

LSU Health
NEW ORLEANS
School of Public Health

2021-2022 HANDBOOK



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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

As a community of students, faculty and staff from diverse backgrounds and perspectives, we, the members of the LSUHSC School of Public Health, claim diversity, equity and inclusion as central to higher education and public health. We leverage our strengths, similarities and differences to develop and adapt policies and practices that ensure an inclusive and equitable structure, operations, and a climate in which we can advance our collective capabilities and achieve our School's mission. We aim to build clear lines of accountability, inclusive decision making and other forms of power sharing on all levels of institutional life. We recognize creating, supporting, and investing in DEI efforts is crucial to addressing **all** determinants of health across the State and beyond.

Diversity: Our School works to increase the diversity of our community members (students, staff, faculty and administrators) and of those populations with whom we collaborate – with regards to race and ethnicity, sex, gender identity, gender expression, sexual orientation, socioeconomic status, marital status, language, culture, national origin, religious affiliation, political perspective, age, physical appearance, veteran status, (dis)ability status and political perspective.

Equity: Our School actively challenges and responds to bias, harassment, and discrimination on the bases of race and ethnicity, sex, gender identity, gender expression, sexual orientation, socioeconomic status, marital status, language, culture, national origin, religious affiliation, political perspective, age, physical appearance, veteran status, (dis)ability status and political perspective. We support members to provide a climate in which each member has the full opportunity to thrive.

Inclusion: Our School creates a vibrant climate by intentionally welcoming differences, respectfully hearing varied perspectives and providing a sense of belonging.

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SPH ADMINISTRATION

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LSUHSC CONTACTS

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STUDENT HEALTH SERVICES

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WELLNESS CENTER

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BACHELOR OF SCIENCE IN PUBLIC HEALTH

[Elizabeth Levitzky, PhD - Academic Program Director](#)

The Bachelor of Science in Public Health (BSPH) program is a 2 + 2 program that prepares students with the necessary knowledge and skills to address current and emerging challenges for improving and extending the lifespan of the population, with particular attention to the needs of those in Louisiana. Designed as a 2+2 program, an interested student would complete prerequisite courses (60 credit hours) for approximately 2 years at another institution and then transfer into the [Public Health online program](#). Those students would then complete another two years of coursework to finish out their undergraduate studies.

The coursework integrates the core disciplines of public health providing students with skills in communication and teamwork, problem solving, health economics, environmental health assessment, leadership, management and planning, and information management. Service-learning partnerships with local and regional organizations give students the opportunity to utilize their knowledge and professional skills to address complex public health problems such as climate change, global health, chronic disease prevention and control, and youth risk behaviors.

The BSPH prepares students through education and training for employment in entry-level and mid-level positions in a wide array of health-related organizations, including public health departments, non-profits, research centers, and healthcare businesses. Students may also choose to pursue a graduate degree in the public health or other health professions.

The core coursework for the BSPH degree ensures graduates obtain the required core competencies and foundational knowledge for all accredited BSPH programs.

Full description of the policies and procedures associated with the BSPH degree may be found in the BSPH Student Handbook.

16 REQUIRED COURSES	
Course Number	Course Title
BSPH 3100	Introduction to Public Health
BSPH 3102	Writing for Public Health Professionals
BSPH 3200	Essential Global Public Health
BSPH 3300	Introduction to Biostatistics
BSPH 3302	Data Analysis in Public Health
BSPH 3400	Introduction of Environmental Science
BSPH 3500	Communications for Public Health
BSPH 3600	U.S. Health Care Systems
BSPH 3700	Essentials of Epidemiology
BSPH 4100	Public Health in Action
BSPH 4102	Health Equity
BSPH 4104	Evidence-based Practice in Public Health
BSPH 4400	Climate Change - a Public Health Perspective
BSPH 4500	Project Implementation
BSPH 4600	Public Health Policy and Advocacy
BSPH 4602	Public Health Organizations and Leadership

The foundational domains and competencies* are listed below along with the linkage to the corresponding coursework.

BSPH Domains	Course number(s) and name(s)
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society	BSPH 3100, BSPH 3200, BSPH 3400, BSPH 3700, BSPH 4100, BSPH 4102, BSPH 4104, BSPH 4400, BSPH 4500
Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice	BSPH 3100, BSPH 3200, BSPH 3300, BSPH 3302, BSPH 3700, BSPH 4100, BSPH 4102, BSPH 4102, BSPH 4104
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations	BSPH 3100, BSPH 3200, BSPH 3700, BSPH 4100, BSPH 4102, BSPH 4104, BSPH 4500
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course	BSPH 3200, BSPH 3400, BSPH 3700, BSPH 4100, BSPH 4400
Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities	BSPH 3100, BSPH 3200, BSPH 3400, BSPH 4100, BSPH 4102, BSPH 4400, BSPH 4500
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation	BSPH 4100, BSPH 4104, BSPH 4500
Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries	BSPH 3200, BSPH 3600, BSPH 4600, BSPH 4602
Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government	BSPH 3100, BSPH 3200, BSPH 3400, BSPH 3600, BSPH 4102, BSPH 4400, BSPH 4600, BSPH 4602
Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology	BSPH 3100, BSPH 3102, BSPH 3200, BSPH 3302, BSPH 3700, BSPH 4100, BSPH 4102, BSPH 4104, BSPH 4400

BSPH Competencies	Course number(s) & name(s) or other educational requirements
Public Health Communication: Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences.	BSPH 3100, BSPH 3102, BSPH 3200, BSPH 3302, BSPH 3700, BSPH 4100, BSPH 4102, BSPH 4104, BSPH 4400
Information Literacy: Students should be able to locate, use, evaluate and synthesize public health information	BSPH 3100, BSPH 3200, BSPH 3300, BSPH 3302, BSPH 3700, BSPH 4100, BSPH 4102, BSPH 4102, BSPH 4104

*The LSUHSC School of Public Health has selected to use the Undergraduate Domains and Competencies set forth by the Council for Education in Public Health (CEPH), the national accrediting body for schools and programs in public health. LSUHSC SPH is a CEPH-accredited school.

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	6	10	12
Electives	5	0	13	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 ensure our students obtain the required core competencies and foundational knowledge for all accredited MPH programs. The core courses are

- **PUBH 6150** Foundations and Ethics in Public Health – 1 Credit
- **PUBH 6160** Public Health Program Development – 1 Credit
- **PUBH 6216** Biologic Basis of Health – 3 Credits
- **BCHS 6212** Behavioral Science Theories in Public Health Practice – 3 Credits
- **BIOS 6100** Biostatistical Methods I (for non-BIOS program students) – 4 Credits
BIOS 6200 Principles of Applied Statistics (for BIOS program students)
- **ENHS 6238** Principles of Environmental Health – 3 Credits
- **EPID 6210** Principles of Epidemiology – 3 Credits
- **HPSM 6268** Health Services Administration and Management – 3 Credits

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)/ 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 ENHS 6238
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 ENHS 6238
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 ENHS 6238
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

PRACTICE EXPERIENCE

The MPH Practice Experience is a structured project or activity that immerses students 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 three (3) credit hours towards graduation. Registration is required into PUBH 6800 Practice Experience to earn credit. It is advised to register for the Practice Experience **prior to** the final semester of the academic program.

Prerequisites for PUBH 6800 Practice Experience:

1. Students must have completed 9 credit hours, at least 6 of which are one program-specific core & at least 3 credit hours from the BIOS/EPID core outside of that student's designated program. Students in the BIOS and EPID programs must take EPID 6210 and BIOS 6100 (EPID students) or BIOS 6200 (BIOS students) to fulfill these requirements.
2. Students must have successfully completed HIPAA training.
3. Students must have successfully completed CITI training.
4. Students must have successfully completed SPH Code of Conduct.
5. Students must have at least a 3.0 cumulative grade point average.

Please note this course is only available in summer and fall semesters.

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INTEGRATIVE LEARNING EXPERIENCE

Our professional standards from CEPH state that “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 accomplishes this through PUBH 6600, Culminating Experience, 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 spring semesters.**

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

ASSESSMENT	LEARNING OBJECTIVES	WEIGHTING
Short Presentations	1, 3, 4, 7, 9, 10	5
Policy/Position and Case Presentations – Group	1, 3, 4, 7, 9, 10	30
Individual Paper	2, 4, 5, 6, 8	25
Team UP – IPE	7, 8, 9, 10	30
Class Participation	3, 9	10
TOTAL		100 %

TIME TO DEGREE COMPLETION

All work towards a Master of Public Health degree must be completed in not more than four years. An accelerated track may be pursued (minimum one year), but no modifications to the degree requirements are permitted. Any requests for extension of this policy are subject to approval by the Program Director and Associate Dean for Academic Affairs.

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 6214 BCHS 6215 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

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

Environmental and Occupational Health Sciences

James H. Diaz, MD, DrPH - Academic Program Director

In the Environmental and Occupational Health Sciences (ENHS) program, our students explore the influences of the natural and manufactured 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 public.

ENHS Competencies	Course number(s)
1. Collect, analyze, and interpret environmental and occupational health outcomes data.	ENHS 6239 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
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 6245
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
6. Apply knowledge of federal and state regulatory programs, guidelines, and authorities appropriate to environmental and occupational health and safety.	ENHS 6239 ENHS 6245

Requirements for MPH degree, Environmental and Occupational Health Sciences (ENHS) Concentration

Course number	Course name	Credits
ENHS 6239	PRINCIPLES OF OCCUPATIONAL HEALTH	3
ENHS 6245	HEALTH RISK ASSESSMENT AND MANAGEMENT	3
	Electives	13

Epidemiology

Edward Trapido, ScD – Interim 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 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 6270 HPSM 6288
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 systems 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 calculus and linear algebra. In some cases, students deficient in entry requirements may be admitted provided a plan for remediation is developed and approved by the faculty.

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 Ethics	1
PUBH 6200	Essentials of Public Health	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 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.

CANDIDACY

A student advances to candidacy upon approval of the program and completion of 12 semester hours with at least a B average.

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, students meet with their 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 students are entering their last semester, in addition to continuing meetings with their advisor, students must schedule 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:

1. Schedule of the defense **at least four weeks** before the end of the semester (per the request of the Registrar).
2. Students 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,
3. After the defense, students 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.

BINDING & PUBLICATION

After the defense, students must submit at least two copies of the printed thesis for binding. The two copies are for the library and for the dean. Binding expenses are covered with graduation fees that appear in the fee bill, however all printing costs are the responsibility of the student. Students may order additional copies at a cost of \$8 each for binding; this fee may be paid by check or money order made out to LSUHSC.

Students must also submit the thesis to ProQuest for electronic publication at the following link: https://secure.etdadmin.com/cgi-bin/etdadmin_login?form=etdadmin&request_uri=http%3A%2F%2Fwww.etdadmin.com%2Fcgi-bin%2Fstudent%2Fetd

TIME TO DEGREE COMPLETION

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 students' thesis committee, ADAA and Dean.

RESIDENCE REQUIREMENTS

The LSUHSC–NO Schools of Graduate Studies and Public Health require one academic year, two semesters, or four summer terms as the minimum residence requirement. Two-year residence represents a more realistic average. Exceptions may be made by petition to the School Dean.

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 research 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

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

If students fail either the written or the oral examination, they are subject to dismissal from the program. In some cases, the program faculty or Doctoral Advisory Committee may develop a remediation plan to be completed before another examination may be given.

The Doctoral Advisory Committee consists of the Chair and at least four other faculty members representing major and minor (if applicable) disciplines. The Committee Chair and at least two members must be from the student's program of study. One member must be from a program outside of the student's program of study 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 to students through the program. This examination is the most thorough in the doctoral 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, students become 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 and submit 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, students should check the academic calendar for the final date for submission of the dissertation to the School of Public Health.

There are two stylistic options for dissertation manuscript(s): the monograph option and the three publishable papers options. Students must choose one and must have the permission of their Committee Chair/Major Advisor. The format decision must be made prior to the prospectus defense and clearly described to the student's dissertation committee. Once the prospectus has been accepted, the student may not change the format.

MONOGRAPH OPTION

This is a traditional format of dissertations. With this format, the student extensively cites the literature and empirical support for the methods applied in their research. The committee has the ability to review this

information in advance of the oral defense and the student has access to reference this material in the oral defense. Since this format does not clarify a publication plan for the final dissertation, the student should be prepared to describe publication progress and/or plans to convert the document into peer reviewed journal submissions and/or book chapters.

ARTICLE-SYTYLE OPTION

For this format, the dissertation consists of at least three full-length manuscripts on original research conducted by the candidate to be sent for review to peer reviewed journals. The articles should form a cohesive body of work that supports a theme or themes that are expressed clearly in the introduction of the dissertation (Chapter 1). The dissertation must include an abstract that synthesizes the articles, as well as an introduction (Chapter 1) and a conclusion (Chapter 5) that discusses the synthesis of what is learned from the three articles. With this option, and after a successful dissertation defense, the student must still convert the three papers into a hybrid monograph for submission to the school for binding and submission to ProQuest.

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 students have passed the prospectus (three academic semesters). The defense is preceded by an open seminar of the students' dissertation research. Students must petition the Dean for permission to take the examination. The doctoral committee is composed of no less than five graduate faculty members, three of whom (including the Chair) must be from the student's program of study and one of whom must be from outside the student's program of study (prefer outside of 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 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, students must complete and submit the [Request for Dissertation/Thesis Defense and Final Examination](#) at least two weeks prior to the scheduled defense.

Students must submit the completed [Dissertation/Thesis Defense Final Examination Report](#) to the Office of Academic Affairs after the defense which the Office archives in the student's file.

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.

EXAM ONLY STATUS

Doctoral students in good standing having completed the required dissertation credit hours may register under "Exam Only" in their anticipated final semester of the program. Students are allowed to register for "Exam Only" for a maximum of 3 semesters.

BINDING & PUBLICATION

After the defense, students must submit at least two copies of the printed dissertation for binding. The two copies are for the library and the dean. Binding expenses are covered with graduation fees that appear in the fee bill, however all printing costs are the responsibility of the student. Students may order additional copies at a cost of \$8 each for binding; this fee may be paid by check or money order made out to LSUHSC.

Students must also submit the dissertation to ProQuest for electronic publication at the following link: https://secure.etdadmin.com/cgi-bin/etdadmin_login?form=etdadmin&request_uri=http%3A%2F%2Fwww.etdadmin.com%2Fcgi-bin%2Fstudent%2Fetd

TIME TO DEGREE COMPLETION

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 students' doctoral committee, ADAA and Dean.

RESIDENCE REQUIREMENT

The LSUHSC–NO Schools of Graduate Studies and Public Health requires three years (9 semesters) of full-time residence, although in most instances more time is needed. Exceptions may be made by petition to the School Dean. A minimum of one year (three consecutive semesters) must be taken in residence at the Health Sciences Center following completion of the qualifying examinations (written and oral).

COURSE REQUIREMENT

Specific course requirements are dependent upon individual Program policy. However, in general, a minimum of 60 credit hours is required and at least 30 of those hours must be taken in courses, which require a letter grade for evaluation. The minimum courses required by each Program are listed in the Program Descriptions in this catalog. Some credit may be earned in minor fields; individual programs may have specific requirements.

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 is designed for students entering 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
EPID 6210	Principles of Epidemiology	3
PUBH 6200	Essentials of Public Health	3
PUBH 6221	Foundations of Public Health Ethics	1
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 of this course requirement. However, this will not reduce the total required credit hours of the program.

Suggested Biostatistics Methodology Electives	Suggested Biostatistics Applied Emphasis Electives
BIOS 6300 - Statistical Computing [3]	BIOS 6301 - Data Visualization [3]
BIOS 6308 - Multivariate Methods [3]	BIOS 6302 - Longitudinal Data Analysis [3]
BIOS 6316 - Stochastic Processes [3]	BIOS 6304 - Design And Analysis Of Experiments [3]
BIOS 6318 - Nonparametric Statistics [3]	BIOS 6310 - Applied Bayesian Methods [3]
BIOS 7302 - Mixed Models [3]	BIOS 6312 - Sampling Methods [3]
BIOS 7318 - Statistical Learning [3]	BIOS 6314 - Clinical Trials Methodology [3]
BIOS 7320 - Robust Inference [3]	BIOS 6450 - Design And Analysis Of Expression Studies [3]

Though courses numbered in the 7000's are PhD-specific, 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.

Written Comprehensive

The written comprehensive examinations are 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.

Oral Prospectus

In addition to the written comprehensive examinations, students must pass an oral examination involving the defense of the students' 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 students' Doctoral Advisory Committee and will assess the students' research prospectus and mastery of discipline in the dissertation area. The students' PhD advisor will be the Committee Chair.

If students fail either the written or the oral exam, the Doctoral Advisory Committee determines the conditions to be met before another examination may be given, usually to take place the following year.

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 for a socio-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 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 6200	Essentials of Public Health	3
PUBH 6221	Foundations of Public Health Ethics	1
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.

Suggested CHS Content Electives	Suggested CHS Methods Electives
BCHS 6220 - Policies And Programs In Maternal, Child And Adolescent Health [3]	BCHS 7217 Advanced Community Based Participatory Programming [3]
BCHS 6224 - Health Related Physical Activity [3]	BCHS 7221 Structural Equation Modeling and Psychometrics [3]
BCHS 7218 - Advanced Principles of Rural Health [3]	BCHS 7350 Translational Research [3]
BCHS 7351 - Race/Ethnicity Gender And Health Disparities [3]	BIOS 6210 - Categorical Data Analysis [3]

BCHS 7352 - Mental Health Promotion In Community Health Science [3]	BIOS 6302 - Longitudinal Data Analysis [3]
EPID 6301 - Epidemiology Of Sexually Transmitted Infections And Diseases [3]	BIOS 6314 - Clinical Trials Methodology [3]
EPID 6352 - Social Epidemiology [3]	EPID 6217 - Database Management [3]
HPSM 6248 - Organizational Behavior [3]	EPID 6218 - Spatial Analysis [3]
HPSM 6277 - Health Advocacy And Community Based Activism [2]	EPID 7214 - Mathematical Modeling Of Infectious Diseases [3]
	HPSM 6225 - Health Outcomes Research [3]
	PUBH 6201 - Geographic Information Systems For Health Care [3]

With the approval of their academic advisors, students may satisfy elective requirements with any combination of 6000- and 7000-level courses selected from the list of Content and Methods electives (9 hours minimum from each group).

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. The first part of this exam is written and oral. It is graded by the Community Health Sciences ad hoc Qualifying Exam Committee. The second part of the examination will be a prospectus defense facilitated by the PhD student's Doctoral Committee. The student selects the Committee Chair in conjunction with the Academic Program Director and PhD advisor.

Comprehensive Exam

The comprehensive examination consists of applied writing sessions based on a list of approved Community Health Science topics. Written responses, and other approved CHS topics, will be further examined orally by the CHS ad hoc Qualifying Exam Committee. A majority score of Pass or Fail will be assigned for each PhD student. If a student fails either the written or oral exam, the student may be dismissed from the program or a remediation plan is developed and the student may attempt the exam again the following year.

Prospectus Defense

Following successful completion of the comprehensive exam, PhD students will identify a research area and then prepare a prospectus of original research in the field of Community Health Science. As part of the qualifying process, PhD students present their prospectus to the Doctoral Committee. Approval of the prospectus will be determined by this Committee. After successful defense of the prospectus, students will become candidates for the PhD degree and will focus their work on independent research. If students fail the defense of the prospectus, the Doctoral Committee will determine the conditions that will need to be met before another oral examination may be scheduled.

DOCTOR OF PHILOSOPHY in EPIDEMIOLOGY

Edward Trapido, ScD – Interim 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 6200	Essentials of Public Health	3
PUBH 6221	Fundamentals of Public Health Ethics	1
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. 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.

Suggested Epidemiology Content Electives	Suggested Epidemiology Methods Electives	Suggested Biostatistics Electives
EPID 6214 Infectious Disease Epidemiology [3]	EPID 6217 Database Management [3]	BIOS 6202 Applied Linear Models [3]
EPID 6220 Molecular Epidemiology [3]	EPID 6218 Spatial Analysis [3]	BIOS 6212 Survival Analysis [3]
EPID 6222 Cancer Epidemiology [3]	EPID 6219 Nutritional Epidemiology [3]	BIOS 6300 Statistical Computing [3]
EPID 6223 Chronic Disease Epidemiology [3]	EPID 6228 Survey Design [3]	BIOS 6302 Longitudinal Data Analysis [3]
EPID 6301 Epidemiology of STDs [3]	EPID 6350 Epidemiology for Public Health Practice [3]	
EPID 6352 Social Epidemiology [3]	EPID 6351 Public Health Surveillance [2]	
EPID 6362 Environmental Epidemiology [2]	EPID 7214 Mathematical Modeling of Infectious Diseases [3]	
EPID 6450 Cardiovascular Epidemiology [3]	EPID 7800 Prospectus Development [1-9]	

	BCHS 7221 Structural Equation Modeling and Psychometrics [3]	
	BCHS 7353 Fundamentals of Multi-Level Design And Analysis [3]	
	GENET 236 Genetic Epidemiology and Population Genetics [3]	

Other Electives

Additional credits come from elective coursework offered at the School or elsewhere in the Health Sciences Center, and Dissertation Research credits.

Epidemiology Qualifying Process

The Qualifying Examinations (Written Comprehensive & Oral Prospectus) are traditionally administered during the second year of the doctoral program, although this time frame is flexible as long as the oral prospectus examination is completed within three years from the date of enrollment (full-time student). The Written Comprehensive Exam is only offered one time during a calendar year, usually in December after the end of the fall semester of classes. It is recommended that students who plan to take the Written Comprehensive Exam consult with their faculty advisor and discuss required and elective coursework and their readiness for taking the examination several months in advance of the scheduled examination date.

Written Comprehensive

Students will usually sit for this exam in the second year of their PhD program in Epidemiology for full-time students. After the advisor has agreed that students have completed the required program coursework (EPID 7200, EPID 7201, EPID 7350, PUBH 6221, PUBH 6200, BIOS 6210 along with at least six credit hours of BIOS electives and six credit hours of EPID electives), students may request to take the exam. All students must notify the [Exam Director](#) of their intention to take the exam at the start of the term preceding the exam. Students who intend to take the exam will be notified with specific details pertaining to the exam.

Each exam question will be read and graded by two faculty members with appropriate expertise in the question's content. Each question will be graded on a point scale. The Examination Committee will collectively assign a final grade and make a recommendation of pass, conditional pass, or fail. Finally, the Examination Committee will suggest any conditions or remediation for students who received a conditional pass. Whenever there are at least two students taking the exam, faculty graders will be blind with respect to the name of the students. Final grades are communicated to students by the Program.

If students do not pass the exam, they may be allowed to retake the exam at the next time the exam is offered. Determination of a remediation exam opportunity will be made by the Program Director, the students' advisor, and with input from the faculty. If the remediation exam is offered and students do not pass on the second attempt, they will be terminated from the program.

Oral Prospectus

In addition to the Written Comprehensive Examination, doctoral students are required to satisfactorily develop and defend their research proposal in the form of a written dissertation prospectus and oral prospectus examination.

Students should successfully defend their dissertation prospectus within six months of successfully completing the Written Comprehensive Examination. During the defense of the Prospectus, students present their research prospectus to the dissertation committee and submits to questioning by the committee members. Students should complete the Oral Prospectus Examination no later than one year after passing the Written Comprehensive Examination. The Epidemiology Program Director will give exceptions only upon written petition and approval.

If students fail 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.

Specific Timeline

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.

JOINT DEGREE PROGRAMS

Joint degree programs are an excellent opportunity for students that want a diverse and multidisciplinary education. With our Master of Public Health program, students will extend their knowledge and capabilities progressively to a complementary discipline or advancement to a master's level degree. Public Health is a great career that can lead to many opportunities after graduation due to the size and wide range in healthcare, innovation and its reach into many varied disciplines. Joint programs are a benefit to students with a wide range of interest and those interested optimizing their possibilities while increasing the overall public health for the benefit of all people. Each one of our joint degree programs has specific requirements and application process.

MD/MPH Dual Degree Program

The MD/MPH program is a 4-year program whereby LSUHSC students complete an integrated curriculum providing them with advanced foundations in the disciplines of clinical medicine and public health improvement – and allowing them to pursue individual interests while they develop critical skills for healthcare in the 21st century. The MD-MPH program provides students with the analytical tools to define, evaluate and solve emerging health and health care problems.

Program Timeline

Medical School Year	Semester	Coursework
<i>Prior to Year 1</i>	<i>Summer</i>	Start MPH Courses
<i>Year 1</i>	<i>Fall</i>	No MPH Courses
	<i>Spring</i>	Continue MPH Courses
	<i>Summer</i>	Continue MPH Courses including Practice Experience
<i>Year 2</i>	<i>Fall</i>	Continue MPH Courses
	<i>Spring</i>	Continue MPH Courses
<i>Year 3</i>		No MPH Courses
<i>Year 4</i>	<i>Spring</i>	MPH Culminating Experience

Students interested in the MD/MPH Dual Degree Program will apply to a specific MPH concentration. The specific curricula for each concentration are given below.

Required Core for all MD/MPH

BIOS 6100	Biostatistics I & Lab*	4
EPID 6210	Principles of Epidemiology	3
BCHS 6212	Behavioral Science Theories in Public Health Practice	3
ENHS 6238	Principles of Environmental Health	3
HPSM 6268	Health Services Administration and Management	3
PUBH 6160	Public Health Program Development	1
PUBH 6600	Culminating Experience	3
PUBH 6800	Practice Experience	3
	TOTAL	23

Behavioral and Community Health Sciences (BCHS)

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
HPSM 6291	Medical Project Management	1
	TOTAL	15

Environmental and Occupational Health Sciences (ENHS)

ENHS 6239	Principles of Occupational Health	3
ENHS 6241	Medical Toxicology	3
ENHS 6243	Air Quality, Air Pollution & Dispersion Modeling	3
ENHS 6245	Health Risk Assessment & Management	3
ENHS 6246	Water Quality Management	3
	TOTAL	15

Epidemiology (EPID)

EPID 6211	Intermediate Epidemiology	3
EPID 6226	Epidemiologic Design and Analysis	3
BIOS 6102	Biostatistical Methods II	3
EPID	Electives	6
	TOTAL	15

Health Policy and Systems Management (HPSM)

HPSM 6248	Organizational Behavior	3
HPSM 6269	Healthcare Economics and Economic Evaluation of Healthcare Services	3
HPSM 6270	Financial Management and Accounting in Healthcare	3
HPSM 6288	Health Policy and Law	3
HPSM	Elective	3
	TOTAL	15

MSW/MPH Dual Degree Program

The LSU School of Social Work and the LSU Health Sciences Center in New Orleans School of Public Health offer a concurrent degree program through which students may receive both the Master of Public Health (MPH) and a Master of Social Work (MSW) degree. Students successfully completing the concurrent degree program receive two separate degrees: the MSW awarded by the LSU School of Social Work and the MPH awarded by the LSU Health Sciences Center New Orleans School of Public Health.

MSW-MPH dual-degree students will satisfy the requirements for **60 MSW credit hours** and a minimum of **33 to 36 MPH credit hours (with 10 to 13 hours of transfer credits depending on the point of matriculation)**.

Required Core for MSW/MPH

BCHS 6211	Integration of Social Work and Public Health	1
BIOS 6100	Biostatistical Methods I	4
EPID 6210	Principles of Epidemiology	3
HPSM 6268	Health Services Administration and Management	3
ENHS 6238	Principles of Environmental Health	3
PUBH 6160	Public Health Program Development	1
PUBH 6216	Biological Basis of Health	3
PUBH 6800	Practice Experience*	3
PUBH 6600	Culminating Experience	3
	TOTAL	24

**PUBH 6800 requirement will depend upon time of matriculation. Students should work with their academic advisor to determine this requirement in conjunction with SW 7007 and SW 7008 Foundation Field Internship requirement of the MSW program.*

Behavioral and Community Health Sciences Requirements

BCHS 6214	Health Communication	3
BCHS 6216	Health Program Development & Planning	3
BCHS 6230	Project Management	2
	BCHS Electives	4
	TOTAL	12

DVM/MPH Dual Degree Program

The objectives of the DVM/MPH dual-degree program are to provide students with the knowledge and skills necessary to promote health, prevent disease, and enhance the delivery of evidence-based health and public health services in the community. Upon completion of the DVM/MPH dual-degree program, graduates will demonstrate knowledge of the breadth of each field and their interface, as well as have ability to incorporate interdisciplinary skills in public health and health-related settings.

DVM/MPH dual-degree students will satisfy the requirements for **176.5 – 184.5 DVM credit hours** and a minimum of **38 MPH credit hours (with 9 hours of transfer credits)**.

Required Core for DVM/MPH

BIOS 6100	Biostatistical Methods I	4
EPID 6210	Principles of Epidemiology	3
HPSM 6268	Health Services Administration and Management	3
BCHS 6212	Behavioral Science Theories in Public Health Practice	3
ENHS 6238	Principles of Environmental Health	3
PUBH 6160	Public Health Program Development	1
PUBH 6800	Practice Experience	3
PUBH 6600	Culminating Experience	3
	TOTAL	23

Environmental and Occupational Health Sciences Requirements

ENHS 6239	Principles of Occupational Health	3
ENHS 6241	Medical Toxicology	3
ENHS 6243	Air Quality	3
ENHS 6245	Health Risk Assessment and Management	3
ENHS 6246	Water Quality Management	3
	TOTAL	15

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. Advisors and students make the best choices, given the students' interests and career path. Students must 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, students follow [Student Self-Service](#) to access instructions for *Enrollment: Add Classes*, *Enrollment: Drop Classes*.

DROP/ADD PROCESS

Students consult with the course director, and then their academic advisor. The deadlines regarding withdrawing and grades are noted on the academic calendar. Students follow [Student Self-Service](#) to access instructions for *Enrollment: Add Classes*, *Enrollment: Drop Classes*.

CHANGE OF ADVISOR

Students 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. Students then submit the form to the Office of Academic Affairs for the Associate Dean's signature.

COURSES AND CREDIT HOURS

A full-time academic load for graduate students is 9 semester hours in the fall and spring semesters. Graduate assistants must be full-time students in fall and spring semesters.

All students who choose to enroll in summer semesters must have an academic load of at least 6 semester hours to be considered full time.

AUDITING COURSES

Students may audit courses with the SPH, however it should be noted that once a course has been audited, students will not be allowed take it for academic credit in the future. To register to audit a course, students should contact Isabel Billiot ibilli@lsuhsc.edu for the necessary form after discussion with their academic advisor.

TRANSFER OF CREDITS

The procedure of transferring credits is outlined below:

- 1) Students should initially consult with their academic advisor on suitability of transfer of graduate level courses.
- 2) Upon approval of the advisor, students then contact Academic Affairs ([Ms. Cuccia](#)) to initiate the transfer process including the [Request for Transfer Credit](#).
- 3) Students submit the course syllabus of the course to be transferred, making sure the syllabus is the one from the semester the course was taken to [Ms. Cuccia](#) and the course director for the LSUHSC SPH course s/he wants to replace. The course director reviews the syllabus to determine if the learning objectives and competencies are consistent with learning objectives and competencies of the LSUHSC SPH course.
- 4) The course director notifies Academic Affairs ([Ms. Cuccia](#)) of the approval of transfer.
- 5) After the form, transcripts and syllabus are complete, the package is submitted to the LSUHSC SPH Program Director for approval.
- 6) 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.

- 7) The Office of Academic Affairs sends a copy of the completed [Request for Transfer Credit](#) to students requesting transferred credits to inform students of the approval, and to notify them that they are required to have the original university send an official transcript directly to the SPH Office of Academic Affairs.
- 8) The Office of Academic Affairs then sends the transcript with the form to the LSUHSC Registrar.

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. Students must follow the procedure above.

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.

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. Students must follow the procedure above.

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.

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. Students must follow the procedure above.

INDEPENDENT STUDY

Students may take a maximum of six (6) credit hours designated as “Independent Study.” The procedure for the registration of these courses begins with discussion with their academic advisor. The [Independent Study Form](#) should be initiated once a faculty member has agreed to participate. The completed form must be submitted to the Office of Academic Affairs by the deadline indicated on the academic calendar.

HEALTH REQUIREMENTS

All students are required to comply with the Health Sciences Center student health requirements. Upon acceptance, the Office of Admissions and Student Affairs gives each individual the LSUHSC Student Health Services Form on which health and immunization are documented. Each student submits the completed form to the Health Sciences Center Student Health Clinic before classes begin

REAPPLICATION

Students who wish to resume studies after an absence of more than one semester from the School of Public Health may be required to submit an application for re-admission at least ten days before registration. Supplementary transcripts must be submitted if any work has been taken at another institution during the interim. Exceptions to this requirement must be by successful petition to the Dean.

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, speech, 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.

ACCOMMODATIONS

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 required to work with the [Office of Disability Services](#) to submit a [Student Intake Form](#) to their office if accommodations are needed. Once the final documentation has been approved, **it is the responsibility of the student to notify the course directors** of the approved accommodations as noted by the Office of Disability Services.

Accommodation Procedures

- Self-disclose to the Office of Disability Services by completing and submitting the [Student Intake Form](#).
- Submit appropriate documentation from a licensed professional evaluator or medical professional. Documentation must include the following:
 - Specific diagnosis
 - Detailed testing results
 - Current functional limitations
 - Evidence of any past accommodations or medications
 - Recommendations for academic accommodations
 - Credentials of the professional
- Participate in an Intake Meeting with Disability Services to set up an accommodation plan.
- Provide your accommodation letter and set up accommodation arrangements with faculty members and school.
- Request a new accommodation letter every term/semester.

Accommodation Guidelines

- Accommodations are not official unless they have been created through the Office of Disability Services
- Accommodations are not retroactive; they are active once a plan has been created through this office and disclosed to faculty members.
- Documentation and diagnosis information will remain completely confidential.

- The Office of Disability Services reserves the right to request more documentation if documentation submitted is deemed dated or insufficient; documentation needs to be current within the last three (3) years

Responsibilities of Faculty

Faculty are not expected to make any accommodations unless documented by ODS. The student will receive an accommodation letter from ODS after completing the intake form and submitting required documentation. It is the responsibility of the student to provide that letter to each course director. The following should appear on the course syllabus:

LSUHSC-New Orleans is committed to creating an inclusive and accessible environment according to the ADA, ADAA, and Section 504 of the Rehabilitation Act of 1973. Students in need of classroom accommodations should contact the Office of Disability Services at ods@lsuhsc.edu. Please keep in mind that accommodations are effective when an accommodation letter has been generated; they are not retroactive. More information can be found at <https://www.lsuhsoc.edu/administration/academic/ods/>.

Faculty members are to make reasonable course-related accommodations for qualified persons as certified by the Office of Disability Services. 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.

Note on Technical Standards

Some programs require students to meet certain technical standards encompassing the following skills: observation; communication; motor function and coordination; intellectual abilities: conceptual, integrative, and quantitative; and behavioral and social attributes. Students are expected to be able to perform these skills with or without reasonable accommodations. An otherwise qualified student may not be excluded solely because of a disability if a reasonable modification or accommodation can be made by the institution. Reasonable accommodations must not fundamentally alter a program, service, or activity or create an undue burden on the institution.

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 in 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, age, sexual orientations, places of origin, and gender identities.
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 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 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 graduate 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.

MPH Program

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. The student must develop a plan with the academic advisor to raise their CGPA. Failure to meet the CGPA requirement will result in the dismissal of the student at the discretion of the Program and the Associate Dean for Academic Affairs. Students on academic probation are not eligible for graduation. Probationary status is not recorded on transcripts or elsewhere in the student's permanent academic record.

MS and PhD Programs

The Academic Programs and the Dean of the School of Public Health review the qualitative and quantitative academic progress of each student. A student may be dropped from a Program at any time when academic progress is judged inadequate. A student may be permitted to remediate upon the recommendation of the student's Program and concurrence by the Dean. Such a student is considered to be making satisfactory academic progress.

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.

Those courses with a Pass/Fail designation do not positively affect the CGPA, however, it should be noted a Fail designation will be calculated into the CGPA as an F (receiving 0 points).

WITHDRAWALS

Students should refer to the Academic Calendar, which lists the dates upon which they may withdraw from courses.

COURSE EVALUATIONS

Course evaluations are distributed in each course within the SPH. The Associate Dean for Academic Affairs (ADAA) is responsible for administering, summarizing and reporting results from course evaluations to course instructors and Academic Program Directors. The Academic Program Directors are responsible for discussing each course evaluation summary with the faculty instructor for that course. The findings of course evaluations are used to improve individual teaching performance, to assess the overall program-specific curriculum and to make modifications when needed. Students are actively encouraged to submit these anonymous evaluations, since they are effective in measuring the curriculum, instruction and learning environment.

INCOMPLETE GRADES

A student in good standing in a course, unable to complete the course requirements due to circumstances beyond the student's control may request the grade of an "I" for incomplete. This grade does not imply a deficiency on the part of the student. On completion of the required course work, the grade of "I" will be changed to an appropriate grade as determined by the course director. The assignment of an "I" as the official course grade is at the discretion of the course director and requires sufficient documentation from the student as to the extenuating circumstances.

Students with Incomplete status in a course must finish all required work in a manner specified by the course director. In general, this should be done in a reasonably short period after the regular termination date of the course. The ADAA may allow a longer period of time for reasons which are considered appropriate. A student cannot proceed with further coursework until all incomplete grades have been removed. Unless there is an acceptable reason for further delay, an Incomplete grade which is not removed within two weeks of the start of the subsequent semester will be converted on the record as "F." The Associate Dean for Academic Affairs may authorize an extension of time for removing the "I" grade. Please see Academic Affairs for assistance with this process.

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.

ACADEMIC DISMISSAL FOR UNSATISFACTORY PERFORMANCE

If the Program Director deems, in consultation with faculty, that a student should be dismissed because of academic failure, he/she submits this recommendation to the Associate Dean for Academic Affairs, who will:

- a. Uphold the dismissal; or
- b. 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:

1. 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.
2. 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 and a representative of the academic program are given the opportunity to present their 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.

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.

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 make a recommendation 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 Grievance 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 Grievance Committee chair, and the case is closed.

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

These proceedings - the ADAA's investigation, the communication with the Grievance Committee chair, and the action by the ADAA - must be completed within four working days of the day the ADAA receives the complaint. Prior 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:

- Personal relationship, i.e. family or friendship, between the accused and a hearing committee member;
- Advisor/student relationship between the accused and a hearing committee member; and
- 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.

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. If the Committee finds that the charged student has not committed academic misconduct, then the case is closed. If 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 within three working days of receiving the decision.

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

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".

Appeals

An accepted administrative decision by the ADAA and student may not be appealed. The Grievance Committee finding and/or recommended sanction may be appealed by the student to the ADAA on grounds of procedural shortcomings within three working days of the issuance of the decision. If the conflict cannot be resolved to the complainant's satisfaction within a period of 10 working days, the Associate Dean will refer the matter to the Vice Chancellor for Academic Affairs of the Health Sciences Center. The referral will include the complainant's formal written request plus a statement of actions taken by the Associate Dean to resolve this matter.

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

Although the LSUHSC School of Public Health (SPH) has a computer laboratory of personal computers (PCs), that resource is available primarily for use as a classroom. While it is available during non-class times, it is not available at night and on weekends.

Hence, the LSUHSC SPH suggests that all students own a PC or Mac with the following specifications:

- PC laptop/workstation that can run Windows 10 or Mac with OS 10.11 or newer
- AMD/Intel processor at least an i5 or better
- Minimum 4 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, may be needed by students. If students prefer a Mac and need SAS or ArcGIS, they will be responsible to install Apple [Boot Camp](#) or [Parallels](#) and purchase a copy of Windows Professional 10 to install on their system. SAS needs the Professional version of Windows, not the Home version.

Stata statistical software platform can be run on either Windows OS or Mac OS. Students can purchase an academic copy of SAS for \$25/year and STATA can be purchased online with Academic Pricing.

Students who do not possess their own PCs may purchase one and request reimbursement up to \$1400 from Financial Aid funding. This is only available when a student is entering the program in his/her first semester and who has applied for Financial Aid. This does not apply to international students.

Students seeking reimbursement must visit Carl Klutz or Jason Armand, IT staff for the School of Public Health, to have one of them initial the receipt for the computer purchase. This will be done if the computer meets the specifications listed above. The students may then take the initialed receipt to the Financial Aid Department to request reimbursement.

This computer cost reimbursement will be part of the expenses portion of the student loan. It will be paid to the student after the tuition is paid to LSUHSC from the financial aid loan.

Computer Labs

Although the LSUHSC School of Public Health (SPH) has a computer laboratory of personal computers (PCs), that resource is available primarily for use as a classroom. While it is available during non-class times, it is not available at night and on weekends. Open 6:00 to 12:15 AM, there are six 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.

LSUHSC operates a wide area network with a connection to the Internet. It should only be used in a manner consistent with and in support of your roles and responsibilities with the University. The University policy regarding use of its infrastructure is CM-42. It can be found at: [CM-42 – Information Technology \(IT\) Infrastructure](#).

IT Support

Email: [Public Health IT Support](#); Website: <https://sph.lsuhsu.edu/resources/computer-support/>

Location: LEC, 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

Microsoft OneDrive – 5TB of storage

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 desktop 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. Do not save to a particular computer's hard drive; it will be deleted at 12:15am (instead, save it to your personal O: drive).

The LSUHSC network is protected by a firewall that limits connectivity from outside the network. Pulse Secure Remote Access Portal allows you to pass through the firewall and access these systems such as your network drives and use the Outlook client on your laptop.

To access Remote Access Portal, go to <https://remote.lsuhs.edu>. Instructions for using the portal can be found [here](#).

*Use Internet Explorer when accessing the remote access portal.

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 Academic Affairs.

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

All students are required to complete the Biomedical Research and the Social & Behavioral Research modules. **Upon completion of CITI Training the certificate provided through the online module should be sent by email to [Patricia Arteaga](mailto:Patricia.Arteaga@lsuhsc.edu) in the SPH Office of Research.** Individuals must complete the online refresher training course every three years. Following is a link from the LSUHSC Office of Research Services with instructions: https://www.lsuhs.edu/administration/academic/ors/docs/CITI_Instructions.pdf

Student Research

There are multiple opportunities for students to become engaged in Public Health research during their education. These include (1) in-class research assignments, (2) working individually with faculty on their research projects, or (3) as part of their Public Health Practice experience. Interested students should contact the Associate Dean for Research for further information etrapi@lsuhsc.edu.

[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 School follows the policy link below for travel:

<https://www.lsuhs.edu/administration/pm/pm-13.pdf>

The travel guide can be found here:

<https://www.lsuhs.edu/administration/SupplyChain/forms.aspx>

The student should consult and use the LSUHSC Travel Guide for details before planning any travel and submitting requests for reimbursements. The SPH Business Office will help guide students through the process.

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.

The Student Financial Aid Office is located in the LSUHSC Administrative and Resource Building, Room 215. The phone number is 504.568.4820, and the email address is finaid@lsuhsc.edu.

Student financial aid is credited to the students' account records by the LSUHSC-NO Bursar's Office (also known as the Business Office), which also delivers overpay (fund residual) checks covering aid that exceeds amounts owed for tuition and fees. Aid recipients must be registered for the enrollment period before funds are credited. Overpay checks are generally available within two weeks of the date funds are credited to the account record. In addition, 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.

The Bursar's Office is located in the Resource Center Building on the first floor. The phone number is 504.568.4694, and the email address is nobursar@lsuhsc.edu.

LSUHSC Hardship Waiver

The LSUHSC Hardship Waiver is a need-based grant program meeting a State legislative mandate to set aside a portion of funds from tuition increases to alleviate the impact of those increases for needy students. Funds are awarded to Louisiana residents demonstrating significant financial need; this is defined as an official Expected Family Contribution (EFC) Free Application for Federal Student Aid result in the Federal Pell-Eligible range. Due to limited available funds, the school may consider for funding only applicants with Zero EFC and no other significant gift assistance. Awards are made on a first come first served basis. Award amounts vary.

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. Visit the Health Sciences Bookstore, Room 210 of the Resource Center Building or the Dental School Bookstore, Room 3101A of the Dental Administration Building. Credit cards, checks and cash accepted.
2. Online at <https://www.lsuhscc.edu/administration/ae/paypaw.aspx> with a credit/debit card

HOUSING

Once accepted into the LSUHSC SPH, if you would like to live on campus, you should apply for on-campus housing immediately. Because availability is limited student housing at LSUHSC New Orleans because of proximity and on-campus living. Both student-housing facilities are designed for the individual student to enjoy a safe and comfortable home while living on campus.

Students of the LSU Health Sciences Center in New Orleans are eligible to reside in LSUHSC housing facilities. In addition, Post Doc's and Affiliates (i.e. Visiting Faculty, Visiting Researchers, Visiting House Officers and Visiting Students) will be allowed on-campus housing at Stanislaus Hall provided that capacity exists after fulfilling student demand and that they are here for training or educational purposes. **The University reserves the right to terminate a rental or remove a tenant from occupancy at any time.** A [brochure](#) may be downloaded for more information on housing in LSUHSC.

The 160,000 square feet of the Residence Hall contains 208 living units (apartments and dorm rooms) for single students and married couples. Secure ground level parking below the building is available for tenants. Inside and outside recreational areas include table tennis, billiards and basketball court.

Located at 1900 Perdido Street, the Residence Hall is connected to the Medical Education Building via a covered, elevated walkway for easy and quick access to classrooms, labs, library and cafeteria.

The Residence Hall has living units that include:

- One, two or three-bedroom unfurnished apartments
- Single occupancy dormitory rooms

All unfurnished apartments contain a full bathroom, kitchen range, and refrigerator. Single dormitory rooms generally contain single beds (twin XL), built-in desks, chairs, and individual drawer and closet space. Dormitory rooms share a community kitchen, dining room, toilet, and shower facilities. All apartments and dormitories are equipped with network connectivity. The laundry and lobby areas are always accessible for the convenience of the Residence Hall tenants.

Student housing application can be done online. Link for student housing application is <http://www.lsuhscc.edu/administration/ae/housingapp.aspx> and rental charges for each type of accommodation can be found at <http://www.lsuhscc.edu/administration/ae/rental.aspx>. if you have any questions regarding housing, you can contact housing staff at 1900 Perdido Street, New Orleans, LA 70112, Phone: 504.568.6260, Email: aehousing@lsuhscc.edu 8 AM to 4:30 PM (M-F) <http://www.lsuhscc.edu/administration/ae/housingstaff.aspx>.

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 degree in public health. Only 10% of each 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.

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 Pre-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

Routine emails are sent to students with information and assistance on numerous career development topics: career advice, job search mechanisms, student positions, student research opportunities, volunteer opportunities, internships and fellowships, as well as career-level jobs. Career Services provides students from the beginning of their program through graduation and beyond 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.

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. The 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, the 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 connections with the international Alumni.

[TIGER PRIDE \(FORMERLY LOCUS\)](#)

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

Tiger Pride provides a safe space for all members of LSUHSC and promotes the visibility of LGBTQ students, faculty, and staff on campus. As future and current healthcare professionals in Louisiana, we strive to educate the community about issues specific to LGBTQ patients in order to eliminate health disparities and promote health equity for all.

[STUDENTS FOR SUSTAINABILITY](#)

Faculty Advisor: [Donna Williams, DrPH](#)

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

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

Contact: phsga@lsuhsc.edu

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

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

Chair: [Andrew Chapple, PhD](#)

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).

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

Chair: [Edward Trapido, ScD](#)

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, EQUITY AND INCLUSION COMMITTEE

Co-Chairs: [Martha Cuccia, MPH](#) and [Hasheemah Afaneh, MPH](#)

Promote and develop a culture of collaboration and a climate of inclusion without regard for race, color, gender identity and sexual orientation, age, national origin and citizenship status, (dis)abilities, veteran status, or any non-merit factor.

SPH RESEARCH COMMITTEE

Chair: [Edward Trapido, ScD](#)

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

Chair: [Amee Barattini](#)

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 Services and Records

LOCATION: Administration Lions-LSU Clinic Building, Rm. 716
[Student Health Clinic](#) 3700 St. Charles Avenue, 2nd Floor

PHONE: Administration 504.525.4839
[Student Health Clinic](#) 504.412.1366

AFTER HOURS: After 4:30 p.m. and on weekends and holidays, contact Dr. Lauren Davis @ 504.412.1366. For immediate treatment, please proceed to the nearest emergency room.

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 their health records are current. Students are blocked from registration if they are not in compliance.

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.

PHONE/CRISIS LINE: 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.

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 assist 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.

Email: titleix@lsuhsc.edu

Phone: 504.568.2211

[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.

ADDITIONAL RESOURCES

[JOHN P. ISCHE LIBRARY](#)

The John P. Isché Library serves the downtown campus of LSUHSC in New Orleans. It also houses the technical services staff that serves both the downtown and Dental campuses. It is housed on the 3rd - 5th floors of the Resource Center Building.

Location: Resource Center, 433 Bolivar Street

Phone: 504.568.6102

Hours

Monday - Thursday: 7:30am – 12 midnight; Friday: 7:30am - 8pm

Saturday: 9:30am - 6pm; Sunday: 10am – 12 midnight

[Floor plans / Layout](#) (3rd floor, information desk; 5th floor, designated quiet space)

[Group Study Rooms](#)

[Wireless Instructions](#)

[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 and other big events at the Superdome) Student Lots 2 and 3 may be closed to students. The university emails notifications of closures beforehand so students can plan

[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: Resource Center, 433 Bolivar Street, 2nd Floor

Phone: 504.568.2504

Online vendors such as Amazon and ABEBooks may have books at a lower price. (Students can get Amazon Prime at a discount when using .edu email.)

VETERANS

Benefits under the GI bill may be available to veterans attending LSUHSC on a full-time basis. Please see the [Veterans Affairs](#) section of the Registrar's Office located in the Resource Center, 4th floor.

[New Orleans VA Regional Office](#)

701 Loyola Avenue, New Orleans, La. 70112; Phone: 504.561.0121

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.

Campus Branch: Resource Center, 433 Bolivar, 2nd Floor

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. The campus is opened to the public Monday – Friday 6:00 am to 6:00 pm. Visiting students must have a valid ID from their university to be granted access to LSUHSC-NO facilities. After 6:00 pm on weekdays, weekends, and holidays the campus is closed to the public. Anyone not affiliated with LSUHSC-NO wanting access to the campus must use designated entrances (secured by University Police Officers) and must show identification and sign the register log upon entering and exiting the campus.

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

A text messaging service is also available to alert Campus Police of emergencies:

1. TEXT 79516 and begin your message with LSUHSC followed by a space
 - o University Police will not be notified if your text does not begin with LSUHSC followed by a space
2. You will receive a text to notify you that the text has been received by uTip

[LSU Shield Mobile App](#) is available to connect all LSUHSC personnel directly to Campus Police.

To contact University Police with non-emergency information, call 504.568.8270, or submit a message @ http://www.lsuhscc.edu/administration/vcacs/campuspolice_contactform.aspx

CAMPUS MAP

<https://www.lsuhscc.edu/Maps/downtown.aspx>

DISCOUNTS

LSUHSC-NO students have access to the discounts listed @ <http://www.lsuhscc.edu/discounts/>

EMERGENCIES

In the event of an emergency, [LSUHSC Emergency Alert System](#) sends out information via texts and emails. Students must register via <https://911.lsuhscc.edu/eas/tutorials.aspx#PhoneNumber> to receive alerts.