



**DOWNSTATE**  
HEALTH SCIENCES UNIVERSITY

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**SPH Advanced Certificate and MPH**

**Program Handbook**

**2023-2024**

# Welcome to the Program

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Dear Student:

Welcome to the School of Public Health at the State University of New York's Downstate Health Sciences University. Located in the heart of Brooklyn, Downstate Health Sciences University has a rich legacy of excellence in education, research, and community service. Our School of Public Health, with roots beginning in 2001, now stands at the forefront of public health education, with a focus on urban and immigrant populations. Our exciting vision is one full of hope, possibility, challenges, and eventually, greater health equity for all.

Our ultimate goal is to promote health and prevent disease in the population as a whole, to eliminate disparities in public health outcomes, and to ultimately improve the well-being and quality of life in Brooklyn and beyond. Our faculty and students adopt a population-based perspective on pressing health issues, through health education campaigns, screening and prevention programs, epidemiologic analysis of health problems, and consideration of implications of health policies. We are committed to advancing the health of Brooklyn, and to the larger world that contributes to its amazing diversity. Brooklyn is a borough of immigrants. We know from careful statistical analyses that many common diseases disproportionately affect the residents of Brooklyn. In response, our academic curriculum places a unique emphasis on the health needs of our urban and immigrant populations.

Our school is nationally accredited by the Council on Education for Public Health, and home to faculty who are nationally recognized public health leaders, distinguished in their respective specialties through teaching, research and service. Graduate study often includes collaboration with our College of Medicine, College of Nursing, School of Health Professions, School of Graduate Studies, community-based organizations, and the University Hospital of Brooklyn and its affiliated institutions. This provides our students with easy access to the rich diversity of faculty expertise found in the only academic medical center in Brooklyn.

We hope your time with us will prove fulfilling and valuable.

Sincerely,



Kitaw Demissie, MD, PhD  
Dean and Professor, School of Public Health

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## General policies and guidelines

The SPH Advanced Certificate and MPH Program Handbook is intended to guide processes and expectations specific to educational goals related to graduate studies. For complete details regarding University policies, student rights and responsibilities, the academic calendar and associated deadlines, campus services, expectations for student conduct, and other important information, consult the [SUNY Downstate Health Science University's Student Handbook](#). Both the SUNY Student Handbook and the SPH Advanced Certificate and MPH Program Handbook contain information that pertain only to the current academic year.

SUNY Downstate Health Sciences University reserves the right to alter existing rules and regulations, and academic programs, as deemed necessary by the institution. SUNY Downstate Health Sciences University expressly reserves the right, whenever deemed advisable: (1) to change or modify its schedule of tuition and fees; (2) to withdraw, cancel, or reschedule, modify any course, program of study, degree or any requirement or policy in connection with the foregoing; and (3) to change or modify any academic or other policy. Essential changes of information in this Student Handbook concerning new academic regulations, policies, or programs will be published in newsletters or other University publications. It is the responsibility of each student to ascertain current information that pertains to the individual's program, particularly regarding satisfaction of degree requirements by consultation with the student's Faculty Advisor, Department Chair, the Office of Student Affairs, the Registrar's Office, and other offices as appropriate. In preparing this Handbook, every effort has been made to provide pertinent and accurate information; however, SUNY Downstate Health Sciences University assumes no liability for errors or omissions.

## Description of the MPH program

Completion of the MPH degree requires a minimum of 42 credits, and satisfactory completion of:

- All foundational, concentration, and elective [courses](#) (39 credits)
- The [Applied Practice Experience](#) [APEX] (1 credits)
- The [Integrated Learning Experience](#) [ILE] (2 credits)

Some students may require more than 42 credits to complete the program, if any component of the program needs to be repeated.

## Description of the MHA program

Completion of the MHA degree requires a minimum of 40 credits, and satisfactory completion of:

- All foundational, concentration, and elective courses (39 credits)
- The Applied Practice Experience and Capstone Experience (3 credits)

Some students may require more than 40 credits to complete the program, if any component of the program needs to be repeated.

Detailed description of MHA program coursework may be found in the MHA Student Supplemental Handbook.

## Description of the Advanced Certificate programs

Completion of the Advanced Certificate Program requires a minimum of 15 credits, and satisfactory completion of:

- All required [courses](#) for each specific Advanced Certificate (15 credits)

Some students may require more than 15 credits to complete the program, if any component of the program needs to be repeated.

## Maximum time for completion of an Advanced Certificate program

The maximum time for completion of any Advanced Certificate program, regardless of concurrent degree involvement or area of focus, is 3 years, inclusive of any [leaves of absence](#). To [request an extension of time](#) beyond the 3 years, a student must apply for and receive an approved extension.

## Maximum time for completion of MPH program

The maximum time for completion of the MPH program, regardless of concurrent degree involvement or area of focus, is 6 years, inclusive of any [leaves of absence](#). To [request an extension of time](#) beyond the 6 years, a student must apply for and receive an approved extension.

## Maximum time for completion of MHA program

The maximum time for completion of the MHA program, regardless of concurrent degree involvement or area of focus, is 6 years, inclusive of any [leaves of absence](#). To [request an extension of time](#) beyond the 6 years, a student must apply for and receive an approved extension.

## Credit transfer policy

### Advanced Certificate Program Transfer Credits

Transfer credits are not accepted towards any Advanced Certificate program.

### MHA Program Transfer Credits

Transfer credits are not accepted towards the MHA program.

### MPH Program Transfer Credits

Please note that a maximum of twelve (12) *graduate level* credits from another CHEA regionally accredited college and/or university can be transferred into the MPH program. Transfer of credits for courses used towards the completion of a granted degree will not be considered. Students must seek approval for the departmental chair of their concentration, prior to registering for courses at other CHEA accredited institutions.

## MPH coursework

All students complete a total of 42 credits of MPH coursework, comprised of 15 courses. Each course is linked with a specific set of MPH-level competencies; successful completion of the course demonstrates achievement of those competencies. A listing of the courses, brief course description, and associated competencies are available on the [School of Public Health's website](#). Course schedules are sent out to students each semester prior to the start of the enrollment period.



## MPH Foundational courses

All MPH students take the following six 3-credit courses, typically in the first year of the program:

Course #	Course Name	Credits
BIOS 5200	Principles of Biostatistics	3
CHSC 5206	Program Design and Evaluation	3
EOHS 5200	Issues in Environmental Health	3
EPID 5200	Principles of Epidemiology	3
HPMG 5206	Introduction to Health Policy and Management	3
PUBH 5201	Public Health Leadership in Interprofessional Practice	3

## Concentration courses

In addition to foundational courses, students take an additional four 3-credit courses (five 3-credit courses for the MPH in Healthcare Administration), specific to their MPH concentration. Please note that many concentration courses have prerequisites that must be successfully completed prior to registering. Students should review prerequisites in Banner prior to registering.

### Biostatistics concentration courses

Course #	Course Name	Credits
BIOS 5201	Categorical Data Analysis	3
BIOS 5202	Applied Regression Analysis	3
BIOS 5203	Survival Analysis	3
BIOS 5204	Statistical Computing	3

### Community Health Sciences concentration courses

Course #	Course Name	Credits
CHSC 5200	Health Behavior and Risk Reduction	3
CHSC 5202	Issues in the Health of Immigrant Populations	3
CHSC 5205	Urban Health Issues	3
CHSC 5300	Introduction to Research Methods	3

### Environmental and Occupational Health Sciences concentration courses

Course #	Course Name	Credits
EOHS 5201	Introduction Management, Policy and Law	3
EOHS 5202	Occupational Health	3
EOHS 5316	Climate Change and Health	3
EOHS 5317	Disaster Preparedness and Vulnerable Populations	3

### Epidemiology concentration courses

Course #	Course Name	Credits
EPID 5201	Epidemiologic Research Methods	3
EPID 5202	Infectious Disease Epidemiology	3
EPID 5203	Chronic Disease Epidemiology	3
EPID 5205	Epidemiologic Research Methods II	3

## Health Policy and Management concentration courses

Course #	Course Name	Credits
HPMG 5202	Healthcare Advocacy and Politics	3
HPMG 5203	Healthcare Management Concepts	3
HPMG 5204	Access, Cost, and Quality of Care	3
HPMG 5208	Health Services Research Design and Methods	3

## Healthcare Administration concentration courses

Course #	Course Name	Credits
HCAD 5201	Introduction to Healthcare Administration	3
HCAD 5202	Healthcare Law and Ethics	3
HCAD 5203	Healthcare Finance and Reimbursement	3
HCAD 5204	Healthcare Quality and Improvement	3
HPMG 5203	Health Management Concepts	3

## MPH Elective courses

In addition to the required foundational and concentration courses, students select elective courses that are aligned with their professional goals. These electives may consist of concentration courses from another concentration area or electives from their own or other concentrations. Students must meet with their program advisor to discuss elective courses and ensure that all prerequisites are met prior to course enrollment. A listing of the courses and descriptions are available on the [School of Public Health's website](#).

## Applied practice experience (APEX)

### Overview and prerequisites

The Applied Practice Experience (APEX) provides the student with an opportunity to apply and translate knowledge, theory, and skills learned in the classroom into practice within a professional public health setting. It is a planned, supervised, and evaluated field-based experience that can take place in a variety of agencies and organizations. An APEX is designed to strengthen foundational and concentration-specific public health competencies, complement the student's professional interests, and advance career goals. Students typically sign up for APEX course in the semester in which they plan to complete all APEX requirements and after having completed at least 15 credits of foundational and concentration core coursework. All students must complete the APEX, regardless of history of public health work experience.

### Elements of the APEX

To complete the APEX, students complete a minimum of 120 hours of fieldwork at an approved APEX site, engaging in activities that are of benefit to the hosting organization and which serve to strengthen three pre-selected MPH-level competencies, including at least one competency focused on public health leadership. These activities result in development of at least two work products. In addition, students complete a self-reflection presentation. The MPH APEX Handbook provides details for the requirements for the APEX. Questions regarding the APEX should be directed to the [Associate Dean for Community Engagement](#).

### Integrative learning experience (ILE)

It is anticipated that students who have completed all coursework and APEX requirements proceed to complete the Integrated Learning Experience (ILE) in their final semester of the MPH program, with the purpose of ensuring that students have gained required program competencies and are able to synthesize and apply MPH-level competencies to an applied public health problem both in writing and orally. The ILE consists of a written work product and an oral presentation. The MPH ILE Handbook provides details for the requirements for the ILE. Questions regarding the ILE should be directed to the student's respective Department Chair, who serves as the Course Director for the ILE for each MPH concentration.

## Master of Healthcare Administration Requirements

### Semester 1

Course #	Course Name	Credits
HCAD 5201	Introduction to Healthcare Administration	3
HCAD 5202	Healthcare Law and Ethics	3
HCAD 5203	Healthcare Finance and Reimbursement	3
HPMG 5203	Healthcare Management Concepts	3
	Elective	1

### Semester 2

Course #	Course Name	Credits
HCAD 5204	Healthcare Quality Improvement	3
HCAD 5206	Health Information Systems and Technology	3
HCAD 5207	Public Health Foundations	3
	Elective	3
	Elective	1.5

### Semester 3

Course #	Course Name	Credits
HCAD 6500	MHA Applied Practicum Experience and Capstone	3
HCAD 5205	Healthcare Strategy Planning and Marketing	3
	Healthcare Operations	3
	Elective	3
	Elective	1.5

## **Auditing of courses**

No course auditing will be permitted. Only SPH matriculated students, or those for whom a specific educational program (for example, medical residents/fellows) has been agreed upon by the departmental chair and Vice Dean, will be admitted to classes.

## **Academic advising and supervision**

Each student is assigned a faculty advisor upon admission to the School. Advisor assignments are based on faculty availability within the School. Faculty advisors assist students in selecting a program of study and monitoring progress toward the successful completion of the degree. Advisors are available throughout the academic year to assist students with problems or issues and for discussions regarding academic progress and career opportunities. Advisors may be changed by request to and with the approval of the departmental chair.

Advisors are required to remain current with each student's academic progress. Instructors are required to inform the advisor at appropriate intervals concerning students who are having academic difficulties. The advisor will, in turn, share said status with the departmental chair. Together, the advisor, and, as needed, the departmental chair, will work with the student to find necessary assistance.

Students are required to maintain regular contact with advisors. Each student has the responsibility to meet with his/her faculty advisor at least once each semester prior to registration in order to review completed course work and course requirements and assure that the course plan is appropriate.

Students are required to enter a unique PIN code before proceeding with online registration. At the end of an advising session, and upon approval of the course schedule, the student's advisor will provide a unique PIN code that will allow a student to proceed with registration via the Banner-Self-Service system. PIN codes change every term and as such students must meet with the faculty advisor prior to every registration period. Course selection forms may be used and retained at the discretion of faculty advisor.

## **Inactive students**

It is the policy of the School of Public Health not to retain inactive students. To remain active, students must be registered for at least one course during the fall and spring terms. Students who are inactive for one (1) full year will be withdrawn from the School. There is no appeal for this determination.

## **Academic counseling**

The Downstate Office of Academic Services, in conjunction with the SPH Office of Student Affairs, are available for academic support. They provide individualized instruction, workshops, and resource materials on time management, study organization, test-taking techniques, and stress management. Group tutorials will be available for selected courses as needed. Referrals for one-to-one tutoring are available through the Assistant Dean for Student Affairs. Within the Office of Academic Services, an educational counselor is available to meet with individual students who are experiencing academic difficulties. The SPH will provide additional resources as needed. Please refer to the Downstate Office for Academic Services [website](#) for more information.

## Academic integrity

Students are expected to maintain the highest standards of honesty in their academic pursuits. Academic dishonesty is considered a threat to the integrity and reputation of SUNY Downstate Health Sciences University and all the faculty and students associated with it. Since academic integrity and behavior of students suggest their future professional behavior and integrity in fulfilling their public health responsibilities, the faculty and students of SUNY Downstate Health Sciences University are committed to upholding and enforcing the highest standards of academic integrity. Students found guilty of any form of academic dishonesty are subject to disciplinary action. Academic dishonesty includes cheating, forgery, plagiarism, and any other infringements that may imply deviance from the highest standards of honesty in all aspects of academic endeavor.

### Forms of Academic Dishonesty

**Cheating:** This is defined as giving or obtaining information by improper means in meeting any academic requirements. Cheating is a serious violation that includes, but is not limited to, the following examples:

- The use of the same work for academic credit in more than one course without the knowledge or consent of the instructor(s).
- The fabrication of any information used to satisfy any academic requirement.
- Use of Chat GPT or other AI tools to develop course assignments.
- Behavior that constitutes academic dishonesty during an examination include, but is not limited to:
  - Copying the work of others.
  - Deliberately exposing examination materials to review or use by other students.
  - Using notebooks, textbooks, information, or materials not specifically authorized by the instructor.
  - Speaking or communicating regarding the exam with other students at any time during the examination.
  - Using a cell phone, tablet, or other electronic device during an examination.
  - Leaving the examination for any length of time during the examination, without the authorization of the instructor/proctor. (Leaving the examination room after the exam has started will only be authorized for genuine issues or emergencies. Student may be escorted when leaving and returning to exam room.)

**Forgery:** This is defined as the alteration of academic forms, documents, or records or the signing of such forms or documents by someone other than the designated or authorized individual. Forgery also includes modifying an examination or assignment that has been graded and returned to the student for review.

**Plagiarism:** This is the representation, intentional or unintentional, of someone else's words or ideas as one's own. This includes using the work of another student, past or present, as well as the work of published authors. Since under New York State law, words in print are the property of the author or publisher, the intent to deprive that person of property is a form of larceny punishable by fine. When using another person's words in a paper, students must place them within quotation marks or clearly set them off in the text and give them appropriate attribution by footnoting or references. When students use only the ideas and change the words, they must clearly identify the source of the ideas. Plagiarism, whether intentional or unintentional, is therefore a violation of the property of the author plagiarized and of the implied assurance by the students when they hand in work that the work is their own. This includes those individuals who facilitate acts of academic dishonesty by providing papers or other information by another student as their own work. If students have any questions about what constitutes plagiarism, it is their responsibility to clarify the matter by conferring with the instructor.

**Multiple Submissions:** Submitting substantial portions of the same work for credit more than once, without the prior explicit consent of both the instructor to whom the material is being submitted and the instructor to whom it has been submitted in the past is considered a multiple submission and is considered a violation of academic rules.

## **Procedures for reporting and resolving academic integrity cases:**

### **For First Infraction**

**Step 1.** The faculty member/course director should first determine the nature of the breach/infraction of academic policy. During this process, the faculty member/course director must assemble credible and convincing evidence that a breach/infraction of academic policy has occurred and complete the Academic Dishonesty Form.

**Step 2.** The faculty member/course director should present this evidence in writing and verbally to the Chair of the Department for discussion.

**Step 3.** If the Chair of the Department believes the evidence to be credible and convincing, the faculty member/course director must communicate to the student in writing within 48 hours of that confirmation that a breach/infraction of academic policy has occurred and arrange to meet with the student as soon as possible.

**Step 4.** After discussion with the student, the faculty member/course director should determine the course of action. This can include:

- a. requiring that the student redo the assignment in the case of plagiarism
- b. giving a failing grade on the specific academic effort under consideration.
- c. giving a failing grade for the entire course.

The faculty member/course director must communicate their decision to the student in writing, with a copy to the Associate Dean of Education, within 48 hours of having discussed the matter with their Chair and having obtained concurrence that a breach/infraction did indeed occur. The faculty member/course director must memorialize in writing all discussions pertaining to the matter and keep them in a confidential file.

### **For Second Infraction**

In the event a student with a documented academic infraction on file is found to have evidence of a second infraction, the case will be referred to the [SPH SEPH committee](#), and the student will be automatically recommended for dismissal from the program. The Committee will carefully examine the matter within a week of being informed of it and come to a decision which they will immediately communicate to the Assistant Dean for Student Affairs who in turn will inform the student in writing within 24 hours.

### **Dismissal Appeals**

The student will have the right to appeal a dismissal decision to the Vice Dean within forty-eight hours of being informed of the decision of the Committee on Student Evaluation, Promotion and Honors. The Dean will appoint an Appeals Committee comprised of faculty of the School of Public Health not previously associated with the matter at hand. This Appeals Committee will be provided with all necessary information. The student will have an opportunity to address the committee and present their version of events. The Appeals Committee will come to a decision and refer it to the Dean who will make the final decision. For additional information on Appeals Procedures, please refer to pages 20-22.



## Professional conduct

All students are expected to exhibit a professional demeanor and behave in an appropriate manner while in class, in Applied Practice Experiences, and when interacting with SPH faculty, staff, and other students, and as individuals and groups within the respective communities. Students are expected to show respect for faculty, staff and fellow students during class and all program related interactions.

Unprofessional/inappropriate behavior includes, but is not limited to, the following:

- Late arrival to class.
- Late submission of papers or dated assignments.
- Disruptive behavior in class.
- Aggressive or offensive verbal or written communication to faculty, staff, or other students.

Please see the SUNY Downstate Health Sciences University Student Handbook (Appendix IV) for The Rules of Student Conduct.

## Academic progress

### Absences from Exams

Students are expected to appear for examinations at the appointed time, or the course instructor may award the student a grade equivalent of “F” or “zero” for the exam. Students must contact the course instructor or the SPH Office of Enrollment and Student Affairs no later than the day of the exam to explain the reason for his/her absence from the scheduled exam. Failure to notify the course instructor in a timely fashion regarding an absence from an exam may result in an “F” or “zero” for the exam. A student may be excused by the course instructor due to illness or other emergency. Personal physician notes (may not be from a relative) or a note from SUNY Downstate Office of Student Health Service must be presented to the course coordinator to document excused absences for illness. (Some courses coordinators may only accept notes from the Student Health Service. Students are advised to consult the course instructor for the policy in that course.) If the student provides appropriate documentation, a make-up exam may be authorized by the course instructor. The date and time of the make-up is at the discretion of the course instructor and/or the departmental chair.

## Course Withdrawals

A student may withdraw from a course upon his/her written request. The request requires approval by both the course director and the Assistant Dean for Student Affairs.

- A “W” will be recorded on the student’s official transcript if the withdrawal is prior to the deadline (as specified on the academic calendar) to withdraw with a grade of a “W”.
- A “Withdraw Pass” (WP) will be recorded if a student withdraws at a passing grade level from a course prior to the deadline (as specified on the academic calendar) to withdraw with a “WP” or a WF”.
- A “Withdraw Fail” (WF) will be recorded, if a student withdraws at a failing grade level from a course prior to the deadline (as specified on the academic calendar) to withdraw with a “WP” or a WF”.
- A “Fail” (F) will be recorded on the student’s official transcript if a student voluntarily withdraws after the deadline (as specified on the academic calendar) to withdraw with a “WP” or a WF”.

To withdraw from a course, the student must:

1. Obtain an Add/Drop form the SPH website or from the SPH Office of Student Affairs.
2. Discuss the intent to withdraw with the assigned faculty advisor.
3. Obtain a withdrawal grade with the signature of the course instructor and the Assistant Dean for Student Affairs.
4. Return one copy to the SPH Office of Student Affairs. The Office of Student Affairs submit the form to the Registrar’s Office.

Students must speak to their course director and faculty advisor before withdrawing from a course. Please note that withdrawal within the first week of classes entails no penalties – no “W” on the student’s record; no withdrawal fee. Please see the academic calendar for additional dates.

## **Evaluation of student performance**

The faculty is charged with being objective and fair in the evaluation of student performance. Evaluation of student performance is conducted through multiple measures such as examinations (written and oral), class participation, and by observations in discussion groups.

Attendance in the SPH is a privilege and not a right. The SPH reserves the right to dismiss a student at any time for deficient academic performance or unprofessional behavior as determined by the SPH Committee on Student Evaluation, Promotion, and Honors or the disciplinary procedures of the College.

Course instructors are obligated to inform students of the course requirements and evaluation procedures at the beginning of each course. This information must be provided to students in the course syllabus. Each course instructor provides students with advice about their academic standing in the course, to detect academic difficulties prior to the final grade.

Course instructors are responsible for entering student grades on the Banner Self-Service system by the semester deadline as specified by the Office of the Registrar. Any grade change must be submitted by the course instructor through the Banner-Self-Service system as well as in writing to the SPH Office of Student Affairs.

Student questions regarding a grade in a course must first be directed to the course instructor. If questions still remain, the student must meet with the departmental chair. The departmental chair's decision is final. If a student believes that his/her final course evaluation has been affected by discriminatory behavior as defined by law, the student is urged to meet with the Vice Dean and/or the Chief Diversity Officer, in addition to the individuals listed above.

Institutional policy prohibits the posting of student grades by social security number or other personally identifiable mechanisms. Some instructors post final grades on the learning system. To ensure confidentiality, students may access their final grades electronically through the Banner self-service Portal using their student ID numbers and passwords. At the discretion of the departmental chair, students may receive verbal notification of their grades from SPH Assistant Dean for Student Affairs after final grades are submitted to the Registrar each semester.

## **Course/grade appeals procedure**

A student who is dissatisfied with a course grade or has been recommended for repeating a course by the SPH Committee of Student Evaluation, Promotion, and Honors (SEPH) will be granted the right to appeal the recommendation (in writing) to the Departmental Chair. The appeals process is as follows:

A student who is dissatisfied with a course grade or has been recommended for repeating a course by the SPH Committee of Student Evaluation, Promotion, and Honors (SEPH) has ten (10) business days after the official grade has been submitted to the Office of the Registrar to appeal a grade. After the ten (10) business day deadline, the grade is considered final and no changes can be made.

The appeal process is as follows:

1. Within the ten (10) business day period, a student wishing to appeal a grade must first discuss the matter with the course director. If the matter is not resolved at the course director level, the student may appeal to the Departmental Chair by submitting a written appeal to the Departmental Chair, with a copy also to the Vice Dean.
2. The Departmental Chair will review the written appeal and interview the course director. The student will also be provided with an opportunity to discuss his/her grade appeal with the Departmental Chair.
3. Upon completion of the review process, the student will be notified of the final decision of the Departmental Chair within ten (10) business days of his/her grade appeal meeting with the Chair. The Chair is required to employ only his/her best effort to notify the student of his/her status. (Notification will be made to the address on file in the Office of the Registrar and a copy will be sent to the student's Downstate e-mail account.) A copy of the chair's decision letter will also be given to the Vice Dean, SPH and the SPH Assistant Dean for Student Affairs.

## **Academic probation**

A student whose cumulative GPA is below 3.0, based on a minimum of four (4) courses (12 credits), may be placed on academic probation. A student on probation may register for a maximum of six (6) credits per semester.

After completing twelve (12) credits on academic probation, a cumulative GPA of 3.0 must be achieved in order to be removed from academic probation. A student who fails to achieve a cumulative GPA of 3.0 or higher at the end of taking these additional twelve (12) credits or whose performance on a lesser number of credits makes it mathematically impossible for him/her to achieve the required GPA of 3.0, shall be referred to the Committee on Student Evaluation, Promotion, and Honors by the departmental chair, which will recommend one of the following options:

1. that the student be dismissed because of poor academic performance;
2. that the student be allowed to continue the next semester on a modified study program and be required to successfully repeat any failed course(s);
3. that the student take a leave of absence (for not more than one year) from the School of Public Health until readmitted to either repeat the course(s) or raise their GPA to 3.0

The Committee may request that members of the faculty who are involved in the case be present to answer questions. They may also request additional information. A formal vote is taken and a recommendation is submitted in writing to the Dean. After considering the recommendations of the Committee, the Dean will make a determination. The Vice Dean will notify the student in writing of the action and of his/her right to appeal (See "Appeal and Notification).

Concurrent degree students who are placed on academic probation will have the other degree program notified of the change in status.

## **Deficient grades**

A "Fail" (F) grade and a "Withdraw Fail" (WF) are both considered a deficient grade and can be remediated only by repeating the entire course. However, the "F" grade and the "WF" remain on the official transcript along with the grade achieved by removing the deficiency. A student has only one opportunity to remove a deficient grade in a course. If the student fails this make-up, the student will be given a "Fail" grade.

Deficient grades in two or more courses in a semester may subject the student to dismissal. However, since each student's academic performance is reviewed on an individual basis; students are advised to meet with their student advisor and/or the departmental chair during the academic semester if they have questions about their particular situation.

# **SPH Committee on Student Evaluation, Promotion, and Honors (CSEPH)**

## **Responsibilities**

The SPH Committee on Student Evaluation, Promotion, and Honors (CSEPH) is responsible for:

- Evaluating the academic performance of all students
- Recommending students for promotion
- Evaluating students in academic difficulty
- Consequences to be applied for infractions of academic integrity
- Recommending plans for remediation of those students with deficiencies or those who have failed to register for the semester without an approved leave of absence
- Recommending students for graduation (see below for graduation requirements)
- Recommending the conferring of honors

The Committee may make the following recommendations:

- Graduation.
- Graduation with Honors.
- Promotion, unqualified.
- Promotion with qualification:
- Recommendation for Academic Probation because of poor academic record or unprofessional behavior.
- Requirement for remedial work, such as a make-up examination or course paper, or repeat of a course/courses
- Dismissal for academic failure, academic dishonesty, or unprofessional behavior.

All recommendations of the SPH CSEPH to repeat all or part of a course or courses, dismissal for academic failure, or unprofessional behavior shall require a majority vote. Such recommendations will be submitted to the SPH Dean.

In the event that the Committee is considering recommending a student for dismissal, prior to the Committee making a final recommendation, the student will be notified in writing and will be given an opportunity to meet with the committee to discuss and clarify any issues regarding his or her academic performance (See Dismissal Appeals Process described below). The student will have a minimum of 48 hours to prepare his/her statement. If the student opts not to appeal, the recommendation for dismissal will be forwarded to the SPH Dean. A majority vote is required for dismissal.

## **Dismissal notification and appeals procedures**

Students who have been recommended for dismissal for academic failure or unprofessional behavior by the SPH Committee of Student Evaluation, Promotion, and Honors (SEPH) shall be notified by the SPH Assistant Dean for Student Affairs and may appeal the recommendation (in writing) to the SPH Assistant Dean for Student Affairs.

Cases in which students are being recommended for academic probation may not be appealed. The appeals process is as follows:

1. Written (and/or email) notification will be sent by the SPH Assistant Dean for Student Affairs to the student of a decision of the SEPH Committee of unsatisfactory academic progress within five (5) business days of the SEPH Committee's decision. The SPH Assistant Dean for Student Affairs is required to employ only his/her best effort to notify the student of his/her status. (Initial notification will be made to the student's current local address on file with the Office of the Registrar, a copy will be sent to the student's Downstate e-mail account.) Students are responsible for keeping their current

mailing address and telephone number on file with the Office of the Registrar and the SPH. Students in academic difficulty are advised to contact the SPH Assistant Dean for Student Affairs immediately following the SEPH meeting to ascertain their academic status.

2. A student wishing to appeal a dismissal determination affecting him/her, as provided above, must submit a written appeal notice to the SPH Assistant Dean for Student Affairs no later than three (3) business days after the student has been sent notification, by mail or email, of the SEPH Committee's action or determination. The written appeal letter should outline reasons for the appeal in detail. Appeals are intended to be expedited in the shortest reasonable time in order to provide the student with the opportunity to register for the ensuing term.
3. The written appeal will be considered by an Ad Hoc Appeals Committee appointed by the Dean. The voting members of the Ad Hoc Appeals Committee may not be members of the SEPH Committee and will be selected among those faculty not directly involved with the student's case. There will be a minimum of three voting members on the Ad Hoc Appeals Committee. SPH Assistant Dean for Student Affairs will serve as ex-officio, non-voting member.
4. The Chair of the Ad Hoc Appeals Committee will notify the student in writing that he/she is being granted an opportunity to appear before the Ad Hoc Appeals Committee to discuss, in detail, the reasons for his/her appeal. The Chair shall provide written/email notice of such a meeting (including the date, time and place) to the student and all Ad Hoc Appeals Committee members. The student will have, a minimum of 2 (two) business days advance notice of the meeting day and time. The meeting with the Ad Hoc Committee will be scheduled within 10 (ten) business days the Committee's receipt of the student's written appeal.
5. During the meeting, the student will be given an opportunity to present his/her appeal before the Ad Hoc Appeals Committee. The student will not be allowed to record any of the proceedings. After completion of the student's presentation, members of the Ad Hoc Appeals Committee may address questions to the student. Furthermore, the Ad Hoc Appeals Committee may seek information from the program chair, faculty, student's advisor, and/or other parties involved in the case. After the student has made any concluding remarks, the student will leave the meeting so that the Committee can discuss the appeal and make a recommendation to the Dean.
6. The Ad Hoc Appeals Committee may recommend that the prior action of the SEPH Committee either be upheld, modified, or reversed. A decision requires a majority vote.
7. The decision of the Ad Hoc Appeals Committee will be sent in writing within seven (7) business days by the Chair of the Ad Hoc Appeals Committee to the Dean, the Vice Dean, and the SPH Assistant Dean for Student Affairs.
8. The SPH Assistant Dean for Student Affairs will notify the student, in writing, of the decision of the Ad Hoc Appeals Committee within fourteen (14) business days of his/her appeal meeting. The SPH Assistant Dean for Student Affairs is required to employ only his/her best effort to notify the student of their status. (Notification will be made to the address on file in the Office of the Registrar and a copy will be sent to the student's Downstate e-mail account.)
9. The Dean, after due consideration, may either endorse the recommendation of the Ad Hoc Appeals Committee or make an independent determination. In either event, the Dean's decision is final and binding.
10. The student will be notified of the final decision of the Dean. The Dean is required to employ only his/her best effort to notify the student of his/her status. (Notification will be made to the address on file in the Office of the Registrar and a copy will be sent to the student's Downstate e-mail account.)

## Grading system

Instructors assign a letter grade reflecting the performance of each student in a course. Grade points are assigned to each letter grade based on a 4.0 system and the number of credits for each course. Cumulative grade point averages are calculated each semester.

Course Average	Letter Grade	Grade Points/Credit	
96-100	A	4.00	
90-95	A-	3.67	
85-89	B+	3.33	
80-84	B	3.00	
75-79	B-	2.67	
70-74	C+	2.33	
60-69	C	2.00	
	F	0	If a course in which the student has earned an "F" is successfully repeated, the "F" will appear on the transcript, but will not be counted in the GPA.
	Incomplete	None	
	P	None	Successful completion of course requirements
	W	None	
	WF	0	If a course in which the student has earned a "WF" is successfully repeated, the "WF" will appear on the transcript, but will not be counted in the GPA.
	WP	None	
	Z	None	ILE in Progress

## Fail

A grade of fail is given to students who did not successfully complete the requirements for a major portion of the course, did not complete successfully requirements for the entire course, or withdrew from a required course after the deadline as indicated on the academic calendar. If a course in which the student has earned an "F" or "WF" is successfully repeated, the "F" or "WF" will appear on the transcript, but will not be counted in the GPA.

## Incomplete

Incomplete grades are recommended when a portion of the requirements of a course has not been attempted. When the course requirements have been completed in a timely fashion (usually within two weeks), the course director submits the change of grade through the Banner-Self-Service system and reports the change of grade to the SPH Office of Student Affairs. The maximum length of time for satisfying course requirements is one year, unless there are special circumstances approved by the SPH Committee on Student Evaluation, Promotion, and Honors. If the course requirements have not been completed by the maximum length of time, the "I" grade is changed to an "F". Course directors must submit any extensions to deadline dates for Incompletes, in writing, to the SPH Office of Student Affairs, who will in turn forward the request to the Office of the Registrar.

To be eligible for graduation, a student must remove any “Incomplete” grade. An “Incomplete” grade is not considered a deficient grade. However, for awarding graduation honors, the outstanding work must be completed before such honors will be granted.

## Graduation Requirements

Students must meet all SPH graduation requirements.

1. Register for, and satisfactorily complete all required course work in the curriculum.
2. Register for, satisfactorily complete the ILE.
3. Satisfactory remediation of any academic deficiencies.
4. Be in good standing (i.e. not on academic or disciplinary probation at the time of graduation).
5. A grade point average of B or 3.0 on a 4.0-point system is required for successful completion of the degree requirement. Advanced Certificate students must maintain a cumulative GPA of a 2.0 to be eligible for graduation.
6. Have no disciplinary charges in progress or pending.
7. Satisfy all financial obligations due the SUNY Downstate Health Sciences University.

Please note: Students are permitted to march in the Commencement Ceremony and have their names listed in the program only once. Any student who meets the above criteria and marches in the Commencement Ceremony and subsequently does not complete the final requirements for graduation WILL NOT be permitted to march again or have their name in the program the following year.

## Graduation with honors

To graduate with honors, a student must meet the following criteria:

- GPA of 3.6 or above
- Outstanding (with honors) Successful completion of the Culminating Experience
- No “C” or lower grades
- No record of lack of professionalism or disciplinary issues while in the program

Students graduating in August or December of the previous year, or May of the current year and participating in the May Commencement Ceremony of the current academic year are eligible for the General Excellence Award for that academic year.

## August and December graduates

MPH students who complete all degree requirements in August or December of a given year may participate in the Commencement Ceremony in May of the following year. Students, who graduate in August or December of the previous year, or May of the current year, are eligible for all Graduation Awards for that academic year.



## Leaves of Absence

All leaves of absence are granted by the departmental chair or the Assistant Dean for Student Affairs. A request for a leave of absence may be approved or disapproved by the departmental chair. Permission for the leave must be obtained in accordance with these procedures and prior approval to return must also be granted.

### Requesting a leave

Students are granted one (1) Leave of Absence while matriculated in the School of Public Health. To request a Leave of Absence from the School of Public Health, a student must:

1. Obtain a Leave of Absence form from the SPH Office of Student Affairs.
2. Request a leave in writing as specified on the Leave of Absence form. The request must include: the length of time desired for the leave (up to one year, reasons for the request; and a description of the activities that will make the leave meaningful and useful (outline a plan).
3. This written request must be brought/sent to the SPH Office of Student Affairs, and the student must meet with the departmental chair or the Assistant Dean for Student Affairs.
4. The student must continue in coursework (barring an emergency situation as defined by the departmental chair), until the leave of absence is approved. The departmental chair (or designee) may request that the student meets with the SPH Assistant Dean for Student Affairs prior to granting approval for the leave.

A leave of absence does not extend the timeline for completion of the Advanced Certificate or MPH program. If the leave will extend the student's academic time past the maximum number of years allowed to complete the degree, that extension will require a written request to the SPH Assistant Dean for Student Affairs with final approval by the SPH Committee on Student Evaluation, Promotion, and Honors.

If a health, family, social, or emotional situation necessitates time away from the program, a leave of absence may be recommended by the student's advisor or requested by the student. Depending on the nature of the student's request for leave, consultants from the Student Health Service and/or psychiatric consultants may be asked to provide information (with the student's consent) to the committee.

### Returning from a leave

A request to return from a leave must be received by the SPH Office of Student Affairs by the date specified in the leave of absence approval letter. Every student returning from a leave of absence must be cleared by the Student Health Service and receive written approval to resume classes. A student granted permission to return from a leave must meet with the departmental chair and/or the student's advisor to schedule courses for the academic year. If, at the end of the approved absence, the student has not applied for reentry or is not permitted reentry, reentry, the student is withdrawn from the college. There is no appeal from this determination.

## Student records

The SPH is in full compliance with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment), which gives students access to educational records. Students may arrange to review their program records by making an appointment with the SPH Assistant Dean for Student Affairs in the School of Public Office of Student Affairs.

## Email

It is an institutional policy not to communicate with students through personal e-mail accounts. As such, in order to receive official information distributed by faculty and administration, students are responsible for checking their email frequently – at least once a day. For any issues with accessing Downstate email addresses, please submit ticket requests at [help@downstate.edu](mailto:help@downstate.edu).

## Appendices

### Advanced Certificate in Public Health Requirements

Course #	Course Name	Credits
BIOS 5200	Principles of Biostatistics	3
CHSC 5206	Program Design and Evaluation	3
EOHS 5200	Issues in Environmental Health	3
EPID 5200	Principles of Epidemiology	3
HPMG 5206	Introduction to Health Policy and Management	3

### Advanced Certificate in Public Health Geriatrics Requirements

Course #	Course Name	Credits
EPID 5305	Epidemiology of Aging	3
HPMG 5315	Legal Issues in Aging and Public Health	3
EPID 5200	Principles of Epidemiology	3
CHSC 5206	Program Design and Evaluation	3
PUBH 5201	Public Health Leadership and Interprofessional Practice	3

### Advanced Certificate in Climate Change and Planetary Health Requirements

Course #	Course Name	Credits
EOHS 5200	Issues in Environmental Health	3
EOHS 5315	Building Climate Resiliency: Mitigation and Adaptation Strategies	3

EOHS 5316	Climate Change and Health	3
EOHS 5317	Disaster Preparedness and Vulnerable Populations	3
EOHS 5318	Planetary Health	3

### Advanced Certificate in Global Health Requirements

Course #	Course Name	Credits
CHSC 5315	Public Health and Human Rights	3
CHSC 5206	Program Design and Evaluation	3
CHSC 5317	Disease Burden and Priorities in Global Health	3
CHSC 5205	Urban Health Issues	3
EPID 5200	Principles of Epidemiology	3

### Advanced Certificate in Clinical Epidemiology Requirements

Course #	Course Name	Credits
BIOS 5200	Principles of Biostatistics	3
EPID 5200	Principles of Epidemiology	3
BIOS 5304	Design and Conduct of Clinical Trials	3
EPID 5201	Epidemiologic Research Methods	3
	One Elective: Applied Regression Analysis, Statistical Computing, or Survey Research Methods	3

### Requirements for Transition from Advanced Certificate in Public Health to MPH

Students who have successfully completed the SUNY Downstate Advanced Certificate Program with a grade point average of 3.0 or greater may apply into the Master of Public Health Program by submitting the following documents only:

- ACPH to MPH Transition form.
- Demographic information in online internal application portal.
- Advanced Certificate students who submit an application into the MPH program while enrolled in their final semester and meet the requirements listed above, will be accepted on the condition that their final cumulative grade point average is 3.0 or greater.

## **MPH Foundational Competencies**

### **EVIDENCE-BASED APPROACHES TO PUBLIC HEALTH**

1. Apply epidemiological methods to settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

### **PUBLIC HEALTH AND HEALTH CARE SYSTEMS**

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels

### **PLANNING & MANAGEMENT TO PROMOTE HEALTH**

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

### **POLICY IN PUBLIC HEALTH**

12. Discuss the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

### **LEADERSHIP**

16. Apply leadership and/or management principles to address a relevant issue
17. Apply negotiation and mediation skills to address organizational or community challenges

### **COMMUNICATION**

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

### **INTERPROFESSIONAL PRACTICE**

21. Integrate perspectives from other sectors and/or professions to promote and advance population health

### **SYSTEMS THINKING**

22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative

## **MPH Concentration Competencies**

### **Concentration Competencies, Biostatistics**

1. Apply statistical inference methods to evaluate public health research hypotheses
2. Critically appraise public health research literature using knowledge of study design, statistical methods, and subject matter context
3. Construct and manage datasets for cross-sectional and longitudinal studies using statistical software
4. Analyze continuous and categorical data using advanced statistical methods
5. Create data displays to communicate biostatistical analysis findings to diverse stakeholders

### **Concentration Competencies, Community Health Sciences**

1. Synthesize the role of social and community factors in both the onset and solution of public health problems
2. Analyze historical, social and community factors in the onset and persistence of contemporary health inequities in immigrant and urban populations
3. Explain the language, legal, economic, cultural and access barriers that must be considered in the development and design of research and interventions to improve the health of immigrant and urban populations
4. Assess methods for conducting a community health assessment.
5. Apply social and behavioral science concepts, theories, and models to understand and modify health behavior

### **Concentration Competencies, Environmental and Occupational Health Sciences**

1. Identify environmental and occupational hazards or social contextual factors that influence working conditions and contribute to injury, illness and health
2. Describe complex environmental systems, including climate change, and identify methods for measuring their impacts on human health
3. Describe regulations and the role of agencies in preventing and controlling environmental and occupational health hazards
4. Develop strategies for exposure reduction in accordance with federal and state regulations to reduce injuries, illnesses and promote health equity
5. Apply strategies for assessment, prevention and control of environmental and occupational health hazards

### **Concentration Competencies, Epidemiology**

1. Describe patterns in the incidence and prevalence of diseases affecting the health of immigrant and urban populations, including etiologic and prognostic factors
2. Design an epidemiologic study to test a research hypothesis
3. Evaluate the effect of potential sources of bias in epidemiologic studies, and identify ways of minimizing them
4. Using a large public access health dataset, conduct and interpret secondary data analyses
5. Assess strengths and limitations of epidemiologic studies in terms of how they affect causal inference

### **Concentration Competencies, Healthcare Administration**

1. Apply theories and strategies of healthcare management to the routine operations and emerging issues in the health care environment

2. Create and differentiate a mission statement, vision, values statement, and action plan
3. Investigate the changing context of healthcare systems and identify stakeholder-generated solutions
4. Apply funding and payment principles and strategies to healthcare systems
5. Identify ethical issues in healthcare administration and analyze and resolve those issues using appropriate frameworks and principles
6. Demonstrate leadership and management skills that promote equity and inclusion in a healthcare organization

### **Concentration Competencies, Health Policy and Management**

1. Apply theories and strategies of healthcare management to the routine operations and emerging issues in the healthcare environment
2. Assess policy alternatives in response to key public health issues
3. Appraise the determinants of healthcare that impact individuals, systems, organizations, or communities
4. Communicate online, orally, and in writing health policy and management issues using appropriate channels and technologies
5. Assemble and utilize reliable and valid information sources and data to support evidence-informed decision-making
6. Apply relevant social justice frameworks to analyze and advocate for health policy and management policies

## **MHA Program Mission**

To train the next generation of leaders with the management principles, strategic thinking, and evidence-informed solutions to create and sustain optimal and equitable organizational performance in a complex and dynamic healthcare landscape.

## **MHA Program Competencies**

### **DOMAIN 1 – LEADERSHIP**

The MHA program will foster leadership, specifically ensuring that students demonstrate the ability to inspire and influence a shared vision for individual and organizational excellence and to facilitate strategies for successful organizational outcomes by utilizing ethical principles and integrity.

- P1. Leadership Planning. Create and execute a leadership development plan that reflects both personal and professional goals and activities to support lifelong learning and growth.
- P2. Trust and Teamwork. Demonstrate an understanding of the skills required to establish an organizational climate of mutual trust and teamwork.
- P3. Leadership Excellence. Demonstrate the skills that are characteristic of leadership excellence, including creating and balancing a mission, vision, and value of organizational stakeholders with the value and needs of the community.
- P4. Ethical Analysis. Identify ethical issues in healthcare administration and analyze and resolve those issues using appropriate frameworks and principles.

### **DOMAIN 2 – CRITICAL THINKING AND ANALYSIS**

The MHA program will foster the ability to apply analytical concepts, tools, and problem-solving skills in healthcare administration. Students will demonstrate the ability to integrate available evidence, expertise, and assess trade-offs based on governing values in ways adaptive to the changing healthcare environment.

- P5. Problem-Solving. Apply methodological approaches to problem-solving for various issues and problems across diverse healthcare settings.
- P6. Evidence-informed Decision Making. Apply complex concepts and identify innovative and evidence-informed solutions.
- P7. Analytical thinking. Assess the demographic, organizational, and regulatory effects of decisions, and to develop strategies that improve the long-term success and sustainability of the organization.

### **DOMAIN 3 – MANAGEMENT**

The MHA program will foster the ability to demonstrate management skills in decision-making, human and material resource allocation, finance, and organizational operations and improvement to accomplish institutional objectives.

- P8. Management Functions. Apply theories and strategies of healthcare management to the routine operations and emerging issues in the health care environment.
- P9. Adapting to Change and Uncertainty. Evaluate changing context of healthcare administration and management, demonstrating ability to incorporate diverse viewpoints, adapt to changing priorities, and propose synergistic and evidence-informed solutions.
- P10. Planning Initiatives. Demonstrate ability to plan, implement, and evaluate initiatives to improve organizational operations and outcomes.
- P11. Financing and Payment. Apply funding and payment principles and strategies to healthcare systems.

## **DOMAIN 4 – EQUITY AND SOCIAL JUSTICE**

The MHA program will foster the ability to display critical self-reflection, cultural and structural humility, and ongoing learning in healthcare administration. Students will also be able to identify and devise community-engaged solutions and practices to advance health equity and social justice amongst various stakeholders.

- P12. Strategies to Address Structural Barriers. Develop strategies to address structural barriers to ensure equity, access, and inclusion in the development of organizational policies and procedures.
- P13. Mitigating Structural Racism. Apply theoretical frameworks to understand and mitigate the impact of structural racism on healthcare organizations and the communities served.
- P14 Understanding Organizational Contexts. Recognize and understand the historical, social, cultural, economic, environmental, and global influences that affect healthcare organizations and systems.
- P15. Community Engagement. Develop one's own and the organization's priorities with the needs and values of the community.
- P16. Addressing Social Determinants of Health. Identify frameworks and strategies to address health equity and the social determinants of health through healthcare administration.
- P17. Healthcare Equity and Inclusion. Demonstrate leadership and management skills that promote equity and inclusion in a healthcare organization.

## **DOMAIN 5 - COMMUNICATION**

The MHA program will foster the ability for students to demonstrate interpersonal and communication skills that result in effective communication exchange with team members and key stakeholders.

- P18. Effective Oral Communication. Demonstrate the ability to facilitate individual and group business presentations.
- P19. Effective Written Communication. Develop, organize, synthesize, and articulate concepts and information in written communication.
- P20. Promoting Critical Dialogue. Develop a climate of critical dialogue that supports evidenced informed decision making to support a point of view, position, or recommendation, while assessing the points of view of others.

## **DOMAIN 6- PUBLIC HEALTH FOUNDATIONS**

The MHA program will provide foundational understandings of public health, including core concepts on the history and essential services of public health, as well as relevant theories and skills for public health practice.

- P21. Origins and Evolution of Public Health Identify the origins of public health as a discipline and chart its evolution over time.
- P22. Basics of Population Health Assess the range of factors that together impinge on the wellbeing of populations and describe the ameliorative effects of preventive health interventions.
- P23. Interconnectedness and Health. Demonstrate proficiency in applying principles relating to globalization, ecology, and other conceptions of connectedness to the realm of human health.



## Resources for Manhattan Extension Site Students

Beginning in the summer 2023, some of the MPH courses for the Healthcare Administration Concentration will be taught at our new Manhattan extension site, located on the 18<sup>th</sup>. floor of the SUNY College of Optometry, 33 west 42<sup>nd</sup>. Street NY, NY 10036.

The College facility is open from

7am to 10pm Monday-Friday and

Sat. 7am-8:30 pm ( library opens at 10 am)

Sundays: 10:00am-10:pm

The facility is closed on all New York Holidays.

In order to gain access, you must get a separate ID from your Downstate ID. Two weeks prior to your class, you will receive online instructions on how to obtain your pass.

Your pass and a mask are required in any part of the College.

You can use your pass to gain access to the 18<sup>th</sup>. floor suite.

### Campus Security Information

If the College is (or will be) impacted by severe weather conditions, or in the event of a major emergency that poses an ongoing or continuous threat to the College community, information will be disseminated in the following manner: • The College Website - <http://www.sunyopt.edu> • Recorded message on the College's main telephone number: 212-938-4000 • Office 365 Electronic Mail • Rave Alert Emergency Mass N

### Campus Safety Information

Campus crime statistics for the past three years can be found on the College's website here: [http://www.sunyopt.edu/offices/university\\_police/crime\\_report](http://www.sunyopt.edu/offices/university_police/crime_report). All members of the College community are urged to report criminal incidents, emergencies and suspicious activities to the University Police Department (UPD). The College's emergency number is 5555. Incidents can be reported as follows: • When you dial x5555, a University Police Officer will immediately respond to investigate and act upon the emergency that you report. Once the emergency has been stabilized, the officer will take a statement from the person reporting as part of an official University Police. Blotter or Case Report. This report will then be kept in the Records Management System. • Incidents can also be reported in person to an officer at the University Police desk located on the first floor. A University Police Officer will immediately respond to apprehend the perpetrators, if a crime has been committed. A Case Report will be completed for all criminal offenses. In some instances, depending on the severity of the crime, the New York City Police Midtown Precinct South will be called for assistance. • Members of the College Community may submit tips or requests for UPD services through the iReport tab in the College's Safety and Resource App (SafeInSight)

### Information Technology

Acceptable Use Policy Computer, networking and electronic mail facilities and services are offered by the Office of Information Technology (IT) in support of the teaching and learning, research and public service functions of the College. Access to the computer systems and networks owned and operated by the SUNY College of Optometry is a privilege, not a right, and imposes certain responsibilities for appropriate use, in accordance with College policy. Users should recognize that the primary intention of providing network service is to support the mission of the College and the conduct of its daily business. For information and policies related to Information Technology and its use at the College please visit: <https://www.sunyopt.edu/offices/its/policies>

## **Harold Kohn Vision Science Library**

The Harold Kohn Vision Science Library is one of the largest vision science libraries in the country. It seeks to meet the information needs of the College community through the selection, acquisition, organization and delivery of materials and services, as well as provision of the technology, instruction and support necessary to ensure access to information. The Kohn Library maintains a print monograph and journal collection and maintains a comprehensive website with links to electronic books, journals, and databases, as well as a wide range of online reference, vision science and general health resources. Phone: (212) 938-5690 Fax (212) 938-5696 Website: <http://www.sunyopt.edu/library> Hours of Operation Regular Hours: 78 Monday – Friday: 8:00 AM – 10:00 PM Saturday: 10:00 AM – 8:30 PM Sunday (Academic Year only): 10:00 AM – 10:00 PM The library is closed on regular College holidays. Since weekend hours are staffed solely by workstudy students, we recommend that you call prior to arriving at the library to ensure that regular hours are in operation. Summer hours: Monday – Friday: 8:00 AM – 8:00 PM Saturday: 10:00 AM – 5:00 PM Sunday: 10:00 AM – 6:00 PM Extended Hours: The Library offers extended hours two weeks before midterm and final exams, during which time it is open until 11 pm during the week, 8:30 pm on Saturday, and 10 pm on Sunday. Please consult the Library website for the most recent hours of operation. Food, drink, smoking and cell phone use are prohibited in the library. Circulation Books: The student loan period is four weeks; faculty, residents and staff may borrow circulating books for one quarter. All books may be renewed unless they have been requested by another user. Reserve: Reserve materials circulate in the library for two-hour intervals. They also may be borrowed overnight after 4:00pm (or after 3:00pm on Fridays.) Overnight loans must be returned by noon of the following day or by noon of the following Monday in the case of Friday loans. A fine of \$2 per hour will be charged for late returns on reserve items, up to \$10 per day. Bound Journals: Journals do not circulate outside the library. Returns: Books from the main collection may be returned at the circulation desk or deposited in the book drop located opposite the elevators. Reserve books and audiovisual materials may NOT be deposited in the book drop but must be returned at the circulation desk. Reference: Research assistance and personalized electronic information alerting services can be provided by speaking with the Library Director. Interlibrary loan: Books and journal articles unavailable in the library may be obtained through interlibrary loan (ILL). Referrals also can be made to other local holding libraries if materials are needed immediately. Please ask a staff member for assistance.

**Electronic Databases:** The library offers a wide variety of health, medical, education, business, and social science databases on its website. Librarians have access to a variety of other electronic databases that can be searched upon request.