

LSU Health
NEW ORLEANS
School of Public Health

2018-2019 HANDBOOK



**2020 GRAVIER STREET
NEW ORLEANS, LA 70112
504.568.5700**

Mission

To advance the public's health and well-being through education, research and service, with a focus on issues affecting Louisiana.

Vision

A healthier Louisiana with a workforce addressing the core functions of public health, equipped with data and knowledge, and supported by LSU's faculty, students and staff.

Values

Collaborative. We foster a culture that values and rewards collaboration at all levels of the university: across disciplines; among faculty, staff, and students; with other universities and institutions; and those we serve.

Creative. We nurture ingenuity throughout all areas of the university by creating a culture that encourages excellence, risk-taking, and an open-minded approach to challenges, while also recognizing and rewarding emerging talent and ingenuity.

Culturally Adept. We celebrate our own uniqueness combined with an awareness and respect of local and global values and beliefs, which help to strengthen the intellectual environment and support our commitment to diversity and inclusion.

Globally Engaged. We understand that global events and culture affect our university, just as our scholarship, discovery, and experiences contribute to the world around us. Only through a conscious and consistent effort to connect with our global neighbors can we ensure that we advance the greater good for our entire planet.

Innovative. We innovate in the classroom, through discovery, and during engagement with the community. Innovative thinking across the university can help solve the challenges of those we serve and enhance LSU's role as a global leader.

Transformative. We are a catalyst for transformation; a force for good that changes lives and makes a significant, positive impact on the world around us.

Diversity Statement

LSUHSC School of Public Health is committed to increasing diversity in public health education, research and practice by providing impartial opportunities to individuals and populations, regardless of race, ethnicity, economic status, gender, sexual orientation, age, disability, religion, political affiliation, veteran status or national origin. This commitment is reflected in its recruitment, admission, employment, and retention of students, faculty and staff.

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OFFICE OF THE DEAN

[DEAN G. SMITH, PhD](#)

Dean

[DAESY BEHRHORST](#)

Academic Coordinator

[LEZEL GAAS](#)

Coordinator

OFFICE OF ACADEMIC AFFAIRS

[KARI BRISOLARA ScD](#)

Associate Dean for Academic Affairs

[ISABEL BILLIOT, MEd](#)

Coordinator, Admissions

[MARTHA CUCCIA, MPH](#)

Coordinator, Academic and Student Activities

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Coordinator, Recruitment

OFFICE OF RESEARCH

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Associate Dean for Research

[PATRICIA ARTEAGA, MBA](#)

Coordinator, Research

OFFICE OF PRACTICE AND COMMUNITY ENGAGEMENT

[DONNA WILLIAMS, DrPH](#)

Associate Dean for Practice and Community Engagement

[AMBER BROWN, MPH](#)

Coordinator, Practice and Community Engagement

SPH BUSINESS OFFICE

Tuition waivers, stipends, travel, timekeeping, student worker hiring

[AMEE BARATTINI, MBA](#)

Director, Business Affairs

[ASHLEY ANDRUS, MBA](#)

Business Manager

[LAURA ELLER, MBA](#)

Business Manager

LSUHSC CONTACTS

[FINANCIAL AID](#)

Mailing Address: Student Financial Aid Office, LSUHSC-NO, 433 Bolivar Street, Room 215, New Orleans, LA 70112-2223

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[CAMPUS MAP](#)

[REGISTRAR](#)

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[HOUSING](#)

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MASTER OF PUBLIC HEALTH

The Master of Public Health (MPH) is a 46-credit degree program that prepares individuals to improve the health of the population through evidence-based practice and research. Coursework and the practice experience provide students with a foundation in the basic disciplines of public health, while allowing them to pursue individual interests and build upon existing strengths and previous experiences. Students further their knowledge and develop analytical skills to define, evaluate and solve complex problems encountered in public health and health care systems.

Content	BCHS	BIOS	ENHS	EPID	HPSM
Core Knowledge Courses	21	21	21	21	21
Required Program-specific Courses	14	19	15	10	12
Electives	5	0	4	9	7
Practice Experience	3	3	3	3	3
Culminating Experience	3	3	3	3	3
Total Credit Hours	46	46	46	46	46

The core requirements of the MPH degree are consistent across all five programs (21 credit hours). These requirements are based upon ensuring our graduates obtain the required core competencies and foundational knowledge for all accredited MPH programs. The five core courses are

- **EPID 6210** Principles of Epidemiology;
- **BIOS 6100** Biostatistical Methods I (for non-BIOS program students)/**BIOS 6200** Principles of Applied Statistics (for BIOS program students);
- **BCHS 6212** Behavioral Science Theories in Public Health Practice;
- **ENHS 6238** Principles of Environmental Health, and
- **HPSM 6268** Health Services Administration and Management.

The foundational knowledge learning objectives and core competencies are listed below along with the linkage to the corresponding core coursework.

Foundational Knowledge for MPH	Course number(s)
1. Explain public health history, philosophy and values	ENHS 6238 (P) EPID 6210 (F) HPSM 6268 (F) PUBH 6150 (P)
2. Identify the core functions of public health and the 10 Essential Services*	BIOS 6100 (P) ENHS 6238 (P) EPID 6210 (P) PUBH 6150 (F)
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	BCHS 6212 (P) BIOS 6100 (F) BIOS 6200 (F) ENHS 6238 (F) EPID 6210 (F) HPSM 6268 (F)
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	BCHS 6212 (P) EPID 6210 (F) ENHS 6238 (P) HPSM 6268 (F)

5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	EPID 6210 (F)
6. Explain the critical importance of evidence in advancing public health knowledge	BCHS 6212 (P) BIOS 6100 (P) BIOS 6200 (P) ENHS 6238 (P) EPID 6210 (F) HPSM 6268 (P)
7. Explain effects of environmental factors on a population's health	ENHS 6238 (F)
8. Explain biological and genetic factors that affect a population's health	ENHS 6238 (P) EPID 6210 (P) PUBH 6216 (F)
9. Explain behavioral and psychological factors that affect a population's health	BCHS 6212 (F) EPID 6210 (P) PUBH 6216 (F)
10. Explain the social political and economic determinants of health and how they contribute to population health and health inequities	BCHS 6212 (F) ENHS 6238 (P) EPID 6210 (P) HPSM 6268 (F)
11. Explain how globalization affects global burdens of disease	EPID 6210 (P) HPSM 6268 (P) PUBH 6150 (F)
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)	ENHS 6238 (F)

F – fully covered; P – partially covered

Core Competencies	Course number(s)
Evidence-based Approaches to Public Health	
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	EPID 6210
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	BIOS 6100 EPID 6210
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	BIOS 6100/6200 EPID 6210
4. Interpret results of data analysis for public health research, policy or practice	BIOS 6100/6200 EPID 6210
Public Health & Health Care Systems	
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	HPSM 6268
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 societal levels	BCHS 6212
Planning & Management to Promote Health	
7. Assess population needs, assets and capacities that affect communities' health	PUBH 6160
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	BCHS 6212
9. Design a population-based policy, program, project or intervention	BCHS 6212
10. Explain basic principles and tools of budget and resource management	HPSM 6268
11. Select methods to evaluate public health programs	PUBH 6160
Policy in Public Health	
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	HPSM 6268
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	PUBH 6160

14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	PUBH 6150
15. Evaluate policies for their impact on public health and health equity	HPSM 6268
Leadership	
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	HPSM 6268
17. Apply negotiation and mediation skills to address organizational or community challenges	HPSM 6268
Communication	
18. Select communication strategies for different audiences and sectors	PUBH 6150
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	PUBH 6150 BCHS 6212
20. Describe the importance of cultural competence in communicating public health content	PUBH 6150 BCHS 6212
Interprofessional Practice	
21. Perform effectively on interprofessional teams	PUBH 6150 PUBH 6216 PUBH 6160 PUBH 6600
Systems Thinking	
22. Apply systems thinking tools to a public health issue	HPSM 6268

Additionally, all MPH students are required to complete the practice experience and integrative learning experience, typically in their last year of the program.

PRACTICE EXPERIENCE

The MPH Practice Experience is a structured project or activity that immerses the student in one or more aspects of public health operations under the guidance of a preceptor. This fieldwork gives students the chance to apply their academic training in a professional setting. Students build on their skills and knowledge as they work under the guidance of and with public health practitioners. Many students find their practice experience informs their future career choices.

Students complete a minimum of 200 hours of fieldwork, and earn 3 credit hours towards graduation. Registration is required into PUBH 6800: Practice Experience to earn credit.

Acceptance of Students for Practice Experience:

1. Students must successfully complete at least 10 credit hours including
 1. BIOS 6100 or 6200 core
 2. EPID 6210 core
 3. ENHS 6238, BCHS 6212, or HPSM 6268 program-specific core.
2. Students must successfully completed HIPAA training.
3. Students must successfully completed CITI training.
4. Students must successfully completed SPH Code of Conduct.
5. Students must have at least a 3.0 overall grade point average.

Contact Information: Amber Brown, Coordinator of Public Health Practice & Community Engagement

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INTEGRATIVE LEARNING EXPERIENCE

All professional degree programs shall assure that each student demonstrates skills and integration of knowledge through a culminating experience. The student is required to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspects of professional practice. LSUHSC SPH utilizes a case-study based approach with interdisciplinary teams of students working together to address real-world scenarios and emerging issues in public health. They are able to refine their teaming skills, demonstrate higher-level concentration competencies, and gain valuable practice in communication.

Students must complete the five core courses from each program prior to registration for PUBH 6600. Please note this course is only available in the spring semesters.

Assessment is conducted at multiple levels from self/individual reflection, peer evaluation and traditional faculty feedback.

Assessment	Rubric
Case Presentations – Group (1 ISSUE, 2 CASES)	1: Peer Evaluation; 2: Peer Group; 3: Faculty Evaluation
Individual Paper (~10 pages)	4: Faculty Written
Individual Reflection Papers (Based on Team Assigned Cases; 2) <i>Each team member must submit a brief reflection paper documenting their thoughts on the cases their team presents; include: highlights of the issue/case and the role your discipline played (1-2 paragraphs), how the issue/case could relate to your professional goals (1 paragraph), lessons learned: what you did well, areas for improvement, personal thoughts on the issue (2 paragraphs), competencies integrated (1 paragraph)</i>	3: Faculty Evaluation
Class Participation	5: Participation
TOTAL	

Behavioral and Community Health Sciences

Stephen Phillippi, PhD - Academic Program Director

The Behavioral and Community Health Sciences are concerned with promoting wellness, preventing disease and improving the quality of life in at-risk communities and populations. The BCHS program advocates the use of a socio-ecological approach to identify and understand the social, cultural and bio-behavioral determinants affecting health. The diverse backgrounds of BCHS faculty afford students a broad range of applied public health experiences designing, implementing and evaluating interventions to address challenging public health issues such as childhood obesity, HIV/ AIDS, tobacco use, mental health, violence, and cancer control and prevention.

BCHS Competencies	Course number(s)
1. Prioritize individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions and policy change.	BCHS 6213 BCHS 6214 BCHS 6215
2. Analyze the role of individual, social and community factors in both the onset and solution of public health problems through intervention or policy change.	BCHS 6213 BCHS 6214
3. Design, implement, and interpret program evaluation methods to assess and improve community health programs and/or policies	BCHS 6213 BCHS 6215 BCHS 6216 BCHS 6230
4. Understand and apply public health methods across multiple levels of influence, specifically using the Social Ecological Model	BCHS 6214
5. Translate research to public health practice and policy	BCHS 6215 BCHS 6214 BCHS 6230
6. Apply evidence-based public health approaches to examine and respond to behavioral and community health issues in Louisiana	BCHS 6213 BCHS 6214 BCHS 6215 BCHS 6216

Requirements for MPH degree, Behavioral and Community Health Sciences (BCHS) Concentration

Course number	Course name	Credits
BCHS 6213	COMMUNITY ANALYSIS, ECOLOGY AND HEALTH DISPARITIES	3
BCHS 6214	HEALTH COMMUNICATION	3
BCHS 6215	MONITORING AND EVALUATION	3
BCHS 6216	HEALTH PROGRAM DEVELOPMENT AND PLANNING	3
BCHS 6230	PUBLIC HEALTH PROJECT MANAGEMENT	2
	Electives	5

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Biostatistics

Zhide Fang, PhD - Academic Program Director

Biostatistics is concerned with the development and application of statistical methodology to the study of living organisms. At LSU Health Sciences Center (LSUHSC), the focus is on applications of biostatistics to research problems in public health, allied health, medicine, dentistry, and the basic sciences.

BIOS Competencies	Course number(s)
1. Explain the role that probability and statistical distributions play in inferential statistics and decision-making.	BIOS 6200 BIOS 6204 BIOS 6206
2. Advise researchers and public health professionals on translating research questions into testable hypotheses to advance public health.	BIOS 6610 BIOS 6700
3. Prepare appropriate analytic approaches for public health research questions, use corresponding statistical methods to test null hypotheses, and draw conclusions based on the testing results	BIOS 6200 BIOS 6202 BIOS 6206 BIOS 6210 BIOS 6212 BIOS 6610 BIOS 6700
4. Selectively apply hypothesis tests for comparing treatment strategies and exposure groups appropriate to the type of response measurement (e.g., binary, ordinal, continuous)	BIOS 6200 BIOS 6202 BIOS 6206 BIOS 6210 BIOS 6212 BIOS 6610 BIOS 6700
5. Perform power analysis and sample size calculations to aid in the planning of public health studies.	BIOS 6610
6. Communicate to colleagues and clients the assumptions, limitations, and (dis)advantages of commonly used statistical methods and describe preferred methodological alternatives when assumptions are not met.	BIOS 6610 BIOS 6700
7. Use computer software for acquisition, management, analysis of data, and presentation of results.	BIOS 6200 BIOS 6202 BIOS 6210 BIOS 6212 BIOS 6610

Requirements for MPH degree, Biostatistics (BIOS) Concentration

Course number	Course name	Credits
BIOS 6202	APPLIED LINEAR MODELS	3
BIOS 6204	STATISTICAL THEORY I	3
BIOS 6206	STATISTICAL THEORY II	3
BIOS 6210	CATEGORICAL DATA ANALYSIS	3
BIOS 6212	SURVIVAL ANALYSIS	3
BIOS 6610	BIOSTATISTICAL CONSULTING I	2
BIOS 6700	RESEARCH SEMINAR IN BIostatISTICS	2

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[Environmental and Occupational Health Sciences](#)

[James H. Diaz, MD, DrPH, - Academic Program Director](#)

In the ENHS program, our students explore the influences of the natural and man-made environment on human health outcomes and the technical interventions needed to protect the environment and the public. Some examples of the environmental influences on the public's health include the direct human health impacts of global climate changes, pesticides in foods, quality of drinking and recreational waters, air pollutants, work-related exposures and injuries, and natural and manmade disasters. The field of ENHS encompasses many professional disciplines including indoor and outdoor air quality monitoring, hearing conservation and noise abatement, industrial hygiene, water quality management, occupational health and safety, human health risk assessment, hazardous materials management, toxicology, disaster planning and preparedness, emergency response management, and environmental regulation and justice. The ENHS Program was designed to provide the scientific and public health training required to enter and to succeed in a variety of technical careers in governmental and private sectors committed to protecting the environment and to improving the health of workers and the general public.

ENHS Competencies	Course number(s)
1. Collect, analyze, and interpret environmental and occupational health outcomes data.	ENHS 6241 ENHS 6245
2. Examine the direct and indirect human, ecological, and safety effects of environmental and occupational exposures in order to protect the health of workers and the public.	ENHS 6239 ENHS 6241 ENHS 6243
3. Evaluate biological, genetic, physiological, and psychological factors that affect human susceptibility to adverse health outcomes following exposures to environmental and occupational health hazards.	ENHS 6241 ENHS 6246
4. Select appropriate human health risk assessment methods for a variety environmental and occupational data.	ENHS 6245
5. Recommend corrective strategies for mitigating and preventing environmental and occupational exposures that pose human health and safety risks.	ENHS 6239 ENHS 6243 ENHS 6246
6. Apply knowledge of federal and state regulatory programs, guidelines, and authorities appropriate to environmental and occupational health and safety.	ENHS 6239 ENHS 6243 ENHS 6245 ENHS 6246

Requirements for MPH degree, Environmental and Occupational Health Sciences (ENHS) Concentration		
Course number	Course name	Credits
ENHS 6239	PRINCIPLES OF OCCUPATIONAL HEALTH	3
ENHS 6241	MEDICAL TOXICOLOGY	3
ENHS 6243	AIR QUALITY, AIR POLLUTION AND DISPERSION MODELING	3
ENHS 6245	HEALTH RISK ASSESSMENT AND MANAGEMENT	3
ENHS 6246	WATER QUALITY MANAGEMENT	3
	Electives	4

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[Epidemiology](#)

[Edward S. Peters, DMD, ScD - Academic Program Director](#)

The mission of the Epidemiology Program at the Louisiana State University Health Sciences Center School of Public Health is to study disease distributions and the determinants of health and disease risk in human populations and to develop the means for prevention and control, with a special emphasis on underserved populations and health disparities in Louisiana. This is accomplished through research, education and service.

EPID Competencies	Course number(s)
1. Critique the processes involved in the design, analysis and evaluation of an epidemiologic study.	EPID 6211 EPID 6226
2. Distinguish the major sources of bias in epidemiologic research and the ways to evaluate and reduce the bias.	EPID 6211 EPID 6226
3. Apply epidemiologic analyses using linear, logistic, Cox and Poisson regression.	EPID 6211 EPID 6226
4. Evaluate data for confounding and effect modification (interaction)	EPID 6211 EPID 6226
5. Apply the tools of causal inference in epidemiology (e.g. counterfactuals, directed acyclic graphs)	EPID 6211 EPID 6226
6. Appraise the strengths and weaknesses of epidemiologic literature	EPID 6211 EPID 6226
7. Effectively communicate epidemiologic information to diverse audiences in diverse settings.	EPID 6211 EPID 6226

Requirements for MPH degree, Epidemiology (EPID) Concentration		
Course number	Course name*	Credits
EPID 6211	INTERMEDIATE EPIDEMIOLOGY	3
EPID 6226	EPIDEMIOLOGIC DESIGN AND ANALYSIS	3
BIOS 6102	BIostatistical Methods II	4
	Electives	9

Health Policy & Systems Management

Richard Culbertson, PhD - Academic Program Director

The Master of Public Health (MPH) program in Health Policy & Systems Management (HPSM) is concerned with personal and population health improvement through planning, implementation and operation of systemic, effective and community responsive programs and organizations.

The HPSM program prepares students for managerial, consulting, and leadership roles in public health and health care organizations. Pre-professional and professional students are prepared for these roles through the study and application of the principles of health systems management with a special focus on the quality and cost effectiveness of the care they provide and on the information systems that support them.

HPSM Competencies	Course number(s)
1. Apply quality and performance improvement concepts to address organizational and systems performance issues	HPSM 6248 HPSM 6270
2. Demonstrate innovative system management strategies, technology, and communication solutions for health policy and organizational problems.	HPSM 6248 HPSM 6288
3. Appraise the current issues in planning, resources allocation, and financing and their effects on consumers, providers, and payers in a health system.	HPSM 6248 HPSM 6269 HPSM 6270
4. Analyze the impact of political, social, and economic policies on health systems at the local, state, national, and international levels and formulate solutions to key problems.	HPSM 6269 HPSM 6288 HPSM 6270
5. Apply evidence-based management practices to critical evaluation and decision making in health care delivery.	HPSM 6269
6. Propose policy development, analysis, and evaluation processes for improving the health status of populations.	HPSM 6269 HPSM 6288
7. Assess organization behavior and structure for solving organization problems through the lens of system thinking.	HPSM 6248

Requirements for MPH degree, Health Policy and Systems Management (HPSM) Concentration		
Course number	Course name*	Credits
HPSM 6248	ORGANIZATIONAL BEHAVIOR	3
HPSM 6269	HEALTHCARE ECONOMICS AND ECONOMIC EVALUATION OF HEALTHCARE SERVICES	3
HPSM 6270	FINANCIAL MANAGEMENT AND ACCOUNTING IN HEALTHCARE ORGANIZATIONS	3
HPSM 6288	HEALTH POLICY AND LAW	3
	Electives	7

MASTER OF SCIENCE IN BIOSTATISTICS

[Zhide Fang, PhD - Academic Program Director](#)

The Master of Science in Biostatistics is a two-year degree program with a minimum requirement of 42 semester hours of graduate work, not over six hours of which is allowed for research and composition of a thesis, and not more than two credit hours of seminars. It begins with a core of basic biostatistical methods and statistical theory and continues with electives in biostatistical methods directly applicable in public health.

Entry requirements include differential, integral and multivariate calculus and linear algebra. In some cases, a student deficient in entry requirements may be admitted provided a plan for remediation is developed and approved by the faculty. The MS is offered jointly through the School of Public Health and the School of Graduate Studies.

Competencies for MS in Biostatistics

1. Explain the role that probability and statistical distributions play in inferential statistics and decision-making.
2. Advise researchers and public health professionals on translating research questions into testable hypotheses to advance public health.
3. Prepare appropriate analytic approaches for public health research questions, use corresponding statistical methods to test null hypotheses, and draw conclusions based on the testing results
4. Selectively apply hypothesis tests for comparing treatment strategies and exposure groups appropriate to the type of response measurement (e.g., binary, ordinal, continuous)
5. Perform power analysis and sample size calculations to aid in the planning of public health studies.
6. Communicate to colleagues and clients the assumptions, limitations, and (dis)advantages of commonly used statistical methods and describe preferred methodological alternatives when assumptions are not met.
7. Use computer software for acquisition, management, analysis of data, and presentation of results.
8. Create and present oral and written reports of the methods, results, and interpretations of statistical analyses to both statisticians and non-statisticians.
9. Identify and implement innovative statistical approaches for solving problems of biological, biomedical, or public health importance.

Course Number	Course Title	Credit Hours
BIOS 6200	Principles of Applied Statistics	4
BIOS 6202	Applied Linear Models	3
BIOS 6204	Statistical Theory I	3
BIOS 6206	Statistical Theory II	3
BIOS 6210	Categorical Data Analysis	3
BIOS 6610	Biostatistical Consulting I	2
BIOS 6700	Research Seminar in Biostatistics	2
BIOS 6212	Survival Analysis	3
BIOS 6900	Thesis Research [6 credits required]	6
EPID 6210	Principles of Epidemiology	3
PUBH 6221	Foundations of Public Health	1
PUBH 6200	Essentials of Public Health Ethics	3
Biostatistics Electives (see university catalog for full list of electives)		6
Total:		42

SPH MS students obtain a public health orientation to the 12 recommended foundational learning objectives primarily through the required three-credit course, PUBH 6200 Essentials of Public Health. Assessment of the foundational competencies are made through quizzes, essays, presentations and graded class participation using a well-established rubric. Students gain knowledge of public health through discussions of the profession

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and science of public health, factors related to human health, as well as other topics, such as the role of the health care system and health care financing. Students also gain knowledge through reading selected papers and creating presentations for the class. Outcomes of the course include understanding of the twelve core public health knowledge competencies.

The Master of Science must be completed in no more than four years. Any requests for extension of this policy are subject to approval by the student's thesis committee and the Dean.

THESIS

When the thesis is nearly complete, the candidate will be required to present successfully the thesis in an open seminar. After the open seminar, the student will meet with the thesis committee for an oral examination. To pass the examination, there may be no more than one negative vote among committee members. The committee is comprised of three LSUHSC School of Graduate Studies Graduate Faculty, two of whom must also be fulltime faculty in Biostatistics.

When the student is entering his/her last semester, in addition to continuing meetings with their advisor, the student needs to make an appointment with Ms. Martha Cuccia in the SPH Office of Academic Affairs. She will review the procedure for the defense and the associated paperwork, as well as the submission and publication of the thesis. The process includes, but is not limited to, the following steps:

Schedule your defense **at least four weeks** before the end of the semester (per the request of the Registrar).

The student must submit a completed [Request for Dissertation/Thesis Defense and Final Examination](#) and a copy of the thesis abstract to the Office Academic Affairs at least two weeks before the defense,

After the defense, the student must submit the completed [Dissertation/Thesis Defense Final Examination Report](#) to the Office of Academic Affairs as well as an e-copy of the final thesis and at least two hard copies of the thesis.

DOCTOR OF PHILOSOPHY

The School offers doctoral degrees in biostatistics, community health sciences and epidemiology that are comprised of formal classroom instruction, guided research and supervised teaching experiences with faculty. Students are expected to develop in-depth working relationships with their advisors/mentors. The degree is awarded jointly by the School of Public Health and the School of Graduate Studies.

All students entering a PhD program will receive a foundation in public health knowledge and an understanding of the manner in which their specific field of study contributes to achieving the goals of public health. Although specific requirements vary by degree program, all PhD students must gain experience in teaching and complete courses in biostatistics, the foundations of public health, research ethics in public health, and a program-specific teaching practicum course. All PhD degrees require a minimum of 60 credit hours of which at least 30 credits must be in letter-graded courses using the A through F scale.

QUALIFYING PROCESS

The student must pass a series of written comprehensive examinations after completing their PhD core courses. After passing the written comprehensives, the student must pass an oral defense of the student's research prospectus. This oral examination will be given by the student's Doctoral Advisory Committee and will assess the student's research prospectus and the student's mastery of discipline in the dissertation area. The student's PhD advisor will be the Committee Chair.

If the student fails either the written or oral examination, the program faculty or Doctoral Advisory Committee determines the conditions to be met before another examination may be given.

The Doctoral Advisory Committee will ordinarily consist of the student's major professor and at least four other faculty members representing major and minor (if applicable) disciplines. One member must be from a program outside the School of Public Health and a member of the Graduate Faculty of the LSUHSC School of Graduate Studies or equivalent at an institution outside of the Health Sciences Center. The Dean may make substitutions or additions of committee members after consultation with the major professor and Academic Program Director, but continuity of membership is sought to provide consistent guidance of the student through the program. This examination is the most thorough in the doctorate program. It should require the candidate to demonstrate competence in a broad segment of the major and minor (if applicable) fields. If there is no more than one negative ballot out of a minimum of five, the student becomes a "candidate" after the Dean has been notified by the student's major professor and Academic Program Director of successful completion of the preliminary examination.

Students must complete the [Request for Preliminary Examination](#) at least two weeks prior to the scheduled exam. A [Report of Preliminary Examination](#) form must be completed after the oral preliminary examination. These forms are available on the school's website or from the office of academic affairs.

DISSERTATION

The dissertation must make a significant contribution to the field, suitable for publication in a peer reviewed journal of international repute. Refer to the LSUHSC School of Graduate Studies Dissertation and Thesis Guidelines for preparation of dissertation. For the planned graduation date, the student should check the academic calendar for the final date for submission of the dissertation to the School of Public Health.

Dissertation Defense - Permission to hold the final examination will be granted by the Dean of the School of Public Health only after all the foregoing conditions are satisfied and one calendar year has elapsed since the student passed the prospectus. The defense may be preceded by an open seminar of the student's dissertation research. The student must petition the Dean for permission to take the examination. The doctoral committee is made up of no less than five graduate faculty members, one of whom must be from outside the School of Public Health and a member of the faculty of the School of Graduate Studies or equivalent at another institution. The Dean may serve as a member or may appoint members to the Committee. Traditionally, this examination is a test of the student's intimate knowledge of the area of the field in which the student is working. However, at the discretion of the Committee or the Dean, the examination may include

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questions from the major or minor fields, in general. To pass the examination there may be no more than one negative vote. Prior to the Dissertation Defense, the student must complete the [Request for Dissertation/Thesis Defense and Final Examination](#) at least two weeks prior to the scheduled defense.

The student must submit the completed [Dissertation/Thesis Defense Final Examination Report](#) to the Office of Admissions and Student Affairs after the defense. The Office of Admissions and Student Affairs archives the original in the student's file, and forwards an electronic copy to the Office of Academic Affairs.

CERTIFICATION

If not more than one member of the examining committee dissents and if the dissertation is accepted, the candidate will be certified to the School of Public Health Faculty, Graduate Faculty and Chancellor as having met all requirements for the degree of doctor of philosophy.

TIME LIMIT

The School of Public Health requires that all work towards a doctoral degree be completed in not more than eight calendar years. Any requests for extension of this policy are subject to approval by the student's doctoral committee and the Dean.

DOCTOR OF PHILOSOPHY in BIOSTATISTICS

Zhide Fang, PhD - Academic Director

The PhD in Biostatistics is an advanced, research-oriented degree program requiring in-depth study and research in a particular area of emphasis within biostatistics. The core curriculum includes a solid foundation of coursework in advanced statistical methods and statistical theory. Additional coursework may include multivariate methods, nonparametric statistics, mixed models, statistical computing, design and analysis of experiments, clinical trials methodology, bioinformatics, and other advanced statistical methods. PhD students will also receive training in research ethics and hands-on experience in statistical consulting, and gain teaching experience through a formal teaching practicum. Students will have the opportunity to take elective courses in epidemiology and other core disciplines in public health.

The curriculum given assumes students enter the PhD program with a master's degree in statistics or biostatistics. Those students entering without a previous relevant master's degree can expect additional coursework to fulfill prerequisites for taking PhD-level advanced coursework.

PhD Biostatistics Curricular Requirements

Course Number	Course Title	Credit Hours
BIOS 6210	Categorical Data Analysis	3
BIOS 6212	Survival Analysis	3
BIOS 6610	Biostatistical Consulting I	2
BIOS 6700	Research Seminar in Biostatistics	4
BIOS 7200	Theory Of Linear Models	3
BIOS 7202	Generalized Linear Models	3
BIOS 7204	Advanced Statistical Theory	3
BIOS 7410	Teaching Practicum in Biostatistics	2
BIOS 7900	Dissertation Research [15 credits required]	15
EPID 6210	Principles of Epidemiology	3
PUBH 6221	Foundations of Public Health	1
PUBH 6200	Essentials of Public Health Ethics	3
Biostatistics Electives (see university catalog for full list of electives)		
Methodology Electives		6
Applied Emphasis Electives		6
Other Electives		6
Total:		63

Courses indicated with light grey shading are PhD-specific required courses. In addition, there are three 7000 level, three-credit doctoral electives offered on a two-year cycle: BIOS 7302 - Mixed Models, BIOS 7318 - Statistical Learning, and BIOS 7320 - Robust Inference. Students who have taken BIOS 6210 Categorical Data Analysis in a previous master's program may petition for a waiver.

Courses numbered in the 6000's apply to either courses that are designed for the master's curriculum or general introductory courses in a subject area appropriate to any graduate student in Biostatistics. Courses numbered in the 7000's are PhD-specific. Although, well-prepared MS students may request permission to take these courses, they are designed to provide PhD students with a more rigorous in-depth analysis of a subject area than typically associated with the master's level. The PhD in Biostatistics curriculum blends 6000 and 7000-level course to provide both a broader exposure to different subject areas in statistics and a deeper understanding of statistical theory and methods to facilitate advanced subject area research.

Biostatistics Qualifying Process

All PhD students in Biostatistics are required to pass a set of preliminary examinations before being admitted to candidacy for the PhD degree. All PhD students are required to pass a set of written comprehensive

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examinations based on the material in the first year core PhD courses (BIOS 6210, 6212, 7200, 7202, and 7204). These exams consist of three in-class, closed-book written sessions and a take-home applied/data analysis session. These examinations will be written, graded and scored anonymously by the faculty of the Biostatistics Program. A consensus score of Pass or Fail will be assigned to each examination session for each student. The examinations are usually offered shortly after the spring semester in late May or early June.

In addition to the written comprehensive examinations a student must pass an oral examination involving the defense of the student's research prospectus. This examination should be taken no later than the third year of full-time study. The oral preliminary examination will be given by the student's Doctoral Advisory Committee and will assess the student's research prospectus and the student's mastery of discipline in the dissertation area. The student's PhD advisor will be the Committee Chair. If a student fails either the written or oral exam, the Doctoral Advisory Committee determines the conditions to be met before another examination may be given.

DOCTOR OF PHILOSOPHY in COMMUNITY HEALTH SCIENCES

Stephen Phillippi, PhD - Academic Director

The Doctor of Philosophy in Community Health Sciences is an advanced program of study designed primarily for those who intend to pursue careers involving research, teaching, and professional practice to promote health, prevent disease and improve the quality of life. The program advocates an ecological approach to understanding determinants of health. The program trains students to 1) conduct original research to identify and examine individual and social determinants of health, illness, and disease; 2) design, implement and evaluate multi-level interventions to promote health, prevent disease and reduce health disparities; and 3) translate knowledge derived from research into public health practice. The curriculum includes coursework, research and practical instruction in community health promotion, health education, systems thinking, research and intervention design including traditional (experimental) and applied (community-based participatory) approaches, as well as statistical methods and data analysis and interpretation. Doctoral students also gain expertise through participation in a formal teaching practicum. Each student is required to complete a dissertation based on independent empirical research that generates knowledge and promotes innovation in the field of public health.

The curriculum given below assumes students enter the PhD program with an appropriate master's degree. Those students entering without a previous relevant master's degree can expect additional coursework to fulfill prerequisites for taking PhD-level advanced coursework.

PhD Community Health Science Curricular Requirements

Course Number	Course Title	Credit Hours
BCHS 7202	Health Behavior Change	3
BCHS 7203	Advanced Research Methods in Community Health Sciences	3
BCHS 7207	Advanced Community Analysis, Ecology, and Health Disparities	3
BCHS 7410	CHS Teaching Practicum	2
BCHS 7353	Fundamentals of Multi-Level Design and Analysis	3
BCHS 7700	Community Health Sciences Seminar I	1
BCHS 7701	Community Health Sciences Seminar II	1
BCHS 7702	Community Health Sciences Seminar III	1
BCHS 7900	Dissertation Research	15
BIOS 6102	Biostatistical Methods II	4
GENET 247	Proposal Writing	2
PUBH 6221	Fundamentals of Public Health Ethics	1
PUBH 6200	Essentials of Public Health	3
Electives (see university catalog for full list of electives)		
Content Electives		9
Methods Electives		9
Total:		60

Courses indicated with light grey shading are PhD-specific required courses. In addition, there are six 7000 level doctoral elective three-credit hour courses offered as Content Electives: BCHS 7218 Advanced Principles of Rural Health, BCHS 7351 Race/Ethnicity Gender and Health Disparities, BCHS 7352 Mental Health Promotion in Community Health Science; and as Method Electives: BCHS 7217 Advanced Community Based Participatory Programming, BCHS 7221 Structural Equation Modeling and Psychometrics, BCHS 7350 Translational Research.

All required CHS-specific courses are doctoral level (7000). However, with the approval of their academic advisors, students may satisfy elective requirements with any combination of 6000- and 7000-level courses selected from the approved list of Content and Methods electives (9 hours minimum from each group). Students in the CHS PhD program are required to take a course in grant writing. Currently an NIH-format proposal writing course is offered through the Department of Genetics at LSUHSC (GENET 247).

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Community Health Sciences Qualifying Process

A series of examinations are required for all PhD students in Community Health Sciences prior to being admitted as a candidate for the PhD degree. The examinations are taken after completion of all PhD core courses and are based on material contained within these courses. Two of these examinations will be written, graded and scored anonymously by the Community Health Sciences ad hoc Qualifying Exam Committee. One of these examinations will be an oral qualifying exam given by the PhD student's Doctoral Committee. The PhD student's academic advisor will serve as the chair of the Doctoral Committee.

The written examinations consist of one in-class, closed-book written session and one take-home, applied writing session based on a list of approved Community Health Science topics. A consensus score of Pass or Fail will be assigned to each examination session for each PhD student. If the PhD student fails either exam, remediation is suggested and the student may attempt the exam again the following year.

Following successful completion of the two written qualifying exams, PhD students will identify a research area and then prepare a prospectus of original research in the field of Community Health Science. The PhD student will then participate in the oral portion of the qualifying process and will present his/her prospectus to the Doctoral Committee. Approval of the prospectus will be determined by this Committee. After successful defense of the prospectus, the student will become a candidate for the PhD degree and will focus his/her work on independent research. If a student fails the oral defense of the prospectus, the Doctoral Committee will determine the conditions that will need to be met before another examination may be given.

DOCTOR OF PHILOSOPHY in EPIDEMIOLOGY

Edward S. Peters, DMD, SM, ScD - Academic Director

The PhD in the field of epidemiology is designed primarily for those who plan academic or other careers involving teaching and/or research. The PhD curriculum includes advanced coursework in epidemiologic theory, analytical and statistical methods, study design and data interpretation as well as research and instructional experience. In addition to a series of core courses, including a formal teaching practicum, students will have the opportunity to take elective courses in epidemiology and other disciplines relevant to their chosen area of emphasis. The curriculum culminates in the development and completion of a dissertation generating new knowledge in the field of epidemiology based on independent research.

The curriculum given assumes students enter the PhD program with a master of public health (MPH) degree. Those students entering without a MPH degree can expect additional coursework to fulfill prerequisites for taking PhD-level advanced coursework.

PhD Epidemiology Curricular Requirements

Course Number	Course Title	Credit Hours
EPID 7200	Advanced Epidemiologic Methods I	3
EPID 7201	Advanced Epidemiologic Methods II	3
EPID 7350	Causal Inference for Epidemiology	2
EPID 7410	Teaching Practicum in Epidemiology	3
EPID 7700	Epidemiology Journal Club	3
EPID 7900	Dissertation Research	15
BIOS 6210	Categorical Data Analysis	3
PUBH 6221	Fundamentals of Public Health Ethics	1
PUBH 6200	Essentials of Public Health	3
Electives (see university catalog for full list of electives)		
Content Electives		9
Methods Electives		9
Biostatistics Electives		6
Total:		60

Courses indicated with light grey shading are PhD-specific required courses. In addition, there are two 7000-level method electives courses available to students: EPID 7350 Evolution of Epidemiologic Theory and Methods [2 Credits], and EPID 7202 Grantsmanship and Proposal Development for Epidemiologic Research [3 Credits].

All Epidemiology PhD core courses are doctoral level (7000). However, with the approval of their academic advisors, students may satisfy elective requirements with any combination of 6000- and 7000-level courses selected from the approved list of Content, Methods and Biostatistics electives satisfying the minimum credit hours in each elective group.

Epidemiology Qualifying Process

All PhD students will be required to pass comprehensive written and oral examinations before registering for research credit and embarking upon their dissertation work. These exams confirm that students have a command of epidemiologic concepts and reasoning sufficient to undertake doctoral research.

Preliminary written exam

The written examination will be a comprehensive exam written and graded by the Epidemiology faculty. The examination is taken after completion of all PhD core courses and a majority of elective courses. The examination is comprised of two sections, core and electives. Students must answer all questions in the core section and then select four questions to answer in the elective section best matched to their areas of interest

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and focus. If the student fails the exam, remediation is suggested and the student may attempt the exam again the following year.

Oral Preliminary Examination

The Oral Preliminary Examination will be given by the student's Doctoral Committee and will assess the student's research prospectus. The student's PhD advisor will be the Chair of the Committee.

Prior to the exam the student must complete a formal outline of their proposed plan of research and distribute this plan to the Doctoral Committee approximately three weeks prior to the exam. The usual format of the research proposal should be similar to that submitted to a granting agency or foundation and should include the following:

- research objectives
- methods of procedure
- anticipated problems and results
- the overall significance of the research

The Oral Preliminary Examination should be scheduled to take place after completion of the core course sequence and major electives specified by the student and their Committee Chair; this should be no later than the end of the fifth semester for full-time students (the committee will set a time table for part-time students). All course work listed should be completed with a grade of B or better. Students who have received an MPH degree are encouraged to schedule their Oral Preliminary Examination as early as their third semester.

If a student fails the exam, the Doctoral Advisory Committee determines the conditions to be met before another examination may be given.

For students who must repeat an examination, the second examination must be taken within one year after the first exam.

TIME LIMITS

PhD students must complete the qualifying exam within three years of matriculation, the candidacy exam within five years of matriculation, and their degree within eight years of matriculation.

ADVISING AND REGISTRATION

Prior to registering, students are required to meet with their academic advisors to discuss their current status and course selection per their degree schedule. The advisor and student make the best choices, given the student's interests and career path. Students should complete the process by the deadline noted on the academic calendar. Meeting the deadline helps to ensure disbursement of financial aid and secure enrollment for electives.

LSUHSC uses an online course registration system. Students access the academic self-serve from the [LSUHSC homepage](#), using their LSUHSC login and password.

On the LSUHSC website, the student follows [Student Self-Service](#) to access instructions for *Enrollment: Add Classes*, *Enrollment: Drop Classes*.

DROP/ADD PROCESS

The student consults with the course director, and then meets with their academic advisor. Be sure to know the deadlines regarding withdrawing and grades noted on the academic calendar. The student follows [Student Self-Service](#) to access instructions for *Enrollment: Add Classes*, *Enrollment: Drop Classes*.

CHANGE OF ADVISOR

A student wanting to change advisors must complete the top section of the [Change of Advisor Form](#), then have the current and proposed advisors sign the form. The student then submits the form to the Office of Academic Affairs for the Associate Dean's signature.

COURSES AND CREDIT HOURS

Full-time students carry at least nine hours in the fall and spring semesters and six hours in the summer.

Graduate assistants must be full-time students in fall and spring semesters. Fellowship recipients may also be required to register in the summer semester.

TRANSFER OF CREDITS

Master of Public Health

The School of Public Health allows a maximum of 10 semester credits be transferred into the School of Public per degree program. Students must complete the transfer of credits before beginning their final semester.

No transfer credit is permitted for coursework receiving a grade below B and transfer credits used for another earned degree will not reduce credit hour requirements. The student must follow the procedure below.

- 1) The MPH student submits the course syllabus of the course to be transferred to the course director for the LSUHSC SPH course s/he wants to replace. The faculty member reviews the syllabus to determine if the learning objectives/competencies are consistent with learning objectives and competencies of the LSUHSC SPH course. [Request for Transfer Credit](#) with the syllabus of the course taken at the other university to the LSUHSC SPH Program Director for the course the student is attempting to substitute.
- 2) The Program Director in consultation with the Program Faculty will determine whether to approve the transferred credit. The Program Director signs the [Request for Transfer Credit](#) as Transfer Credit Evaluator and forwards both the form and syllabus to the Office of Academic Affairs.
- 3) The Office of Academic Affairs sends a copy of the completed [Request for Transfer Credit](#) to the student requesting transferred credits to inform the student of the approval, and to notify him/her that

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s/he is required to have the original university send an official transcript directly to the SPH Office of Academic Affairs.

- 4) The Director of the Office of Academic Affairs then sends the transcript with the form to the LSUHSC Registrar. The grade will appear on the unofficial transcript.

Master of Science in Biostatistics

The School of Public Health allows a maximum of 13 semester credits be transferred into the School of Public per degree program.

The course syllabus must be reviewed and found by faculty to be consistent with the LSUHSC SPH's course's learning objectives and competencies. No transfer credit is permitted for coursework receiving a grade below B and transfer credits used for another earned degree will not reduce credit hour requirements. The student must follow the procedure below.

- 1) The MS student submits a [Request for Transfer Credit](#) with the syllabus of the course taken at the other university to the MS Graduate Coordinator. The Program Director and Graduate Coordinator in consultation with Program Faculty will determine whether to approve transfer credit.
- 2) If approved, the Graduate Coordinator signs the [Request for Transfer Credit](#) as Transfer Credit Evaluator and forwards both the form and syllabus to the Office of Academic Affairs.
- 3) The Office of Academic Affairs will send a copy of the completed [Request for Transfer Credit](#) to the student to inform him/her of the approval and to have the university for the approved course(s) send an official transcript directly to the SPH Office of Academic Affairs.
- 4) The Office of Academic Affairs then sends the transcript with the form to the LSUHSC Registrar. The grade will appear on the unofficial transcript.

Doctor of Philosophy

The School of Public Health allows a maximum of 18 semester credits be transferred into the School of Public per degree program.

The course syllabus must be reviewed and found by faculty to be consistent with the LSUHSC SPH's course's learning objectives and competencies. No transfer credit is permitted for coursework receiving a grade below B and transfer credits used for another earned degree will not reduce credit hour requirements. The student must follow the procedure below.

- 1) The PhD student submits a [Request for Transfer Credit](#) with the syllabus of the course taken at the other university to the program's PhD Graduate Coordinator. The Program Director and Graduate Coordinator in consultation with Program Faculty will determine whether to approve transfer credit.
- 2) If approved, the Graduate Coordinator signs the [Request for Transfer Credit](#) as Transfer Credit Evaluator and forwards both the form and syllabus to the Office of Academic Affairs.
- 3) The Office of Academic Affairs will send a copy of the completed [Request for Transfer Credit](#) to the student requesting transferred credits to inform the student of the approval and to notify him/her that s/he is required to have the university for the approved course(s) send an official transcript directly to the SPH Office of Academic Affairs.
- 4) The Office of Academic Affairs then sends the transcript with the form to the LSUHSC Registrar. The grade will appear on the unofficial transcript.

MULTI-CAMPUS REGISTRATION PROCEDURES

Graduate students enrolled full-time in the LSU System may cross-enroll after completing registration with their home LSU campus.

The student must submit documentation that fees have been paid at the home campus, a course schedule form, and copies of LSU System Multi-Campus Registration Form (available at the LSUBR Office of the University Registrar, and the LSUHSC Registrar's Office) to the School of Public Health Office of Admissions and Student Affairs for the signatures at least two weeks prior to the SPH registration.

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STANDARDS AND FAILURE TO MEET STANDARDS

EQUAL OPPORTUNITY

The LSUHSC School of Public Health assures equal opportunity for all qualified persons without regard to race, color, religion, sex, sexual orientation, national origin, age, disability, marital status, or veteran's status in the admission to, participation in, or employment in its programs and activities.

TECHNICAL STANDARDS

1. The sufficient use of the senses of vision, hearing, and the somatic sensation necessary to participate in the SPH-required practice experience.
2. The ability to analyze, synthesize, extrapolate, solve problems, and reach appropriate conclusions in a timely manner.
3. The ability to establish and maintain professional relationships with faculty, peers, and community members.
4. The ability to communicate effectively, both orally and in writing with lay and professional audiences.

Failure to meet these standards is cause for review by the Associate Dean for Academic Affairs.

STUDENTS WITH DISABILITIES

Statement on Accommodation

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, LSUHSC School of Public Health instructors must make reasonable accommodations for students who have physical, mental, or learning disabilities.

Responsibilities of the Student

Upon acceptance to the School of Public Health, students are asked to submit a [Notification of Disability](#) if accommodations are needed.

1. The student must complete a [Request for Reasonable Accommodations](#) and submit to Associate Dean for Academic Affairs (ADAA).
2. The student must provide documentation to confirm the disability.
 - a. For verifying disabilities, the Louisiana State University Health Sciences Center and the School of Public Health require that the student use an appropriately credentialed clinician in the diagnosis and documentation of the disability.
 - b. In all cases, the student must provide the SPH ADAA documentation from a clinician that certifies the diagnosis of the specific disability and suggests the specific accommodations that are needed.
 - c. The SPH ADAA will determine whether the clinician's credentials are appropriate for the defined disability.
 - 1) If deemed appropriate, the request for accommodations will be granted.
 - 2) If deemed inappropriate for the type of disability in question, the ADAA will require the student to use a university psychiatrist or clinical psychologist, or an approved psychiatrist or clinical psychologist with a valid certification. An approved list of psychiatrists and clinical psychologists will be given to the student regarding learning disabilities; and a list of appropriate clinical specialties will be provided for physical disabilities.
3. Once the final documentation has been approved, the course directors will be notified of the approved accommodations by the student who will submit to them a Notice of Disability form.

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4. The student should submit this form to each course director within one week of the course start date during each semester he/she is enrolled in the SPH.
5. If the student and course director do not agree on the accommodations then they should contact the Director of Admissions and Student Affairs for referral to the LSUHSC ADA liaison.
6. If the diagnosis is not confirmed, the student will be denied accommodation in writing.

Responsibilities of Faculty

The following should appear on the course syllabus:

A student who qualifies for special academic accommodations under the Americans with Disabilities Act must notify the course director so that appropriate arrangements may be made. The student must complete the Notification of Disability form and email it to the course director within one week of the course start date.

Faculty members are to make reasonable course-related accommodations for qualified persons with disabilities, as prescribed by the appropriate healthcare provider described above. These may include, but are not limited to:

- allowing extended, but not unlimited, time for completion of examinations;
- allowing examinations to be written in a quiet, low-stimulus environment;
- permitting the use of dictionaries during in-class writing assignment;
- using alternative methods to assess mastery of course content (e.g., narrative tape instead of journals);
- allowing papers to be proofread for spelling and grammatical errors (stating who can proofread);
- providing specially trained tutors for course content;
- using computer software to assist in the completion of assignments (e.g., spell check, computer-based adaptive devices);
- allowing the use of taped materials and resources to assist the student in reading, listening, and speaking;
- allowing students to dictate essays to a scribe.

PROFESSIONAL STANDARDS

[Student Responsibilities and Rights \(CM-56\)](#) outlines the expectations of LSUHSC students with regard to personal, academic professional and ethical behavior. CM56 also provides procedures for addressing issues that arise where these expectations are not met.

Students are responsible for complying with all policies/procedures, rules and regulations and other information published by the LSUHSC. In addition, students are expected to abide by all federal, state and local laws. As outlined in the [LSUHSC Code of Conduct](#), faculty and students alike must agree to the following expectations:

- Exhibit the highest standard of personal, academic professional and ethical behavior.
- Treat faculty, staff, peers, clients, patients, and others with dignity and respect.
- Perform professional duties as best as possible.

New students are required to sign the [School of Public Health Code of Conduct](#) in which students promise to abide by Chancellor's Memorandum 56 and the School's Professional, Academic and Technical Standards laid out on the following pages of this handbook.

The School of Public Health's professional standards include the mandate that each student must:

1. Demonstrate respect for all people, inclusive of all ethnic backgrounds, religions, ages, sexual orientations, and gender.
2. Acknowledge and accept constructive criticism.
3. Deal responsibly and civilly with conflict.

Only after attempts to resolve matters at the individual level have failed, reports of failure to adhere to the professional codes of conduct (considered types of professional misconduct) are submitted to the Associate

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Dean for Academic Affairs (ADAA) who will then review the accuracy and nature of the charge. The ADAA shall then take one of the following actions: dismiss the complaint; or propose an administrative decision with sanctions that may include counseling, referral to the Campus Assistance Program, formal censure, temporary separation or permanent dismissal from the School of Public Health. The student may either accept the administrative decision which closes the case or he/she may appeal. Appeals are taken to the LSU Health Sciences Center Vice Chancellor for Academic Affairs who may refer the appeal to the Grievance Committee. The Vice Chancellor and the Committee have the same sanctions at their disposal.

ILLICIT DRUG POLICY

The unlawful possession, use, manufacture, distribution or dispensation of illicit drugs or unsanctioned use of alcohol on LSUHSC property, in the workplace/school of any employee or student of LSUHSC, or as any part of any functions or activities by any employee or student of LSUHSC is prohibited.

Violations of the [LSUHSC Code of Conduct](#) will result in disciplinary action. Depending upon the nature of the offense, disciplinary action can take the form of written reprimand, suspension, or termination of the individual's association with LSUHSC and referral for prosecution by civil authorities in accordance with local, state, and federal law.

ACADEMIC STANDARDS

All students must maintain a cumulative GPA (CGPA) of 3.0 or higher to be considered in good standing and permitted to graduate.

The School of Public Health requires a grade of C or higher in all course work. If the student earns a lower grade, the student must repeat the course and achieve a grade of C or higher.

If a student's cumulative grade point average CGPA falls below 3.0, he/she will be placed on academic probation. The probationary period is one semester during which time the student must return to good standing by raising his/her CGPA to a 3.0. It is recommended that the student develop a plan with the academic advisor to raise their CGPA. If the student does not raise the CGPA, he/she will be subject to dismissal at the discretion of the Program and the Associate Dean for Academic Affairs. Probationary status is not recorded on a student's transcript or elsewhere in the student's permanent academic record.

GRADING SYSTEM

The School of Public Health uses a letter grading system. Letter grades are assigned numerical values called Quality Points based on semester hour. These Quality Points are used to compute the student's Grade Point Average (GPA). A=4; B=3; C=2; D=1; F=0; I (incomplete) = 0.

No letter grades are given for the Practice Experience; students receive a Pass/Fail which is not included in the calculation of the student's Cumulative Grade Point Average (CGPA). Letter grades are also not given for the thesis (MS) or dissertation (PhD) requirements, so these courses are not included in the CGPA.

INCOMPLETE GRADES

Class work of passing quality, but because of circumstances beyond the student's control, is not complete, may be marked "I" for incomplete. If an excuse is not received, the instructor is to consider that the incomplete work is of failing quality and an F grade is to be given. It is the student's responsibility to seek approval from the instructor. A grade of "I" will be converted to "F", unless it is removed prior to the deadline for adding courses for credit in the subsequent semester as published in the School calendar. The Associate Dean for Academic Affairs may authorize an extension of time for removing the grade.

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GRADE APPEALS

If a student receives a grade which he or she feels is unwarranted, the student may appeal this grade. It is the intention of the school administration and faculty that grade appeals are resolved quickly and fairly at the lowest level of the process.

1. The student must first meet with the course director and discuss the basis for appealing the grade within three working days of receiving the grade.
2. If dissatisfied with the results of this meeting, the student may submit a formal written appeal of the grade no later than five working days of the discussion with the course director. This written appeal is sent to the course director and academic program director.
3. Within five working days from receiving the student's appeal, the course director and academic program director must examine the appeal, discuss it with the student and respond with a written decision regarding the appeal. If dissatisfied with these results, the student may submit a final formal written appeal of the grade to the Associate Dean for Academic Affairs within five working days of the course director and academic program director's decision. The document must include the basis for appealing the grade.
4. Within ten working days of receiving the appeal, the Associate Dean for Academic Affairs will appoint an ad hoc committee of five including two students and three faculty members, none of which will be members of the academic program to evaluate the merits of the appeal. The committee must review the appeal and advise the Associate Dean for Academic Affairs of their recommendation in writing within five working days of the appointment of the committee.
5. Within five working days, the Associate Dean for Academic Affairs will review the findings of the Committee and render a decision. The Associate Dean for Academic Affairs will forward the decision to the Dean as the final step of due process in the School.

COURSE EVALUATIONS

Course evaluations are distributed in each course. Students are actively encouraged to submit these anonymous evaluations, since they are effective in measuring the curriculum, instruction and learning environment.

ACADEMIC DISMISSAL FOR UNSATISFACTORY PERFORMANCE

If the faculty of the academic program deems, by majority vote, that a student should be dismissed because of academic failure, it submits this recommendation to the Associate Dean for Academic Affairs, who will:

1. Uphold the dismissal; or
2. Due to extenuating circumstances, refer the matter back to the academic program to reassess the student's record.

If dismissed from the school, a student has the right to appeal the decision of the Associate Dean in writing within 15 calendar days of the notification of dismissal. The Associate Dean may proceed in one of two ways:

- a. If additional information is presented which may alter the decision to dismiss, the Associate Dean may reconvene the same academic program to review the new information and its bearing on the case. The student may be represented by a faculty advocate who will support his or her case. At the end of the meeting, the faculty makes a recommendation to the Associate Dean for a final decision.
- b. The Associate Dean may appoint an ad hoc committee comprised of three faculty members: one chosen by the Associate Dean; one chosen by the student; and one chosen by the first two faculty members. The student is given the opportunity to present his or her case to the committee. The committee reviews and evaluates the facts of the case and makes a recommendation to the Associate Dean to uphold or rescind the dismissal.

The Associate Dean then forwards the recommendation regarding the student's dismissal to the Dean as the final step of due process in the School of Public Health.

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GRIEVANCE

The Grievance Committee is under Faculty Assembly and is composed of five faculty members (elected and appointed). Two students (elected by the student body) serve on the committee when matters of student grievances are being considered. All grievance procedures shall be conducted in accordance with School of Public Health policies and procedures.

Any committee member believing it to be inappropriate for him/herself to hear and vote on a particular case due to a perceived conflict of interest shall recuse him/herself prior to the formal hearing. A minimum of four committee members must be present at each session. When additional faculty or students are needed to address any issue brought before the Grievance Committee, the Dean shall appoint replacements. In the instance of parts of terms left vacant, the Dean shall appoint interim replacements.

Matters are referred to the Grievance Committee only when attempts to resolve them at an individual level have failed. Generally, grievances include those between members of the SPH faculty and/or students and not outside parties. Such matters include academic misconduct, professional misconduct, and other types of grievances. Grievances referred to the Grievance Committee do not include grade appeals.

The committee functions in the following manner:

- Determine whether the issue brought forth merits review by the Grievance Committee.
- Conduct hearings on unresolved complaints involving faculty work situations or student academic and professional situations that assert that: a policy, rule, or regulation has been violated or applied improperly (see professional standards and CM56 above and student academic misconduct below); no policy, rule, or regulation exists where one should; or there has been unfair or inequitable treatment.
- Conduct any independent investigation necessary including calling witnesses.
- Render a written report to the ADAA (professional misconduct or academic misconduct) or to the Dean (other types of grievances) on each case.

STUDENT ACADEMIC MISCONDUCT

The faculty and administration in the School of Public Health are committed to maintaining the integrity of its academic requirements and procedures and fostering an environment of honest intellectual inquiry. This policy establishes the School's definition of student misconduct, provides examples of the categories of unacceptable misconduct, describes the procedures to be followed in suspected cases and outlines the penalties which may be appropriate in proven cases.

A student who in any manner engages or assists in any form of academic dishonesty, including but not limited to the following, is guilty of academic misconduct and shall be subject to discipline.

Plagiarism - directly copying from a written or pictorial material, without crediting the source or paraphrasing someone else's work, without crediting the source;

Cheating – using or attempting to use another person's exam or quiz answers, material or information without the expressed permission of the instructor;

Fabrication – presenting, as genuine, any invented or falsified citation, credential, record or material;

Academic theft or forgery – obtaining examinations, quizzes, or other academic materials without authorization;

Resubmission of work – resubmission of work (the same paper or assignment) that was created for another course constitutes academic misconduct, unless,

- the course director expressly agrees to accept the same work from a previous semester, or
- the course directors expressly agree to accept the same work submitted in their respective courses during the same semester

If the student submits new work built substantially upon work previously conducted for another course, the student must cite the previous work in the submission (course name, course director, title of previously submitted work and date of previous submission);

Bribery – offering, giving, receiving or soliciting anything of value to influence a grade or other academic evaluation;

Unfair/disruptive conduct - deliberately hindering the education of other students;

Facilitating academic dishonesty – knowingly contributing to another’s violation of the school’s policies on academic misconduct or planning with others to commit academic misconduct.

Any questions regarding these definitions or clarification of the terminology used in the section above should be directed to the course instructor to whom the work is being submitted. Questions regarding material submitted outside of a specific course (i.e. journal article, poster, abstract) should be submitted to the student’s advisor or the Associate Dean for Academic Affairs.

A. Procedures for addressing alleged misconduct

Any student or faculty member may initiate an action charging a student with academic misconduct by filing a written, signed complaint with the Associate Dean for Academic Affairs (ADAA) ([See CM-56](#)). The ADAA shall inform the Dean and the chair of the Committee that a complaint has been made and give the chair copies of the complaint and any materials accompanying it or relevant to it.

The ADAA shall investigate the complaint and recommend on further action. The ADAA’s investigation may entail reviewing the complaint and any documentation accompanying it and interviewing the complainant, the charged student, the course instructor, or any other person the ADAA deems relevant to the complaint. In this investigation, the ADAA shall not disclose the existence of the complaint or the identities of any person relevant to the complaint unnecessarily.

After completing this investigation, the ADAA shall inform the Dean and the Committee chair of the results of the investigation and of the recommended action. The Dean shall then take one of the following actions:

1. Dismiss the complaint.
2. Propose an administrative decision with sanctions (see Possible Sanctions below). Within one working day, the charged student may accept or may not accept the proposed administrative decision. The student and the ADAA sign a statement documenting the student’s decision.

If the student accepts, the ADAA reports the administrative decision and the student’s response to the Dean and GC chair, and the case is closed.

If the student rejects, the ADAA calls for proceedings before the Grievance Committee¹.

These proceedings - the ADAA’s investigation, the communication with the GC chair, and the action by the ADAA - must be completed within four working days of the day the ADAA receives the complaint.

Within four working days, the Committee will be convened and at this time the complaint will be read, relevant information will be presented, and the Committee will deliberate and reach a decision by a simple majority. Relevant information includes the presentation of all evidence and testimony. The Committee shall subsequently deliberate privately and determine its finding.

The Grievance Committee must submit the *finding* to the Dean within two working days of the decision. The *finding* must be a written statement including the guilty status; the recommended sanction of the Committee based on the gravity of the misconduct; and a transcript of the notes of the proceedings. A second copy of the *finding* is provided to the accused student.² If the Committee finds that the charged student has not committed academic misconduct, then the case is closed.

Notes and any other records/documentation of the proceedings shall be sealed. Furthermore, all persons and only those persons cognizant of the complaint and the ensuing proceedings shall be informed of this disposition.

¹Prior to the Grievance Committee meeting, the student shall be given a list of the Committee members to allow the student the opportunity to challenge a committee member for conflict of interest. The chair of the committee shall make the decision regarding this. The ADAA shall review the decision and either uphold the decision or appoint a substituted committee member within five working days. Conflicts of interest may include the following:

- a personal relationship, i.e. family or friendship, between the accused and a hearing committee member;
- an advisor/student relationship between the accused and a hearing committee member; and
- a professional or business relationship between the accused or a member of the accused family and a committee member or a member of the committee family.

A Grievance Committee member may recuse her/himself from a hearing panel if she/he believes that it is in the best interest of any party in the matter. Should a committee member recuse her/himself, another committee member will be appointed from the faculty or student body respectively as needed.

²If the student is dissatisfied with the Committee's decision, the student must submit a written request for review of the decision to the Associate Dean of Academic Affairs (ADAA) within three working days of receiving the decision.

B. Possible Sanctions

A student found in violation of the acceptable standards of student conduct may receive a consequence of censure, separation or expulsion.

- **Censure**
Censure is a written statement reprimanding a student for violating school regulations and stating that another offense will result in more serious action. The censure will state the violation, the persons involved, and will be dated. A copy will be placed in the student's official school file and an electronic copy in the office of academic affairs, but not noted on the student's transcript. Upon graduation from the student's current degree program, both copies are to be permanently removed. An email will be sent directing parties involved in censure to remove and destroy their records. Censure may be recommended only for minor, first-time infractions.
- **Separation**
Separation is suspension from enrollment with a date established for applying for readmission to the SPH. The period of separation shall be for at least two semesters. After the period of separation, if the student wishes to return, the student must apply for readmission to the LSUHSC School of Public Health. Separation may be issued for first-time infractions that are not minor. A permanent notation of involuntary suspension shall be made on the student's transcript.
- **Expulsion**
Expulsion is the termination of the student for an indefinite period, intended to be permanent. Expulsion is recommended for a second infraction; and may be recommended for a first infraction depending on the nature of the infraction. A notation of expulsion for student misconduct shall be made on the student's transcript. Such notation shall be permanent.

Should a recommendation of either "separation" or "expulsion" be issued, the director for the course in which the infraction occurred has the authority to assign the student a grade of "F" for the course, or if a grade has already been assigned, to change it to "F".

C. Appeals

An accepted administrative decision by the ADAA and student may not be appealed. The GC finding and/or recommended sanction may be appealed by the student to the ADAA on grounds of procedural shortcomings within four working days of the issuance of the decision. On such an appeal, the Associate Dean for Academic Affairs may either deny the appeal or require that the case be heard by another hearing panel convened by the Vice Chancellor under CM56.

D. Reporting Requirements

All meeting proceedings, correspondence, etc. will be scanned and archived in an electronic folder for the Office of Academic Affairs. The virtual files/folders will be organized by academic year and case name. All such electronic documentation noted above will be protected by the most recent LSUHSC security protocols.

All faculty, staff, and students involved in a misconduct investigation shall keep the identity of the accused individual/s, witnesses or other people involved as well as the content of any hearing strictly confidential except as required by law or as is necessary to protect the integrity of the school and its employees. Failure to respect the confidentiality of persons or the proceedings shall be grounds for disciplinary actions based on LSU Health Sciences Center policies.

TECHNOLOGY

Computer Requirements for All Students in the LSUHSC School of Public Health

The LSUHSC SPH requires that all of its students own computers that have the following specifications:

- PC-based laptop/workstation that can run Windows 7 or higher
- AMD/Intel processor at least an i5 or better
- Minimum 8 GB of RAM, more is better
- At least a 160 GB hard drive
- Wireless capability

Programs such as SAS and ArcGIS, which only run on the Windows OS, not on the Mac OS, are generally needed by Biostatistics students. If students prefer a MAC, they will need to install Boot Camp and Windows 7 or Windows 10 on their system.

Students who do not possess their own computer may seek a reimbursement up to \$1400 of the purchase price from financial aid funding when the student is entering the program in his/her first semester. If the computer meets the specifications listed above, the student seeking reimbursement must present the receipt for the computer purchase to a School of Public Health IT staff member to initial, certifying the purchase. The students may then take the initialed receipt to the LSUHSC Student Financial Aid Office to request reimbursement.

Computer Labs

The LSUHSC School of Public Health second-floor computer lab is available for students to use for schoolwork when it is not scheduled for classes. Plan your computer use in the lab around those courses (Open 6am to 12:15am). There are four additional computers for students in the 3rd floor Student Lounge.

Students can also find computers in the John P. Ische Library in the Resource Building. Since this computer lab is available to all LSUHSC students, computers are not always immediately available so there may be a wait time.

Refer to CM-42 with regards to the LSUHSC internet restrictions.

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IT Support

Email: [Public Health IT Support](#)

Location: Room 335 and Room 305

Public Health IT Support provides assistance with the following resources and services:

- Resetting passwords
- Webmail
- Outlook
- Wi-Fi access
- Moodle
- MediaSite
- Remote access from off campus
- Emergency access
- Internet usage
- Help with classroom and conference room AV equipment and computers

Personal network drive - "O:" drive

Student network drive – "S" drive

It can be accessed from any computer on campus. Alternatively, you can set it up to be accessed remotely from your personal computer. You can find the drive under the "Computer" file on any computer's desktop or Start menu. The drive is titled after your @lsuhsc.edu email address along with the letter "O." This drive is a personal storage space for you to use and keep any computer files you might need, create, or document that is School related. It is recommended that you save anything important to the O: drive and not to the computer you are using. Every night the computers are rebooted and wiped clean in order to maintain computer security. So if you save something to a particular computer's hard drive it will be deleted at 12:15am that evening unless you save it to your personal O: drive.

RESEARCH REQUIREMENTS

By the end of the student's first semester, students are required to successfully complete the Health Insurance Portability and Accountability Act (HIPAA) Training and the Collaborative Institutional Training Initiative (CITI). Students will not be allowed to register for the next semester without successful completion of both trainings.

[HIPAA Compliance Training](#)

The LSUHSC Office of Compliance notifies currently enrolled students via e-mail of online training required for all students. All students are required to complete the HIPAA Privacy Training and HIPAA Security Training. Upon successful completion of the HIPAA Compliance Training, students must print the completion certificates for these two trainings, and submit directly to the SPH Office of Admissions and Student Affairs.

[Collaborative Institutional Training Initiative \(CITI\)](#)

All students are required to complete the Biomedical Research and the Social & Behavioral Research modules. Upon successful completion of the training, students must email their certificate of completion to the SPH Office of Academic Affairs. Individuals must complete the online refresher training course every three years.

[Research Review Process](#)

All research involving human subjects and/or human subject data may require review and be approved by the LSUHSC Institutional Review Board (IRB) prior to implementation of the project. All students **must first** consult with the [Office of Research for Public Health \(ORPH\)](#) to review the research plan and determine the appropriate action regarding the need for IRB approval. That decision will frequently result in the need for the student to complete an IRB application. All student-conducted research must be supervised and submitted to the IRB office by the student's faculty advisor. **The Associate Dean for Research at the School of Public Health, in conjunction with the IRB Chair or his designee, determines whether the study needs IRB review, not by the student or his/her advisor.**

For questions regarding Research or Institutional Review Board (IRB), students are encouraged to consult with the [Office of Research for Public Health \(ORPH\)](#).

FINANCIAL

The [LSUHSC Travel Department](#) audits travel expense vouchers for compliance with state and university regulations, to provide timely and accurate reimbursement of travel expenses to students, employees and non-employees traveling on official University business, and to provide education and training to LSUHSC employees on the travel regulations imposed by the University.

The student should consult and use the [LSUHSC Travel Guide](#) for details before planning any travel and submitting requests for reimbursements.

The [LSUHSC Student Financial Aid Office](#) offers assistance to students through federal long-term loan programs. Repayment of these loans is deferred as long as the borrower is enrolled for at least a half-time course load. Depending on funds available, assistantships and fellowships are sometimes available. Please visit the program-specific webpage or contact the Program Director for more information about these opportunities. Students are required to notify the Student Financial Aid Office promptly of any aid received from outside sources.

Location:

LSUHSC Administrative and Resource Building
433 Bolivar Street, Room 215
Phone: 504.568.4820

Checks may be cashed at the Bursar's Office but may not exceed \$25.00. No two-party checks will be cashed for any amount. Students make tuition payment and student loans checks are distributed from this location.

LSUHSC Administrative and Resource Building
433 Bolivar Street, 1st floor

LSUHSC Pay Paw Services

The Pay Paw system allows faculty, staff, and students to buy a variety of goods and services on campus with the use of your ID card. Pay Paw can be used for the following services:

- Vending machines at most locations
- Food services in the MEB
- MEB Atrium Coffee Kiosk
- Downtown and School of Dentistry bookstores
- Copy and printing resources at various campus locations

In order to activate your Pay Paw account, you must visit the bookstore (Administration Resources Building, 2nd floor). After you sign the detailed account agreement, your ID will be activated and you can begin depositing funds into your account. Your Pay Paw account number can be found on your ID card, beginning with the campus code number 444 followed by your official 7 digit LSUHSC ID number. There are three ways you can deposit money into your PayPaw account:

1. At the LSUHSC Bookstore
2. Online at www.auxent.lsuhs.edu/paypaw with a credit/debit card
3. At a Value Transfer Station (library, 3rd floor, or School of Nursing/Allied Health, 3rd floor atrium, behind the coffee kiosk.

RECOGNITION OF EXCELLENCE

DELTA OMEGA HONORARY SOCIETY IN PUBLIC HEALTH

Students are inducted at the annual School of Public Health Pre-Commencement Award Ceremony each spring. The chapter may elect new members from four groups according to national standards:

- **Students** must be a candidate for a graduate degree in public health. Only 10% of the graduating class may be selected and must fall in the upper 25% academically of the class (across the academic year from the previous summer through the current spring semester).
- **Faculty members** at the school of public health: Either five members or 3% of the full-time faculty, whichever is less.
- **Alumni** actively engaged in the practice of public health and serve a model for future graduates of the school.
- **Honorary members** possessing exceptional qualifications: This membership shall be limited to one every year conferred only upon persons possessing exceptional qualifications, who have attained meritorious distinction in the field of public health.

Selection is based on outstanding performance—student scholarship, faculty in teaching and research, and alumni in public health practice. Election to membership in Delta Omega is intended, not only to recognize merit, but also to encourage further excellence in, and devotion to, public health work.

Membership in Delta Omega reflects the dedication of an individual to quality in the field of public health and to protection and advancement of the health of all people.

Election from all four groups is based on outstanding performance-scholarship in students, teaching and research in faculty members, and community service in alumni.

Each year, our chapter sponsors an Honors Day for students to prepare posters and/or oral presentation on a public health topic of importance. In addition, the chapter recognizes outstanding dissertations by our doctoral students (see below).

DISSERTATION AWARD

The Delta Omega Distinguished Dissertation Award is given at least biennially to one doctoral level graduate to recognize excellence in research and overall contribution to the field of public health. The winner will be selected by a committee appointed by the active membership of the Alpha Psi chapter of Delta Omega Honorary Society in Public Health and recognized at the spring School of Public Health Awards Ceremony.

CHANCELLOR'S AWARD

Based upon his/her academic excellence, contribution and leadership ability and commitment to the field of public health, a graduate is recognized at the spring School of Public Health Awards Ceremony.

DEAN'S AWARD

Based upon his/her contribution to the School of Public Health, promoting the school in the community, and academic achievement, a graduate is recognized at the spring School of Public Health Awards Ceremony.

ELIZABETH T.H. FONTHAM AWARD FOR OUTSTANDING COMMUNITY SERVICE

The Fontham Award is given in recognition of outstanding achievement in community service outside of the classroom to an MPH, MS or PhD student who demonstrates the highest level of commitment and success in working with community members and organizations/systems that serve them. The student's service must take place during time enrolled at the School of Public Health. Students can self-nominate or be nominated by another student, faculty or staff member, or by a community organization or member. A graduate is recognized at the spring School of Public Health Commencement Awards Ceremony

COMMENCEMENT GONFALONIERE

Each school of the LSU Health Sciences Center selects a graduating student to lead their school's degree candidates at spring Commencement. This student is called the gonfaloniere because he/she carries the school's gonfalon, a banner that hangs down from a crosspiece and bears that school's name and symbol. The tradition is rooted in a prestigious post, the gonfaloniere, in Italian Medieval and Renaissance communities. The School of Public Health gonfaloniere is selected based upon outstanding achievement in leadership and service at the university.

CAREER SERVICES

Students receive information and assistance on numerous career development topics: career advice, job search mechanisms, announcements regarding student jobs, student research opportunities, volunteer opportunities, internships and fellowships, as well as career jobs. Students are provided with resources for resume and cover letter, the interview and appropriate professional behavior. With the necessary information, students become well-prepared, confident, and competitive during the job search, ready to make wise and realistic career decisions.

FELLOWSHIPS AND INTERNSHIPS

[AIDS United Pedro Zamora Fellowship](#)

[Alliance for Health](#)

[American Public Health Association \(APHA\) internships](#)

[Association of Schools and Programs of Public Health Fellowships and Internships](#)

[Carter Center](#)

[CDC Collegiate Leaders in Environmental Health Internship](#)

[CDC Opportunities for Students and College Graduates](#)

[Center for Science in the Public Interest \(CSPI\)](#)

[Children's Defense Fund](#)

[Clinton Foundation](#)

[Congressional Hunger Center: Emerson National Hunger Fellows Program](#)

[Congressional Hunger Center: Leland International Hunger Fellows Program](#)

[Dana-Farber Cancer Institute Administrative Fellowship](#)

[Drexel University School of Public Health Opening Doors Program](#)

[National Center for Environmental Health/CDC Summer Internship](#)

[National Institutes of Health, NIH](#)

[National Research Center for Women & Families](#)

[Ochsner Health System Administrative Fellowship Program](#)

[Our Lady of the Lake Regional Medical Center](#)

[Society of Public Health Education \(SOPHE\) Student Awards/Fellowships](#)

[Stuart A. Wesbury, Jr. Postgraduate Fellowship \(American College of Healthcare Executives – ACHE\)](#)

[US AID Internships](#)

[US Department of Energy Mickey Leland Energy Fellowship \(MLEF\)](#)

[US Environmental Protection Agency \(EPA\) STAR Fellowship Program](#)

[US Environmental Protection Agency \(EPA\) National Network for Environmental Management Studies \(NNEMS\)](#)

[World Health Organization Fellowship Programme](#)

[U.S. Schweitzer Fellows Program](#)

Search through the many public health jobs and opportunities across the country and abroad currently being offered on a number of job boards.

[American Public Health Association \(APHA\) Public Health CareerMart](#)

[Best Places to Work in the Federal Government 2014 Rankings](#)

[Idealist](#)

[Indeed](#)

[Network after Work](#)

[PublicHealthJobs.net](#)

[Simply Hired](#)

[Using LinkedIn](#)

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PUBLIC HEALTH JOB BOARDS

Academic Careers Online
Association for Women's Rights in Development Job Board
Foreign Policy Association Jobs Board
Glassdoor
Foreign Policy Association Jobs Board
Global Health Career Network
Global Health Council
International Development Jobs and Consulting Opportunities
Monster
Public Health Employment Connection
Public Health Jobs
ReliefWeb
Riley Guide
UNJobs

FIELD-SPECIFIC JOB HUNTING WEBSITES

BEHAVIORAL AND COMMUNITY HEALTH SCIENCES

Jobs in Dietetics
Nutrition Jobs

BIostatISTICS

Biospace Careers Online
Careers in Biostatistics
Health Informatics Jobs, Healthcare IT Jobs, Biotechnology Jobs
Medzilla
<http://jobs.biohealthmatics.com/>

EPIDEMIOLOGY

Council of State and Territorial Epidemiologists Employment
Opportunities

ENVIRONMENTAL AND OCCUPATIONAL HEALTH SCIENCES

Environmental Career Center

GENERAL RESOURCES

Cover Letter
[LSU Olinde Career Center](#)
Purdue's OWL

Resume Writing
[LSU Olinde Career Center](#)
Purdue's OWL

References
[LSU Olinde Career Center](#)
Purdue's OWL

Follow-up Letter
[LSU Olinde Career Center](#)
Purdue's OWL

Faculty members assist students with networking introductions, letters of recommendation, and involvement in research, with the hope of future publications, posters and oral presentations.

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CERTIFICATIONS

Comprehensive Public Health

[Public Health Certificate Exam](#)

Behavioral and Community Health Sciences

[Certified Health Education Specialist \(CHES\)](#)

[Master Certified Health Education Specialist \(MCHES\)](#)

Health Policy and Systems Management

[ASQ Certifications](#) (formerly American Society for Quality and American Society for Quality Control)

- ASQ Certified Sixth Sigma Black Belt
- ASQ Certified Six Sigma Yellow Belt

[Project Management Institute \(PMI\)](#)

- [Project Management Program](#)
- [Local Chapter Meetings](#)

[Applied Industrial Hygiene Association – Deep South Section](#)

Environmental and Occupational Health Sciences

[Louisiana-Recognized Asbestos Training Providers](#)

[Louisiana-Recognized Lead Training Providers](#)

[Transportation Security Administration: Transportation Worker Identification Card](#)

(needed for refinery work)

[Gulf Coast Safety Council](#) (OSHA Training)

STUDENT ORGANIZATIONS AND INITIATIVES

[INTERPROFESSIONAL STUDENT ASSOCIATION \(IPSA\)](#)

Contact: ipsa@lsuhsc.edu

The Interprofessional Student Alliance (IPSA) was formed by a group of interprofessional students in order to help support the many exceptional, LSUHSC-student run community outreach projects across campus. These outreach projects receive technical assistance from IPSA board members and financial support through a grant funded by the Alpha Omega Alpha (AOA) Medical Honors Society. These projects are all completely student led, have/encourage interprofessional participation, and have had much success bringing IPSA's mission to life within our NOLA community, both on and off campus.

More information about projects can be found on their specific webpages via the IPSA website

[INTERNATIONAL STUDENT ASSOCIATION](#)

Contact: ISA@lsuhsc.edu

The International Students Association (ISA) is a student-run organization whose main purpose is to serve the interests of all international personnel of LSUHSC - New Orleans. Our mission is the empowerment, development, and exchange of international personnel along with the integration of knowledge and information about international culture and travel into LSUHSC - New Orleans. Furthermore, our vision encompasses the comfortable transition of all international personnel from their respective home countries to New Orleans, coordinate pre-arrival and post-arrival milestones, improve the participation of international personnel in school wide and citywide events, coordinate meets with the international Alumni.

[LGBT & ALLY ORGANIZATION FOR CULTURAL UNDERSTANDING IN THE HEALTH SCIENCES \(LOCUS\)](#)

Foster an environment that supports LGBT individuals at LSUHSC, with strict confidence, and provides them with a safe place in which to grow as healthcare professionals

Faculty Advisor: [Andrew Hollenbach, PhD](#)

[STUDENTS FOR SUSTAINABILITY](#)

The mission of Students for Sustainability is to promote awareness of environmental issues, and to initiate and maintain student-run projects that create a more environmentally-conscious campus and surrounding community.

[STUDENTS' ORGANIZATION FOR THE ADVANCEMENT OF RESEARCH \(SOAR\)](#)

SOAR is a student-faculty matching initiative to provide research opportunities for public health students.

Faculty Advisor: [Edward Trapido, PhD, Associate Dean for Research](#)

[PUBLIC HEALTH STUDENT GOVERNMENT ASSOCIATION \(SGA\)](#)

President	Casey L. Thomas
Vice President	Precious Comeaux
Treasurer	Alexandra Lieberman
Secretary	Amy Hendrix
Vice President of Community Service and Engagement	Yasmin Davis
Vice President of Professional Development	Olivia Sugarman
Vice President of Social Affairs	Zaida Salame
Vice President of University Affairs	Leslie Saucier

Faculty Advisor: [Daniel Harrington, ScD](#)

Contact: phsga@lsuhsc.edu

All students participate in the Student Government Association (SGA) whose mission/purpose is to develop and further academic achievement; to maintain a high standard of ethics; to ensure consistency and cohesion in the regulation of the student body; to promote understanding among students, faculty, administration and alumni; to coordinate student activities of the SPH and to guide all current and future students in the tradition of excellence in scholarship and public service.

The Association provides a forum for student expression within and through an organized body, and it elects student representatives for many of SPH's Standing and Ad Hoc Committees, thereby formally assuring the voice of students is heard in major school decisions.

SGA is involved in a variety of activities around SPH, the LSUHSC campus, and the community of Greater New Orleans. It serves as a common meeting ground for students across programs and class years through volunteer opportunities, networking initiatives, social events, and intramural sports. The SGA actively promotes participation in community service activities. It has developed an electronic newsletter through which it communicates volunteer opportunities and school activities. It coordinates intramural sports, sponsors a "Mentor Match-Up" each year for students and faculty interested in research. The SGA has developed several new initiatives including an international student committee to welcome new international students and help them transition successfully to a new culture.

The SGA holds monthly meetings during the fall and spring semesters at a time when no classes are scheduled, and all students are invited and expected to attend. Additionally, weekly e-letters report on upcoming events, opportunities, and other students' accomplishments. SGA plans and sponsors a number of social and professional events, such as parties at the beginning and end of the year, Mentor Matchup, community outreach.

At the beginning of each fall, students elect/select representatives for the following Faculty Assembly committees. Student members of these committees have the same voting rights as all other members.

CURRICULUM COMMITTEE

To plan, review and monitor academic programs to ensure consistency with the philosophy and mission of the LSUHSC SPH and the LSUHSC and in accordance with the criteria of the Council on Education for Public Health; to provide educational oversight and strategic policy recommendations for the development of instructional courses and programs offered by the school; and to coordinate curricula among SPH and partner institutions (e.g. LSUHSC School of Graduate Studies).

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FACULTY AND STUDENT GRIEVANCE COMMITTEE

To provide formal recommendations to the Dean on unresolved matters of grievance; to represent the School faculty position on unresolved matters of grievance;

Two students elected by the student body serve on the committee only when matters of student grievances are being considered.

SPH EVALUATION COMMITTEE

Participate in school assessment efforts including student exit surveys, alumni surveys, employer/agency surveys, and focus groups which relate to the school's mission, goals and objectives.

SPH DIVERSITY COMMITTEE

Promote and develop a culture of collaboration and a climate of inclusion without regard for race, color, gender, age, national origin, handicap, veteran status, or any non-merit factor.

SPH RESEARCH COMMITTEE

To assist the School in achieving its research goals by developing and reviewing SPH policies related to research; assisting with their implementation; discussing interprogrammatic research; providing a forum for discussion of research resources; and review of proposals upon request.

SPH INFORMATION TECHNOLOGY STEERING COMMITTEE

To assess and direct efforts to meet the School's current IT infrastructure needs, including website design and applications; to evaluate and assess asynchronous and synchronous lecture capture technology to ensure adequate infrastructure exists to support distance learning initiatives and plans; identify and evaluate emerging technologies that support the School's current and future operational plans and goals; and to coordinate all plans with HSC central administration IT to ensure the School's initiatives are aligned with HSC initiatives and are mutually supporting. Representatives from faculty, staff, students, and IT support personnel who are knowledgeable about information technology issues, School plans and goals, and needs of all users.

CAMPUS HEALTH, WELLNESS AND SAFETY

Student Health Insurance

Health insurance coverage is an LSUHSC requirement for all students. It is the student's responsibility that they meet the student health insurance requirements. LSUHSC offers a plan to those students who need to purchase one. Students must confirm with LSUHSC Student Health Service that health records are current. Students are blocked from registration if they are not in compliance.

Student Health Clinics

Campus Assistance Program

The LSUHSC Campus Assistance Program (CAP) offers a 24-hour crisis line, community information, brief short-term counseling and referral services. The Campus Assistance Program is a free service provided by LSU Health Sciences Center at New Orleans to assist faculty, staff, residents, students and their immediate family members in resolving personal, academic or work related problems.

Clinical Education Building, 1542 Tulane Ave, Rm 866

Phone: 504.568.8888

Drug Testing Program

Information regarding Drug-Free Workplace Policy, Substance Abuse Policy, Drug Prevention Program and Policy, as well as instructions on when and how to utilize LSUHSC-NO Drug Testing services.

Community Health, Wellness & Safety Resources

Information regarding numerous health, wellness and safety resources identified in the community to assist individuals in obtaining help for various problems.

Student Health, Wellness, Safety & Academic Resources

Information regarding various resources to assist residents and students in achieving their goal of academic excellence.

Peer Advocate Liaisons (PAL)

PAL helps students access resources when they are experiencing personal or academic difficulties. PALs are classmates who have been educated about available on- and off-campus resources. They can assist their peers in contacting these resources. Information regarding the Peer Advocate Liaison (PAL) program, which allows students to provide assistance to their classmates who are seeking resources or guidance.

Wellness Center

The Wellness Center provides various programs and equipment promoting and encouraging fitness and wellness to all members of the LSUHSC community.

Email: wellness@lsuhsc.edu

Phone: 504.568.3700

Campus SaVE Act / Title IX

Information regarding the LSUHSC-NO policies & procedures regarding campus violence, as well as resources available to assist victims of sexual violence.

Responsible Use of Alcohol - Server's Training

Campus Health offers Alcohol Server's Training to faculty, staff, residents and students in accordance with the Guidelines for Responsible Use of Alcohol at LSU Health Sciences Center.

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RESOURCES

I. JOHN P. ISCHE LIBRARY

Location: Administration, Library, & Resource Center
433 Bolivar Street, 3rd and 4th Floor
Contact [John Bourgeois](#)
Phone: 504.568.6102

II. BOOKSTORE

The LSUHSC Bookstore, sells required and suggested text books. A variety of other items, including software programs, reference and leisure books, apparel, supplies, etc., are also available. Special book orders may also be made.

Location: Administration, Library, & Resource Center
(433 Bolivar Street) 2nd floor
Phone: 504.568.2504

Amazon, ABEBooks, etc sell textbooks, often at a lower price. Amazon also provides students with a discount on their Prime services when you sign up with your .edu web address.

III. BUSINESS OFFICE

The LSUHSC Business Office receives tuition payments and distributes student loans checks. It is open Monday through Friday from 9:00 a.m. to 3:00 p.m.

IV. VETERANS

Benefits under the GI bill may be available to veterans attending LSUHSC on a full-time basis.
Registrar's Office
Resource Center, 4th floor

New Orleans VA Regional Office
701 Loyola Avenue, New Orleans, La. 70112
Phone: 504.561.0121

V. CAMPUS FEDERAL CREDIT UNION

Opening an account gives you access to free checking at a very convenient location. Members qualify for ATM cards, VISA or MasterCard, the Campus Choice ATM/VISA, and perform transactions over the telephone. Services include loans and saving options. Campus Federal is also very involved in the USAF Student Loan Program and in the Guaranteed Student Loans Program. Campus Federal has offices in Shreveport and Baton Rouge, as well as in New Orleans.

Office: 2200 Tulane Avenue (corner of S. Galvez)
ATMs: LSUHSC Administrative and Resource Building 433 Bolivar Street, 2nd floor

VI. BUILDING ACCESS AND SECURITY

Students should carry their LSUHSC ID at all times. IDs permit students access to all of the LSU Health Sciences Center buildings. Buildings can be accessed 24 hours a day. Most buildings allow access through the first floor. All you need to do to is swipe your school ID. Because of this, it is important to always have your ID on you. If you forget to bring your ID one day, don't fret.

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The Allied Health Building is open to the public during normal business hours. Additionally, there are call buttons at most of the entrances for you to speak directly with Campus Police. Campus Police also monitor and patrol the buildings all day. However, you should always be responsible for your safety. Use the walkway when you can. Try and travel with a buddy or in a group during nighttime. Also, be aware of your surroundings on and around campus. If you see anything suspicious, please report it to Campus Police. Students should observe safety precautions at all times. Park in the student parking lot, and when possible, travel in pairs or groups.

University Police Officer Escort: 504.568.8999 (available after dark to cars)

VII. CAMPUS PARKING

Secure, gated parking is available to all LSUHSC students. Parking tag and gate card are available for purchase during Orientation. Parking Lots 1, 2, 3 and the Perdido Street Lot can be accessed by the student parking tag and gate card. Students living on campus can request Residence Hall Parking. On occasions (Saints games another other big events at the Superdome) Student Lots 2 and 3 may be closed to students. Notification of closures is done via email beforehand so students can plan ahead. For current parking info, following parking on Twitter @LSUHSCN_Parking.

VIII. STUDY LOCATIONS

ON CAMPUS STUDY LOCATIONS

Room 304: This room is located on the 3rd floor in the Lions building (our school!) and provides cubicles for a cozy study environment, as well as a dry erase board with markers. There is also a printer located in this room that allows you to send documents and use your Pay Paw account on your ID card to print.

Dr. Charles Brown Library: The SPH has its own library located on the 3rd floor filled with stacks of public health related books. It is a very quiet environment for those in need of silence to concentrate. It also serves as a great power napping spot.

Cafeteria: This is a good place to study after the lunch crowd passes through. It is available on weekends and at night as well.

The Atrium: A good place to study later in the day/evening when not a lot of people are around. This is a central meeting hub for all of the Health Sciences Schools as well as the location to get coffee. It provides many areas to sit down but is mainly a hangout area during the day so be prepared to handle the noise

The LSUHSC Library: A very popular place to study and ensures quiet. You can also ask a librarian for free earplugs! The library offers many places to study on each floor, as well as study rooms.

The Library Commons: This is the area located in front of the library. Being so close to the library, the commons is usually a lot quieter than the atrium but is still a good place for group studying that might be a little too noisy for the library itself. The commons is available 24/7.

IX. DISCOUNTS

As an LSUHSC-NO student, you will have access to the following discounts. <http://www.lsuhs.edu/discounts/>

X. EMERGENCIES

In the event of an emergency situation, [LSUHSC Emergency Alert System](#) sends out information via texts and emails. You can register to receive alerts.

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