 80

Technology
IT Department 82
Computer Support 83
Event Information 84
Classroom Technology 84
Reserving Space for Meetings/Events 84
OPUS 86
EmoryCard 86
Blackboard 83
E-mail Communication 88
Smart Device Security 88
Duo Security Two-Factor Authentication 89
Self-Service Password Maintenance 90
Listserve Communications 90

**Student Resources** 93
Student Health Services 94
Student Health Insurance 95
Student Counseling Center 96
University Resources 98
RSPH Student Organizations 100
RSPH Academic Writing Resources 104
Additional Contacts 105
Academics
# RSPH Academic Calendars

## Fall Term 2016
- Optional pre-term coursework: August 8-10
- Classes Begin: August 24
- Schedule Changes End: August 31
- Labor Day (no classes): September 5
- Degree Application Deadline: September 9
- Fall Break: October 10-11
- Spring Pre-Registration Begins: October 24
- Thanksgiving Recess: November 24 – 27
- Classes End: December 6
- Exam Period: December 7-14
- End of Term: December 17

## Spring Term 2017
- Optional pre-term coursework: January 3-7
- Classes Begin: January 9
- MLK Holiday (no classes): January 16
- Schedule Changes End: January 16
- Degree Application Deadline: February 7
- Spring Recess: March 6-10
- Fall Pre-Registration Begins: March 20
- Classes End: April 24
- Exam Period: April 25 – May 2
- End of Term: May 8
- Commencement: May 8

## Summer Term 2017
- Pre-Registration Begins: February 3

### 1st Session
- Classes Begin: May 15
- Schedule Changes End: May 19
- Memorial Day Holiday: May 29
- Last Class Day: June 21
- Examinations: June 22-23

### 2nd Session
- Classes Begin: June 26
- Schedule Changes End: June 30
- Degree Application Deadline: June 30
- Independence Day Holiday: July 4
- Last Class Day: August 2
- Examinations: August 3-4
- Diploma Date: August 4
Fall Term 2017
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<td>Fall Break</td>
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<td>November 23-24</td>
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<td>December 6-13</td>
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Spring Term 2018
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<td>May 1 – 8</td>
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Summer Term 2018
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1st Session
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<td>Schedule Changes End</td>
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<td>Memorial Day Holiday</td>
<td>May 28</td>
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<td>Last Class Day</td>
<td>June 27</td>
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2nd Session
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<td>Degree Application Deadline</td>
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<tr>
<td>Independence Day Holiday</td>
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<td>Last Class Day</td>
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<td>Examinations</td>
<td>August 9-10</td>
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<tr>
<td>Diploma Date</td>
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RSPH Department Chairs

Colleen M. McBride  Behavioral Sciences and Health Education
Lance A. Waller  Biostatistics and Bioinformatics
Paige Tolbert  Environmental Health
Viola Vaccarino  Epidemiology
Carlos del Rio  Global Health
Kenneth E. Thorpe  Health Policy and Management
Melissa (Moose) Alperin  Executive Master in Public Health

Student Services

The Office of Admission and Student Services provides information and assistance to all prospective and current students of the Rollins School of Public Health (RSPH). Four functional areas, Admissions & Recruitment, Enrollment Services, Community-Engaged Learning, and Student Affairs (including International and ESL services), provide students with continual cross-functional support. The Office of Student Services is the liaison with University Offices such as Campus Life, the Registrar, Financial Aid, and Student Financial Services. The Office of Career Services is located on the 8th floor of Grace Crum Rollins working collaboratively and providing effective services to the students.

Kara Brown-Robinson  Associate Dean of Admissions & Student Affairs  klbrow2@emory.edu  404-727-3317

Prudence Goss  Director of Admissions, Recruitment & Student Affairs  prudence.goss@emory.edu  404-727-0497

Angel Hurston  Associate Director of Admissions  ahursto@emory.edu  404-727-3955

Catherine Strate  Director of Enrollment Services  cstrate@emory.edu  404-727-3933

Claudia Paez-Ellett  Senior Director of Career Development  cpaezel@emory.edu  404-727-9957

Sahar Salek  Program Manager  sahar.salek@emory.edu  Rollins Earn and Learn (REAL) Program

Hannah Nicol  International Student Program Associate & ESL  hannah.nicol@emory.edu  404-727-2989

Sherida Holmes  Administrative Manager  srholme@emory.edu

3
Enrollment Services

The Office of Enrollment Services serves as liaison to the University Office of the Registrar. Enrollment Services is responsible for overseeing the enrollment of public health students and assisting with questions related to academic records, drop/add, leaves of absences, readmission, grading, commencement, scholarship posting, and general academic policies. This unit coordinates class schedules, classroom assignments, and produces the Rollins School of Public Health catalogue.

The Assistant/Associate Directors of Academic Programs in each Department are the primary student contacts for enrollment services questions and for assuring accurate and timely degree progress. They assist students with planning their academic degree programs, course registration selection and concerns, and assuring a positive academic experience for the students at the Rollins School of Public Health.

Department of Enrollment Services, 1st floor

Catherine Strate
estrate@emory.edu
Director, Enrollment Services/Registrar
404-727-3933

Robie Freeman-Michaux
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Associate Director, Enrollment Services
404-727-8739

Sahar Salek
sahar.salek@emory.edu
Rollins Earn and Learn Program Manager
404-712-0687

Class Scheduling
Emergency Loans
Degree Application Process
Degree Clearance
Dual Degree & Special Program Coordination
Financial Services (Billing) Issues
Financial Aid Concerns
Merit Award Postings
RSFH Practical Experience Program Coordination
School Catalogue & Student Handbooks

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Dual Degree Advisement & Program Liaison
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Claudia Nance Rollins 2053
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Claudia Nance Rollins 3024
404-727-8729

Nicole Regan
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Claudia Nance Rollins 3026
404-727-2766

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Claudia Nance Rollins 7026
404-727-5724

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Claudia Nance Rollins 7024
404-727-0263

Health Policy and Management
Kathy Wollenzien
kwollen@emory.edu
Grace Crum Rollins 608
404-727-5701
Advisement and Course Registration

Your departmental Assistant Director of Academic Program is your first point of contact for assuring accurate and timely degree progress. They will assist you to complete the following:

- Registering for courses which require permission
- Registering for courses in which you want to audit. If you want to audit a course, you must first get permission from the instructor. Your ADAP can register you for the course with written instructor permission (via email).
- Course petitions, waivers, and transfer of credits
- Completion of Institutional Review Board (IRB) requirements for research involving human subjects
- Practicum opportunities and applicability to area of study
- Thesis and/or special studies project requirements and formats
- Withdrawing from a course and/or the program
- Monitoring the progress of Incomplete courses
- Transferring to another Department
- Conducting periodic audits to assure appropriate degree progress
- Registering for Graduate in Residence status
- Assisting in answering questions and resolving general student issues
- Obtaining previous course evaluations/course syllabi
- Taking Classes Outside of RSPH or through ARCHE program: RSPH students may take courses outside of RSPH, including at Emory College and other graduate schools. Undergraduate-level courses will not count as completing credits towards degree requirements but as additional electives beyond requirements. Some non-RSPH graduate-level courses may count towards degree elective credits with approval of home department. It will be necessary to obtain the instructor’s permission to take the course. Coordinate course registration with ADAP.
Additional RSPH Enrollment Policies

Listed below are additional RSPH enrollment policies that are important for student’s knowledge and understanding. The complete policies may be found in the 2015-2016 RSPH Catalogue and/or on-line at the Enrollment Services website, www.sph.emory.edu/studentservice/enrollment_policies.php.

- Five Year Time Limit to Complete Degree Requirements
- Registration
- Credit Hour Load
- Honor Code
- RSPH Grievance Procedure
- Course Substitutions or Waivers
- Transfer of Credits
- Courses Taken in Special Standing
- Add/Drop/Swap
- Complete or Partial Withdrawal of courses
- RSPH Grading Policies and Definitions
- Grade Appeal Procedure
- Incomplete Coursework
- Satisfactory/Unsatisfactory (S/U Grading)
- Grade Point Average and Academic Probation
- Transfer between Department
- Directed Studies and the ARCHE Program
- Attendance Policy
- Leave of Absence
- Readmission
- Graduation Policies and Requirements
- Practicum Requirement
- Institutional Review Board (IRB) Requirements for Research Involving Human Subjects
Enrollment Verification & Transcripts

Students can request verification of enrollment for purposes such as automobile/health insurance, good student discounts, educational loans, or for other school applications by completing an online enrollment verification request on OPUS. They may also request official transcripts through OPUS.

This option is available to currently enrolled students and students who graduated Fall 2005 to present. There is no additional charge for this service after the initial enrollment semester unless special mailing is requested. Students can print the enrollment verification through their internet browser or request that the institution mail the request the next business day. Transcripts may be received electronically, picked up at the registrar’s office or delivered to the desired recipient.

- Students log into OPUS
- Enable appropriate link in the Academic drop down box
- Under Select Processing Options choose desired delivery method
- Indicate name and address of party to receive the document
- Press submit – the verification is printed on Emory letterhead with notation of Office of the Registrar and the transcript is noted as official

Graduate in Residence

Graduate in Residence is a special registration category reserved for eligible RSPH students. To be eligible to register as a Graduate in Residence, students must have satisfactorily registered for all degree requirements, fulfilled their financial requirements, and be in the final stages of completing their degree.

Students enrolled in this status will be assessed a reduced tuition rate. Students registered as Graduate in Residence will be considered full-time, may be eligible for limited federal loans, and will have the on-campus privileges of all full-time students. The Graduate in Residence status carries no academic credit and is not required to complete an RSPH degree program.

Students may be registered as a Graduate in Residence for no more than 3 semesters. Before a student is registered for the second or third semester as GIR, continued progress towards the completion of the degree must be demonstrated. If a student is not able to demonstrate progress towards completing their coursework, the Department may determine to deny this registration until due progress is demonstrated.
Emergency Loans

Emergency loans are administered through Enrollment Services. These short-term loans are designed to help students during a financial crisis. Students are allowed to borrow-up to $1000.00 during a 60-day interest free time frame. For more information or to request an emergency loan, contact Catherine Strate, cstrate@emory.edu, 404-727-3933, Robie Freeman-Michaux, rfreem2@emory.edu, 404-727-8739, or Sahar Salek, sahar.salek@emory.edu, 404-712-0687.

Graduation Checklist

☐ Completion of all degree credits (MPH 42; MSPH 48)
☐ Completion of core degree requirements in each department (BIOS, BSHE, EH, EPI, GH, HPM)
☐ Completion of elective credits with proper distribution. Review and confirm with ADAP.
☐ Completion of practicum requirement. Completion includes:
  • Successfully fulfilling your practicum experience;
  • Completing the Rollins Practicum Portal on-line at www.sph.emory.edu/rollins-life/practicum/index.html; and
  • Course registration for the Practicum course in OPUS
☐ Completion of thesis or special studies project with at least a B or better letter grade or a Satisfactory grade within departmental timeframes including registration for required number of credits and timely completion of electronic thesis submission process.
☐ Registration the semester in which you will graduate
☐ Submission of Degree Application the semester of degree completion
☐ Exit interview for Financial Aid, if applicable
☐ Fulfillment of all financial obligations
☐ Completion of RSPH Exit Survey
☐ Purchase cap and gown for commencement ceremonies
☐ RSVP for commencement participation
☐ Update contact information in OPUS

☐ All degree requirements and coursework must be completed to participate in graduation ceremony including the practicum, thesis and/or capstone.
MPH Core Courses

Courses that will fulfill MPH core requirements by Department.

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<tr>
<th></th>
<th>BIOS 500</th>
<th>BIOS 500L</th>
<th>BIOS 591P</th>
<th>BIOS 591PL</th>
<th>BSHE 500</th>
<th>EH 500</th>
<th>EPI 504</th>
<th>or EPI 530</th>
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MSPH Core Courses

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ROLLINS SCHOOL OF PUBLIC HEALTH
OF EMORY UNIVERSITY

RSPH Mission Statement: The mission of the Rollins School of Public Health (RSPH) of Emory University is to demonstrate excellence in the discovery, dissemination and application of knowledge as it trains and supports future leaders in health promotion and disease prevention through organized community efforts around the world.

Core Competencies

Upon graduation, a student with an MPH/MSPH should be able to:

- Use analytic reasoning and quantitative methods to address questions in public health and population-based research
- Describe environmental conditions, including biological, physical and chemical factors, that affect the health of individuals, communities and populations
- Describe the use of epidemiology methods to study the etiology and control of disease and injury in populations
- Discuss how health policy and finance affect the delivery, quality, access and costs of health care for individuals, communities and populations
- Describe behavioral, social and cultural factors that contribute to the health and well being of individuals, communities and populations
- Assess global forces that influence the health of culturally diverse populations around the world
- Apply skills and knowledge in public health setting(s) through planned and supervised experience(s) related to professional career objectives
- Integrate the broad base of public health knowledge and skills acquired from coursework, practicum and other learning activities into a culminating experience (thesis, Special Studies Project, Capstone)
- Develop the capacity for lifelong learning in public health
- Apply principles of ethical conduct to public health practice
Department of Behavioral Sciences and Health Education

MPH with a Concentration in Behavioral Sciences

Upon completion of the MPH degree, the graduate will be able to:

- Communicate in both written and oral format with public health programs, community-based organizations, and others involved in improving the public’s health
- Conduct public health practices including needs assessment and/or evaluation of public health programs
- Design observational and intervention studies in critical public health areas using quantitative and qualitative research methods
- Apply social and behavioral science theory in public health research and practice
- Implement research protocols and programs employing behavioral sciences
- Evaluate research theory and findings in a manner that effectively informs public health policy and programs
- Disseminate research theory and findings in a manner that effectively informs public health policy and programs
- Promote the adoption and integration of ethical behavioral science research methods and findings into a unified public health practice
- Conduct original research on the social determinants of health risks
- Provide critical analysis of lessons to be learned from the past and present

MPH with a Concentration in Health Education

Upon completion of the MPH degree, the graduate will be able to:

- Communicate both in written and oral format, with public health programs, community-based organizations and others involved in improving the public’s health
- Conduct public health practices including needs assessment and/or evaluations of public health programs
- Assess individual and community needs for health education
- Plan effective health education programs
- Implement effective health education programs
- Evaluate the effectiveness of health education programs
- Coordinate the provision of health education services
- Act as a resource person in health education
- Communicate health education needs, concerns and resources
- Apply appropriate research principles and methods in health education
• Advance the profession of public health
• Provide critical analysis of lessons to be learned from the past and present

**PhD in Behavioral Sciences and Health Education**

Upon completion of the PhD degree, the graduate will be able to:
• Draw from major social and behavioral science theories to apply appropriate empirical methods and analysis in research practices
• Design health promotion interventions
• Implement health promotion interventions
• Evaluate health promotion interventions
• Disseminate knowledge to students and the larger scientific community
• Translate knowledge derived from research to promote public health through policy making

**Certificate in the Social-Contextual Determinants of Health**

Upon completion of the certificate, the graduate will be able to:
• Identify the causes of social and behavioral factors that affect health of individuals and populations
• Describe the role of social and community factors in both the onset and solution of public health problems
• Describe the merits of social and behavioral science interventions and policies
• Specify multiple targets and levels of intervention for social and behavioral science programs and policies
• Critically evaluate the epidemiologic literature
• Formulate a testable hypothesis to determine an appropriate study design concerning the etiology and control of health problems

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**Department of Biostatistics and Bioinformatics**

**MPH in Biostatistics**

Upon completion of the MPH degree, the graduate will be able to:
• Identify biostatistical aspects in contemporary public health issues
• Collaborate with investigators in the design of standard biomedical and public health studies
• Estimate the sample size in the context of a given standard public health study design
• Collaborate with investigators and statistical colleagues in the analysis of data from biomedical and public health studies
• Communicate the results of statistical analyses to a broad audience
• Adhere to guidelines of responsible research
• Identify data sources and research questions associated with a particular application area within public health
• Apply analytic methods to address specific research questions in the particular application area of interest
• Use standard statistical software for both data management and data analysis
• Demonstrate analytic skills within a specified application area
• Complete start-to-finish analyses addressing substantive questions within the application area of interest using standard statistical design and analysis techniques

MSPH in Biostatistics

Upon completion of the MSPH degree the graduate will be able to:
• Identify biostatistical aspects in contemporary public health issues
• Collaborate with investigators in the design of standard biomedical and public health studies
• Estimate the sample size in the context of a given standard public health study design
• Collaborate with investigators and statistical colleagues in the analysis of data from biomedical and public health studies
• Communicate the results of statistical analyses to a broad audience
• Adhere to guidelines of responsible research
• Use central concepts in statistical theory and inference
• Use statistical software for both data management and data analyses, including coding of custom techniques
• Apply custom statistical methods as needed to address public health or medical problems
• Demonstrate advanced analytic skills within a collaborative setting
• Demonstrate technical accuracy with advanced analytic methods

MSPH in Public Health Informatics

Upon completion of the MSPH degree the graduate will be able to:
• Develop public health information systems as needed to support public health efforts
• Evaluate information systems that meet the needs of public health practice
• Assist in the development and adoption of information technology in public health
• Choose software allowing for the interface of data entry and statistical analysis software
• Apply statistical methods in the analysis of public health information
• Assess individual data elements and display results effectively and appropriately
• Adhere to guidelines of responsible research

BA/MSPH in Biostatistics

The MSPH competencies related to this degree are the same as the MSPH in Biostatistics Competencies.

PhD in Biostatistics

Upon completion of the PhD degree, the graduate will be able to:
• Identify biostatistical aspects in contemporary public health issues
• Collaborate with investigators in the design of standard biomedical and public health studies
• Estimate the sample size in the context of a given standard public health study design
• Collaborate with investigators and statistical colleagues in the analysis of data from biomedical and public health studies
• Communicate the results of statistical analyses to a broad audience
• Adhere to guidelines of responsible research
• Use central concepts in statistical theory and inference
• Use statistical software for both data management and data analyses, including coding of custom techniques
• Demonstrate advanced analytic skills within a collaborative setting
• Demonstrate technical accuracy with advanced analytic methods
• Conduct independent research and develop novel methodology in statistics
• Apply new and existing statistical theory and methods as needed to address public health or medical problems
• Develop new statistical theory and methods to address a broad range of complex medical or public health problems
• Conduct complex statistical analyses for a broad range of applications
• Teach statistical theory or methodology at all levels
Certificate in Public Health Informatics

Upon completion of the certificate, the graduate will be able to:

- Define public health information systems as needed to support public health efforts
- Assist in the development and adoption of appropriate information technology in public health
- Choose appropriate software allowing for the interface of data entry and statistical analysis software
- Apply appropriate statistical methods in the analysis of public health information
- Interpret data results effectively and appropriately
- Adhere to guidelines of responsible research

Department of Environmental Health

MPH in Environmental Health

Upon completion of the MPH degree, the graduate will be able to:

- Describe major environmental risks to human health ranging from the local to global scale
- Assess the sources and movement of contaminants through the environment
- Characterize the magnitude, frequency and duration of environmental exposures
- Apply the principles of toxicology to assess health effects of environmental exposures
- Apply the principles of epidemiology to assess health effects of environmental exposures
- Evaluate the risks posed by environmental hazards using risk assessment methods
- Explain major policy issues in Environmental Health including regulatory frameworks
- Design environmental health programs, policies, interventions and/or research intended to improve the health of individuals, communities, and populations
- Communicate the key methods, findings and public health implications of research on a poster and verbally to an audience of public health professionals
MPH in Global Environmental Health

Upon completion of the MPH degree, the graduate will be able to:

- Describe major environmental risks to human health ranging from the local to global scale
- Assess the sources and movement of contaminants through the environment
- Characterize the magnitude, frequency, and duration of environmental exposures
- Apply the principles of epidemiology to assess health effects of environmental exposures
- Apply the principles of toxicology to assess health effects of environmental exposures
- Appraise the environmental, behavioral and social factors that contribute to the emergence, re-emergence, and persistence of infectious diseases
- Assess the major forces that influence the health of populations around the world.
- Critique major global priorities and the reasons for their prioritization.
- Design environmental health programs, policies, interventions and/or research intended to improve the health of individuals, communities, and populations
- Communicate the key methods, findings and public health implications of research on a poster and verbally to an audience of public health professionals

BS/MPH in Environmental Studies and Environmental Health

The MPH competencies related to this degree are the same as the MPH in Environmental Health Competencies.

MSPH in Environmental Health and Epidemiology

Upon completion of the MSPH degree, the graduate will be able to:

- Describe major environmental risks to human health ranging from the local to global scale
- Characterize the magnitude, frequency and duration of environmental exposures
- Explain major policy issues in environmental health including regulatory frameworks
• Describe the role of toxicology in evaluating health effects of environmental exposures
• Develop an epidemiologic study to address an environmental health question
• Conduct basic epidemiologic analysis of environmental health data
• Interpret results of epidemiologic studies of an environmental health question
• Synthesize epidemiologic literature on an environmental health question
• Communicate the key methods, findings and public health implications of research on a poster and verbally to an audience of public health professionals

**PhD in Environmental Health Sciences**

Upon completion of the PhD degree, the graduate will be able to:
• Utilize advanced methods in exposure assessment of environmental contaminants
• Interpret advanced methods in exposure assessment of environmental contaminants
• Describe mechanisms of toxic action and how physiological and other factors can modify effects of environmental toxicants
• Use advanced epidemiological methods to examine associations between environmental factors and disease
• Use risk assessment tools to describe the risks associated with various environmental exposures
• Design novel research projects to examine key challenges in field
• Identify the ethical issues involved in the responsible conduct of research
• Teach graduate course content in environmental health sciences
• Disseminate research findings in multiple formats

**Certificate in Water, Sanitation, and Hygiene** (offered through the Center for Global Safe Water at Emory University)

Upon completion of the certificate program, the student will be able to:
• Describe the multidisciplinary nature of WASH-related issues;
• Practice WASH-related laboratory methods;
• Examine potential solutions for WASH-related challenges at the household and community level;
• Recognize the role of policy in shaping the WASH landscape;
• Identify entities working in the WASH sphere; and
• Generate WASH-related knowledge through practice by completing 1) a capstone or a thesis and 2) a WASH-related field experience (practicum or GFE).

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**Department of Epidemiology**

**MPH in Epidemiology**

Upon completion of the MPH degree, the graduate will be able to:

• Describe public health problems in terms of magnitude, time, place, person and their associated risk factors
• Identify principles and limitations of epidemiologic screening programs
• Identify major epidemiologic problems of importance
• Identify key sources of data for epidemiologic purposes
• Formulate a research question
• Differentiate between descriptive and analytic epidemiologic methods
• Critically evaluate the strengths and weaknesses of different study designs with respect to a given research question
• Calculate basic epidemiologic measures
• Implement methods of data cleaning and documentation for epidemiologic data sets
• Conduct basic epidemiologic analyses using linear, logistic, Cox and Poisson regression
• Fit Epidemiologic Models
• Interpret epidemiologic results in a causal framework
• Evaluate the strengths and weaknesses of the epidemiologic literature
• Utilize information technology tools and statistical programming packages in preparing scientific reports
• Communicate epidemiologic information in a scientific report
• Recognize potential ethical and legal issues in epidemiologic studies

**MPH in Global Epidemiology**

Upon completion of the MPH degree, the graduate will be able to:

• Describe public health problems in terms of magnitude, time, place, person and their associated risk factors
• Identify principles and limitations of epidemiologic screening programs
• Identify major epidemiologic problems of importance
• Describe major global health priorities and the reasons for their prioritization
• Critique the evidence for improving health delivery systems and health status of individuals, communities and populations around the world
• Assess the major forces that influence the health of populations around the world
• Design programs, policies, and/or interventions intended to improve health services and health status of individuals, communities and populations
• Critique major global priorities and the reason for their prioritization
• Identify key sources of data for epidemiologic purposes
• Formulate a research question
• Differentiate between descriptive and analytic epidemiologic methods
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• Fit epidemiologic models
• Interpret epidemiologic results in a causal framework
• Evaluate the strengths and weaknesses of the epidemiologic literature
• Utilize information technology tools and statistical programming packages in preparing scientific reports
• Communicate epidemiologic information in a scientific report
• Communicate the key methods, findings, and public health implications of research on a poster and verbally to an audience of public health professionals
• Recognize potential ethical and legal issues in epidemiologic studies

**MSPH in Epidemiology**

Upon completion of the MSPH degree, the graduate will be able to:
• Describe public health problems in terms of magnitude, time, place, person and their associated risk factors
• Identify principles and limitations of epidemiologic screening programs
• Identify major epidemiologic problems of importance
• Identify key sources of data for epidemiologic purposes
- Formulate a research question
- Differentiate between descriptive and analytic epidemiologic methods
- Critically evaluate the strengths and weaknesses of different study designs with respect to a given research question
- Calculate basic epidemiologic measures
- Implement methods of data cleaning and documentation for epidemiologic data sets
- Conduct basic epidemiologic analyses using linear, logistic, Cox and Poisson regression
- Fit Epidemiologic Models
- Interpret epidemiologic results in a causal framework
- Implement causal models for different case-control designs in appropriate fashion
- Analyze advanced case-control and other innovative study designs
- Apply SAS procedures MIXED, GENMOD, GLIMMIX and NLMIXED in the analysis of correlated epidemiologic data
- Conduct epidemiologic studies using longitudinal/correlated data
- Demonstrate mastery of advanced analytic epidemiologic methods
- Evaluate the strengths and weaknesses of the epidemiologic literature
- Utilize information technology tools and statistical programming packages in preparing scientific reports
- Communicate epidemiologic information in a scientific report
- Recognize potential ethical and legal issues in epidemiologic studies

**MSPH in Global Epidemiology**

Upon completion of the MSPH degree, the graduate will be able to:
- Describe public health problems in terms of magnitude, time, place, person and their associated risk factors
- Identify principles and limitations of epidemiologic screening programs
- Identify major epidemiologic problems of importance
- Describe major global health priorities and the reasons for their prioritization
- Identify key sources of data for epidemiologic purposes
- Formulate a research question
- Differentiate between descriptive and analytic epidemiologic methods
- Critically evaluate the strengths and weaknesses of different study designs with respect to a given research question
- Calculate basic epidemiologic measures
- Implement methods of data cleaning and documentation for epidemiologic data sets
• Implement causal models for different case-control designs in appropriate fashion
• Analyze advanced case-control and other innovative study designs
• Apply SAS procedures MIXED, GENMOD, GLIMMIX, and NLMIXED in the analysis of correlated epidemiologic data
• Conduct epidemiologic studies using longitudinal/correlated data
• Demonstrate mastery of advanced analytic epidemiologic methods
• Critique the evidence for improving health delivery systems and health status of individuals, communities and populations around the world
• Assess the major forces that influence the health of populations around the world
• Design programs, policies, and/or interventions intended to improve health services and health status of individuals, communities and populations
• Critique major global priorities and the reason for their prioritization
• Conduct basic epidemiologic analyses using linear, logistic, Cox and Poisson regression
• Fit epidemiologic models
• Interpret epidemiologic results in a causal framework
• Evaluate the strengths and weaknesses of the epidemiologic literature
• Utilize information technology tools and statistical programming packages in preparing scientific reports
• Communicate epidemiologic information in a scientific report
• Communicate the key methods, findings, and public health implications of research on a poster and verbally to an audience of public health professionals
• Recognize potential ethical and legal issues in epidemiologic studies

**PhD in Epidemiology**

Upon completion of the PhD degree, the graduate will be able to:
• Critically evaluate scientific literature
• Synthesize scientific literature findings across studies, balancing limitations and contributions of each study
• Render an informed judgment on the state of knowledge in an area of public health
• Articulate research questions that advance scientific knowledge about the topic
• Conduct an advanced, original research project in the student’s discipline:
  a. Formulate a research question
b. Describe the public health significance of the question
c. Identify an appropriate study population
d. Identify strengths and limitations to different possible study
designs
e. Evaluate issues related to casual inference including potential
   sources of bias and ways to limit these biases

- Participate in data collection through one or more of the following:
  developing a questionnaire, piloting a study instrument, recruiting
  study participants, etc.

- Apply quantitative and reasoning skills, as well as content-area
  knowledge to analyze data from epidemiological studies:
  a. Apply appropriate analytic techniques to control for bias
  b. Calculate measures of disease frequencies and estimates of
effect (both from contingency tables and using models)
  c. Conduct epidemiologic analysis using linear, logistic, Cox
  and Poisson regression
  d. Interpret analytic results in a casual framework
  e. Identify when consultation with an expert is needed

- Present and communicate epidemiologic findings clearly, in writing
  and orally, to students, professionals and the public:
  a. Prepare and submit an abstract for scientific meeting
  b. Deliver and oral presentation to professional colleagues
  c. Prepare and submit a manuscript for peer-reviewed journal,
     including revising and responding to peer-reviewed
     comments
  d. Provide peer-reviewed feedback on other manuscripts

- In collaboration with faculty, develop a proposal for extramural
  research funding:
  a. Identify appropriate funding opportunities
  b. Develop general and specific aims, background significance
  and research narrative
  c. Participate in developing and assembling other proposal
     components including budgets, biosketches and human
     subject protection

- Teach epidemiologic concepts to students and peers
- Complete training on the basic principles of ethics in human subjects
  research
- Recognize potential ethical issues in epidemiologic studies
- Prepare an application to an Institutional Review Board
- Utilize information technology tools which are critical to scientific
  productivity:
  a. Scientific literature databases and search engines (e.g.,
     PubMed, Web of Science, Google Scholar)
b. Reference management software (e.g., Endnote, Refman, QUOSA)
c. Statistical analysis software (e.g., Stata, SAS, R)

Certificate in Maternal and Child Health

Upon completion of the certificate program, the student be able to:

- **MCH Knowledge Base/Context**
  - Use data to identify issues related to the health status of a particular MCH population group, describing health disparities within MCH populations and offering strategies to address them.
  - Demonstrate the use of a systems approach to explain the interactions among individuals, groups, organizations and communities.

- **Self-reflection**
  - Use self-reflection techniques effectively to enhance program development, scholarship and interpersonal relationships, recognizing that personal attitudes, beliefs, and experiences (successes and failures) influence one’s leadership style.

- **Ethics & Professionalism**
  - Identify ethical dilemmas and issues that affect MCH population groups.
  - Describe the ethical implications of health disparities within MCH populations with an awareness of ethical issues in patient care, human-subjects research, and public health theory and practice.
  - Initiate and act as catalyst for the discussion of these dilemmas and issues.

- **Critical Thinking**
  - Identify practices and policies that are not evidence-based but are of sufficient promise that they can be used in situations where actions are needed.
  - Use population data to assist in determining the needs of a population for the purposes of designing programs, formulating policy, etc.
  - Formulate a focused and important practice, research or policy question.
• Communication
  o Share thoughts, ideas, and feelings effectively in discussions, meetings, and presentations with diverse individuals and groups.
  o Write clearly and effectively to express information about issues and services that affect MCH population groups.
  o Understand nonverbal communication cues in self and others.
  o Listen attentively and actively.

• Negotiation & Conflict Resolution
  o Apply strategies and techniques of effective negotiation and evaluate the impact of personal communication and negotiation style on outcomes, demonstrating the ability to manage conflict in a constructive manner.

• Cultural Competency
  o Conduct personal self-assessments regarding cultural competence, assessing strengths of individuals and communities and responding appropriately to their needs based on sensitivity to and respect for their diverse cultural and ethnic backgrounds and socioeconomic status.
  o Describe strategies to assure culturally-sensitive public health and health service delivery systems, integrating cultural competency into programs, research, scholarship, and policies.

• Family-Centered Care
  o Operationalize the “family-centered care” philosophical constructs and use these constructs to critique and strengthen practices, programs, or policies that affect MCH population groups.
  o Describe how family perspectives play a pivotal role in MCH research, clinical practice, programs, or policy.

• Developing Others
  o Recognize and create learning opportunities for others.
  o Participate in a mutually beneficial mentoring relationship.

• Interdisciplinary Team Building
  o Identify strengths of team members appropriate to a given task, and facilitate group processes for team-based decisions valuing and honoring diverse perspectives.
• Working with Communities and Systems
  o Participate in basic strategic planning processes such as developing a mission, vision, strategic goals, and activities, identifying community stakeholders and their level of engagement in the collaboration process.

• Policy and Advocacy
  o Understand the roles and relationships of groups involved in the public policy development and implementation process, including the branches of government.
  o Analyze the potential impact of policies on diverse population groups.
  o Use data, levels of evidence, and evaluative criteria in proposing policy change.
  o Frame problems based on key data, including economic, political, and social trends that affect the MCH population.

Certificate in Genetic and Molecular Epidemiology

Upon completion of the certificate the graduate will be able to:

1. Describe how knowledge of the genetic and molecular basis for human diseases can be applied in public health research and practice. Describe the importance of genetic epidemiology and molecular epidemiology to public health.

2. Identify key principles and methods for biological sample collection, including informed consent, sample handling and biobanking (e.g., chain of custody, quality assurance, use of samples and data).

3. Describe how genetic and molecular data are generated, including basic knowledge of current laboratory technologies. Describe the latest technologies in molecular and genomic data generation used to investigate disease, pathogenesis, and normal variation of traits. Identify potential sources of error and bias from technical and biological artifacts.

4. Recognize how molecular biology, biomarkers, and genetics can be incorporated into the design, analysis, and interpretation of epidemiological studies, including integration of findings from other genetic/molecular studies.
   a. Describe the major genetic epidemiologic research study designs and their advantages and limitations. Apply knowledge of inheritance to understanding the genetic architecture of diseases and health conditions.
   b. Describe the major molecular epidemiologic research study designs and their advantages and limitations.
5. Justify the roles of: epidemiologists, clinicians, basic scientists, bioinformaticians and statisticians in the design, analysis, and interpretation of epidemiological studies that incorporate genetic and molecular data.

6. Describe the ways that genetic and molecular tests are currently deployed in public health practice (e.g., blood lipids screening, illicit drug and alcohol screening, foodborne outbreak investigations, influenza vaccination targeting, blood lead screening, genetic screening of newborn and prenatal genetic testing, precision targeting of tumor biomarkers, BRCA1 sequencing; microarray testing in intellectual disability, disease transmission modeling).

7. Interpret and critique published epidemiologic research studies that include genetic and molecular data, including the design and analysis of validation studies (for biomarkers) and/or replication studies (for genetic association studies). Demonstrate the ability to explain, both orally and in writing, the findings and implications of molecular and genetic epidemiologic studies.

8. Describe the legal, ethical and social issues that may be associated with the collection and application of: genetic and genomic information, molecular biomarkers.

9. Gain experience managing and analyzing genetic and molecular data.

Department of Health Policy and Management

MPH in Health Policy

Upon completion of the MPH, the graduate will be able to:

- Describe how the organization and financing of health services influence access, quality and cost
- Apply management principles to planning, organizing, leading and controlling health care enterprises
- Apply skills in financial accounting to healthcare administration decisions
- Apply principles of health economics in analyzing the behavior of healthcare market stakeholders
- Conduct economic evaluations of health services
- Utilize public finance theory to assess the impact of proposals to reform the financing and delivery of health services
- Incorporate legal principles in the administration of health services
• Prepare health policy briefings suitable for the range of policy stakeholders involved with the formulation and implementation of a health policy under consideration by decision makers
• Design an advocacy strategy for the development and implementation of a health policy

**MPH in Health Management**

Upon completion of the MPH, the graduate will be able to:
• Describe how the organization and financing of health services influence access, quality and cost
• Apply management principles to planning, organizing, leading and controlling health care enterprises
• Apply skills in financial accounting to healthcare administration decisions
• Apply analytic tools and theories to guide the management of financial assets in healthcare organizations
• Apply principles of health economics in analyzing the behavior of healthcare market stakeholders
• Incorporate human resources management principles in administering healthcare organizations
• Apply marketing concepts in the design of health services
• Incorporate legal principles in the administration of health services
• Be prepared to assume supervisory-level general management responsibilities in a health services delivery organization
• Execute both an operations management and a strategic management analysis in the role of a health services consultant

**MSPH in Health Policy and Health Services Research**

Upon completion of the MSPH, the graduate will be able to:
• Describe how the organization and financing of health services influence access, quality and cost
• Apply principles of health economics in analyzing the behavior of healthcare market stakeholders
• Conduct economic evaluations of health services
• Utilize public finance theory to assess the impact of proposals to reform the financing and delivery of health services
• Conduct a health services or health policy research investigation using quantitative analytic techniques
• Function as a team collaborator in the development and/or execution of a health services research investigation

**PhD in Health Services Research and Health Policy**

Upon completion of the PhD, the graduate will be able to:
• Apply economic concepts, theories and methods to the framing and analysis of research questions in health services and policy
• Apply political science concepts and theories and statistical techniques to the framing and analysis of research questions in health services and policy
• Describe major problems in health services and policy that are currently the subject of empirical investigations
• Apply advanced mathematical and theoretical economics to describe physician and hospital behavior, personal health decisions, the functioning of health insurance markets and related policy-relevant matters
• Effectively teach concepts and methods of health services and health policy research to students
• Design a health services or health policy research proposal involving both qualitative and mixed methods approaches
• Conduct a health services or health policy research activity investigation suitable for peer-reviewed publication as an independent researcher
• Function as an interdisciplinary team collaborator in the design and conducting of a health services or health policy research investigation

**Certificate in Mental Health**

Upon completion of the certificate, the graduate will be able to:
• Epidemiologically describe the burden of mental illness on society—US and global populations
• Describe the major theories on the etiology of mental illness or categories of mental illness
• Evaluate empirical evidence on social determinants of mental illnesses or categories of mental illness
• Describe how cultural differences affect the experience of mental illness and the seeking of health services
• Identify population-based interventions that would reduce the onset of mental illnesses or categories of mental illness
• Describe how populations in the US receive and finance mental health services
• Identify policy initiatives that would improve access to mental health services in the US
• Identify gaps in coverage for mental health services in the US and global settings and their consequences for mental health

Hubert Department of Global Health

MPH in Global Health with a concentration in Infectious Diseases

Upon completion of the MPH, the graduate will be able to:
• Assess the major forces that influence the health of populations around the world
• Critique major global priorities and the reasons for their prioritization
• Critique the evidence for improving health delivery systems and health status of individuals, communities and populations around the world
• Design programs, policies and/or interventions intended to improve health services and health status of individuals, communities, and populations
• Conduct research, including formulation of specific research aim, conducting a literature review and formulating a hypothesis and selecting appropriate methodologies related to the emphasis.
• Compose a written scientific thesis that is consistent with department guidelines and relevant writing style sources
• Present the key methods, findings and public health implications of research on a poster and verbally communicate to an audience of public health professionals
• Explain the science of infectious disease including types of organisms, mechanisms of pathogenesis, host response and susceptibility
• Apply principles of infectious disease epidemiology, laboratory detection and clinical strategies to identify specific infectious pathogens and diseases
• Interpret the geographic and demographic distributions and morbidities and mortality of major infections in the US and globally
• Implement strategies to prevent and control infectious diseases
• Appraise the environmental, behavioral and social factors that contribute to the emergence, re-emergence, and persistence of infectious diseases
• Develop and maintain surveillance for infectious diseases

- 31 -
MPH in Global Health with a concentration in Sexual and Reproductive Health and Population Studies

Upon completion of the MPH, the graduate will be able to:

- Assess the major forces that influence the health of populations around the world
- Critique major global priorities and the reasons for their prioritization
- Critique the evidence for improving health delivery systems and health status of individuals, communities and populations around the world
- Design programs, policies and/or interventions intended to improve health services and health status of individuals, communities, and populations
- Conduct research, including formulation of specific research aim, conducting a literature review and formulating a hypothesis and selecting appropriate methodologies related to the emphasis.
- Compose a written scientific thesis that is consistent with department guidelines and relevant writing style sources
- Present the key methods, findings and public health implications of research on a poster and verbally communicate to an audience of public health professionals
- Critique current population, sexual, reproductive health policies and programs at local, national and global levels.
- Discern quality and appropriateness of data sources to measure sexual, reproductive health and population issues.
- Apply demographic, epidemiologic and anthropologic methods to measure population change and population patterns at local, national and global levels.
- Develop a policy, project or program to address a sexual, reproductive health or population problem.
- Propose recommendations to improve sexual, reproductive health or population change issue.
- Compare the theoretical, use effectiveness and relative cost of different methods of fertility regulation
- Compare the patterns and determinants of use of fertility regulations methods

MPH in Global Health with a concentration in Public Nutrition

Upon completion of the MPH, the graduate will be able to:

- Assess the major forces that influence the health of populations around the world
- Critique major global priorities and the reasons for their prioritization
• Critique the evidence for improving health delivery systems and health status of individuals, communities and populations around the world
• Design programs, policies and/or interventions intended to improve health services and health status of individuals, communities, and populations
• Conduct research, including formulation of specific research aim, conducting a literature review and formulating a hypothesis and selecting appropriate methodologies related to the emphasis.
• Compose a written scientific thesis that is consistent with department guidelines and relevant writing style sources
• Present the key methods, findings and public health implications of research on a poster and verbally communicate to an audience of public health professionals
• Assess the nutritional status of individuals using anthropometric, diet and biochemical methods
• Calculate the magnitude, distribution and trends of nutrition problems in populations
• Evaluate the causes and consequences of under- and over-nutrition in populations
• Critique the evidence base for the efficacy and effectiveness of nutrition programs and policies
• Develop innovative approaches to address nutrition problems
• Manage public health nutrition programs

MPH in Global Health with a concentration in Community Health and Development

Upon completion of the MPH, the graduate will be able to:
• Assess the major forces that influence the health of populations around the world
• Critique major global priorities and the reasons for their prioritization
• Critique the evidence for improving health delivery systems and health status of individuals, communities and populations around the world
• Design programs, policies and/or interventions intended to improve health services and health status of individuals, communities, and populations
• Conduct research, including formulation of specific research aim, conducting a literature review and formulating a hypothesis and selecting appropriate methodologies related to the emphasis.
- Compose a written scientific thesis that is consistent with department guidelines and relevant writing style sources
- Present the key methods, findings and public health implications of research on a poster and verbally communicate to an audience of public health professionals
- Assess health needs and assets of communities
- Design programs that mobilize community assets for social and behavioral change
- Manage the resources of organizations working at the community, local, regional or national level in health or development.
- Assess personal management and leadership styles.
- Operate in partnership with local, national and international organizations engaged in the health and social sectors
- Develop systems to monitor progress toward targets, objectives, and goals
- Evaluate programs and their operational components

**Certificate in Complex Humanitarian Emergencies (CHE)**

Upon completion of the certificate, the graduate will be able to:

- Describe a complex humanitarian crisis in terms of magnitude, person, time and place
- Calculate basic epidemiology measures
- Evaluate the strengths and limitations of epidemiological data within the context of CHE
- Develop public health programs and strategies responsive to the diverse cultural values and traditions of the community being served
- Identify internal and external problems that may affect the delivery of essential public health services in a CHE
- Collaborate with communication and informatics specialists in the process of design, implementation and evaluation of public health programs in CHE

**Executive MPH Program**

**MPH in Applied Public Health Informatics**

Upon completion of the MPH, the graduate will be able to:

- Support development of strategic direction for public health informatics within the enterprise
- Participate in development of knowledge management tools for the enterprise
- Use informatics standards
- Ensure that knowledge, information and data needs of a project or program users and stakeholders are met
- Support information system development, procurement and implementation that meet public health program needs
- Manage IT operations related to project or program (for public health agencies with internal IT operations)
- Monitor IT operations managed by external organizations
- Communicate with cross-disciplinary leaders and team members
- Evaluate information systems and applications
- Participate in applied public health informatics research for new insights and innovative solutions to health problems
- Contribute to development of public health information systems that are interoperable with other relevant information systems
- Support use of informatics to integrate clinical health, environmental risk and population health
- Implement solutions that ensure confidentiality, security and integrity while maximizing availability of information for public health
- Conduct education and training in public health informatics

**MPH in Prevention Science**

Upon completion of the MPH, the graduate will be able to:

- Assess individual and community agency needs and assets
- Plan public health interventions and programs
- Implement public health interventions and programs
- Oversee the management and fiscal procedures of public health interventions and programs
- Assess the effects of public health interventions and programs
- Incorporate the use of technology and public health informatics in professional practice
- Develop communication strategies for public health interventions and programs
- Make community-specific inferences from quantitative and qualitative data
- Describe the ethical and the policy implications on program operations that result from public health decision making
- Contribute to the science base of public health
- Contribute to the professional and leadership development of oneself and to the larger public health field
MPH in Applied Epidemiology

Upon completion of the MPH, the graduate will be able to:

- Describe public health problems in terms of magnitude, time, place, person and their associated risk factors
- Identify principles and limitations of epidemiologic screening programs
- Identify major epidemiologic problems of importance
- Apply basic principles of public health surveillance in the practice of public health
- Identify key sources of data for epidemiologic purposes
- Formulate a research question
- Differentiate between descriptive and analytic epidemiologic methods
- Evaluate the strengths and weaknesses of different study designs with respect to a given research question
- Calculate basic epidemiologic measures
- Implement methods of data cleaning and documentation for epidemiologic data sets
- Conduct basic epidemiologic research using multivariable models (e.g., linear, logistic, Cox and Poisson regression)
- Fit epidemiologic models
- Interpret epidemiologic results in a causal framework
- Evaluate the strengths and weaknesses of the epidemiologic literature
- Utilize information technology tools and statistical programming packages in preparing scientific reports
- Communicate epidemiologic information in a scientific report
- Recognize potential ethical and legal issues in epidemiologic studies
Special Programs

The Rollins School of Public Health sponsors and/or collaborates with Emory University in five certificate programs designed to enhance a student’s academic background through interdepartmental and intra-university experiences. The programs provide an opportunity for students to integrate additional areas of interest into their public health background.

Master’s International Program with the U.S. Peace Corps
The RSPH offers a master of public health degree in conjunction with the Peace Corps’ Master’s International (MI) Program. This program is a unique and excellent opportunity for students to combine public health theory with practical field experience.

Admissions Process: Indicate interest in Master’s International (MI) program on SOPHAS (Schools of Public Health Application Service) admissions application or during the MPH program and apply to the Peace Corps through the Atlanta Regional office during the first semester at RSPH.

Length of Program: Complete all MPH coursework before serving 2 years in the Peace Corps. Students must be registered for PUBH 601 (Masters Int’l Peace Corps Prep) course.

Students are awarded a grant of approximately $2500.00 during their final semester at RSPH contingent upon an invitation to serve as a Peace Corps Volunteer.

Participating Students: Any MPH or MSPH degree-seeking student.

Information: [www.sph.emory.edu/academics/peace-corps/masters-international/index.html](http://www.sph.emory.edu/academics/peace-corps/masters-international/index.html)

AmeriCorps/Service Corps Student Leaders
The Rollins School of Public Health at Emory University greatly values the unique perspective AmeriCorps and other service corps alumni contribute to public health through their past experiences working with local communities. In recognition of this service and ongoing commitment to community, RSPH will provide a one-time educational award match in the amount of $5,000 per student for all graduates of AmeriCorps who are admitted to the Master of Public Health or Master of Science in Public Health degree program.

Admissions Process: Students must indicate they are AmeriCorps Service Members on the SOPHAS application and be admitted to the MPH or MSPH degree program. Awardees must complete a minimum of 1 year of service.
(1700 full time hours) with a domestic service agency like AmeriCorps or an AmeriCorps affiliated agency before they begin their degree program at RSPH.

**Program:** Students who are provided with the match award are encouraged to participate in the AmeriCorps Service Leaders student group. As part of this group, AmeriCorps Service Leaders represent a part of the important culture of service at RSPH and Emory. Leadership in this group includes participation, organization and promotion of service activities on campus and in the local Atlanta community. This unique program allows service members to apply the skills learned through AmeriCorps and provide an opportunity for the continuation of service to the community through the public health program.

**Participating Students:** Any eligible MPH or MSPH degree seeking student.

**RSPH Certificate Programs**

**Certificate in Global Complex Humanitarian Emergencies**

The Rollins School of Public Health, in partnership with CDC’s International Emergency and Refugee Health Branch, offers a Graduate Certificate in Global Complex Humanitarian Emergencies. It is an interdisciplinary program that combines the teaching and research strength of Emory University with the applied technical skills of the CDC’s International Emergency and Refugee Health Branch. Ten to fifteen students will be accepted into the program each year. Students are strongly encouraged to apply as early in their first semester as possible.

The ideal candidates for this graduate certificate are those who:

- Want to work overseas in emergency and post-emergency settings as their career;
- Have international development and/or relevant field experience in resource-poor settings; and
- Are committed to building practical field epidemiological methods skills in resources-poor settings.

**Admissions Process:** Acceptance into the Certificate Program is a competitive process. Students must complete the application found at www.sph.emory.edu/cms/academic_programs/documents/Addendum_III-CertificateApplicationFINAL.pdf. Full time students must submit this before March 1 of the first year of study, and part-time students must apply before completing fifteen credits. Students will be advised of acceptance by April 1.
**Requirements:** Two core classes, 6 credit hours of approved electives, research or practicum component, event or volunteer participation

**Participating Students:** All qualified RSPH students

**Information:** www.sph.emory.edu/academics/degree-programs/certificates/global-che/index.html

**Program Coordinator:** Theresa Nash, tnash@emory.edu

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**Certificate in Socio-Contextual Determinants of Health Program**

The Certificate Program in the Socio-Contextual Determinants of Health welcomes students who are committed to studying and intervening in the social conditions (e.g., laws banning same-sex marriage, neighborhood poverty rates, structural racism) that shape health and well-being across and within populations. This certificate program provides a range of intellectual, academic, research, and professional development opportunities that are designed to strengthen students' abilities to pursue related careers. Students committed to advancing social justice and/or to eradicating health disparities will find this certificate program a particularly good fit for their interests.

**Admissions Process:** Indicate interest on the SOPHAS admissions application or during the MPH program.

**Requirements:** Complete (1) one of three core courses; (2) one elective course, chosen from the certificate program’s course roster; and (3) a capstone project/thesis on a topic related to the socio-contextual determinants of health. Each semester that they are enrolled in the certificate program, students must attend two colloquia and two journal club meetings.

**Participants:** Students enrolled in an RSPH Master’s program. Students with an interest in social justice or the eradication of health disparities may find that this is a particularly good match for their career goals.

**Information:** www.sph.emory.edu/certificates/socio-contextual-determinants-health/index.html

**RSPH Program Coordinator:** Zarie Riley, zarie.riley@emory.edu

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**Certificate in Mental Health**

Mental health is integral to and inseparable from public health. This interdepartmental program addresses the interface of mental health and public health and is intended to enhance the competencies of students concentrating in any of the school’s departmental programs. Students completing the program will be able to epidemiologically describe the burden of mental illness on
society, apply theories and evaluate empirical evidence on determinants of mental health, design and critique interventions intended to promote mental health and identify the sources of financing and public policies that affect mental health services.

**Admissions Process:** Indicate interest in the Mental Health Certificate on the SOPHAS Application or during the MPH program.

**Requirements:**
- BSHE 592/HPM 592, Case Studies in Public Mental Health (2 credits)
- Practicum in aspect of public mental health
- Capstone or thesis project on topic in public mental health (4 credits)*
- A minimum of 6 credit hours from the certificate’s approved course roster

*If the topic of the capstone or thesis cannot relate to public mental health, 4 additional credits of electives may be substituted with the permission of the certificate coordinator. Permission for the substitution must be obtained early in the 2nd year of the program.

**Participating Students:** RSPH students with an interest in mental and public health

**Information:** https://www.sph.emory.edu/academics/certificates/certificate-mh/index.html

**Program Coordinator:** Zarie Riley, zarie.riley@emory.edu

**Certificate in Maternal and Child Health**

The Certificate in Maternal and Child Health (MCH) aims to equip students to become professionals for positions in governmental and non-governmental public health organizations serving women, infants, and children at local, regional, national, and international levels. Approximately 16-20 students will be accepted into the program.

**Admission Process:** Acceptance into the Certificate Program is a competitive process. Students must apply in September of their first year. Notification of selection will be in the same month. Applicants should have demonstrated leadership and team player capabilities.

**Requirements:** Two core classes, one quantitative or qualitative methods course, one life course selective, a related practicum component, and a thesis or capstone project related to Maternal and Child Health. Students who do not
complete a MCH related culminating experience must make up the credits with additional selectives.

**Participating Students:** Any current first-year student enrolled in the MPH or MSPH program.

**Information:** [http://www.sph.emory.edu/academics/degree-programs/certificates/maternal-child-certificate/index.html](http://www.sph.emory.edu/academics/degree-programs/certificates/maternal-child-certificate/index.html)

**Program Coordinator:** Nicole Regan, nicole.regan@emory.edu

**Certificate in Genetic and Molecular Epidemiology**

We are generating genetic and molecular data at a revolutionary pace, and these data are increasingly being integrated into epidemiologic studies. The Genetic and Molecular epidemiology (GME) certificate program at Rollins prepares students to assess, manage, and analyze these data in a public health context. Graduates of the GME certificate program will have exposure to principles of genetic epidemiology and molecular epidemiology. Through coursework, their practicum, and their culminating experience project, students will gain mastery of analysis and interpretation of genetic or molecular data as it applies to public health research.

GME certificate students will complete 13 hours of training through coursework, practicum and the culminating experience. The course requirements are listed below. Students apply to the GME certificate while enrolled in EPI 510: Introduction to Genetic and Molecular Epidemiology in their first semester. Students may enroll in EPI 510 and apply to the certificate in their second year with the permission of the certificate director.

**Courses Required for the Certificate in Genetic and Molecular Epidemiology**

**Pre-requisite**

**EPI 510** Introduction to Genetic and Molecular Epidemiology 1

**Core Courses**

**EPI 590R** Public Health Applications of Molecular Epidemiology I 2

**EPI 522** Human Genome Epidemiology 2

**GME Electives (four credits total)**

**EH 527** Biomarkers in Environmental Public Health 2

**EH 590R** Foundations of Molecular Toxicology 1

**EH 590R** Foundations of Neurotoxicology 1
EH 520 Human Toxicology 3
EPI 556 Applied Genomic Epidemiology 2
BIOS 570 Methods in Statistical Genetics 2
IBS 746 Graduate Human Genetics (special permission) 4
IBS 593 Population and Quantitative Genetics (special permission) 4

Other courses may also be appropriate with special permission of the certificate director.

Practicum 0
Thesis/Capstone 4
Field Experiences Attendance at field experiences is not required but is encouraged.

For more information please contact Dr. Jennifer Mulle (jmulle@emory.edu) or Nicole Regan (nicole.regan@emory.edu)

Certificate in Water, Sanitation, and Hygiene

The Certificate in Water, Sanitation, and Hygiene (WASH) at the Rollins School of Public Health (RSPH) is offered through the Center for Global Safe Water at Emory University and aims to train graduate students to be competitive for WASH-related careers.

Admissions Process: This is a rigorous self-guided certificate program open to all RSPH students. Indicate interest on the SOPHAS admissions application or during the MPH program.

Certificate Requirements
- Complete a minimum of 12 credit hours of WASH-relate coursework, with at least one methods-related course and one biology-related course
- Maintain a cumulative GPA of 3.3 or greater in all WASH-related courses
- Attend two CGSW-sponsored seminars per year (4 total); and
- Successfully complete a WASH-related practicum
- Successfully complete a WASH-related capstone/thesis, (the capstone / thesis credit hours count towards coursework).

Information: www.sph.emory.edu/cms/wash/index.html.
**Participating Students:** Any current first-year student enrolled in the MPH or MSPH program.

**Collaborative Certificate Programs with Emory University**

**The Emory Graduate Certificate in Human Rights**

The Institute of Human Rights at Emory provides an opportunity for faculty and students to further their understanding of the theories and issues of human rights. The certificate combines the teaching and research strength of Emory University with the applied programs of our professional partners, including CARE USA, The Carter Center, and the U.S. Centers for Disease Control and Prevention.

**Admissions Process:** Indicate interest in the Human Rights Certificate on the SOPHAS admissions application or during the MPH program. Contact the Program Coordinator during the MPH program and meet with one of the Institute of Human Rights faculty.

**Requirements:** The Certificate Documentation (available on the Institute’s website) must be submitted to the Institute of Human Rights no later than April 1 of the spring semester or November 1 of the fall semester that the student intends to graduate; 1 Core Seminar course; 2 additional approved courses (6 classroom hours); Research Practicum or research paper focusing on human rights or a substantive human rights emphasis thesis.

**Participating Students:** Any student in RSPH or the Graduate School

**Information:** [humanrights.emory.edu/sub-who.htm](http://humanrights.emory.edu/sub-who.htm)

**Program Coordinator/Executive Director:** Dabney Evans, dabney.evans@emory.edu

**Religion and Health Certificate**

The Religion and Public Health Collaborative Academic Programs works to create and support dialogue and learning across the disciplines of Religion and Public Health. The program provides an opportunity for the interdisciplinary study of the intersections of health and religions or spiritual traditions and practices. Rollins School of Public Health students will earn a certificate in Religion & Health at the completion of the requirements of the certificate and the MPH degree.

**Admissions Process:** Indicate interest in the Religion & Health Certificate on the SOPHAS admissions application or during the MPH program.
**Requirements:** One (3 hour) core class; 9 hours of elective credit (RSPH thesis credit hours can be included); Attend an orientation at the beginning of each year; Submit an integrative paper/thesis; Practice component in faith and health that fits the requirements in the discipline which the student is enrolled; Participate in University-wide special lectures and seminars in religion and health

**Participating Students:** Graduate students in the RSPH, School of Nursing, and School of Theology

**Information:** [www.rhcemory.org/](http://www.rhcemory.org/)

**RSPH Program Coordinator:** Mimi Kiser, mkiser@emory.edu

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**Certificate in Injury & Violence Prevention**

The Certificate in Injury & Violence Prevention is designed to give MPH and doctoral students a foundation in theoretical and epidemiologic concepts of injury prevention and control and a platform for which to examine the causes, consequences and prevention strategies used in our society. Combining multidisciplinary coursework, research, practical experience, and access to a vast injury prevention network, this certificate will broaden students’ perspective on a complex issue while preparing them to become leaders of injury prevention within their chosen discipline.

**Admission Process:** Selection into the program is based on academic goals and demonstrated interest in injury and violence prevention. Although it is preferred that students apply in their first year, students are able to apply throughout their time in their respective program as long as they are able to demonstrate sufficient time to finish the requirements. In order to officially enroll in the certificate program both PhD and MPH students must submit the Declaration of Intent Form.

**Participating Students:** Any student in RSPH or the Graduate School

**Requirements:** Two core classes (3 credits), five elective credits from the approved listing including one course from one of the other professional schools, a related practicum component, and a thesis or capstone project related to Injury & Violence Prevention. Additionally students will be encouraged to attend at least two-injury related lectures offered by the ECIC.

**Information:** [http://www.emorycenterforinjurycontrol.org/certificate/](http://www.emorycenterforinjurycontrol.org/certificate/)

**Program Coordinator:** Natasha Southworth, nobolen@emory.edu
Career Enhancing Experiences
Practicum

All Public Health students are required by the CEPH accreditation standards to complete a practicum experience. A practicum is a significant educational experience that is planned, supervised, and evaluated. It requires an organized set of objectives that structure the experiences in a public health agency, institution, or community under the supervision of site administrators and the guidance of the student’s department, the Office of Applied Public Health, and/or Career Services.

It offers the opportunity to integrate and apply practical skills and training learned through course work and prior experiences in a professional public health work environment. In some cases, students can use a work study position, graduate assistantship, or teaching assistantship position to meet the practicum requirement. Students are required to invest a minimum of 200-400 working hours to fulfill the practicum requirement. Most of our students exceed this requirement or engage in more than one practicum/applied experience in order to enhance their professional skills, learn more about careers in a variety of fields or sectors, and broaden their network while at RSPH.

Rollins School of Public Health (RSPH) students begin the practicum process their second semester of their first year through registration for the practicum course in OPUS, entry of student and practicum data in the Rollins Practicum Portal, research and identification of practicum project, project approval by the practicum preceptor and student academic advisor, and the recording of clock hours towards the practicum requirement, as appropriate. Students may identify their practicum project during their first semester of their program, but official project goals and objectives and clocking hours toward the fulfillment of the degree requirement may not begin until the second semester of study.

All Rollins School of Public Health (RSPH) graduate students are required to submit practicum details including specific goals and objectives, objective approval, preceptor and student evaluation into the Rollins Practicum Portal. To view the Rollins Practicum Portal or find more detailed information, please visit www.sph.emory.edu/rollins-life/practicum/index.html.

Global Field Experiences

Global Field Experiences allow students to apply the skills and knowledge they have gained at the Rollins School of Public Health in real world settings around the globe. Students typically undertake international work during the summer after their first year of study in their MPH degree program. Each year, over 60 students work in foreign countries and many more undertake
internationally-focused work in the United States. They return to their coursework with greater understanding of how to engage in public health practice and more focused career goals.

Working closely with faculty and mentors, students identify projects related to their specific areas of public health and geographic interest. Students then work with the agency or organization to identify a specific role that the student can play in support of the project's goals and objectives. Many students base their thesis or capstone project on the data they collect, allowing students to gain invaluable practical experience while making tangible contributions to their host project's success. For additional information about this program, visit the website at www.sph.emory.edu/rollins-life/global-field-experience/index.html

Rollins-teer Service/Community-Engaged Learning Program

Initiated during Orientation 2007, the Rollins-teer Service Learning Program has served as the seed and impetus to the development of the Community Engaged Learning Program. Through this program students are introduced to the broader context of public health work and programs through volunteer work opportunities with local charities that focus on poverty, homelessness, distribution of medical supplies and services, chronic disease or environmental conservation. Coordinated by the Americorp Fellows and the SGA, a different public health concern will be presented to students at the monthly Convos on Tap followed by a volunteer opportunity that weekend.

Organizations with which RSPH students have worked are the Atlanta Community Food Bank, the Atlanta Union Mission, Furniture Bank of Metro Atlanta, Medshare International, Project Open Hand, Samaritan House, Senior Citizen Services, and West Oakland Community Park. Additional information about the Community-Engaged Learning Program may be found at www.sph.emory.edu/rollins-life/rollins-teer/index.html
**Rollins School of Public Health Honor and Conduct Code**

The RSPH requires that all material submitted by a student in fulfilling his or her academic course of study must be the original work of the student and must uphold academic integrity. Students are expected to engage in ethical conduct consistent with the field of public health or Emory University.

Allegations of violations of the Honor and Conduct Code undergo a preliminary investigation by the Associate Dean for Student Affairs. The matter may be resolved at that point or referred to a formal Hearing Committee consisting of students and faculty members who make their recommendation to the Associate Dean for Academic Affairs. Students may petition to appeal that decision, in which case a second Hearing Committee may be convened.

Policies and procedures governing honor and conduct code violations are contained in this document.

**Introduction**

In accordance with University by-laws, the president of the University has delegated to the dean and faculties of each school the responsibility of designing honor and conduct codes for its students. The Rollins School of Public Health (RSPH) Honor and Conduct Code was established to ensure personal responsibility and professional standards consistent with the field of public health and the missions of both Emory University and RSPH. In cases where the Code has been alleged to be compromised, it sets forth a set of procedures to deal with the allegations. This Code applies to any student registered in a RSPH course. Registered students are responsible for upholding all aspects of the Code.

**Student Academic Honor**

The RSPH requires that all material submitted by a student in fulfilling his or her academic course of study must be the original work of the student and must uphold academic integrity at the graduate level.

It is the obligation of every student to know the regulations regarding academic misconduct. Ignorance of these regulations will not be considered a defense. If a student is unclear about whether or not something violates the academic integrity of a course assignment and/or degree requirement, it is his/her responsibility to seek clarity with the instructor and/or academic advisor. In situations outside the classroom, the student should seek clarifications from an appropriate RSPH official.
Violations of Student Academic Honor

Violations of academic honor include any action by a student indicating dishonesty or a lack of academic integrity. Violations of academic honor include but are not limited to cheating, plagiarism, falsifying research data, falsification and forgery of University academic documents, facilitating academic dishonesty, and providing false evidence.

Cheating includes, but is not limited to, seeking, acquiring, receiving, or passing information intended to facilitate performance on an examination prior to its authorized release or during its administration, or attempting to do so. Cheating also includes seeking, using, giving, or obtaining unauthorized assistance in any academic assignment or examination, or attempting to do so.

Plagiarism is the act of presenting as one’s own work the expression, words, or ideas of another person, whether published or unpublished (including the work of another student) without proper acknowledgment.

Falsifying data includes, but is not limited to, creating information not actually collected, altering, or misrepresenting information and/or data.

Falsification and forgery of University documents includes knowingly making a false statement, concealing material information, or forging a University official’s signature on any University academic document or record. Such academic documents or records may include transcripts, add or drop forms, requests for advanced standing, requests to register for courses, etc. The falsification or forgery of non-academic University documents such as financial aid forms, academic standing verification letters, student recommendation letters, or other documents related to the academic record will also be regarded as a violation of the honor code.

Facilitating academic dishonesty includes but is not limited to intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Providing false evidence in any Honor Council hearing or refusing to give evidence when requested by the Honor Council are considered to be honor code violations.

Student Conduct

The practice of public health requires an active commitment to ethical conduct consistent with the field of public health throughout all program requirements including, but not limited to, internships, research, field work and practicum experiences. While this expectation is set, it is also important to outline behavior that is clearly the exception, or in violation of the code. RSPH respects the rights of organized and intentional student dissent and protests. In situations of student dissent and protest, the statements below should be interpreted in accord with Emory policies on student dissent and protest. The following conduct violations will be explored below.
Violations of Student Conduct

Violations of student conduct include any action by a student which violates ethical conduct consistent with the field of public health or Emory University. These actions may include, but are not limited to, dishonesty through misrepresentation or withholding of pertinent factual information; forging, falsifying, or misusing University documents or records; infraction of University rules and regulations which protect the University community; conduct in violation of University policies prohibiting discrimination, sexual harassment and sexual misconduct; theft; personal abuse; malicious damage/breaking and entering; disorderly conduct and disruption of class; misuse of electronic equipment and Information Technology; substance use; infractions of public law that involve and/or are linked to Emory University; and actions that deliberately demean or violate the integrity of other University members.

Dishonesty through misrepresentation or withholding of pertinent factual information in a student’s personal dealings with other students, faculty, or staff of the University, or organizations or agencies of the University. This also includes falsification of information for the purpose of admission to the RSPH or job application while enrolled as a student.

Forging, falsifying or misusing University documents, records, identification cards, or other documents so as to violate the requirement of academic honesty.

Infraction of rules and regulations established by University authority to protect the interests of the University community. These rules and regulations assure that all members of the University community will be able to attain their educational objectives without hindrance in a conducive intellectual and educational atmosphere throughout the University community. Further they protect the activity, health, safety, welfare, and property of all members of the University community and of the University itself. These policies also pertain to student conduct when representing the RSPH in academically-related and/or community activities. These policies may be found on the Emory University website at http://policies.emory.edu/8.1.

Sexual harassment and sexual misconduct include unwelcome sexual advances, requests for sexual favors, stalking, and other verbal or physical conduct of a sexual nature. The University’s policy on sexual harassment may be found on the Emory University website at http://policies.emory.edu/1.3. Sexual misconduct includes any incident that involves sexual contact that is forced on somebody without consent.

Theft of any property of the University itself or of any property of any member of the University community, or its visitors or guests.

The intentional, wanton, or reckless physical abuse or verbal abuse of any person by a student on the campus or on property owned or controlled by the University, or at a function under the University’s supervision or sponsorship
or such abuse of a member of the Emory community at any location or on-line forum.

_Malicious damage/breaking and entering_ by a student to the property of another member of the University community (student, faculty, or staff) or the property of the University itself, or to the property of any visitor or guest of the University or a member of the University community. Breaking into a locked room, office, or facility of the University, or entering a room, office, or facility that is clearly restricted is not permitted.

_Disorderly conduct, disruption of class, and/or interference_ by a student by violence, force, disorder, obstruction, or vocal disruption of university activity, or activity authorized or sponsored by the University or by any school, program, division or authorized student body, including disciplinary proceedings. Interference by a student with the instructor’s right to conduct class as the instructor sees fit within the bounds of academic freedom and responsibility.

_Misuse of electronic equipment and Information Technology_ is not permitted at Emory University. Computers, networks, and software applications are powerful tools that can facilitate Emory’s core missions in teaching, learning, research, and service. Access and utilization of these tools is a privilege. Users of Emory’s IT resources may not share their passwords or other access credentials; attempt to hack, bypass, or violate security controls; access, modify, or share sensitive data or information without appropriate authorization; use access credentials issued to other individuals or attempt to impersonate another individual in order to access IT resources. Additionally users of Emory’s IT resources may not use those resources for any unethical or illegal purpose, such as violating copyrights or license agreements for any type of intellectual property (e.g. software, music, audio/video recordings, photographs, illustrations, documents, media files, e-journals, e-books, databases); harassing other members of the Emory community; destroying or stealing equipment, software, or data belonging to others; intentionally damaging or destroying the confidentiality or integrity of IT resources or disrupting their availability; or monitoring or disrupting the communications of others.

_Substance use that includes the use of illicit drugs or the non-medical use of prescription drugs_ is not permitted at Emory University. Users, possessors, and/or providers of such drugs violate federal laws and state laws. Students who possess or use such drugs or who furnish drugs to others while on property owned or controlled by the University are committing a conduct offense. Additionally, providing alcoholic beverages to underage persons (under the age of 21) or to noticeably intoxicated persons is a conduct code offense, as is consuming alcohol by underage individuals, Alcohol and Drug Abuse Policy, http://policies.emory.edu/8.8. Tobacco use while on the property owned or controlled by the University is a conduct code offense Tobacco-Free
Infractions of public law that involve and/or are linked to Emory University that is the basis for an allegation or charge of violation of public law also may subject a student to an allegation of a student conduct violation. Acquittal or conviction in court does not necessarily exclude or dictate action by the RSPH. Further, the RSPH may proceed with a conduct matter without awaiting the start or conclusion of any legal proceeding.

Actions contrary to the standards of the RSPH and Emory University, including actions that are deliberately demeaning to other human beings or that violates the dignity and integrity of other members of the University and community.

Policies and Procedures

Student Honor and Conduct Code Structure

The Student Honor and Conduct Standing Council (subsequently referenced as the Council) will be formed at the beginning of each academic year. The Council shall consist of no fewer than twelve (12) faculty members representing each department and degree program and no more than twenty (20) student members reflecting the current RSPH student-body demographics. The Associate Dean for Academic Affairs, in collaboration with the Chair of the Education Committee, will nominate the faculty members who will be members of the Council for a two-year term. Six new faculty members will be named each year to provide a staggered membership. Student membership will be comprised of students who volunteer their service or are selected by RSPH leadership. These students will serve as Honor and Conduct Code liaisons to their departments and fellow students for a one-year term. Members will be selected to serve on individual Hearing Committees based on affiliation and availability.

The Associate Dean for Academic Affairs, or his/her designee, reviews the findings and recommendations for sanctions of the Hearing Committee and of the Appeal Committee.

The Associate Dean for Student Affairs, or his/her designee, serves as the Student Honor and Conduct Code Advisor. The Student Honor and Conduct Code Advisor conducts the preliminary investigation and writes up the initial findings and determination.

A Hearing and Appeal Committee Facilitator, appointed by the Associate Dean for Student Affairs, coordinates the hearing procedures and provides
consistency in the processes and proceedings. The Facilitator identifies Council members to serve on a Hearing Committee and an Appeal Committee, prepares the agenda and the evidence, and presides over the actual proceedings to assure fair and systematic processes.

**Student’s faculty or staff advisor (non-legal).** The student charged may ask a faculty or staff member to assist and counsel him/her in preparing for and participating in the hearing. The advisor will not have the right to examine witnesses.

**A Hearing Committee** will be comprised of a subset of the Student Honor and Conduct Code Standing Committee, and will include four members: two faculty members and two students. The Hearing Committee Facilitator will serve as an ex-officio, non-voting member of each Hearing Committee. The Hearing Committee Facilitator will preside over the proceedings.

No person involved in advising the Student Honor and Conduct Code Advisor or his/her designee during the preliminary investigation may serve as a voting member on the Hearing Committee for the specific proceeding. No individuals making the charge or directly involved with the case shall be members of the Hearing Committee.

In the case of an appeal, **the Appeals Committee** will be selected in the same method as the initial Hearing Committee and members are a subset of the Council; however, no individual who served on the initial hearing committee shall sit on the appeals committee. If needed, a selected faculty member from the initial Hearing Committee may attend the Appeal Committee Hearing as an ex officio, non-voting member to provide continuity with the original proceedings.

**Making an Accusation**

It is the responsibility of every member of the faculty, staff, and student body to cooperate in supporting the honor code. In pursuance of this duty, any individual, when he or she suspects that an offense of academic misconduct has occurred, shall report this suspected breach to either: (a) the faculty member in whose class the suspected breach occurred; (b) a departmental Assistant/Associate Director of Academic Programs (ADAP); (3) a faculty member of the Honor Standing Council; or (4) the Associate Dean for Student Affairs.

Accusations must be made within 30 days of when the alleged activity was discovered.
Once an allegation has been made, the Student Honor and Conduct Code Advisor will draft a written version of the complaint and the individual making that allegation must sign the complaint stating that he/she believes it to be accurate. An email of confirmation from the complainant will fulfill this requirement. The name of person making allegation will be shared with the student unless the person making the allegation submits a written request that he or she does not want his/her name shared during the preliminary investigation. If the preliminary investigation leads to a formal hearing, the name of the person making the allegation would be made known.

**Rights of the Accused Student**
The accused student has the following rights:

1. Be considered innocent until judged otherwise by the Hearing Committee appointed by the Student Honor and Conduct Code Advisor for this purpose.

2. The right to be notified in writing of the charges against him/her. Written documentation of the charges must include the charges against him/her with enough specificity to enable him/her to prepare for the hearing on these charges.

3. The right to choose a faculty or staff advisor (non-legal) to counsel him/her.

4. The right to a hearing before the Student Honor and Academic Code Hearing Committee facilitated by the Hearing Committee Facilitator and to know the date, time, and place of the hearing. The right to know the names of witnesses who may be present at the hearing. From the time he/she receives written notice of the allegation, the student charged has at least ten business days to prepare his/her case, unless he/she requests the hearing take place within a shorter period of time.

5. The right to receive the roster of names of the faculty and student members of the Council with the notice of the formal hearing. The charged student may identify any individuals on the Council who he/she would not find acceptable to serve on the Hearing or Appeal Committees. The student must provide the list of unacceptable individuals and reasons for their exclusion to the Hearing and Appeal Committee Facilitator within 48 hours of receiving the roster. The Hearing and Appeal Committee Facilitator will consider the written request of the person charged when she/he nominates members of
these committees.

6. The right to be present during the hearing and/or appeal while all evidence is presented; the accused student does not have the right to be present during deliberations or voting of the committee. If the accused student is not present at the proceeding, it will be conducted with the accused student in absentia.

7. The right to have access to all written statements presented to the Hearing Committee and be allowed to hear and question witnesses who appear at the hearing.

8. The right to appeal the findings of the hearing. A student who wishes to appeal the decision of the Hearing Committee must make such a request in writing to the Associate Dean for Academic Affairs. The written appeal must be made within 10 business days of receiving written notice of the Hearing Committee’s findings and sanctions. (see the Appeals Process Below).

9. After the determination of guilt is established, the Honor Code Committee will be informed of prior honor and conduct code violations and the current status of the student, before sanctions are recommended to the Associate Dean for Academic Affairs.

**Preliminary Investigation and Arbitration**

The Associate Dean for Student Affairs serves as the Student Honor and Conduct Code Advisor, or can appoint another official of the RSPH to fill this role. The Pre-Hearing process consists of a Preliminary Investigation with the possibility of going into Arbitration. The Preliminary Investigation is designed to determine if there is sufficient evidence to substantiate a potential honor or conduct code violation. The Student Honor and Conduct Code Advisor will have ten business days to review the complaint report and determine whether evidence supports future action. The Student Honor and Conduct Code Advisor may decide that insufficient evidence exists to substantiate a potential violation. In this case, charges will be dropped. If the Student Honor and Conduct Code Advisor decides that evidence warrants further action, the Advisor will notify the accused student in writing that he/she must make an appointment to meet with the Advisor within five business days to review the complaint report. If the accused student fails to schedule or attend the meeting within that timeframe, formal charges will be filed.
There are four possible outcomes of the Preliminary Investigation:

1. **Charges are Dropped**: The Student Honor and Conduct Code Advisor finds that there is not sufficient evidence to proceed. In this case, charges are dropped.

2. **Case is Referred to the Hearing Committee**: The Student Honor and Conduct Code Advisor finds that there is sufficient evidence to support a guilty disposition, but believes that the case, because of unusual circumstances or evidence, warrants the review by the Hearing Committee. These cases will go to a formal hearing.

3. **Arbitration**: The Student Honor and Conduct Code Advisor finds that there is sufficient evidence to support a guilty disposition and offers appropriate disciplinary action to the student and the other parties involved. Within five business days of the initial meeting with the accused, the Student Honor and Conduct Code Advisor will meet separately with all parties such as the accused, the witnesses, and the faculty member to acquire additional information regarding the alleged incident. Arbitration can have of two outcomes:

   **Arbitration A**: If all parties are satisfied with the findings and the proposed disciplinary action, the case will be considered successfully resolved and no further action will be taken. The issue and the final decision will be appropriately documented and maintained in the official student file to inform on any future allegations that may be brought forward.

   **Arbitration B**: If either the accused student or the other parties do not agree with the guilty determination or do not believe the recommended disciplinary action is appropriate, the case will go to a formal hearing.

**Formal Hearing**

If it has been decided that the case will proceed to a formal hearing, the accused will have no less than ten (10) business days between the date that the student receives written notice of the charges to prepare his/her case, unless the accused student requests that the hearing take place within a shorter period of time.

1. The Hearing Committee Facilitator is responsible for conducting the hearing in a fair and impartial manner.

2. At the hearing, the alleged violation will be read. Evidence against the student will be presented by the Hearing Committee Facilitator, followed by questions from the Hearing Committee and the accused student. The Facilitator then presents the evidence provided by the accused student, and the Hearing Committee members again may ask questions.
a. Evidence shall be admitted without regard to the rules of evidence in courts of law.
b. Evidence may include, but is not limited to, witnesses, documents, tangible evidence, and written statements from witnesses not present.

3. After thorough review of the case, the Hearing Committee will decide whether the person charged is guilty or not guilty of the charge(s). A majority vote of the committee will suffice for a finding of a violation. An abstention is not considered a vote.

If the accused student is not present at the hearing, the hearing will be conducted with the accused student in absentia.

4a. If the person is found guilty of an academic violation, the Hearing Committee may recommend one or more of the following actions, or such other action as the Hearing Committee deems appropriate:
   a. Issue the student a warning with no further disciplinary action.
   b. Request that the faculty re-evaluate the assignment in question and
      i. re-calculate the grade.
      ii. Issue a failing grade on the assignment or for the course in question.
      iii. Place the student on academic probation for the remainder of the term or longer.
   c. Suspend the student for the remainder of the semester or longer.
   d. Dismiss the student from school.

4b. If the person is found guilty of a conduct code violation, the Hearing Committee may recommend one or more of the following actions, or such other action as the Hearing Committee deems appropriate,
   a. Issue the student a warning with no further disciplinary action.
   b. Issue the student a warning with a requirement to make amends (apology, service, etc.)
   c. Place the student on probation for a specified period of time.
   d. Suspend the student for the remainder of the semester or longer.
   e. Dismiss the student from school.

5. The Associate Dean for Academic Affairs will receive the Hearing
Committee decision and recommendations for sanctions in writing within 3 business days of the Hearing’s close. The Associate Dean for Academic Affairs may choose to accept the recommendations for sanctions or suggest modifications to the recommended sanctions. The Associate Dean for Academic Affairs will communicate his proposed modifications to the Hearing Committee within three business days of receiving the Hearing Committee’s decision and recommendations. The Hearing Committee will collaborate with the Associate Dean of Academic Affairs to reach a consensus on the appropriate sanctions. The Associate Dean will send a letter to the charged student indicating the findings of the Hearing Committee, and the sanctions that will be taken. The finding will be made available to the accuser upon request. The Associate Dean for Academic Affairs will report any action taken to the appropriate University, RSPH, and/or other officials.

6. A copy of the written notification will be included in the student’s official school file. A copy will also be maintained in the Honor and Conduct Code database as part of a permanent record. If the student violates the honor or conduct standards again, the sanctions would be harsher with the possibility of suspension or even dismissal.

Appeals
A student who wishes to appeal the Hearing Committee’s decision must make such a request in writing to the Associate Dean for Academic Affairs. The written appeal must be made within 10 business days of receiving written notice of the Hearing Committee’s findings and sanctions from the Associate Dean for Academic Affairs. In the letter to the Associate Dean for Academic Affairs, the student must indicate the reasons for the appeal.

After reviewing the request for appeal, an Appeal Committee will be appointed to review the charge(s), finding(s), and recommendation(s).

1. The Appeal Committee:
   a. Shall be composed of members of the Council. It will consist of one student, two faculty members, and the Hearing and Appeal Committee Facilitator. The Hearing and Appeal Committee Facilitator will be responsible for conducting the hearing in a fair and impartial manner, and will be a non-voting member of the Appeal Committee. No voting member of the Appeal Committee shall have participated in the previous Hearing Committee. No member of the Appeal Committee can be involved in the case. If needed, a selected faculty member from the initial Hearing Committee may attend the Appeal Committee Hearing as an ex officio, non-voting member to provide continuity with the
original proceedings.
b. Shall be furnished with all written data concerning the formal hearing, including evidence presented, committee findings, and sanctions.
c. May request oral or written statements from the accused student and other witnesses, and may request that additional documentary evidence be presented.
d. Shall require a majority vote for a decision. An abstention is not considered a vote.

2. The following actions may be recommended by the Appeal Committee:
   a. Affirm the prior decision.
   b. Reverse the prior decision.
   c. Modify the prior decision.
   d. Decide that the case merits a new Formal Hearing. This Hearing will be conducted in accordance with the original hearing procedures. In this case, the Hearing Committee will be composed of faculty and students who did not take part in the original Hearing Committee.

3. Within three business days of the Appeal Hearing’s close, the Appeal Committee will inform the Associate Dean for Academic Affairs in writing of its decision and recommended sanctions. The Associate Dean for Academic Affairs may:
   a. Affirm the prior decision.
   b. Recommend that the Appeals Committee revise the sanctions.

The Associate Dean for Academic Affairs will send his recommendations for revisions to the Appeal Committee within three business days of receiving the committee’s decision and recommended sanctions. If revisions are recommended, the Associate Dean for Academic Affairs will communicate his proposed modifications to the Appeal Committee within three business days of receiving the Appeal Committee’s decision and recommendations. The Appeal Committee will collaborate with the Associate Dean for Academic Affairs to reach a consensus on the appropriate sanctions. The Associate Dean for Academic Affairs will write a letter with the final determination. The student charged with a violation shall be notified in writing of the decision and recommended sanctions within five business days. A copy of the letter will be placed in the student’s file. If the Appeal Committee overturns the original finding, previous letters of notification will be removed from the student’s file as appropriate.
**Significant Violations of the Conduct Code**

In the case of significant or extreme violations of the conduct code, the RSPH school administration may act outside the protocols listed herein in order to take necessary, protective action to insure that members of the RSPH committee are not subject to imminent harm. Significant or extreme violations include, but are not limited to, instances of physical assault, sexual assault, sexual harassment, breaking and entering, brandishing a weapon or other situation in which the administration perceives a likely imminent threat of physical harm to a member of the RSPH community. Such significant violations will be referred to the Emory University Threat Assessment Team and managed by the Associate Dean for Academic Affairs.

*Nothing in this document constitutes a contract or creates a contractual obligation on the part of the Rollins School of Public Health and/or Emory University. The Rollins School of Public Health reserves the right to interpret and apply its policies and procedures, and to deviate from these guidelines, as appropriate in the particular circumstances and in accordance with the mission and goals of the Rollins School of Public Health and/or Emory University. The Rollins School of Public Health further reserves the right to alter or modify any statement contained in this document without prior notice.*

Cases that involve sexual misconduct, sexual harassment, stalking, and/or sexual violence will be reported to the Emory University Title IX Coordinator in compliance with federal regulations as outlined in Title IX. Because of the sensitivity of such cases and depending on the nature of the alleged incident, the case may be investigated by the University Title IX Coordinator and/or designee and may be heard by a centralized hearing process.

In addition to the reporting of the incident to the Central Office, the basis of the hearing is preponderance of evidence which is based on patterns of behavior as opposed to undisputed factual evidence. Additionally both the accused and the accuser are advised of the findings of the case, and both have the right to appeal the decision.
Related University Policies
Information regarding additional university policies that address additional interpersonal conduct and student actions may be found at:

Equal Opportunity and Discriminatory Harassment Policy
http://policies.emory.edu/1.3

Sexual Misconduct Policy
http://policies.emory.edu/8.2
RSPH Deputy Title IX Coordinator: Kara Robinson

Grievance Procedures – Employee & Student Complaints of Discrimination
http://policies.emory.edu/8.6

Information Technology Conditions of Use
http://policies.emory.edu/5.1

Involuntary Withdrawal of Students from Emory
http://policies.emory.edu/8.4
RSPH Grievance Procedure

RSPH students who wish to file a grievance or disagreement that does not fall within the jurisdiction of the RSPH Student Honor and Conduct Code should first discuss the concern with the Departmental Assistant Director of Academic Programs. Depending on the nature and/or complexity of the complaint, the Assistant Director of Academic Programs may choose to address the issue with the appropriate parties her/himself or to share the grievance with the Department Chair for further review and discussion.

Students should be aware that there are student groups within the SGA organization that represent student concerns which may be able to assist with the initial expression of the complaint. Additionally the Associate Dean of Administration and Finance holds semester meetings to address general operations/facilities complaints with SGA Executive Board Officers.

Students who are not satisfied with the resolution through these channels, may present their grievance to the Associate Dean of Student Affairs. The Associate Dean of Student Affairs may choose to address the issue and resolve the grievance on an informal basis. If the student is not satisfied with this methodology, he/she may file a formal complaint.

To file a formal complaint, the student must submit a written statement addressed to the Associate Dean of Student Affairs. The statement must state the charge to be considered; describe fully the nature of the complaint, the evidence and all circumstances surrounding the event(s). The Associate Dean of Student Affairs will convene a meeting of an Ad Hoc Grievance Committee, comprised of two faculty members and one student who are not affiliated with the Department linked to the grievance. The Grievance Committee will review the written complaint. The Grievance Committee may request additional information from the grievant as well as statements and additional information from other persons involved in the situation. If necessary the Grievance Committee may request a meeting with these persons.

On the basis of the written statement and additional information, the Grievance Committee will make a recommendation to the Associate Dean of Academic Affairs. Taking into consideration the information and supporting documentation provided, the Associate Dean will determine the legitimacy of the grievance and any further action to be taken. The Associate Dean will inform the student and the Grievance Committee of the final determination.

A student may appeal the determination to the Grievance Appeal Council through the Associate Dean of Academic Affairs. The Associate Dean of Academic Affairs will preside over this session. The decision of the Grievance Appeal Council is final.

Use of the RSPH school grievance procedure will not prejudice in any way a student’s rights under the University Student Grievance Procedure.
Involuntary Withdrawal Policy and Procedure

(A) Preamble
Emory University considers the safety and welfare of its students, faculty, and staff a top priority. When a student engages in behavior that violates Emory’s rules of conduct, the behavior will be addressed as a disciplinary matter under the applicable Student Conduct Code. The Student Conduct Code defines prohibited conduct and outlines a process for conducting disciplinary proceedings.

This Involuntary Withdrawal Policy and Procedure is not a disciplinary code, policy or process. It is not intended to apply to situations in which a student engages in behavior that violates the University’s rules of conduct. It is intended to apply when a student’s observed conduct, actions and/or statements indicate a direct threat to the student’s own health and/or safety, or a direct threat to the health and/or safety of others. There may be situations in which both this Involuntary Withdrawal Policy and the Student Conduct Code may apply. In all cases, the Executive Associate Dean of Academic Affairs shall have final authority regarding the decision, enactment, enforcement, and management of the involuntary withdrawal of a student.

(B) Criteria
A student may be withdrawn involuntarily from Emory if the University determines that the student represents a direct threat to the health and safety of himself/herself or others by (1) engaging or threatening to engage in behavior which poses a high probability of substantial harm to himself/herself or others; or (2) engaging or threatening to engage in behavior which would cause significant property damage, would directly and substantially impede the lawful activities of others, or would interfere with the educational process and the orderly operation of the University.

(C) Procedure
When the Executive Associate Dean or his/ her designee, based on a student’s conduct, actions or statements, has reasonable cause to believe that the student meets one or more of the criteria for involuntary withdrawal, he or she may initiate an assessment of the student’s ability to safely participate in the University’s program.

The Associate Dean of Admissions and Student Affairs initiates this assessment by first meeting with the student to (1) review available information concerning the behavior and/or incidents which have caused concern, (2) provide the student with a copy of this Involuntary Withdrawal Policy and Procedure and discuss its contents with the student, (3) provide the
student an opportunity to explain his/her behavior, and (4) discuss options available to the student, including counseling, voluntary withdrawal and evaluation for involuntary withdrawal.

If the student agrees to withdraw voluntarily from the University and waives any right to any further procedures available under this policy, the student will be given a grade of W for all courses, will be advised in writing of any conditions necessary prior to re-enrollment, and will be referred for appropriate mental health services.

If the student refuses to withdraw voluntarily from the University, and the Associate Dean continues to have reasonable cause to believe the student meets one or more of the criteria for involuntary withdrawal, the Associate Dean may require the student to be evaluated by an appropriate mental health professional.

(D) Evaluation
The Associate Dean may refer the student for a mandatory evaluation by an appropriate mental health professional. The mental health professional may be selected by the University, so long as there is no cost to the student for the evaluation. A written copy of the involuntary referral shall be provided to the student.

The evaluation must be completed within five school days after the date the referral letter is provided to the student. Prior to the evaluation, the student will be required to sign a written authorization authorizing the exchange of relevant information among the mental health professional(s) and the University. Upon completion of the evaluation, copies of the evaluation report will be provided to the Associate Dean and the student.

The mental health professional making the evaluation shall make an individualized and objective assessment of the student’s ability to safely participate in Emory’s program, based on a reasonable professional judgment relying on the most current medical knowledge and/or the best available objective evidence. This assessment shall include a determination of the nature, duration and severity of the risk posed by the student to the health or safety of himself/herself or others, the probability that the potentially threatening injury will actually occur, and whether reasonable modifications of policies, practices or procedures will sufficiently mitigate the risk. The mental health professional will, with appropriate authorization, share his/her recommendation with the Associate Dean, who will take this recommendation into consideration in determining whether the student should be involuntarily withdrawn from Emory. A copy of the mental
health professional’s recommendation will be provided to the student, unless, in the opinion of the mental health professional, it would be damaging to the student to do so.

If the evaluation results in a determination by the mental health professional that the student’s continued attendance presents no significant risk to the health or safety of the student or others, and no significant threat to property, to the lawful activities of others, or to the educational processes and orderly operations of the University, no further action shall be taken to withdraw the student from the University.

If the evaluation results in a determination that the continued attendance of the student presents a significant risk to the health or safety of the student or others, such that there is a high probability of substantial harm, or a significant threat to property, to the lawful activities of others, or to the educational processes and orderly operations of the University, the student may be involuntarily withdrawn from the University. In such an event, the student shall be informed in writing by the Associate Dean of the involuntary withdrawal, of his/her right to an informal hearing, of his/her right to appeal the decision of the hearing officer, and of any conditions necessary for re-enrollment. In most cases, a student who is involuntarily withdrawn will be given a grade of W in all courses in which the student is currently enrolled.

(E) Informal Hearing
A student who has been involuntarily withdrawn may request an informal hearing before a hearing officer appointed by the Associate Dean by submitting a written request to be heard within two business days from receipt of the notice of involuntary withdrawal. A hearing will be set as soon as possible. The student shall remain involuntarily suspended pending completion of the hearing.

The hearing shall be informal and non-adversarial. During the hearing, the student may present relevant information and may be advised by an Emory faculty or staff member or a licensed health professional of his/her choice. The role of the advisor is limited to providing advice to the student. At the conclusion of the hearing, the hearing officer shall decide whether to uphold the involuntary withdrawal or whether to reconsider, and the student shall be provided written notice of the hearing officer’s decision as soon as possible.

(F) Appeal to the Dean
The student may appeal the hearing officer’s decision to the Executive Associate Dean of Academic Affairs, who shall review all information
presented and make a final decision as to whether or not to uphold the involuntary withdrawal.

(G) Emergency Suspension
The University may take emergency action to suspend a student pending a final decision on whether the student will be involuntarily withdrawn, in situations in which (a) there is imminent danger of serious physical harm to the student or others, (b) there is imminent danger of significant property damage, (c) the student is unable or unwilling to meet with the Associate Dean, (d) the student refuses to complete the mandatory evaluation, or (e) the Associate determines such other exceptional circumstances exist that suspension is warranted. In the event emergency action is taken to suspend the student on an interim basis, the student shall be given notice of the emergency suspension and an initial opportunity to address the circumstances on which the emergency suspension is based.

(H) Conditions for Readmission
Because this Involuntary Withdrawal Policy applies to cases in which there is a concern about the safety of the student or others, the Executive Associate Dean or his/her designee may require a student who has been involuntarily withdrawn under this Policy to be re-evaluated before he/she is readmitted in order to assure that he/she presents no direct threat to himself/herself or others.
FERPA

All student information and records are considered through the Family Educational Rights and Privacy Act. If a student enables the link “Demographic Information” in the Personal Information section, directly beneath this item on the left hand side is the link to FERPA Restrictions. This site will also lead you to a site entitled FERPA in a Nutshell.

A student has the right to choose if Directory Information may be given out without prior written consent. Directory Information, as defined by the University includes:

- Whether or not the student is currently enrolled;
- the school or division in which the student is or was enrolled and his or her class/year;
- dates of enrollment;
- degree or degrees earned (if any), date of degree, major area of concentration and academic honors received;
- awards of merit and participation in officially recognized activities and sports;
- addresses and telephone numbers; and
- electronic mail address.

If a student chooses to restrict the release of all directory information, he/she must go to the Office of the Registrar, Suite 100, Boisfeuillet Jones Center and complete a form. This request must be updated on an annual basis for continued restriction of information.

If a student chooses to restrict access to his/her information, unless otherwise indicated in writing by the student, this information will not be made available to any oral or written request nor will it appear in any publication without a University defined need to know. Examples of consequences from FERPA restrictions are

1. potential employers who call or write to ask if you attended Emory will not be given any information,
2. your name will not appear in the Commencement program at graduation, and
3. anyone calling the information desk will not be given a phone number or address for you.
4. any and all guest access accounts were disabled at the time of your restriction of all directory information.

Additional information regarding FERPA may be found at http://www.registrar.emory.edu/ferpa/ferpa.htm
Tobacco Free Policy

On January 1, 2012, Emory University joined over 770 other colleges and universities in becoming 100% tobacco-free. All tobacco use is prohibited on Emory’s campus.

Tobacco products include cigarettes, cigars, pipes, all forms of smokeless tobacco, clove cigarettes and any other smoking devices that use tobacco such as hookahs.

Emory recognizes the serious health implications of both direct use of tobacco products and indirect exposure to the use of tobacco products. In order to create an atmosphere that is consistent with Emory’s mission and commitment to improve the health and wellness of members of the Emory community, Emory University prohibits the use or sale of tobacco products on Emory property.

Compliance with this policy is the responsibility of all members of the Emory community. All members of the Emory community (including faculty, administrators, management, staff, and students) are invited to assist in the implementation of this policy by respectfully informing tobacco users of this policy.

Repeated violations of this policy may result in disciplinary action under the Student Code of Conduct, Emory Human Resources Policies and Procedures, or other applicable Emory regulations or policies.

Emory University is committed to assisting members of the Emory community in tobacco cessation. Emory recognizes that quitting tobacco use can be a significant personal challenge and that tobacco-cessation programs are an integral component in implementing this policy. A complete listing of these resources is on the tobacco-free initiative web site, under How to Quit at www.tobaccofree.emory.edu.

The complete Tobacco-Free Environment policy can be found at http://policies.emory.edu/4.113.
Financials
Tuition – 2016-2017 Academic Year

<table>
<thead>
<tr>
<th>Degree Plan</th>
<th>Per Semester</th>
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<tr>
<td>4 semester MPH degree plan</td>
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<tr>
<td>3 semester MPH degree plan</td>
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<td>(option for HPM, EPI, and Global Epi only)</td>
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<tr>
<td>4 semester MSPH degree plan</td>
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<tr>
<td>2 semester degree plans (Dual degree and 4+1 programs)</td>
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</table>

Executive MPH degree plan
- 6 semesters (3 course schedule) $10,600.00
- 9 semesters (2 course schedule) $1700/credit

Part-time and non-degree seeking students $1900/credit

Graduate in Residence Fee $1000.00

Administrative Fee (first semester only) $300.00

Transcript Fee (first semester only) $70.00

Mental Health and Consulting Fee $78.00

Student Activity Fee (fall and spring only) $92.00

Student Athletic Fee (fall and spring) $120.00

(Athletic fee – summer semester only, $40.00)

Tuition rates are subject to annual increases.

Refund Policy

If a student withdraws from all coursework, the following refund schedule applies.

Withdrawal during first five days of classes 100% refund
Withdrawal during second five days of class 80% refund
Withdrawal during third five days of class 60% refund
Withdrawal during fourth five days of class 40% refund
Withdrawal during fifth five days of class 20% refund
Withdrawal after fifth week of any semester No refund

No refund is given for a partial withdrawal of coursework after the last day for course schedule changes as specified in the Academic Calendar.
Financial Responsibility

All students in the traditional or accelerated degree program plans are responsible for the total tuition of their program (semesters x semester rate). **Students are expected to distribute their coursework throughout the appropriate number of semesters to maintain full-time status and meet the required financial obligation.** During summer semesters, the hourly rate applies when students take additional coursework above and beyond the 3 or 4 semester program plans and enroll in 8 credit hours or less.

A student is able to take additional credits at Emory University at no additional cost while they are attending traditional semesters within their degree plan semesters. Non-RSPH courses require instructor permission for enrollment. Students should check with their ADAP to determine whether these courses count towards the completion of their degree requirements.

If a student extends his/her studies beyond the determined degree plan time (ie a 5th semester to complete a 4 semester degree plan), tuition will be charged at the prevailing individual credit rate up to 9 hours. Nine or more hours will be assessed at the prevailing flat-tuition rate.

If a student changes their degree plan from MSPH to MPH or from the three-semester accelerated plan to the four-semester traditional plan, the tuition charge will be the rate of current enrollment with no accommodation for previous tuition payments.

Student Accounts

Students are able to view their student account through OPUS. If a student has a question about his/her account after contacting the Student Financial Services office, the Enrollment Services Department should be contacted for assistance.
The Department of Student Financial Services’ primary goal is to provide quality financial services to students, parents, alumni and employees.

The office consists of:

- Student Financial Services, which includes all aspects of accounting and loan servicing for current and previous students;
- Cashiering, which receives all payments to the University and deposits these funds to the appropriate bank accounts;
- Data Operations, which oversees computer processing and reporting for our billing and receivables system

**Late Registration Fee**

Students’ financial accounts are assessed a Late Registration Fee of $150.00 for the following situations:

1. If there is lack of payment on the account as of the first day of official registration. For the School of Public Health, this will be August 24th for fall and January 9th for Spring. The late fee is not based on tuition payment, but on lack of payment on the account.
2. When a student is cancelled for non payment and then reinstated.
3. Any student who registers for the first time that semester during the drop/add period.
Financial Aid Department

200 Dowman Drive
Boisfeuillet Jones Center, Suite 300
404-727-6039 (telephone)
404-727-6709 (fax)
www.emory.edu/FINANCIAL_AID/health_professionals/public_health

Hours of Operation

**Weekday Office Hours:** Customer Support: 8:00AM-5:00PM

**Advisors availability:**
Peak Seasonal Hours (March-June) 1:00 PM-5:00 PM
Off Peak Seasonal Hours (July-February) 9:00 AM-12:00 PM and 1:00 PM-4:00 PM

Associate Director of Financial Aid
Cindy Gershman cgershm@emory.edu

Financial Aid Advisors
A-G – Kymberly Dent kdent@emory.edu
H-P - Stacy Collier scoll27@emory.edu
Q-Z – Jennifer Lyles jlyles@emory.edu

- The Financial Aid Department packages and disburses monies for financial aid.
- Students should contact advisors about personal eligibility, aid amounts, and disbursements.
- Students must reapply annually for financial aid consideration including the completion of the FAFSA. Awards are based on eligibility and availability of funds.
- Maximum amount for a Public Health student to receive in Federal Stafford loan is $33,000 for academic year 2016-2017. This requires that the student enroll at least full time during both fall and spring semesters.
- If student takes less than 6 credit hours in a semester, loans will go into repayment. Further, students are not eligible for federal aid during semesters where enrollment is less than 6 hours.
- **Audit credit hours do not count towards enrollment with regards to financial aid**
• If you will be a December graduate, advise your financial aid advisor because a Fall graduation will affect the amount of financial aid eligibility for the last term of study.

• Graduate in Residence status is considered full-time and students are eligible for financial aid during that semester.

• Summer is considered a non-standard term for financial aid. Students may be eligible for financial aid during the summer if they are taking a minimum of 6 credit hours. If a student received financial aid during the academic year, their eligibility for Stafford loans will depend on whether they have already accepted the maximum for the school year. However, they may be eligible for a Federal Graduate PLUS Loan.

• In some rare instances, such as the posting of an additional external scholarship award, a student’s financial aid package may be modified in the midst of the academic year. This could affect a student’s financial aid loan awards. Students should contact their financial aid advisors if they have questions about their awards posted in OPUS.

In addition to Federal Unsubsidized Stafford Loans, Public Health Students may be eligible for a Federal Graduate PLUS Loan. The Graduate PLUS Loan is available to degree-seeking students enrolled at least half-time. This loan is not based on need, although a FAFSA must be filed to be considered and a student must first borrow full Stafford Loan eligibility. A student may borrow up to the full cost of attendance (as defined by the Emory Office of Financial Aid) minus other aid. Interest will be charged from the time the loan is disbursed until it is paid in full. This loan goes into immediate repayment; therefore, a series of forbearances will be needed to postpone payment until schooling is completed.

The Graduate PLUS Loan is credit based but the required credit criteria are much less stringent than for private education loans.
Satisfactory Academic Progress Policy – Public Health

Federal regulations require that students receiving financial assistance maintain satisfactory academic progress. The Office of Financial Aid is required to monitor a student aid recipient’s academic progress. Aid recipients must meet certain quantitative and qualitative measures and complete their programs within a maximum time frame. All students who receive financial aid, whether from federal, state or Emory-funded sources, must be enrolled degree candidates in good standing to retain financial aid awards. Academic records will be evaluated each semester as follows.

Grade point average (GPA), time to degree completion (maximum attempted units), and percentage of courses passed (completion rate) will be evaluated at the conclusion of each semester. Students must meet the following minimum grade requirements to meet satisfactory academic progress standards.

- Master of Public Health (MPH): Must maintain a 2.7 current GPA each semester and overall cumulative GPA.
- Master of Science in Public Health (MSPH): Must maintain a 2.7 current GPA each semester and overall cumulative GPA.

Failure to maintain the minimum GPA for two successive semesters will result in disqualification from receiving financial aid. Any student who fails for two successive semesters to pass two-thirds of the hours, i.e., maintain a 66.66% completion rate, will also be disqualified from receiving financial aid.

All students are expected to complete their degree programs within a maximum time frame. The maximum time frame for graduate students is 150% of the hours required to complete their degree program. Time to degree completion is calculated for all credit hours for which the student enrolls or receives credit at Emory and any of the following grades are assigned: A, B, C, D, F, Satisfactory and Unsatisfactory. A course assigned an Incomplete, In Progress or Withdrawal is also counted toward attempted credits. Audited classes are not considered attempted credits. Students who exceed the maximum timeframe are disqualified from receiving financial aid.

- Master of Public Health (MPH): Must complete degree within 63 attempted units based on a 42 unit degree requirement.
- Master of Science in Public Health (MSPH): Must complete degree within 72 attempted units based on a 48 unit degree requirement.
Monitoring Eligibility: Disqualification, Probation, Suspension and Conditions of Reinstatement

Students whose academic records fall below the minimum standards stated above will be disqualified from receiving future financial aid payments. Disqualified students may be approved to receive financial aid after successfully appealing their case. Students who successfully appeal are placed on Probation. During the probationary period students remain eligible for financial aid. Students who, at the conclusion of the probationary period, are making satisfactory academic progress will have their financial aid reinstated unconditionally for the next award term. Students on probation must receive a GPA of at least 2.0, and are not permitted to receive grades of F, U, W, WF, WU, I, IF, or IU. Students who receive aid on probation and fail to meet probationary conditions will be ineligible for future financial aid payments. Students who become ineligible for financial aid or fail to meet probationary terms can re-establish their eligibility by attending classes at their own expense or with the help of private resources from outside the University. Once minimum standards are met, financial aid funding may be reinstated.

An appeal for extenuating circumstances should be submitted by the first day of class for the semester you are appealing to ensure adequate time to prepare for any impact to the student account. Failure to submit your complete appeal by this date may result in your probationary term being postponed to a future semester.

A Satisfactory Academic Progress Appeal Form should be submitted with supporting documentation of any mitigating circumstances that negatively impacted academic progression. Please contact your financial aid advisor if you have questions specific to your case.

Generally, the Office of Financial Aid will only approve one appeal per academic degree. This policy may be waived on a case-by-case basis where extenuating circumstances can be documented.

Frequently Asked Questions

1. What is Satisfactory Academic Progress?

Satisfactory Academic Progress is the method in which the University tracks the movement of successful and timely completion of degree requirements associated with programs of enrollment. Students must maintain satisfactory academic progress to receive financial aid.
2. How is Satisfactory Academic Progress measured?
   There are qualitative and quantitative measurements. The qualitative measurement consists of current and cumulative grade point averages. The quantitative component consists of your attempted credit hours and completion rate.

3. How often is Satisfactory Academic Progress calculated?
   Satisfactory Academic Progress is calculated each semester following the posting of grades.

4. Are summer enrolled hours included in the calculation for attempted credits?
   Yes, all attempted credits including those credits attempted in summer semester are included in the calculation for maximum attempted hours.

5. What happens if I withdraw from a class? Are hours withdrawn from included as “attempted” in the Satisfactory Academic Progress calculation?
   Yes, classes withdrawn from resulting in a W, WF, or WU are counted in the Satisfactory Academic Progress calculation as attempted hours.

6. I have received a warning email from the Office of Financial Aid regarding my Satisfactory Academic Progress status. What should I do?
   This email is provided to students who may be in danger of falling below minimum standards. Students may wish to review their course or program plans with their academic advisor after becoming familiar with the policies for continuation.

7. I have been notified by the Office of Financial Aid that I have been disqualified because my academic record does not meet minimum standards. What options do I have?
   You may submit an appeal which details your circumstances and addresses a corrective action plan. Please refer to the Satisfactory Academic Progress Appeal Form for additional details on this process.
Employment
Student Part-time Employment Opportunities

Part-time employment opportunities for RSPH students come in a variety of forms, including the following:

The Rollins Earn And Learn (REAL) Program provides funding for RSPH students to support their academic interests with applied public health experiences with federal, state, county and other government agencies, Emory affiliated programs, and non-profit organizations throughout Atlanta. The positions are posted on the internet through the Rollins Opportunities Link/Symplicity on the Career Services Website www.sph.emory.edu/cms/current_students/career_services/index.html

The REAL Program is part of the financial aid application process and is noted in OPUS as part of the students’ financial aid awards. Eligibility is based on:

- Enrollment as a full-time student pursuing a degree;
- Satisfactory degree progress as determined by the Rollins School of Public Health;
- A citizen or permanent resident of the United States;
- Financial need as determined by the FAFSA; and
- Available funding.

F-1 visa students are able to apply for a REAL award for their second year of student. Selection for the REAL award for F-1 visa students is leadership, community engagement, and academic performance.

Opportunities may be with on- or approved off-campus employers. Students may work up to 20 hours per week while school is in session. For more information, www.sph.emory.edu/rollins-life/real/index.html.

Graduate Assistantships - are hourly paid positions that do NOT cover tuition. Opportunities may include part-time research work with faculty at RSPH or other departments in the Emory University System, including Emory Healthcare, the School of Medicine and the Winship Cancer Institute. These opportunities may be RSPH Practical Experience positions or posted by individual academic departments.
General or all other part-time work: There are many resources available to you in finding internships or part-time work opportunities. Some of these resources may include:

**Handshake** – The Office of Career Development posts all public health-related opportunities (full-time, part-time, volunteer, etc.) it receives on the Handshake website, www.sph.emory.edu/careers/index.html. All incoming students with an active Emory e-mail account have access.

**Public Health Employment Connection.** The Rollins School of Public Health manages this nationwide website, containing one of the largest repositories of public health jobs and internships. To view this site please visit (http://cfusion.sph.emory.edu/PHEC/phec.cfm)
Office of Career Development

Overview
The Office of Career Development is committed to providing quality services and programs designed to educate students in the career development process. The Office assists students in exploring career options, job searching strategies, resumes, cover letters, and providing various career programming in order for students to gain a competitive advantage in building a successful public health career. In addition, the Office of Career Development collaborates with alumni and organizations to provide networking resources and opportunities designed to promote the success of students and graduates in the job market.

Rollins Opportunities Link & Online Resources
Students may take advantage of opportunities including Career Development-sponsored events, on-campus recruiting, panel discussions, and workshops by registering using the Rollins Opportunities Link (R.O.L.). Additionally, students may upload and submit resumes through R.O.L for opportunities of interest. Visit our website (Rollins Office of Career Development) for career advice and resources and announcements about upcoming events and additional opportunities.

Individual Career Advisement Appointments
After orientation and the Rollins Career Fair, one-on-one appointments will be available with our career coaches beginning September 19th to discuss any career related topics such as networking, job search strategies and practicum questions. Please schedule all appointments through our online Rollins Opportunity Link (ROL).

Walk-In Hours
We will announce in September the start date for our 15-minute walk-in sessions, held every Wednesday and Thursday from 2-4pm, and no appointment is necessary. Students will be seen on a first-come-first-served basis and will receive one-on-one assistance from a career counselor. Sessions will provide time for students to ask general questions but more in-depth needs may require a scheduled appointment.

Mock Interviews
Students may schedule a mock interview with a career counselor to receive help preparing for future interviews.
Workshops
We offer numerous workshops throughout the year to help advance your professional development on topics such as resumes and cover letters, networking, and salary negotiation. Please check the Rollins Opportunity Link (R.O.L.) calendar for upcoming workshop dates and to RSVP.

On-Campus Recruiting
Employers from a variety of industries visit RSPH each semester to conduct information sessions and to interview for full time jobs and internships. Details regarding such opportunities will be posted on the R.O.L.

Annual Events and Programs
The Office of Career Services hosts several annual events and programs, including:

- **Public Health Opportunities Fair** - Each year, the Office of Career Development coordinates fall and spring career fairs to allow you to network with organizational representatives and to learn about organizations’ hiring needs for potential internships and full-time jobs. The fair will be held on September 16th at the Emory Conference Center Hotel. We strongly encourage all first years to attend even if you have already obtained an internship in order to network and become familiar with organizations.

- **Mentoring Program** – A Mentoring Program matches you with a public health professional to enhance professional development and increase knowledge about public health as practiced in the community.

- **Mock Interview/Networking Night** - This event allows you to network with alumni and practice your interview skills in a supportive environment.

Business Cards
The Office of Career Services is pleased to facilitate the ordering of professional business cards for students. Visit our website to **order cards online**.

Office of Career Development
Grace Crum Rollins
rsphcareerdev@emory.edu
Office Hours: 9:00 am - 5:00 pm

*Please schedule appointments through the Rollins Opportunity Link (R.O.L)
Technology
IT Department

The Office of Information Technology Help Desk is located on the lower level of Grace Crum Rollins. Their services include operating the student computing labs, supporting faculty and staff desktops and the RSPH network, maintaining secure research servers, providing email services, and supporting the RSPH website.

Computer Support

The Office of Information Technology operates a Help Desk that has office hours 8 AM to 5 PM Monday through Friday, to provide computing assistance for students of the Rollins School of Public Health. Additional student support is also available until 9:00 PM, Monday through Thursday. If students are experiencing difficulty with their email systems or their internet access, the quickest way to get support is to send an email to help@sph.emory.edu and describe your issue. You may also contact the RSPH Help Desk by telephone at 404-727-5536 during business hours.

Access to software that is needed for classroom assignment is provided through a system called RSPH-Desktop that will enable students to access needed software and applications without having to download onto their personal computers or laptops. This includes software such as SAS, STATA and 40 + other applications. RSPH-Desktop is equally usable on Apple and PC platforms through your browser and even from mobile devices as IPADs. Additional information to gain access to RSPH-Desktop may be found at the RSPH IT website https://intranet.sph.emory.edu/services/it/environment/rsph-desktop/index.html.

The IT Department also supports computer kiosk stations and laser printers for student use. Kiosk stations are located on the Lower Level of the Grace Crum Rollins building. Student printers are located on the Lower Level, P-level, and first floor of the Grace Crum Rollins building and the first floor of the Claudia Nance Rollins building. An EmoryCard is required in order to pay for the printing. A student may choose to use duplex printing to reduce cost and save paper. You can print wirelessly through the Emory Unplugged connection as well. Please visit the following website to get detail instructions on how to print wireless. https://intranet.sph.emory.edu/services/it/environment/student-printing/index.html.

There are two computer labs in Grace Crum Rollins – P-45 and Room 105. The two labs are primarily designed for student instruction space, but are available for student use when class is not scheduled.
Additional information regarding the IT Department and its services may be found at
https://intranet.sph.emory.edu/services/it/it-help/index.html

**Event Information**
Events and other scheduled activities can be found on the RSPh calendar. Once a week you will get a digest of the weeks events that you can select and drill through for specific information on events. You can find the event calendar at this link.
http://www.sph.emory.edu/cms/about/rsph_cal.html

**Classroom Technology**
You will be interacting with your professors through our classroom technologies via “Rosie”. Rosie has many capabilities and is open for students to use in the smaller classrooms when a class is not in session. Learn more about Rosie at this link…
https://intranet.sph.emory.edu/services/it/documents/meet_rosie_080110.pdf

**Reserving Space for Meetings or Events Through 25Live**
Students are able to reserve classrooms or community space for meetings and/or events through the 25Live Collegenet Website. To place a reservation request:

1. Go to http://25livecollegenet.com/emory
2. Sign In using your Emory ID and Password
3. From the Home Page you are able to search space availability and Create an Event
4. Complete the form using your Student ID for Smart Key in the Comments Section
5. Availability and confirmation of room will be answered by Facilities Management
OPUS

OPUS is an all-encompassing computer application that maintains student information including demographic data, academic information (grades and unofficial transcripts), account information, and financial aid. Students are also able to view the To Do List, see if there is a hold on their account, read important messages, process annual student health insurance waiver, register for courses, accept financial aid awards, and request enrollment verification.

Academics – The Academic link offers students the opportunity to view their academic progress including current class schedules, semester grades, academic requirements for the degree programs, and unofficial transcripts. Students will also register for courses for subsequent semesters, and request an Emory transcript or enrollment verification through OPUS at this site.

Financials – Students may view their account postings and their financial aid awards at this site. The account postings will include items such as tuition, health insurance, apartment rent, library fines, payments towards the accounts, and anticipated financial aid postings. A student is also able to apply, accept or decline their financial aid award, set up a direct deposit to a checking account, and make a deposit on the EmoryCard at this section.

If a student has a question about their account, they should contact Financial Services at 404-727-6095. If a student has a question about their Financial Aid award they should contact their financial aid advisor as noted on page 30.

Personal Information – This link contains all of your personal information including your name as it is entered in the school records, addresses, telephone numbers, e-mail addresses, and emergency contacts. It is important for students to update this information as needed because it is through this data that the student will be contacted or sent information from Emory. This is particularly important when a student graduates.

Guest Access and Health Insurance Waiver links are also accessed in this section under the Personal Information Section. Guest Access enables students to allow up to five persons to access to their information. Students are able to decide how much or how little access each guest may have. One potential aspect is the ability for a third party billing source to post tuition payment without the need for student action.
EmoryCard Program

The EmoryCard is your official Student ID card and a declining balance card. You may add money to your card at machines located in the Woodruff Library Level 1, 2 & 3, Cox Hall, and the B. Jones Building, OR you may add Eagle Dollars to your card through your Student Center in OPUS. The card may be used for library use, copying and laser printing, entrance to the gym, and for access to some vending machines on campus and the cafeterias (cash can also be used for these). You cannot use cash at most copy machines in RSPH or at the library, so you may want to keep money on this card.

Additionally the card may be used for building access to the P-level and first floor of RSPH after hours. If a student is employed on a research project or for a grant, he/she may gain additional access to the department’s floor. In all cases, students will need to have their EmoryCard activated to gain access to the building after hours.

Blackboard

Blackboard is a Learning Management System that assists faculty and students in course management through online communications. Students may access Blackboard through the link on the top right of the RSPH website, www.sph.emory.edu. You can access it directly by using http://classes.emory.edu. Student login is the same ID as that of email, OPUS, and other Emory-related applications. If you are having difficulties in accessing your Blackboard or have questions on how to use the Blackboard system, you may get support and training through classes@emory.edu. For after hours contact, you may call 404-727-7777 for emergency assistance.

Instructors may use Blackboard as a primary source of communication for assignments, grades, question and answer sessions, and general information relating to courses. Blackboard syncs with OPUS so that all courses for which you are officially registered should be on Blackboard when you log-in. Contact classes@emory.edu if your course registration is not accurate.

Blackboard also may be used as an additional mode to communicate important information to students such as registration deadlines, departmental activities, student government events, graduation and commencement information, and other RSPH announcements of student interest. In addition many departments have developed Blackboard sites specifically for their students. Students are encouraged to look at their Blackboard accounts on a regular basis.
E-mail Communications

E-mail is the primary vehicle for official communication with students at Emory University. Each registered student is assigned an official e-mail address by the University. All University communications sent via e-mail will be sent to this address. For students in the Rollins School of Public Health, these e-mails are identified by a given address “Student.email.name”@emory.edu that you will be issued when you are given access to the Emory systems. The “Student.email.name” will be some combination of your first, middle, and last name.

Student email accounts are supported by Microsoft Exchange and accessed through a browser interface. Student email accounts will be given 50 G of storage space. Students must maintain their accounts and are encouraged to check their e-mail daily so that they can read new mail received and reduce their email storage as appropriate. You can access the email application through your browser by going to http://email.emory.edu and login in using your Emorynetid@emory.edu login information.

The Exchange system does not support forwarding emails to another server to protect the sensitive nature of the communications you will be involved with at Emory. For additional information about the Exchange system, please read http://www.sph.emory.edu/about/information_technology/student_exchange.html

Smart Device Security

Emory has implemented a new policy to improve the security of smart devices (smartphones, tablets, etc.) that access Emory e-mail, or store sensitive Emory data. The new smart device security policy from Emory protects both personal and Emory data on smart devices (smartphones, tablets, etc), (http://it.emory.edu/security/smart_device/ ) The policy lays out security requirements for devices that access Emory Exchange email or store sensitive Emory information, like using a passcode. This policy, adopted requires the following:

- A four digit PIN will be required to unlock your device
- Your device will automatically lock (require your PIN to be entered) after a maximum of no more than 15 minutes of inactivity
- If someone enters your PIN incorrectly 10 times in a row the device will erase itself (most devices have a protection mechanism that will prevent you or someone else from doing this accidentally).
- Your data will be encrypted, if supported by your device
This policy does not grant Emory access to information stored on your phone, it only requires a handful of security settings be put into place.

Can I opt-out of this policy?
The only way to opt out of the security policy is to remove your Emory Exchange account from your smart phone or tablet. This means you won’t be storing Emory email on your device and the policy will not apply. If you choose to remove your Emory Exchange account from your phone you can connect to Exchange from your device’s browser by visiting https://email.emory.edu

Lost or stolen smart devices
Loss and/or theft of smart devices is on the rise. Several million smart devices are lost or stolen annually worldwide. What should you do in the event that your smart device becomes one of these millions? Below is a link that includes step-by-step guidance for what to do if your device goes missing.
http://it.emory.edu/security-smart_device/sd_lost.html

Duo Security Two-Factor Authentication
Emory is in the process of implementing a stronger form of authentication, called Duo Security two-factor authentication, for remote access to a variety of high-value applications. The next major service to receive Duo two-factor authentication will be RSPH Desktop (Citrix) and Office365, primarily web access to email.emory.edu (see below for complete details of the impact). Starting mid-July, you will begin receiving emails requesting that you enroll in Duo. You will not need to enroll again if you have already enrolled for VPN.

Regarding Office 365, Duo will be required when logging in to any Office 365 service from off campus (outside the Emory network or Emory WiFi network). This includes Outlook Web Access (OWA) and other Office 365 services accessed in a browser via email.emory.edu. Mobile device access to email will not be affected unless you use a browser to go to email.emory.edu.

On Monday, October 10, 2016, Duo will be required for all faculty, staff, and students to login to selected critical applications while off campus, including:

<table>
<thead>
<tr>
<th>Email</th>
<th>VPN</th>
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<tbody>
<tr>
<td>Office365</td>
<td>OPUS</td>
</tr>
<tr>
<td>PeopleSoft</td>
<td>RSPH Desktop (Citrix)</td>
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For more complete details, see the Duo FAQ page (it.emory.edu/duofaq).
Self-Service Password Maintenance

All School of Public Health students are encouraged to register answers to security questions at the Self-Service Password Maintenance website https://enid.emory.edu/myaccount. Once configured users are given control to change and/or maintain their password and network ID. Accounts affected after a password change include Enterprise email, VPN, OPUS, PeopleSoft-HR, RSPH-Desktop, and Blackboard.

Password requirements:
- Passwords must be between 6 characters long.
- Passwords cannot be the user’s NetID, name or a word found in the dictionary.
- Passwords should NOT be written down, emailed, or given to anyone over the telephone.

For step-by-step instructions on how to use the Self-Service Password Maintenance website go to https://emory.service-now.com/kb_view.do?sysparm_article=KB00854.

Listserve Communications

Because email is the primary communication source, Rollins School of Public Health has a variety of mailing lists to communicate with faculty, staff, and students. Some are for official posting only with only certain individuals having access to send to this list while other lists are community-oriented and anyone can send messages.

Official Messages may include:
- Public Health/Health Seminars
- RSPH Sponsored Events
- University/School/Department/Center/Project Sponsored Announcements
- Funding Opportunities
- Security Issues

Community Messages would include notices regarding:
- Lost Items
- Items for Sale
- Non-RSPH or non RSPH-Affiliated Events
- Food
- Cars with Lights On
If you need to send an official message to any of these lists which you might not have access to, please see your Department delegate. In addition each Department has its own mailing lists as well.

**RSPH Official Mailing Lists:**
- **RSPH-All@listserv.emory.edu (or school@sph.emory.edu)**
  - **Audience:** All faculty, staff, and students. Every person with an RSPH appointment
  - **Official or Community:** Official Messages only
  - **Unsubscribe:** You cannot unsubscribe to the list
  - **Limited Senders:** Yes
  - **Current Senders:** Designated personnel in the Dean’s Office, Facilities, Student Services, IT, and HR. Students may not post to this mailing list.

- **RSPH-Students@listserv.emory.edu**
  - **Audience:** All students (traditional and CMPH program)
  - **Official or Community:** Official Messages only
  - **Unsubscribe:** You cannot unsubscribe to the list
  - **Current Senders:** Designated personnel. Students may not post to this mailing list.

**RSPH Community-based lists:**
- **RSPH-Community@listserv.emory.edu**
  - **Audience:** Open to all staff, student, or faculty
  - **Official or Community:** Community
  - **Unsubscribe:** Yes
  - **Sign Up:** You need to sign up at [http://listserv.emory.edu/](http://listserv.emory.edu/)
  - **Limited Senders:** Yes
  - **Current Senders:** Emory address

- **RSPH-STUDENT-COMMUNITY@listserv.emory.edu**
  - **Audience:** Open to all students
  - **Official or Community:** Community
  - **Unsubscribe:** Yes - [http://listserv.emory.edu/](http://listserv.emory.edu/)
  - **Sign Up:** Each year the list will be rebuilt based on student enrollment
  - **Limited Senders:** Yes
  - **Current Senders:** Emory address
Additional Lists of Interest:
The Office of Career Development disseminates information about upcoming workshops, recruitment presentations, etc.
CAREERSERVICES@listserv.cc.EMORY.EDU
Audience: Open to all faculty, staff, and students
Official or Community: Community
Unsubscribe: You cannot unsubscribe to the list
Sign Up: All new, incoming students are automatically subscribed.
Limited Senders: Yes
Current Senders: Approval from Career Services
Student Resources
Student Health Services
1525 Clifton Road
404-727-7551

Hours of Operation:

**Fall and Spring Semesters (Mid-August to Mid-May):**
- Monday - Thursday 8:00 AM - 6:00 PM
- Friday 8:00 AM - 5:00 PM
- Saturday 9:00 AM - 1:00 PM

**Summer and Winter Break**
- (Mid-May to Mid-August & Mid-December to Mid-January):
  - Monday - Friday 8:30 AM - 5:00 PM

**Holiday Closings:** EUSHS observes the official university holiday schedule.

**AUTO ATTENDANT TELEPHONE MENU:**
- Main Number 404-727-7551
- Menu Options:
  - Appointments: Press 1
  - Anonymous Testing Information & Appointments: Press 2
  - Medical Information Line (During Office Hours): Press 3
  - On-Call Physician When Clinic is Closed: Press 0
  - Billing and Insurance, Medical Records: Press 5, then 1
  - Lab, X-ray results & Medication Refills: Press 5, then 2
  - Voice Mail for a Specific Provider/Person: Press 5, then 3
  - Health Education Department: Press 5, then 4
  - Student Health Advisory Committee (SHAC): Press 5, then 5

Executive Director 404-712-8652
Allergy & Immunization 404-727-0392
Anonymous Testing 404-727-5708

**Other EUSHS Phone Numbers:**
- Emory Student Counseling Center 404-727-7450
- Health Education 404-727-1736
- **Insurance Information (Kimberly Taylor)** 404-727-7560
- Medical Records 404-727-7264
- SHAC (Student Health Advisory Committee) 404-727-1703
- SHAPE (Student Health Alliance of Peer Educators) 404-727-0395
- Travel Clinic 404-727-0392
- Women's Clinic 404-727-0388
Student Health Insurance

Since Fall 2005, all degree-seeking students attending the Rollins School of Public Health are required to have health insurance. Students must either purchase the Emory University Student Health Insurance Plan (offered by Aetna/The Chickering Group) or provide documentation of enrollment in a comparable United States-domiciled plan. Each Fall Semester, all students will have a link on their OPUS account at www.opus.emory.edu beginning mid-April, requiring them to complete the annual insurance enrollment/waiver process on-line by the first day of Fall Semester classes. If the student wishes to be enrolled in the Emory University Student Health Insurance Plan, that enrollment will happen automatically at the end of the waiver process.

If a student has not waived out of the Emory Student Health Insurance Plan by July 1st, he/she will be automatically enrolled in the Emory/Aetna plan for 2016-17 and billed by the Emory Student Financial Services. However, the student will still have until the first day of Fall semester classes to complete a waiver and have the insurance enrollment and charge reversed.

Students enrolled in the Executive Master of Public Health degree program are not eligible to participate in the Emory Student Health Insurance Plan because their program is based on a long-distance learning delivery mode. CMPH students should complete the on-line waiver for the health insurance program in OPUS, and the insurance premium will not be posted to their accounts.

The premium rates for students under the 2016-17 plan (8/15/16 to 8/14/17; international students 8/1/16 to 7/31/17) are:

- Student $3,164
- Spouse (international dependents only) $3,164
- Child(ren) (international dependents only) $3,164

Continuation Plan
Students who graduate in December or do not return for the Spring semester will be able to enroll in a continuation plan. Students must enroll in the continuation plan within 31 days before their existing plan is terminated. Below is the chart that lists the premium cost for the continuation plan for the 2016-2017 school year.

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<th>3 months</th>
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<tbody>
<tr>
<td>Student Only</td>
<td>$791</td>
</tr>
<tr>
<td>Spouse (international dependents only)</td>
<td>$791</td>
</tr>
<tr>
<td>Child(ren) (international dependents only)</td>
<td>$791</td>
</tr>
</tbody>
</table>

Premiums for health insurance and the continuation plan are subject to annual increases.
Student Counseling Center

1462 Clifton Road, Suite 235
Hours of Operation: 8:30 am to 5:00 p.m. Monday thru Friday
Telephone Number: 404-727-7450
Counselors are on call in case of emergency
www.emory.edu/SCOUNSEL/

The Emory University Student Counseling Center provides free, confidential counseling for enrolled undergraduate, graduate and professional students at Emory University. Consultation, outreach and educational workshops are provided for Emory's faculty, staff, and students.

The staff at the Counseling Center try to help students through the transition period to understand the new environment, find ways of coping with crises, and growing from the experience. The Center also works with administrators, academic agencies, and other campus agencies to increase the effectiveness of student services in the area of mental health.

Individual/Group/Couples Counseling

Brief advice and counseling may be given to students who are concerned about a roommate or one of their friends. Individual and group counseling is available for both relationship and emotional problems. Individual sessions provide a place for one-to-one discussion of personal problems and possible solutions. Groups provide support and feedback from peers as well as a chance to examine and solve interpersonal problems as they actually occur. In addition, counseling is available for couples and families.

Referrals

While the Counseling Center tries to serve all students who seek services, this is not always possible. Clients who seek counseling will be told if and when they can be assigned to a counselor. If a counselor cannot be assigned, whoever sees the student initially will work with the student to find other sources of help. These sources of help include other agencies on campus, low-cost services in the community, or private practitioners in the community (The aforementioned services are often covered by insurance). The Counseling Center tries not to maintain a waiting list. A student is either assigned a counselor or assisted in finding another source of help.
Stress Clinic

Stress involves more than tense muscles. Nevertheless, effective stress management begins with bodily relaxation because it is difficult to feel or behave at ease when the body is tense. Tension points can range from tight shoulder muscles, to a rumbling stomach to grinding teeth. But it is only when tension buildup erupts via a headache or upset stomach that we finally become aware of this tension. Unfortunately, by then the physical damage has already occurred. Even more important, once tension has reached this high level, it is difficult to reduce. In the Stress Clinic, relaxation training and strategies for reducing anxiety are available for the tense or test-anxious student. Biofeedback equipment and stress management cassette tapes are on hand, also.

Group Activities/Sessions

Groups are open to registered Emory students. They are free of any charge and participation is completely confidential. Group meeting times will be based on expressed interest and student needs. For more information or to schedule an appointment, you may call the office.

GRADUATE WOMEN’S GROUP: Group for graduate women interested in learning about themselves, especially as they relate to others in their lives.

EATING DISORDERS GROUP: For students who would like to discuss feelings and explore issues related to eating disorders and body image.

CIRCLE OF SISTERS: A support group for women of color at Emory

OUT AT EMORY: Discussion group for students who are dealing with gay, lesbian and bisexual concerns and the ways that these maybe impacting their lives.

BEATING THE BLUES: A structured educational group for teaching strategies for coping with anxiety and depression.

BUILDING SOCIAL CONFIDENCE: A time limited educational series for learning better social interaction skills

COPING WITH LOSS: A place for students to learn to deal with feelings around loss of a loved one, an important relationship, etc.

To learn more about the services available and provided by the Student Counseling Clinic, please visit their website at www.emory.edu/SCOUNSEL/
University Resources

International Students and Scholars Services

International Student and Scholar Services (ISSS) is responsible for the development, coordination, and administration of services and programs designed to assist international students and scholars. One of its primary functions is to assist international students and scholars in obtaining and maintaining their immigration status. The ISSS staff is professionally trained to offer advising and programs from immigration and financial concerns, as well as academic counseling to help students and scholars understand and deal effectively with the U.S. academic system and university requirements. Additionally ISSS offers several programs to enhance the personal growth and development of the international students and scholars, to help them learn more about the cultures of the United States, to facilitate interaction with U.S. students, and to share their cultures with the Emory and Atlanta communities.

Other functions of the office include coordinating orientation programs for newly arrived students and scholars, social and cultural programming. The ISSS Office is located in Suite 130 in the North Decatur Building, 1784 North Decatur Road. Their telephone number is 404-727-3300.

Holly Patrick, International Student Program Associate is the liaison to ISSS for the School of Public Health. She may be contacted at holly.patrick@emory.edu, 404-727-2989.

International SOS Program

Emory University has purchased the services of International SOS, a travel assistance company, to provide Emory’s students, faculty and staff traveling internationally on Emory business or sponsored programs with international medical, security and travel assistance. International SOS is the world’s largest medical security assistance company, with more than 6,000 professionals in 24-hour Alarm Centers, international clinics and remote-site medical facilities across five continents. Certain war stricken and/or hostile countries may be excluded from International SOS coverage or have additional charges for services.

All students who are traveling on university sponsored programs (such as RSPH GFE, the Companeros Program, etc.) will have automatic membership. Membership cards with ID# and emergency telephone numbers are available in the Department of Student Services. Vital personal health, vaccination and travel information may be stored securely on-line, and made available, with your consent, to International SOS medical staff to better assist you in an emergency. The system also recommends appropriate vaccinations and sends reminders when follow-up boosters are required. While International SOS is able to provide our students with support, students are still responsible for the cost of the actual medical care.
For additional information about this program, you may contact Kara Robinson at (404) 727-3317 as well as view International SOS page at www.internationalsos.com.

Note: All students who are traveling internationally on school business must register their travel itinerary through the RSPH student travel database. See Student Services website for details.

Office of Disability Services

Emory provides all persons an equal opportunity to participate in and benefit from programs and services afforded to others. The mission of the Office of Disability Services is to provide excellent support for the myriad accommodation needs of qualified students and employees with a disability and or chronic medical conditions for Emory University and its affiliates by ensuring that all University goods, services, programs, facilities, and privileges are meaningfully accessible in accordance with the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and other federal, state, and local laws. Confidentiality is honored and maintained. The ODS Office is in Suite 110, Administration Building. Students may contact the Office of Disability Services at 404-727-9877. http://www.ods.emory.edu.

Office of Lesbian, Gay, Bisexual and Transgender Life

Emory University's Office of Lesbian/Gay/Bisexual/Transgender (LGBT) Life is an administrative office housed within the Division of Campus Life, offering programs and services designed to improve the campus climate and create an open and welcoming environment for LGBT students and employees. The mission of the LGBT Life is to advance Emory University's goal of maintaining "a climate in which equality of all persons and openness to critical consideration of all ideas are encouraged and sustained." The Office of Lesbian/Gay/Bisexual/ Transgender Life is located in Room 246E of the Dobbs University Center. Their telephone number is 404-727-0272.

Office of Multicultural Programs

The Office of Multicultural Programs provides an environment where students can obtain services that contribute to their success in the academic community, emphasizing cross-cultural competence and enabling students to be useful members of a global society. They approach service delivery from a holistic perspective, meeting intellectual, emotional, social and physical needs of students. The Office is located in the Dobbs University Center, Suite 425E, and can be reached at 404-727-6754. http://www.emory.edu/MULTICULTURAL/.
RSPH Student Organizations

The Rollins School of Public Health is made up of a myriad of actively engaged individuals and groups. Below are the current groups chartered by our student government association, but new groups form each semester – check with the RSGA for the most updated list of student organizations.

Rollins Student Government Association (RSGA)
The Rollins Student Government Association is the governing student assembly of the Rollins School of Public Health. The purpose of the RSGA is to advocate for students and enrich the experience of their time at Rollins. The RSGA addresses students’ needs and concerns regarding school facilities, current administration, academia, extra-curricular activities, and more. The RSGA presides over the department representatives of RSPH and the student organizations. The annual budget of the RSGA and RSPH Student Organizations are allocated from the student activity fees paid by students. Annual elections for the executive board member and departmental representative positions are held each November.

Association of Black Public Health Students (ABPHS)
ABPHS is designed to enhance the experience of minority students attending the Rollins School of Public Health, to encourage community engagement, and to raise consciousness of health issues concerning black communities in the U.S. and abroad. ABPHS strives to augment the graduate experience by providing opportunities for academic support, professional growth, community service, and social bonding within the Rollins community and greater Atlanta metro area.

Emory Global Health Organization (EGHO)
The goal of EGHO is to facilitate engagement in global health outside the classroom. To accomplish this, EGHO works through several different committees, each of which focuses on an important aspect of student interests. Through these communities, EGHO works to engage in global health issues through service and advocacy; foster global health awareness and encourage the growth of a global perspective; increase resources and opportunities available to all students with an interest in global health; and build connections with each other and with professionals in the field.

Emory Mental Health Association (EMHA)
The mission of EMHA is to foster a community of positive mental health, awareness of negativity, and stigma reduction. EMHA works to communicate this mission to Emory students and the greater Atlanta community with a shared goal of changing the conversation on mental health to one of acceptance and support. EMHA hosts several events throughout the year bringing mental health
professionals and Emory students together to educate the community and advocate for current mental health topics.

**Emory Reproductive Health Association (ERHA)**
ERHA promotes reproductive health and rights awareness through community outreach, research and fund-raising locally and globally. The purpose of ERHA is to increase awareness of current local and global reproductive health issues through educational outreach through guest speakers, films, and distribution of information; be actively involved in the Emory and Atlanta communities by volunteering with local organizations focused on disparities in reproductive health; and to fundraise for reproductive causes, more specifically the Global Elimination of Maternal Mortality Due to Abortion (GEMMA) fund established by Roger Rochat.

**Georgia Public Health Association (GPHA)**
GPHA, a nonprofit corporation organized for the purpose of promoting the public and personal health of Georgia’s citizens, is the largest public health organization in the Southeast. It provides many opportunities for networking with public health professionals, attending continuing education seminars, and advocating for public health issues concerning Georgians.

**Health Organization for Latin America (HOLA)**
HOLA is a student-led organization dedicated to promoting, advocating for, and informing about the health of Latinos in the US and abroad. HOLA works toward its mission by sponsoring academic lectures on topics relevant to Latino health, coordinating volunteer opportunities that benefit Latino populations, and connecting students and organizations that have a shared interest in promoting the health of Latinos. Additionally, HOLA strives to create a sense of community among students with a common passion for Latin America, through periodically hosting social events throughout the year.

**Humanitarian Emergency Response Team (HERT)**
HERT aims to provide students with an opportunity to collaborate with public health professionals and contribute to research projects related to Complex Humanitarian Emergencies (CHEs). Members are selected through a competitive application process.

**Jewish Students in Public Health (JSPH)**
JSPH works to increase awareness about health issues affecting the Jewish community at Emory and elsewhere while establishing a Jewish community and culture at RSPH. Our purpose is to increase awareness about genetic diseases and other health issues affecting the Jewish community of Emory and beyond through outreach. We provide a culture of Jewish learning and spiritual growth while also engaging the RSPH, Emory and Atlanta communities through service projects and social events.
Promoting Health and Community Engagement (PHACE)
PHACE’s mission is to foster education, community engagement, and mentorship for students with an interest in behavioral sciences and health education and across all disciplines of RSPH. They foster educational development within the Rollins and Emory communities as well as the greater community (domestic and global) and work towards promoting community engagement among students. They also have a mentorship program between prospective students, current students, and faculty through both formal and informal engagements.

Queer/Trans* Collaborative at Rollins (QT*C)
QTC is a consortium of LGBTQ+ (lesbian, gay, bisexual, transgender, queer, and other fluid identity) individuals connected to the Rollins School of Public Health. QTC is committed to increasing visibility, academic discourse, networking opportunities, future leaders, and solidarity among LGBTQ+ persons.

Rollins Association for Cancer Prevention and Control (RACPAC)
RACPAC is a professional graduate school organization aimed at connecting Rollins students with public health professionals and opportunities in the cancer field. Our mission is cancer prevention through advocacy, fundraising, community involvement and volunteering.

Rollins Association for South Asian Health (RASAH)
RASAH was established to promote and encourage engagement in issues of South Asian health amongst the Rollins and Emory University Community. RASAH seeks educational development and discussion within RSPH and among other Emory schools relating to South Asian health issues and to promote South Asian community engagement among students (e.g. health fairs). RASAH also acts as a resource for Rollins students pursuing research or fieldwork relating to or in South Asia.

Rollins Environmental Health Action Committee (REHAC)
REHAC believes that the environment influences our health and as health advocates we must also promote a safe and sustainable community. It seeks to improve and protect our living and working environment through locally focused and collaborative education, action and reaction.

Rollins mHealth Collaboration (RmC)
The RmC provides student and faculty a forum to explore the global mobile health phenomenon while building practical skills in mobile tech systems design, implementation, scaling and evaluation. Their two priority areas include: Introducing students and faculty to the field of mHealth and educating students and faculty in mHealth systems design, implementation, scaling, and evaluation.
Rollins Peace Corps Community (RPCC)
RPCC is an organization where Returned Peace Corps Volunteers and other graduate students at Rollins network with their fellow colleagues.

Students for Social Justice (S4SJ)
S4SJ is a network of students committed to equity, change, and social justice within our personal, academic, and professional lives. S4SJ seeks to create a network of diverse friends and coworkers in order to form coalitions which bring a social justice framework to various topics; and to mobilize students for actions, advocacy and community engagement.

Student Outreach and Response Team (SORT)
SORT is a collaborative effort between the DeKalb County Board of Health and the Rollins School of Public Health’s Center for Public Health Preparedness & Research, whose mission is “To promote future public health leadership by providing students with hands-on experiences that contribute to improved community health.” SORT provides current public health students with the opportunity to apply public health theory in practical settings. MPH students are chosen annually at the start of the fall semester via a competitive process to participate in this program.
RSPH Academic Writing Resources

In response to student, faculty, and academic advisor requests, The Office of Student Services offers Academic Writing Services and Resources for all RSPH students. Writing is recognized as such an important and challenging career skill that several opportunities and venues are offered to students to improve their writing skills. Hannah Nicol may be contacted at hannah.nicol@emory.edu

Individual Tutoring
RSPH offers individual tutoring with the assistance of tutors. The writing tutors work with RSPH students on any stage of the composing process, including: pre-writing, revising, or polishing a final version of a paper. Students may sign up for a 45 minute appointment on line www.sph.emory.edu/rollins-life/academic-writing-resources/index.html

Writing Workshops
During the 2013-2014 a series of four Writing Workshops were held and taped for student use. The sessions included:

- Getting Started: Engaging in pre-writing tasks to ensure your paper meets expectations
- Making an Effective Case: Developing an organized, logical and persuasive argument in writing
- Creating Flow: Using strategies to make connections throughout your paper
- Revising Your Paper: Reviewing elements of the paper to create a finished product

The videos are on-line at the website noted above for viewing.

Special Seminars
Special Seminars have also been developed such as the 3 ½ hour Paper Writing Boot Camp in the Fall and Thesis Writing Workshop in the Spring have been initiated for Saturday mornings and is open to all RSPH students. Topics covered in the first Boot Camp included:

- Organizing your paper
- Improving flow
- Writing concisely
- Avoiding plagiarism
### Additional Contacts

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