

MERCER UNIVERSITY SCHOOL OF MEDICINE
MASTER OF PUBLIC HEALTH PROGRAM
STUDENT HANDBOOK



Academic Year
2007 - 2008

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Mission Statements

Mercer University

Mercer University is a church-related institution of higher learning that seeks to achieve excellence and scholarly discipline in the fields of liberal learning and professional knowledge. The University is guided by the historic principles of religious and Intellectual freedom, while affirming religious and moral values that arise from the Judeo-Christian understanding of the world

School of Medicine

To educate physicians and health professionals to meet the primary care and health care needs of rural and medically underserved areas of Georgia

Department of Community Medicine

To educate health professionals to practice population-based medicine in their communities

Master of Public Health Program

To educate public health professionals to promote health, prevent disease, and improve the quality of life in populations.

Core Mission Areas

TEACHING – Excellence in educational programs that graduate caring, compassionate, competent health care professionals.

SCHOLARLY ACTIVITY AND RESEARCH – Discovering new knowledge, integrating and applying knowledge to improve the health status of Georgians.

COMMUNITY SERVICE – Reaching out and partnering with neighborhoods and communities.

Core Values

COLLABORATION – Working together and respecting each other's contributions.

COMPASSION – Showing empathy and concern for the well-being of others.

COMPETENCE – Demonstrating mastery of skills of one's profession or vocation.

EXCELLENCE – Performing at the highest level and exceeding the expectations of those we serve.

INTEGRITY – Unwavering adherence to a professional and ethical code of conduct.

RESPECT AND HONESTY – Conducting ourselves in a manner that demonstrates the value of each individual.

SERVICE – Offering our talents and skills toward betterment of our communities.

The Mercer MPH Competencies

Communication and Informatics (CI)	
CI 1	Apply theory and strategy-based communication principles across different settings and audiences.
CI 2	Describe how the public health information infrastructure is used to collect, process, maintain, and disseminate data.
CI 3	Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.
CI 4	Use information technology to access, evaluate, and interpret public health data.
CI 5	Describe how societal, organizational, and individual factors influence and are influenced by public health communications.
CI 7	Use informatics methods and resources as strategic tools to promote public health.
CI 8	Use informatics and communication methods to advocate for community public health programs and policies.
CI 9	Collaborate with communication and informatics specialists in the process of design, implementation, and evaluation of public health programs.
CI 10	Apply legal and ethical principles to the use of information technology and resources in public health settings.
Diversity and Culture (DC)	
DC 1	Differentiate among availability, acceptability, and accessibility of health care across diverse populations.
DC 2	Use the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities.
DC 3	Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.
DC 4	Apply the principles of community-based participatory research to improve health in diverse populations.
DC 5	Differentiate between linguistic competence, cultural competency, and health literacy in public health practice.
DC 6	Describe the roles of, history, power, privilege and structural inequality in producing health disparities.
DC 7	Discuss the importance and characteristics of a sustainable diverse public health workforce.
DC 8	Explain why cultural competence alone cannot address health disparity.
DC 9	Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.
DC 10	Explain how professional ethics and practices relate to equity and accountability in diverse community settings.
Leadership (L)	
L 2	Engage in dialogue and learning from others to advance public health goals.
L 3	Describe alternative strategies for collaboration and partnership among organizations, focused on public health goals.
L 4	Demonstrate team building, negotiation, and conflict management skills.
L 5	Articulate an achievable mission, set of core values, and vision.
L 6	Demonstrate transparency, integrity, and honesty in all actions.
L 7	Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation.
L 8	Apply social justice and human rights principles when addressing community needs.

Program Planning (PP)

- PP 1** Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes
- PP 2** Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program.
- PP 4** Describe the tasks necessary to assure that program implementation occurs as intended.
- PP 5** Differentiate the purposes of formative, process, and outcome evaluation.
- PP 7** Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses.
- PP 10** Explain how the findings of a program evaluation can be used.

Systems Thinking (ST)

- ST 1** Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems.
- ST 2** Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems.
- ST 3** Illustrate how changes in public health systems (including input, processes, and output) can be measured.
- ST 4** Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.
- ST 5** Identify characteristics of a system.
- ST 6** Identify unintended consequences produced by changes made to a public health system.
- ST 9** Analyze inter-relationships among systems that influence the quality of life of people in their communities.
- ST 10** Analyze the impact of global trends and interdependencies on public health related problems and systems.

Public Health Biology (HB)

- HB 1** Integrate general biological and molecular concepts into public health.
- HB 2** Explain the biological and molecular basis of public health.
- HB 3** Articulate how biological, chemical and physical agents affect human health.
- HB 4** Apply biological principles to development and implementation of disease prevention, control, or management programs.
- HB 5** Describe how behavior alters human biology.
- HB 6** Specify the role of the immune system in population health.
- HB 7** Explain how genetics and genomics affect disease processes and public health policy and practice.
- HB 8** Identify the ethical, social and legal issues implied by public health biology.

MERCER UNIVERSITY SCHOOL OF MEDICINE STATEMENT ON INSTITUTIONAL STANDARDS OF BEHAVIOR

Mercer University School of Medicine, consistent with the Accreditation Standards and Mercer University policies and procedures, fosters and maintains an educational community that fosters learning, nurtures learners and is a learning environment in which students, faculty and staff can work together in an atmosphere free of all forms of harassment, exploitation, or intimidation. (For the purpose of this statement, relationships in the educational community include unequal power [teacher-learner or learner-teacher] as well as equal power [teacher-teacher or learner-learner] relationships).

Conduct such as violence, sexual harassment, inappropriate discrimination based on personal characteristics are inherently destructive and will not be tolerated. Other patterns of unacceptable behavior by MPH faculty, staff, and students in this category include habitual demeaning or derogatory comments that are belittling, insensitive, and/or crude; destructive criticism; student humiliation or dehumanization; rejection and alienation.

While the School recognizes the need for effective and constructive feedback/criticism as a part of the learning process, feedback does not have to be demeaning or dehumanizing.

Examples of inappropriate and unacceptable behaviors in the learning environment are:

- ❖ Physical punishment or physical threats
- ❖ Sexual harassment
- ❖ Discrimination based on race, religion, ethnicity, gender, age, or disability
- ❖ Repeated episodes of psychological punishment of a student by a particular superior or equal (e.g. public humiliation, dehumanization, belittlement or derogatory comments, threats, intimidation, rejection, alienation, and removal of privileges)
- ❖ Grading or attention used to show favoritism or to punish a student rather than to evaluate objective performance
- ❖ Assigning tasks for punishment rather than educational purposes
- ❖ Requiring the performance of personal services
- ❖ Taking credit for another individual's work
- ❖ Intentional lack of communication
- ❖ Repeated annoying or humiliating conduct which offends a reasonable person to whom the conduct was obviously directed, including but not limited to, gestures, facial expressions, speech or physical contact or repeated inappropriate telephone or e-mail messages.

In keeping with this statement of standards of behavior, a concerted effort must be made to provide employees and students with an environment free of all forms of mistreatment and harassment. Accusations of violations of this policy are serious and can have far reaching effects on the careers and lives of individuals. Allegations must be made in good faith and not out of malice. Any retaliatory action will be a violation of this policy.

**MERCER UNIVERSITY
SCHOOL OF MEDICINE
Master of Public Health Program
MACON, GEORGIA**

MEMBER OF THE
ASSOCIATION OF AMERICAN MEDICAL COLLEGES

FULL ACCREDITATION AWARDED BY
LIAISON COMMITTEE ON MEDICAL EDUCATION

FULL ACCREDITATION AWARDED BY
COUNCIL ON EDUCATION FOR PUBLIC HEALTH

It is the purpose of the University to adhere to all the rules and regulations, course offerings, and financial charges as announced in the Bulletin or in other publications. The University, nevertheless, hereby gives notice that it reserves the right to withdraw any subject, to change its rules affecting the admission and retention of students or the granting of credit or degrees, or to alter its fees and other charges, whenever such changes are adjudged desirable or necessary. Attendance at Mercer University is a privilege which may be forfeited by any student whose conduct is adjudged as not being in harmony with the traditions, the policies, and the regulations of the University.

Mercer University is committed to providing equal educational and employment opportunity to all qualified students, employees and applicants, without discrimination on the basis of race, color, national or ethnic origin, sex, age or disability, as a matter of University policy and as required by applicable State and Federal laws (including Title Vi, Title VII, Title IX, Sections 503 and 504, ADEA, ADA, E.O. 11246 and Rev. Proc. 75-50). Inquiries concerning this policy may be referred to the Equal Opportunity/Affirmative Action Officer, Diane Baca, Human Resources Office, 1485 Edgewood Avenue, Macon, GA 31207, telephone 478-301-2786.

AUGUST 2008

Important Notice

"All provisions, regulations, degree programs, and course listings in effect when the Student Handbook went to press are subject to revision by the appropriate governing bodies of Mercer University School of Medicine (MUSM). Students pursuing degree programs when such changes are instituted are expected to comply with the revisions that relate to their programs. It should be understood that the statements in this Handbook are for informational purposes only and should not be construed as the basis of a contract between MUSM and the student. Though the provisions of this Handbook will ordinarily be applied as stated, MUSM reserves the right to change any provisions contained herein, including but not limited to academic requirements for graduation, without actual notice to individual students. Students are responsible for knowing all regulations and procedures required by MUSM and the advanced degree program being pursued. In no case will a regulation be waived or an exception granted because of ignorance of the regulation or of the assertion that the student was not informed by the advisor or other authority. Students should consult frequently with school deans, chairpersons, or directors, as appropriate, regarding current degree requirements."

Mercer University School of Medicine MPH Program, as a component of Mercer University, participates in a university-wide assessment program to measure student progress toward educational goals, to determine academic progress, to improve learning and teaching, and to evaluate institutional effectiveness. Students will be active participants in a variety of campus-based assessment activities that focus on attitudes, satisfaction and academic achievement. It is through student participation in the assessment process that the university can better understand itself and better serve its constituents.

The Health Insurance Portability and Accountability Act of 1996

Commonly called “HIPAA Law”

The HIPAA Law is a regulatory requirement imposed on Healthcare organizations and other organizations that hold medical information. The Law is designed to protect patients’ rights and to create the standardization of healthcare information. The Law regarding Healthcare Payment, Treatment, or Healthcare Operations is outlined as the Rules for Administrative Simplification.

The Law became effective in 1996, but the implementation of the Law has been rolled out into regulations since 2002.

The regulations of the HIPAA Law cover the following areas of healthcare:

- Privacy of Health Related Information
- Standardization of Electronic Billing Transactions and Code Sets
- Standardization of Healthcare Identifiers
 - Plan
 - Employer (Plan Sponsor)
 - Provider
 - Patient
- Security of Healthcare Facilities and Healthcare Information
 - Physical
 - Electronic

HIPAA is a regulatory requirement, and Mercer University mandates that all Health activities and Health (Medical) information be in compliance. All employees, staff, faculty, and **students who use, hold or come in contact with Medical information need to be trained in the HIPAA Law and the Mercer HIPAA Policies and Procedures.** The Dean’s Office coordinates this effort for the School of Medicine.

Any questions about HIPAA or Mercer’s HIPAA Policies and Procedures need to be directed to the Mercer HIPAA Privacy Officer, Jim Calhoun at (478) 301-2300.

**SCHOOL OF MEDICINE
DIRECTORY**

Dean's Office

William F. Bina., M.D., M.P.H., Interim Dean..... 301-5570
Elaine Pergerson, Administrative Assistant..... 301-5570

Admissions and Student Affairs

Maurice Clifton, MD., Associate Dean of Admissions
and Student Affairs 301-2542
Mary Putnam, Assistant Director, Enrollment and Student Affairs 301-2542
Gail Coleman, Enrollment Associate 301-2524
Robin Robinson, Enrollment Associate 301-2652

Financial Aid Office

Youvette Hudson, Director..... 301-2539
Mary Scott, Associate Director, Office of Practice Opportunity and Financial Aid 301-2130

Registrar's Office

Youvette Hudson, Director..... 301-2539
Cathy Groce, Registrar Specialist 301-5137

International Student Information

Mercer University Office of International Programs
Eric Spears, Director International Programs..... 301-2573
Fax: (478) 301-5628; Email: spears_ek@mercer.edu

EMERGENCY NUMBERS

On-campus Emergency Number 2911
Mercer Police (MERPO) 301-2970
Community Crisis Line (24 hours) 745-9292
Macon Police 751-7500
Mercer Health Systems (24 hours) 301-4111
Medical Center of Central Georgia, Information 633-1000

A telephone for campus and local calls is available in the Student Lounge area 301-2833

**Department of Community Medicine &
MPH Program Directory**

Full-Time Faculty

William F. Bina, III, M.D., M.P.H. Chair, Department of Community Medicine Interim Dean – Mercer School of Medicine	(478) 301-2804	bina_wf@mercer.edu
Daniel Bennet, Jr., Ph.D., M.S.W. Assistant Professor	(478) 301-4081	bennett_md@mercer.edu
Frances Carter, MS Assistant Director / Instructor	(478) 301-5127	carter_fe@mercer.edu
Fan Chen, P.h.D, M.P.H. Associate Professor	(478) 301 4095	chen_fd@mercer.edu
Jerry Daniel, Ph.D., J.D., M.P.H. Assistant Professor	(478) 301-5129	daniel_jb@mercer.edu
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Yudan Wei, M.D., M.P.H., Ph.D. Assistant Professor	(478) 301-4179	wei_yd@mercer.edu
Krista Swanson Wieters, M.P.H. Instructor	(478) 301-5569	wieters_ks@mercer.edu
Sundra Woodford, M.S. Instructor	(478) 301-2426	woodford_sm@mercer.edu
<u>Part-Time Faculty</u>		
Gayle Bina, M.S. Assistant Professor	(478) 994-1914	gbina@chwg.org
Ike S. Okosun, Ph.D., M.S., M.P.H. Associate Professor	(404) 651-4249	alhiso@langate.gsu.edu
Kathryn Martin, Ph.D., M.P.A. Assistant Professor	(912) 353-3255	kmartin@gdph.state.ga.us
Lalitha Weerasuriya, M.P.H. Instructor		weerasuriy_l@mercer.edu
<u>Staff</u>		
Janette Carter Graduate Program Associate	(478) 301-5478	carter_jm@mercer.edu
Carole Porch Administrative Coordinator	(478) 301-2804	porch_cl@mercer.edu
Laurie Rea Administrative Secretary	(478) 301-2350	rea_ll@mercer.edu
Gail Sheffield Preceptor Coordinator	(478) 301-4053	sheffield_lg@mercer.edu

Student Support Services

The Office of Student Affairs oversees many of the support services required by students during the course of their graduate curriculum. These include:

1. Oversee student health compliance in accordance with university policy.
2. Serve as clearing house for housing information.
3. Administrative supervision of all student groups as listed in the Student Handbook.
4. Assists students applying for grants and scholarships that require a letter of recommendation from the Student Affairs Dean.
5. Serve as contact source for referral and follow-up for students presenting with emotional and academic difficulties.

General Student Support Services

Housing Information

The Office of Student Affairs maintains a housing list of available apartments/houses and a list of those students who wish to secure roommates. You may contact the office at any time to inquire about housing availability. In addition, new listings are posted on the bulletin boards in the student tutorial area and atrium. You can also contact Mercer University's Residence Life office at (478) 301-2478 for on campus housing and other options.

Debt Management

Because debt management is so important to students and graduates, the financial aid office conducts workshops and shares with students information that will help them plan their borrowing and their repayment. Whenever you have suggestions, questions, or concerns, please contact Youvette Hudson, Director, or Mary Scott, Associate Director at 478-301-2853.

Financial Aid

Financial Aid is available to students to reduce the difference between the cost of an education and the expected family contributions. Mercer University School of Medicine believes that the cost of education should be borne primarily by the student and/or the student's family. Personnel in the MUSM Office of Financial Aid, located in the administrative suite of the Medical School building are available to help students explore possible financial aid resources to meet their individual needs. The Free Application for Federal Student Aid (FAFSA) is required annually for all federal and institutional programs. Detailed information on the various programs can be found in the *Financial Aid Maze*, which can be obtained from the Financial Aid Office (478-301-2853).

Registrar's Office

Located in the first floor's Dean's Suite, the Office of the Registrar serves students in various capacities. It is the charge of the Registrar's Office to register all students for classes, verify enrollment status, issue transcripts, and certify students for graduation. Ms. Youvette Hudson serves as Medical School Registrar and is assisted by Ms. Cathy Groce as Registrar Specialist. Ms. Hudson may be reached by calling 478-301-2853. Ms. Groce can be reached at 478- 301-5137

Personal Support and Development Services

Counseling Services

The Dean of Students may be reached at 478-301-2542. The following resources are also available to you:

Counseling and Student Development Center: 478-301-2862

Crisis Line of Middle Georgia: 478-745-9292

Mercer Health Systems: 478-301-4111

Mercer Psychiatry: 478-301-4033

If you feel like you are in need of emergency care, call 911 or report to the nearest hospital emergency room.

- Academic Support Services

The Dean of Students routinely meets with individuals who are concerned with their academic progress. The graduate curriculum is often more than a student expects and may call for new test-taking strategies, study strategies, and better time management. For many students it may be the first time that they experience an academic failure. The Dean of Students offers both counseling and referral services.

- Mental Health Support Services

It is not uncommon for students to experience heightened levels of stress, insecurity and in some cases anxiety and depression while attending graduate school. Additionally, students under such stress may find themselves at risk of abusing alcohol and drugs. Coupled with the demands of the graduate curriculum are life events that occur outside of the classroom. Students may experience a significant breakup or divorce, the illness or death of a loved one, or personal illness. Under such circumstances it is a sign of strength for a person to seek help.

- Substance Abuse

Mercer University is covered by the Drug-Free Workplace Act of 1988. This act requires all contractors and grantees of federal agencies and all applicants for federal grants or contracts, to verify that a drug-free workplace is being provided.

Federal and State Law make it unlawful to manufacture, distribute, dispense, possess or use a controlled substance (as listed in schedules I through IV, Section 202 of the Controlled Substance Act). University policy for employees is that illegal possession or use of intoxicants/drugs on University premises is cause for immediate termination. Graduate students are held to the same standard as regards to University premises and other premises where the student is present as part of the School's educational program.

In addition, substance abuse and/or unlawful acts of manufacture, distribution, dispensation or possession by students will be viewed as conduct which must be considered as part of decisions regarding retention as a student or promotion. Non-academic actions, such behaviors may be considered in faculty/administrative judgments related to a student's suitability in the MPH Program.

Notwithstanding the above, it is recognized that personal involvement in substance abuse is a complex matter. Students who believe they have such problems are urged to seek medical advice and treatment, either on their own or through the Office of the Dean, other School offices, or individual faculty.

The office of the Dean of Students is a specific contact point where students can receive information about the evaluation and treatment possibilities both within the School and outside the School.

Information about personal problems with substance abuse shared in a student-initiated request for assistance or shared with a personal therapist, whether a Mercer employee or not, will be treated as confidential information and will not be used in retention and/or promotion decisions.

However, where student problems are identified by the School and where evaluation and treatment are components of a School/student approved plan of action, it is expected that the student will permit the therapist to report whether or not the student is participating in the approved plan. The therapist's judgment will not be sought regarding the student's suitability to practice medicine, nor will completion of a treatment plan or failure to complete a treatment plan be the sole reason for a retention or promotion decision.

Signs of Emotional Illness or Chemical Dependency

The following are signs of emotional illness or chemical dependency. The list is not necessarily comprehensive. It is intended to assist individual faculty in identifying students with potential difficulties.

Change in personality, dressing habits or neatness

Excessive irritability, anger beyond control

Mental confusion, drowsiness, inattention to work, loud, inappropriate euphoria

Appearance of being depressed, sad, withdrawn

Unsteady gait, slurred speech, alcohol on breath

Additional On-Campus Services

Postal Services

All business transactions (purchase of stamps, etc.) are handled by the University Sub-station, located in the Connell Student Center, second floor next to the snack bar. It processes both regular U.S. mail as well as campus mail. The Post Office is open from 9:00 a.m. - 1:30 p.m. and 2:00 p.m. - 5:30 p.m. Monday through Friday, and from 9:00 a.m. to noon on Saturday.

E-Mail Services

Upon matriculation, students are assigned an e-mail address.

As part of their professional responsibility, students are expected to check their e-mail on a daily basis. As a MPH graduate student you are required to use your @med.mercer.edu email address while in the program. MPH student emails and announcements will only be sent to this address.

Athletic/Sports Facilities

MUSM MPH students have access to athletic facilities which include 2 gymnasiums, 3 playing fields, a soccer field, lighted tennis courts, 4 racquetball/handball courts, a men's and women's health club with exercise room and indoor and outdoor Olympic size pools. A fee is charged for the use of the outdoor pool. Students may be asked to show proper identification when using facilities. Our new, state of the art, University Center houses a multitude of sports and athletic amenities. A Bearcard is required for admittance to the University Center.

Bank

A Student Bank is maintained by the University for the convenience of the students. The bank is located in the Business Office on the first floor of Roberts Hall. Money may be deposited or withdrawn Monday through Friday between the hours of 10:00 a.m. - 12:00 noon and 1:00 p.m. - 3:00 p.m. A check cashing service is also provided with a \$75.00 limit on all personal checks. Students must present a current I.D. card when cashing checks. Insufficient funds checks will result in the loss of check cashing privileges at all University locations.

Books and Supplies

The College Store stocks textbooks and supplies. Store hours are Monday through Friday from 8:30 a.m. to 5:00 p.m. and Saturday, 9:00 a.m. to 12:00 noon. If a medical book is not available in the College Store, the store will order it from Major's Bookstore, Atlanta. Delivery time is in the range of two to three days.

Food Services

MPH students have the option of purchasing a meal ticket through the Mercer University Cafeteria located in the Connell Student Center on the College of Liberal Arts campus. Several plans are available and can be discussed by contacting the Food Management Services Director at extension 2925.

Mercer ID'S (BearCards)

All MPH students are required to have Mercer University Identification Cards. They may be obtained at the Auxiliary Services Building on-campus during the hours of 9:00 a.m. to 3:00 p.m. Cards will be issued as a part of orientation free of charge. Lost cards must be replaced by the individual at a cost of **\$25.00**.

Parking

All motor vehicles driven on campus must be registered with the University to aid in proper identification. Parking regulations on the city streets surrounding the campus are strictly enforced by the Macon Police Department while the Campus Police Department imposes only those traffic regulations which are necessary to the function of the University and the safety of the members of its community. Students are required to register their vehicles annually during fall class registration. Students must park only in designated lots according to their parking sticker and in clearly defined parking spaces.

Security

The Campus Police Department is located at 1765 Winship Street just behind the Greek Village. In addition to maintaining campus security, the Campus Police Department also acts as the University Lost and Found Department.

Any disturbances located in or around the medical education building should be reported promptly by calling the Campus Police at 301-2970.

Academic Success Initiative

It is the MPH Program's desire to see that each student has every opportunity to succeed. Important resources in this regard are Faculty Advisors and the Mercer University Academic Resource Center.

Academic Advisor

1. All academic advisement (course enrollment questions, registration codes, graduation audits, etc. will be provided through the office of the Assistant Director. Your academic advisor will assist you with registration and help with any question regarding transfer credit.
2. Each incoming student will have the responsibility of scheduling a brief meeting with his/her Academic advisor within the first half of the first semester of starting the program. Students are advised to meet with their advisor regularly to discuss their academic performance
3. All registration questions will be handled through this office. Each semester, advisement times are set to enable students to quickly access registration information for the coming semester. Additionally, some online advisement is possible once a student has become comfortable with the program and its processes.
4. The Academic advisor may aid in some career selection options and provide resources to the student, however that is the general prevue of the Faculty Advisor.

Faculty Advisors

1. Each incoming MPH student will be assigned a faculty advisor within the MPH program. The advisors will serve as resources for information and guidance on career choice issues, as well as other issues related to graduate education as requested by the students.
2. Students will be assigned a research project chairadvisor during their second year of the MPH program once he/she has registered for their writing for research course. This faculty advisor will advise and serve as a resource to the student on his/her research project.
3. Students may change advisors at any time upon request. Reasons for changing advisors include but are not limited to prior acquaintance and/or personality conflict. To change your advisor, you must ask another faculty member to serve in the role of your advisor and submit your request in writing to the Assistant Director of the MPH Program. They will notify your previous advisor and new advisor of the change. It is up to the student to decide if he/she wishes to notify the previous advisor, as well, of the change.
4. The advisor will NOT have the responsibility for monitoring advisees' academic progress. However, the advisor can play a valuable role in helping students proactively identify and address evolving academic problems before these problems develop into serious academic difficulties. .

Mercer University's Academic Resource Center

The Academic Resource Center (ARC) seeks to help members of the campus community attain academic and career success by promoting independent, active and lifelong learning; scholarly achievement; and personal development. ARC offers MPH students tutoring, supplemental instruction, instruction and study help, and computer lab access. **Contact Sandra Rosseter, Director, at: (478) 301-2669 or go to their website: www.mercer.edu/arc for more information.**

ARC is located in the Connell Student Center across from University Admissions and is open 24 hours a day.

MERCER STUDENT HEALTH SERVICES PROGRAM
Mercer University Student Health Services Program
2008-2009

The Mercer University Student Health Services Program (SHSP) offers students a comprehensive approach to health care, and is available to all Mercerians at no additional cost. The SHSP is NOT a health insurance policy, but is rather a means of access to a health care delivery system.

The SHSP is also available to assist students in reducing the costs of health care while enrolled at Mercer. Thus, spouses, children and relatives of Mercer students and Mercer Faculty and Staff are not eligible for coverage under the SHSP.

For students enrolled in the School of Medicine and the School of Pharmacy, access through the Program is available for the entire calendar year. For all other students, access through the Program is available beginning the first day of classes and ending the last day of final exams in each semester in which the student is enrolled, as specified in the official Academic Calendar for the student's School or College. Those students who are required to report prior to the beginning of the semester (i.e., Athletes, RAs and OAs) will be covered as of the required reporting date. For graduating seniors, access through the Program is available through the last day of final exams or the student's graduation date, whichever is later.

The SHSP is not meant to take the place of primary insurance held by you, your parents, guardian, or spouse. Your primary insurance will be billed for all physician services provided.

Please follow these procedures when healthcare is needed:

1. When initial medical services are needed, you must first go to the Student Health Center (SHC). You will be referred to Mercer Health Systems (MHS) or to another Physician if more extensive treatment is needed.
2. If the SHC and MHS are closed, you should call 478-301-4111. The answering service will instruct you where to go. Do not go to a physician without calling for a referral. If medical treatment is received without a referral from SHC or MHS, charges will not be covered under the SHSP.
3. In the event of a "true emergency" or traveling outside of the central Georgia region, you should go to the nearest urgent care center (The Medical Center of Central Georgia is the preferred center in central Georgia). You must notify the SHC or MHS within forty-eight (48) hours of the emergency treatment and obtain a referral or charges will not be covered under the SHSP.

NOTE: If you go to an emergency room, urgent care center, or private physician without a referral, you will be responsible for paying all charges at the time of service. Referral Forms are available through Student Health Services.

Under the SHSP, you may submit the charges (bill) for payment to Core Administrative Services after your primary insurance has paid.

4. Your primary health insurance carrier, occupational benefit plan, HMO, or public assistance plan or policy will be billed initially for services provided under the SHSP. If you choose at the time of service to sign a waiver that requests that your claims not be submitted to your primary health insurance carrier, the SHSP will not provide any financial assistance and you will be responsible for the entire bill.
5. Your SHSP has a prescription drug program. This program will allow students without primary health insurance access to low cost prescription drugs when purchased from a pharmacy that participates with this program. Prescription drugs not purchased with this card or at a non-participating pharmacy will not be covered. A list of participating pharmacies is shown at the end of this package. This program includes a generic incentive and a list of preferred brand drugs (or formulary drugs). When you select generic and brand name drugs from this list (See Patient First Pocket Formulary Drug List) you will receive the highest level of benefits.

Co-payments for the Prescription Drug Program are \$10.00 for Generics, \$20.00 for Preferred (formulary) Brands, and \$30.00 for Non-Preferred Brands.

Student Health Services Program Exclusion List

1. Services that are not Medically Necessary.
2. Any catastrophic illness (such as AIDS or Cancer), other than initial evaluative and diagnostic tests considered medically necessary by the treating physician.
3. Inpatient Substance Abuse treatment except for detoxification.
4. Chiropractic Services.
5. Cosmetic Services.
6. Any Dental Care unless it results from an accident or injury.
7. All evaluative, diagnostic and corrective surgical procedures for chronic problems of infertility or fertility.
8. Elective surgery, except for minor surgical procedures performed by a MHS physician for curative or diagnostic purposes.
9. Medical expenses resulting from operating and/or occupying any motorized or self-propelled vehicle that has less than (4) wheels, or is of a kind not required to be registered by any State government for use on public highways or waterways.
10. Experimental Services.
11. Hearing or Vision Examinations and related expenses.
12. Pre-existing conditions, exclusive of allergies.
13. Maternity Expenses or voluntary interruption of pregnancy for non-medical reasons.
14. Routine physicals or examinations.
15. Attention Deficit Hyperactivity Disorders or any related diagnostic services.

- 16. Learning Disabilities or any related diagnostic services.
- 17. Non-emergency use of an Emergency Room.
- 18. Claims submitted over 12 months from the date incurred.

Important Phone Numbers and Pharmacy List (Macon Campus)

CORE Administrative Services 478-741-3521
 (Call with questions regarding coverage or payment of claims)

Mercer Health Systems 478-301-4111
 (Provider of Healthcare Services)

Mercer Police 478-301-2970

Student Health Center 478-301-2696

Pearce & Pearce, Inc. 888-622-6001
 (Comprehensive Student Insurance Policies)

Procure Pharmacy Help Line 800-699-3542

(Participating pharmacies: CVS, Drugs for Less, , Graves, K-Mart, Kennedy Drugs, Kroger, Medicap, Medicine Shoppe, Publix, Target, Wal-Mart, Walgreens)

HEALTH-RELATED ISSUES

Mercer University's immunization policy requires all students to provide a statement of immunization or immunity against Measles, Mumps, and Rubella (MMR). The policy also requires tuberculosis screening of all new students within 12 months before the first day of class. Students residing on campus are required to sign a statement regarding the meningitis immunization. All immunization documentation must be signed by a health care official and sent to the: **Mercer University School of Medicine Student Health Center; 1550 College Street; Macon, GA 31207.** If not completed, your ability to register for MPH classes will be hindered. If you have questions regarding the immunization policy or form please call the Student Health Center at (478) 301-2696 or (800) 637-2378 or visit their website at: <http://www.mercer.edu/shc>.

MERCER SPONSORED STUDENT ORGANIZATIONS

Master of Public Health Association (MPHA)

(Student Chapter of the Georgia Public Health Association)

The purpose of the MPHA student chapter of Georgia Public Health Association is to enhance the professional development of each student in the Master of Public Health Program at Mercer University School of Medicine. Its mission is to create a forum for the exchanging of ideas, information, and experiences as well as training and research collaboration related to public health issues in our community, state, and nation. Its primary purposes include: to foster positive graduate school experience for all members, to promote open communication between MPH students and administration, to enhance social interaction between students and faculty, to promote volunteerism and collaborative efforts with other community public health organizations, and to be a resource for internships, fellowships, continuing education, and career opportunities.

Student Chapter of the Georgia Rural Health Association

The student chapter of the Georgia Rural Health Association at MUSM is a network of students united by a commitment to improve health and healthcare for rural Georgians. It is the first student chapter of any rural health association in the nation and the only student organization to include members from all degree programs at MUSM, including medicine (MD), public health (MPH), and family therapy (MFT/MFS). The goals of the student chapter are to promote the participation of students in the Georgia Rural Health Association and the National Rural Health Association; to increase student awareness about the healthcare needs of rural Georgia; and to provide opportunities for students interested in gaining rural healthcare experience

Additional Organization of Interest

MUSM Book Club

The MUSM Book Club consists of interested faculty, staff, and students who enjoy literary pursuits for pleasure. The group makes monthly recommendations based upon participant interest. Meetings are held at Joshua's Cup usually between 6:00 PM -7:00 PM. Depending on group interest, selections include classics, short stories, popular press, and books related to the practice of medicine. Meeting times are scheduled around best times for students. For additional information contact Dr. Patrick Roche (301-5359)..

Fund-Raising Projects

All fund raising activities **must be pre-approved** by the Student Affairs Dean. The use of the medical school logos and all drawings for tee shirts, cups, etc., must be approved by the Dean of Students and the University Public Relations Office. Forms are available in the Student Affairs Office. Items are to be sold to medical school students, medical school faculty members and family members only, and must not

be sold on the University campus as a whole. Organizations should not solicit funds from local businesses or individuals because such an activity has the potential for interfering with the functions of the University Advancement Office.

Student Affairs Travel Policy for Student Organizations

Requests for cash advances for student travel must be presented to the Student Affairs Office a **minimum of two weeks** prior to intended travel. Requests received later than the minimum of two weeks **will not be considered**.

When receiving a request for a travel advance, the Student Affairs Office must complete a travel request form, signed by the student requesting the cash advance, to be reviewed and approved by the Dean of Students. Until approval has been given, a cash advance will not be requested from the finance office.

At the time a request for travel is submitted, a list of students planning to attend a meeting will be also given to the Dean of Students for approval. A student must be in good academic standing, as verified by the Dean of Students, before he/she can receive the School's support.

When receiving funds for travel, all expense receipts (lodging, food, transportation, registration) must be kept and turned in to the Office of Student Affairs along with a completed travel expense voucher upon return. Any money not accounted for will be charged to the student who received the cash advance. The Office of Student Affairs merely processes the paper work and is responsible for reporting what has and has not been spent. An accounting of funds used by each student organization will be kept. Only funds previously allocated will be allowed for a specific organization.

All expenses must be turned in immediately upon return or before July 1st, which ever comes sooner. Students incurring expenses prior to July 1st and who do not turn them in until after July 1st will not be reimbursed.

Organization Registration

Before a student group can be affirmatively recognized and use campus facilities, they are required to apply for recognition as an officially sponsored student group of Mercer University School of Medicine. An outline of the structure of the organization including names of officers, bylaws, its purpose, any affiliation with a national organization, and a commitment by the organization to abide by laws and institutional policies must be submitted to the Dean of Students along with a letter of request to receive official status.

Fundraising Request

Forms requesting fundraising events on campus premises are available in the Office of Student Affairs and must be approved in advance of the event by the Dean of Students. Any items purchased for resale must first be approved by the Office of Student Affairs and the University Advancement Office.

STUDENT HONOR AND PROFESSIONAL CONDUCT

Honor Code Explanatory Information

Plagiarism and Cheating

The term "cheating" includes, but is not limited to, the following: 1. Use of any unauthorized assistance in taking quizzes, tests, or examinations; 2. Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; 3. The acquisition, without permission, of tests or other academic material before such material is revealed or distributed by the instructor; 4. The misrepresentation of papers, reports, assignments, or other materials as the product of a student's sole independent effort, for the purpose of affecting the student's grade, credit, or status in the university; 5. Failing to abide by the instructions of the proctor concerning test-taking procedures; examples include, but are not limited to, talking, laughing, failing to take a seat assignment, failing to adhere to starting and stopping times, or other disruptive activity; 6. Influencing, or attempting to influence, any university official, faculty member, graduate student, or employee responsible for processing grades, evaluating students, or for maintaining academic records, through the use of bribery, threats, or any other means of coercion in order to affect a student's grade or evaluation; 7. Any forgery, alteration, unauthorized possession, or misuse of university documents pertaining to academic records. Alteration or misuse of university documents pertaining to academic records by means of computer resources or other equipment also is included within this definition of "cheating."

Computers: Users Guidelines

The university's computing and telecommunications facilities are provided for the use of students in fulfilling their needs which relate to the mission of the college. Other usage is not acceptable. Examples of unacceptable usage which are also honor code violations are:

1. Solicitation for charity or other benefits; 2. Activities related to the promotion or running of a personal for-profit venture or other activities unrelated to the provision of an undergraduate education; 3. Using foul or abusive language on the network or any electronic communication; 4. Promoting and sending chain letters; 5. Harassing students or employees at the university or other institutions; 6. Sexual harassment comments directed to another person; 7. Racial comments directed to another person. In a nutshell, usage should be businesslike and appropriate to the college mission. Complaints against any student for violation of the rules will result in immediate revocation of computing and telecommunications privileges. The complaint will then be provided to the student court for disposition and action. Computing and telecommunications privileges will be restored only at the request of the student court or the Dean of Students.

Plagiarism: What It is and How to Recognize and Avoid It

What is Plagiarism and Why is it Important?

In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

These guidelines are taken from the [Student Code of Rights, Responsibilities, and Conduct](#).

To help you recognize what plagiarism looks like and what strategies you can use to avoid it, select one of the following links or scroll down to the appropriate topic.

- [How to Recognize Unacceptable and Acceptable Paraphrases](#)
 - [An Unacceptable Paraphrase](#)
 - [An Acceptable Paraphrase](#)
 - [Another Acceptable Paraphrase](#)
- [Plagiarism and the World Wide Web](#)
- [Strategies for Avoiding Plagiarism](#)
- [Terms You Need to Know \(or What is Common Knowledge?\)](#)

How to Recognize Unacceptable and Acceptable Paraphrases

Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Borden's lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is **plagiarism**:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original uses her own words.
- lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into factory workers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these manufacturing hubs that were also "centers of commerce and trade" (Williams 1)

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be **PLAGIARIZING**. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism **EVEN IF THE WRITER CITES IN HER OWN TEXT THE SOURCE OF THE PHRASES OR SENTENCES SHE HAS QUOTED.**

Plagiarism and the World Wide Web

The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or quote from a WWW site, she must cite that source.

If a writer wants to use visual information from a WWW site, many of the same rules apply. Copying visual information or graphics from a WWW site (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from WWW sites; for example, if a student is constructing a web page as a class project, and copies graphics or visual information from other sites, she must also provide information about the source of this information. In this case, it might be a good idea to obtain permission from the WWW site's owner before using the graphics.

Strategies for Avoiding Plagiarism

1. Put in **quotations** everything that comes directly from the text especially when taking notes.
2. **Paraphrase**, but be sure you are not just rearranging or replacing a few words.

Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. **Check your paraphrase** against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Terms You Need to Know (or What is Common Knowledge?)

Common knowledge: facts that can be found in numerous places and are likely to be known by a lot of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. **You do not need to document this fact.**

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According to the American Family Leave Coalition's new book, *Family Issues and Congress*, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an *interpretation*; **consequently, you need to cite your source.**

Quotation: using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association's style:

Example: According to Peter S. Pritchard in *USA Today*, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

Paraphrase: using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

Produced by Writing Tutorial Services, Indiana University, Bloomington, IN
<http://www.indiana.edu/~wts/wts/plagiarism.html>

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GRADUATE HONOR SYSTEM

This document describes policies and procedures for dealing with infractions of the *Honor Code* by students matriculated in Graduate Programs under the jurisdiction of the Graduate Council of Mercer University.

DEFINITION OF THE GRADUATE HONOR SYSTEM

The Graduate *Honor System* is a code established, interpreted, and administered by the Graduate Council of Mercer University. It is based on the Undergraduate *Honor System* and draws on the traditions of integrity and academic freedom which are embodied by that system. Like that system, the aim of the Graduate *Honor System* is to promote complete freedom within the academic community – a freedom which is based on a trust between students and faculty.

At Mercer University, the *Honor System* is subscribed to by everyone enrolling in any class, whether during the regular academic year, the summer term, or evening classes. The faculty subscribes to and supports fully the *Honor System*. The *Honor System* places responsibility for honesty where it belongs and ultimately must rest, on the individual. The individual is responsible for reporting any academic dishonesty he or she may observe as well as being responsible for his or her own honesty. By placing the responsibility on the individual, each student becomes the guardian of the *Honor System*. As a pledge to uphold this responsibility, each student assumes the Honor Pledge stating, "I pledge myself to neither give nor receive aid during tests or for any individual assignments or papers, nor to use any information other than that allowed by the instructor. I further pledge that I will not allow to go unreported to the proper persons any violation of the *Honor System* and that I will give true and complete information before the Honor Committee."

GRADUATE HONOR PANEL

Policies and procedures regarding graduate student infractions of the *Honor Code* are established by the Graduate Council of Mercer University. To this purpose, the Graduate Council shall establish and maintain a panel of members of the Graduate Faculty who are available to adjudicate cases of infractions reported to the Council. The members of this Panel may be called upon to serve as an Honors Committee to judge violations of the *Honor Code* and to recommend penalties for those found guilty of infractions.

Each college or school which offers graduate programs falling under the jurisdiction of the Graduate Council shall select three members of its Graduate Faculty to serve on the Honor Panel. The Honor Panel members shall serve for staggered terms so as to provide for continuity of experience.

DEFINITIONS OF VIOLATIONS

Violations A violation of the Honor Code involves: (1) cheating, (2) plagiarism, (3) academic negligence, or (4) other acts of dishonesty in the area of academics and research. Perjury or willful omission of evidence during a COMMITTEE hearing is also a violation.

Cheating is the taking of credit for work which has been done by another person. The following are some of the more common instances of cheating:

- (1) using notes, textbooks, or reference materials on a test, daily quiz, or examination unless the use of such materials is specifically permitted by the professor;
- (2) copying ideas or facts from another's papers during a test situation in or out of class;
- (3) giving or receiving facts or ideas by any means whatsoever during a test situation in or out of class;
- (4) obtaining test questions which a teacher does not release for further reference;
- (5) obtaining or giving specific information which will be on a test before the test is administered;

Plagiarism is defined as the use of ideas, facts, phrases, or additional material such as maps and charts from any source without giving proper credit for such material. Any material in a paper or report which is not acknowledged is understood to be the original work of the author.

Academic negligence is also a violation of the *Honor Code*. It is unacceptable conduct of a student during a testing situation. (This includes in-class tests, take-home tests, outside assignments, papers, homework, lab reports, etc.) It may include the student's failure to understand the instructor's specific instructions.

Perjury is the falsification of testimony or other evidence presented to the Council. Willfully omitting evidence may also result in a conviction.

PROCEDURE FOR REPORTING HONOR CODE VIOLATIONS

Each student is responsible for reporting any and all infractions of the *Honor Code*. This responsibility is accepted when he or she enrolls in Mercer University and is expected of him or her as a vital participant in the Mercer University *Honor System*. The SYSTEM is so dependent upon this student responsibility that the shirking of this responsibility is considered a serious violation of the *Honor Code*. Faculty as well as students are responsible for reporting any and all infractions of the *Honor Code* which may come to their attention.

The procedure for reporting a violation is:

- (a) If a student or member of the faculty knows or hears of an act of dishonesty, he or she is responsible for reporting the incident to the Dean of the academic unit. The Dean will determine whether the incident should be managed within the academic unit or forwarded to the Graduate Council. If the decision is to forward to the Council, then such notification shall be immediately made to the Chairperson of the Graduate Council.
- (b) The Graduate Council will select two members of the Honors Panel for an Honor Committee and request that the Dean name the remainder of the Committee by: (1) selecting two members of the Graduate Honor Panel, and (2) naming one additional member of the Graduate Faculty. The Dean will appoint one member of this group as chairperson.
- (c) The Chairperson of the Honors Committee will notify the accused student(s) and will serve as an investigator to determine the facts of the case. The Honors Committee will conduct the case according to the procedures described in the following section.

GRADUATE HONOR COMMITTEE PROCEDURE

1. RIGHTS AND RESPONSIBILITIES

A. OF THE ACCUSED

- 1. The accused shall have following rights in the event that he or she shall face a hearing:
 - a. A right that the charges against him or her be served on him or her by some member of the GRADUATE HONOR COMMITTEE at least 24 hours prior to the hearing. This right may be waived by joint consent of the accused and COMMITTEE.
 - b. A right to summon witnesses and to testify on his or her own behalf.
 - c. A right to be present when the witnesses testify and to question them at the designated time.
 - d. A right to examine written work or other exhibits where the evidence consists in part or whole of same.
 - e. A right to an acquittal unless the COMMITTEE believes that the charge or charges against him or her have been proved beyond any reasonable doubt.
 - f. A right to request the Dean of the School or College to review a finding of guilt and the propriety of the penalty. This right must be exercised within four school days after the hearing.

- g. The accused shall have the full right of free speech as regards his or her trial.
- 2. The Accused shall have the following responsibilities in the event that he or she shall face a hearing:
 - a. A general duty to cooperate fully with the COMMITTEE in all matters pertaining to case procedure.
 - b. A duty to be present at the hearing. If the accused fails to appear or to notify the COMMITTEE, the hearing shall proceed in his or her absence.
 - c. A duty to answer all relevant questions frankly, fully, and honestly, remembering that intentional omission is as serious an offense as willful distortion of the truth.

B. OF WITNESSES

- 1. A witness shall have the following rights in the event the accused shall face a hearing:
 - a. The right to be presented with a summons at least 24 hours prior to the hearing.
 - b. The right that neither his or her person nor property shall be insulted, molested, threatened, or damaged because of his or her part in the hearing.
- 2. A witness shall have the following responsibilities in the event that the accused shall face a hearing:
 - a. A general duty to cooperate fully with the COMMITTEE in all matters pertaining to case procedure.
 - b. The duty to be present at the hearing.
 - d. The duty to answer all relevant questions frankly, fully, and honestly, remembering that intentional omission is as serious an offense as willful distortion of the truth.

II. CONDUCT OF THE HEARING

A. PARTICIPATION IN THE HEARING

- 1. Every hearing shall be conducted by a GRADUATE HONOR COMMITTEE appointed by the Graduate Council and the Dean of the School or College; the Committee chairperson appointed by the Dean shall preside.
- 2. The clerk of the COMMITTEE shall take minutes of the proceedings. Recording devices may be used if they are under the control of the COMMITTEE. The accused may listen to the recordings after the hearing in the presence of at least two members of the COMMITTEE. In those cases which result in a conviction, a complete record of the hearing proceedings shall be retained by the COMMITTEE until the graduation of the accused. In cases which result in an acquittal, only the number of the case, the name of the student, and the statement of acquittal shall be retained by the COMMITTEE.

3. A member of the COMMITTEE shall disqualify him or herself in a case in which he or she is called as a witness.
 4. The proceedings of the case shall be held in utmost confidence before, during, and after the hearing.
- B. CALL COMMITTEE TO ORDER
1. The clerk will record the committee members present.
 2. The Chairperson of the COMMITTEE will give a review of the facts involved in the case.
- C. CALL THE ACCUSED BEFORE THE COMMITTEE
1. Prayer by a member of the COMMITTEE.
 2. Swear accused in as he or she stands, raises right hand, and rests left hand on the Bible.
 3. Remind the accused that perjury and willful omission of evidence are a violation of the *Honor Code*.
 4. Ask the accused whether he or she has been afforded all the rights as stipulated by the *Honor System*.
 5. Ask the accused how he or she pleads.
- D. CALL WITNESS(ES) BEFORE THE COMMITTEE
1. Swear witness in as he or she stands, raises right hand, and rests left hand on the Bible.
 2. Remind witness that perjury and willful omission of evidence are a violation of the *Honor Code*.
- E. QUESTIONING OF WITNESSES AND ACCUSED
- Questioning will be carried out by the Committee Chairperson to be followed by questions from other committee members.
- F. QUESTIONING OF WITNESSES BY THE ACCUSED
- The accused will now have an opportunity to question the witnesses if he or she so desires.
- G. RESUME BY THE ACCUSED
- The accused will now have an opportunity to give an uninterrupted resume of his or her defense.
- H. RECESS FOR DELIBERATIONS
- Following the resume by the accused, the Committee will recess the Hearing and retire to confer and discuss the case. They will reach a verdict of guilt or acquittal and, in the event of a verdict of guilt, determine the appropriate penalty.
- I. PROCEDURE OF BEING RECALLED
- Any witness or the accused may be recalled by the COMMITTEE. If special circumstances warrant, witnesses may also be recalled by the

Committee at the request of the accused prior to the presentation of the verdict. The hearing will be reconvened for this purpose.

J. REPORT OF THE ACCUSED

1. IF GUILTY

- a. Give the verdict to the accused.
- b. Give penalty to the accused.
- c. Advise accused that the decision may be appealed to the Dean of the respective School or College within four school days.
- d. Advise accused that all GRADUATE HONOR COMMITTEE procedures are kept in strictest confidence.

2. IF ACQUITTED

- a. Give verdict.
- b. Advise accused that all GRADUATE HONOR COMMITTEE procedures are kept in strictest confidence.

III. POST HEARING PROCEDURES

- A. If the finding be one of guilt, the decision will be recorded in the GRADUATE HONOR COMMITTEE file and the accused will be notified of the decision and informed of the right to appeal. Files pertaining to the hearing will be maintained by the Office of the Dean of the academic unit.
- B. If the finding be one of acquittal, the accused shall be notified of that finding and cautioned that the hearing may be reopened for good cause by the COMMITTEE within a period of four school days.

PENALTIES FOR INFRACTION

I. IF THE ACCUSED IS FOUND GUILTY OF CHEATING OR PLAGIARISM, THE COMMITTEE SHALL DETERMINE THE PENALTY BY MAJORITY VOTE.

A. TYPES OF PENALTIES:

1. Class I penalty: expulsion from the graduate program or suspension for a specified period.
2. Class II penalty: failure in the course in which the violation occurs.
3. Class III penalty: failure on the work in which the violation occurs.
4. DISCRETIONARY penalty:
 - a. A censure or penalty other than the above indicating to the student that the conviction is the result of improper conduct and/or dishonesty on his or her part. A notation of the offense shall be recorded in the GRADUATE HONOR COMMITTEE file of the student in the form of a letter which

will be removed upon departure of the student from the University.

5. Upon the unanimous agreement of the GRADUATE HONOR COMMITTEE, a penalty may be suspended with the stipulation that no letter be placed in the GRADUATE HONOR COMMITTEE file but that the decision shall be considered a conviction.

II. IF THE ACCUSED IS FOUND GUILTY OF ACADEMIC NEGLIGENCE, THE COMMITTEE SHALL DETERMINE THE PENALTY BY MAJORITY VOTE.

A. PENALTY:

1. A censure indicating to the student that the conviction is a result of academic negligence or bad judgment on his or her part. A record of the conviction will be kept in the GRADUATE HONOR COMMITTEE file and be removed when the student leaves the University. The COMMITTEE will have the discretion to extend the penalty to not more than a failure on the work. Examples of extended penalties include rewrites on papers and retaking exams.

III. IF THE ACCUSED IS FOUND GUILTY OF PERJURY OR WILLFUL OMISSION OF EVIDENCE IN TESTIMONY DURING A GRADUATE HONOR COMMITTEE HEARING, THE COMMITTEE SHALL DETERMINE THE PENALTY BY MAJORITY VOTE.

A. TYPES OF PENALTIES:

1. Class I penalty: immediate expulsion from the graduate program or suspension for a specified period.
2. Class II penalty: censure or written rebuke. A record of the conviction shall be kept in the GRADUATE HONOR COMMITTEE file and will be removed upon the departure of the student from the University.

APPEAL PROCEDURES

1. In the event of a conviction, the accused may request the Provost to review a finding of guilt and/or the propriety of the penalty. The request must be made in writing within four school days and should enumerate the grounds on which the appeal is based.
2. The Provost will review the request for an appeal to determine whether there are sufficient grounds to warrant reconsideration.
3. If the Provost determines that reconsideration of the conviction or penalty is appropriate, he or she should consider questioning or hearing:

- a. the accused
 - b. any witness that the accused or the Provost wishes to question
 - c. the faculty member in whose class the violation is alleged to have occurred
 - d. any written evidence used in the Committee hearing
 - e. any records, notes or recordings kept by the Committee.
4. If after reconsideration the Provost believes that there are adequate grounds for changing the decision of the Committee, he or she may:
 - a. reverse the conviction or lower the penalty or
 - b. if additional evidence was presented after the original Honor Committee decision, refer the matter back to the Committee for its further deliberation.
 5. If the Provost determines that reconsideration of the conviction or penalty is not appropriate, the accused may appeal the finding of guilt and/or the propriety of the penalty to the President. The decision of the President shall be final.

Standard on Student Harassment and Abuse

Standards of Teacher-Learner Relationships

The University's guarantees of academic freedom presuppose that members of the faculty will act in a professionally responsible manner. The University expects that members of the faculty will be governed by the American Association of University Professors Statement on Professional Ethics (1987) which declares:

"II. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their discipline. Professors demonstrate respect for students as individuals, and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to assure that their evaluation of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment or disciplinary treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom."

In like fashion, MPH students are expected to adhere to high standards of professional conduct. Students are to make very effort to behave respectfully towards faculty, staff, and peers. They should willingly take responsibility for their behavior. They should not make inappropriate demands or become abusive and critical during times of stress. MPH students would be able to accept criticism, when offered appropriately. They would be able to look at themselves objectively, and take whatever steps are necessary to overcome their shortcomings.

Policy

Position

Harassment and/or abuse are not acceptable at Mercer University School of Medicine. Such behaviors threaten to destroy the environment of tolerance and mutual respect that must prevail if the School of Medicine is to fulfill its purposes. It is the responsibility of every employee and student in the School community to strive to create an environment free of harassment and abuse. Students have the right to bring grievances against a faculty member, staff member or administrator. Such matters may be academic or personal.

Establishment of Grievance Committees

Note: For all complaints that relate to the area of sexual harassment, the School of Medicine will adhere to the University Policy Concerning Sexual Harassment of Students.

1. Annually, the Dean will appoint a standing Grievance Committee to receive complaints of harassment or abuse. The Committee will emphasize mediation and conciliation, and will rely on discreet inquiry and persuasion in dealing with complaints brought for its consideration. When a Committee cannot resolve a complaint to the satisfaction of those concerned, it will refer the matter, with its findings and recommendations to the Dean. All members of the School of Medicine community are expected to cooperate fully with the Committee.
2. The Committee will be composed of five members; three faculty members, one department administrator, and a senior student. In making appointments to the Committee, the Dean will be guided by considerations of continuity, experience, and sensitivity to the concerns of students and faculty and gender, racial, cultural and economic diversity of the student body. After the initial appointments, the Dean will seek the advice of the existing Committee on new appointments.
3. The Dean will appoint a chairperson of the Committee who will convene the Committee, preside over meetings and hearings, assign duties to members and assume those other responsibilities usually delegated to a committee chair.

General Procedure

1. Any student may ask questions about procedures, seek advice, or lodge a complaint to any member of the Committee, either orally or in writing. The student will be given the opportunity to make a written complaint, but if she/he declines, consultation with a Committee member is still available and mediation is still possible.
2. A complainant must identify herself/himself in a signed written complaint before an investigation is made or any process is begun which might lead to recommendations of sanctions.
3. Mediation is available, however, if the complainant wishes to (a.) postpone, rather than refuse altogether, to identify herself/himself or (b.) to remain unidentified, yet obtain the Committee's assistance in informing the other person that a problem has been raised concerning the person's conduct.
4. Completely anonymous complaints will not result in any action or record by the Committee.
5. The Committee will be available to consult with the School community on the issue of student harassment/abuse and to assist in education about issues related to this area.

6. The Committee will transmit matters that do not fall within its purview to the Dean for appropriate referral.

Procedures for Complaints of Harassment or Abuse

When the complainant is willing to be identified to the person against whom the complaint is directed, the Committee will proceed in the following manner:

1. After discussion with the complainant, the Committee member who initially receives the complaint will describe the incident to the full Committee without disclosing the identity of the individuals involved. The Committee will convene within two weeks after receiving the written complaint. The Dean will be notified that the complaint has been received.
2. The Committee will decide whether the complaint falls under its purview. If it concludes that the complaint should be considered by the Committee, the persons involved will be identified to the Committee. Any Committee member with a conflict of interest will be required to withdraw from consideration of the complaint.
3. One or more faculty or administration members of the Committee will meet as soon as possible with the person directly involved in the complaint in order to clarify what incidents occurred and views each holds. The person complained against shall be informed of the name of the person making the complaint and the substance of the complaint.
4. These members will report to the full Committee the content of those interviews. The committee will then determine whether further investigation is warranted.
5. The Committee shall have broad power in its discretion to ask for additional evidence, to conduct personal interviews with the parties and with additional persons, and/or to hold a hearing on the matter. The parties shall be advised before any discussions are held with additional persons. Any hearing shall be conducted in private under informal procedures as determined by the Committee.
6. After completion of its investigation, the Committee will determine whether the accused has engaged in harassment/abuse and, if so, will recommend corrective action. This work should be completed within six weeks following the receipt of the initial written complaint. The Committee may:
 - (a.) find that no harassment or abuse occurred and convey that decision to the parties involved, or,
 - (b.) recommend that the complaint be resolved between the parties and convey that recommendation to the complainant, or,

- (c.) find that harassment/abuse occurred and refer the matter with specific findings and recommendations for corrective action to the Dean. The committee will inform the Dean of its findings and recommendations. The Dean will inform the Committee of the final disposition of these complaints.
7. If either the complainant or the person complained against is dissatisfied with the Committee's findings or recommendations, that person may meet with the Dean to discuss her/his concerns.

Variations

Steps outlined above may be modified on a case-by-case basis in the resolution of other kinds of complaints or harassment/abuse, as follows:

1. A complaint in which a complainant asks not to be identified until a later date (e.g. until the end of a course) will generally be honored, and the complaint will be held with no action taken until the time requested by the complainant (but in no case longer than 180 days following the alleged incident(s)). If the complainant withdraws the complaint before the designated date, no action will be taken and no records concerning the incident(s) will be kept.
2. A complainant may identify herself/himself to a member of the Committee but request to remain unidentified to the person against whom the complaint is made. In such cases, the Committee may advise the accused that a complaint has been made against him/her without identifying the complainant. Further inquiry, investigation or action will normally be curtailed until the complainant is willing to be identified.

Resolution of Complaint

If the Committee is able to mediate a resolution of the complaint to the satisfaction of both the complainant and the person complained against the complaint will not be forwarded beyond the committee.

1. Complaints not resolved by the Committee will be forwarded to the Dean with written finds, recommendations and any supporting documentation.
2. The Dean will review the Committee's findings, recommendations and documentation and will meet with both parties prior to rendering a decision. The Dean will inform the parties of the decision within two weeks after receiving the recommendations of the Committee.
3. If the corrective action involves disciplinary action or termination of employment, the individual may be entitled to further procedural rights (e.g. under Section 2.054 or 2.11 of the University Faculty Handbook).

4. All proceedings will be kept in confidence by the Committee. The Committee will respect the wishes of the complainant regarding investigation and will not carry a complaint forward without the complainant's permission.
5. No records will be kept of informal discussions between the complainant and Committee members. Records and documentation of formal complaints in the Committee's or Dean's possession will be kept separate from personnel files, although the Dean's decision in a particular case may involve a written warning or reprimand or other action to become a part of a personnel file. Where it is determined that no harassment or abuse has occurred, all records of the complaint shall be destroyed (except a confidential file in the legal counsel's office).
6. The parties immediately involved will be kept informed of the status of the complaint.
7. Any attempt to penalize or harass an individual for initiating an inquiry or complaint will be treated as a separate incident under these procedures.
8. The Committee will submit an annual report to the Dean, with copies to the Director of Personnel and EEO Officer, summarizing the nature of cases and issues considered during the year. From time to time, the committee will consult with the Dean on policy and procedural issues, including progress in education of the School of Medicine community, prevention of harassment/abuse and recommendations for changes in this policy.

MASTER OF PUBLIC HEALTH PROGRAM

William F. Bina, III, M.D., M.P.H., Interim Dean, Mercer School of Medicine;
Professor; Chair, Department of Community Medicine;
Daniel Bennet, Jr., Ph.D., M.S.W., Assistant Professor
Frances Carter, B. S., M.S., Assistant Director, Instructor, MPH Program
Fan Chen M.D., M.P.H., Dr..P.H., Associate Professor
Jerry Daniel, A.S., B.S., M.S., M.S.W., M.P.H., Ph.D., J.D., Assistant Professor
M. Marie Dent, B.S.H.E., M.S., Ed.S., M.B.A., Ph.D., Associate Professor
Xianming du Prel, Dr.PH., M.P.H., Assistant Professor
Cheryl Gaddis, M.P.H., Instructor
Mary W. Mathis, B.A., M.P.H., Instructor
McKinley Thomas, B.S., M.Ed., Ed.D., Associate Professor, Director, MPH Program
Melissa Thompson, Ph.D., Assistant Professor
Nanette C. Turner, Ph.D., M.P.H., Assistant Professor
Yudan Wei, M.D., M.P.H., Ph.D., Assistant Professor
Krista S. Wieters, B.S., M.P.H., Instructor
Sundra Woodford, M.S., Instructor

The Master of Public Health (MPH) degree program educates students to become community responsive health professionals who are trained to meet health industry needs in public health, business, managed care agencies, insurance companies, and government, with emphasis on rural and underserved areas. This goal will be achieved by providing students with expertise in defining and prioritizing community health problems; developing disease prevention, health promotion, and health education strategies; data management and interpretation; assessing and utilizing health information technologies; health services evaluation; and strategic health planning. The acquisition and application of these skills will enable students to strengthen the community health infrastructure by encouraging and promoting healthy public policy.

ADMISSIONS INFORMATION

Application Process - Master of Public Health Program

The Assistant Dean and Registrar for Mercer University School of Medicine (MUSM) require the materials listed below in order to complete the application to the Master of Public Health Program of MUSM:

1. An MPH graduate application form and a non-refundable fee of \$50 for domestic applicants and \$150 for international students.
2. Official transcripts, sent directly from the college or university for all college-level work completed to earn a baccalaureate degree from an accredited college or university.
3. Official transcripts, sent directly from the college or university for any work

completed in addition to the undergraduate degree.

4. Official test results from either the Graduate Records Exam (GRE) taken within the last seven years or the completion of a Masters or Doctoral degree program. The institutional codes for the GRE are - 5409 and department code – 0616 respectively. The Medical College Admissions Test (MCAT) may be accepted by the program director in lieu of the GRE. The Program Director will evaluate test score information as part of academic advisement.
5. A three-page (750 words), double-spaced, typewritten essay on the subject of educational, career, and life goals in public health.
6. Three letters of reference (two of the three letters must be from either current or previous college professors and/or employers, the third may be either a college professor, employer or friend) sent directly to the Office of Admissions, Mercer University School of Medicine, 1550 College Street, Macon, GA 31207.

In addition, all students must complete an interview with the MPH Program Director and/or Faculty. The MPH admissions committee will evaluate each applicant based on his or her academic record, personal qualities, work experience, and personal goals. For domestic applicants, the application form deadline for fall entrance is July 1. For International applicants, the application form deadline for fall entrance is May 1. All supporting documents must be submitted within two (2) weeks of each deadline.

G.P.A. Requirement

An overall undergraduate grade point average of 2.50 or better based on a 4.0 system is required.

CURRICULUM

Total Semester Hours.....42 hours

Required Courses.....18 hours

- MPH 601. Principles of Public Health Practice
- MPH 611. Principles of Epidemiology
- MPH 621. Basic Biostatistics and Health Measures
- MPH 631. Environmental Health
- MPH 641. Disease Prevention and Health Promotion
- MPH 651. Communications in Public Health

Electives.....15 hours

- MPH 663. Analysis and Application of Public Health Data
- MPH 664. Computer-Based Applications and Outcome Measures
- MPH 665. Desk-Top Computerized Geographic Information Systems
- MPH 673. Health Services Management
- MPH 674. Population-Based Health and Demography
- MPH 675. Community Health Needs Assessment
- MPH 710. Community-Health Statistical Measures
- MPH 711. Approaches to Public Health Research

MPH 712.	Small Area Analysis
MPH 713.	Health Systems and Policy
MPH 714.	Chronic Diseases
MPH 715.	Infectious Disease and Bioterrorism
MPH 716.	Advanced Seminar in Public Health
MPH 717.	Introduction to Law in Health and Human Services
MPH 718.	Independent Research and Writing
MPH 719.	Community Case Study Analysis
MPH 720.	International Health
MPH 721.	Grant and Proposal Writing and Development
MPH 799.	Independent Study

Capstone Series.....9 hours

MPH 790.	Practicum
MPH 791.	Writing for Research
MPH 792.	Applied Research Experience

Degree Requirements

1. Successful completion of all academic course work with minimum of 3.0 GPA. The student may have no more than two letter grades of "C." A letter grade of "D" may not be included in course work used for the MPH Program.
2. Successful completion of the practicum or research project in public health.
3. Successful clearance granted by the Office of the Registrar.

A minimum of 42 credit hours are required to fulfill the degree requirements.

Course Numbering System

The numbering system for graduate courses in MPH is 601-799. Each course appears in the Bulletin with the prefix MPH.

COURSE DESCRIPTIONS

All courses are 3 credit hours

Core Courses - Required

MPH 601. Principles of Public Health Practice

This course focuses on the implications for the management of public health services. There will be an examination of key contemporary issues related to the basic sciences of public health, as well as issues related to the organization and management of health services. Additionally, this course explores foundational elements necessary for the competent practice of public health.

MPH 611. Principles of Epidemiology

This course focuses on the basic concepts and principles of epidemiology. The curriculum teaches the descriptive and analytical concepts, techniques and statistics necessary to describe the patterns of disease in a population and to formulate and test epidemiologic hypotheses regarding disease causation.

MPH 621. Basic Biostatistics and Health Measures

This course focuses on the principles and reasoning underlying fundamental biostatistics and on specific inferential techniques commonly used in public health research. During the course, students will be given the opportunity to calculate, interpret, and critique basic descriptive and inferential statistics relative to public health and medical research. In addition, the course includes numerous opportunities for participants to examine and critically evaluate published literature in terms of statistical processes and research design. Fundamentals of statistical programming techniques with Excel or SPSS will be emphasized throughout the course.

MPH 631. Environmental Health

This course reviews basic concepts of environmental health, includes physical, chemical, biological, psychosocial aspects of environmental health, and applies them to the prevention of environmentally induced diseases. In this review process, the course examines issues related to biological monitoring of environmental health hazards, health surveillance, environmental monitoring, and current environmental standards governing air, water, food, and soil quality. The latter includes laws enforced by the Environmental Protection Agency (EPA), and the other agencies. This course addresses global environmental health concerns, outlines the basic approach to risk assessment, and the principles of risk management and risk communication.

MPH 641. Disease Prevention and Health Promotion

This course serves to introduce the student to the arena of public health theory, health-related communication strategies, and general methods of planning, implementing, and evaluating health promotion and disease prevention programs in community and clinical settings. The curriculum will include discussions on the linkages between overall health and behavior; specific theories related to individual,

group, and organizational behavior; and current research on processes useful for infusing theory into program design.

MPH 651. Communications in Public Health Practice

This course focuses on teaching effective strategies for the dissemination of public health information at the local level. This course develops students' skills in information sharing with community members, policy makers, health care personnel, and the media about potential or real health problems and risks.

Electives – 15 Hours Required

MPH 663. Analysis and Application of Public Health Data

This course covers the topics of storage, manipulation and retrieval of public health data as well as statistical summaries of morbidity and mortality. The course will utilize national, state, and local data sets. The major focus will be hands-on opportunities to analyze public health data with epidemiological methods. The course provides students practice in the analysis and presentation of data from actual public health population-based studies. Fundamentals of statistical programming techniques with SPSS or SAS will be emphasized throughout the course.

MPH 664. Computer-Based Applications and Outcome Measures

This course focuses on epidemiologic examples addressing clinical and community issues; computer-based project management focuses on study design, data collection, and quality control. The use of common software applications will be reviewed, and the aspects of computer networks as public health data sources are introduced.

MPH 665. Desk-Top Computerized Geographic Information Systems

This course focuses on the uses of advanced computer-based techniques in current GIS and health marketing databases to assess the health of communities. It involves the application of geocoding and mapping health related data sets for the purpose of targeting special populations for health intervention efforts.

MPH 673. Health Services Management

This course teaches epidemiologic methods in the planning and evaluation of health services. Various epidemiology techniques and designs are applied to assessments of health care needs, priority setting, risk assessment, regional health planning, validity assessment, access to care, and program evaluation.

MPH 674. Population-Based Health and Demography

This course presents the principles and concepts of population-based health basic epidemiologic and demographic methods to measure population health status, to determine health risks, and evaluate interventions for eliminating disease.

MPH 675. Community Health Needs Assessment

The community health needs assessment course covers conceptual and methodological knowledge and skills related to assessing and analyzing a community's health status in the context of planning for health services and formulation of health policies. Emphasis is placed on learning selected social and behavioral science theories and methods related to interpreting census data, survey data, vital statistics and other data in a variety of storage media.

MPH 710. Community Health Statistical Measures

This course examines topics related to the application and interpretation of community health statistics frequently encountered in the medical and public health literature. The application and interpretation of these measures enhance decision-making skills in the areas of community health, outcome evaluation and strategic planning.

MPH 711. Approaches to Public Health Research

This curriculum provides an in-depth knowledge of the research methodology frequently encountered in the medical and public health literature. It focuses on design techniques related to cross-sectional, prospective, retrospective, and ecological study as well as some basic techniques to build data sets and analyze survey data using SAS.

MPH 712. Small Area Analysis

This course concentrates on appropriate techniques used to analyze health related outcomes occurring in small areas. It teaches students to design policies, develop planning strategies, and analyze and evaluate health programs for populations in small areas. It teaches students to how to conduct surveys and analyze the survey data.

MPH 713. Health Systems and Policy

This course will familiarize the student with the basic elements of the public and mental health delivery systems and health care delivery systems in rural and urban areas, with emphasis on Georgia systems. Specific topics for discussion include the availability, organizational structure and function, and hierarchy of current services. The course will review the impact of local, state and federal programs on the delivery of public health services in the State of Georgia.

MPH 714. Chronic Diseases

This course focuses on review of major issues in chronic disease epidemiology, summarization of relevant pathology, and analogies of population determinants and strategies for prevention. Topics include risk factors, trends, interventions and health care issues. An interdisciplinary approach to prevention and control will be addressed. Readings and discussions on classical and contemporary research papers in cardiovascular diseases will be emphasized throughout the course.

MPH 715. Infectious Disease and Bioterrorism

This course covers elements and principles for the investigation and prevention of infectious diseases. It will include surveillance models, study designs, laboratory diagnosis, principles of molecular epidemiology, dynamics of transmission and assessment of vaccine field effectiveness. Infectious disease agents to be studied will include those that lend themselves to be used as bioterrorism weapons by virtue of their potential to effect a high degree of morbidity and/or mortality, in large segments of a susceptible population, and with relative speed and stealth.

MPH 716. Advanced Seminar in Public Health

The seminar will explore and analyze selected topics in public health. The topics may include contemporary issues in public health areas such as public health practice, assessing risks among cohorts, community-based prevention, eliminating health disparities, quality improvement issues in public health practice, and ethics in public health. The course will address the most important and current public health issues that are challenges for today's public health professionals.

MPH 717. Introduction to Law in Health and Human Services

Introduction to Law in the Health and Human Services is an introductory course for non-lawyers in selected aspects of the law relating to public health. Major attention is paid to fundamental legal principles and legal reasoning, recurring legal issues confronted by public health agencies, and the use of law to advance a public health agenda. Emphasis is placed on giving students tools to use when they encounter law-related problems in their professional careers.

MPH 718. Independent Research and Writing

This course is designed to provide students opportunity to conduct independent research on a specific topic relevant to public health. It is intended for upper level MPH students at the end of their course work. The work will culminate in a written product suitable for publication in an appropriate peer reviewed journal.

MPH 719. Community Case Study Analysis

This course examines the ethical concerns and dilemmas in public health and the health delivery system of the United States in relation to current developments in healthcare with an emphasis on the community. Through an application of case studies, students are provided with an overview of many factors affecting health service providers, consumers of health services, and the administration processes that impact the provision of health services.

MPH 720. International Health

This course is designed to offer the graduate student a critical and in-depth exploration of international health in terms of public health history, measurement of mortality and morbidity, cultural & socioeconomic correlates of health & wellness, collaborative prevention efforts, and methods of dealing with global threats to community health. Emphasis is placed on middle- and low-income

countries in an effort to promote a comparative understanding of health disparities between these and more developed regions.

MPH 721. Grant and Proposal Writing & Development

This course provides the framework to establish the fundamental written communication skills needed by public health professionals to develop competitive grant and proposals for agencies, foundations and community based organizations. Through a combination of practical hands-on applications of written communication skills, computer technology searches and evaluation tools students are provided with an introduction to the challenging discipline of grant proposal construction and submission.

MPH 799. Independent Study

An advanced course in theory and research in public health. The student must submit a proposal for independent study which must be approved by the academic advisor and the program director prior to enrollment. No more than 3 credit hours are available.

Capstone Series - Required

The Capstone Series represents the culminating experience within the MPH program. These courses are available to students after the completion of their core course work and consist of three courses which are 3 credit hours each.

MPH 790. Practicum

MPH 791. Writing for Research

MPH 792. Applied Research Experience

MPH 790. Practicum

This course involves the application of acquired skills in an approved community organization. Students will practice and demonstrate knowledge, skills, and attitudes in a community health setting, and the classroom will be the venue for planning, learning and discussion about practicum concerns and experiences. Students will practice a variety of skills in community health agencies as outlined in the beginning of the semester. An oral presentation to faculty and students is required. The prerequisites include completion of all core MPH courses.

MPH 791. Writing for Research

This course is designed to prepare the graduate student for the culminating research project experience by introducing the methodology of selecting, analyzing, evaluating and writing a critical manuscript. This course introduces the research project as a unique scholarly contribution to public health science, practice, and instruction. It is designed as a preparatory course for students as they begin to write a complete, competent and timely research project manuscript which is a required culminating experience for the MPH degree program. The prerequisites include completion of all core MPH courses.

MPH 792. Applied Research Experience

Enables students to apply the principles and methods learned in an academic setting through the preparation of a monograph and poster embodying original research applicable to public health, incorporating a proposition that has been successfully evaluated with appropriate statistical techniques and is potentially publishable or has potential public health impact. The prerequisites include completion of all core MPH courses and MPH 791 Writing for Research.

ACADEMIC INFORMATION

Completion of the MPH Program should take no more than two (2) years full-time or five (5) years part-time.

Full-time enrollment will be considered six (6) semester hours; halftime will be considered (3) semester hours. A graduate student may not register for more than nine (9) credit hours during fall and spring semesters and six (6) during summer semester unless the overload has been approved by the Program Director.

Academic Advising

The Program Director will assign a faculty advisor to each student accepted into the program. The advisor will assist students in selecting courses, devising strategies to meet career objectives, and recommending resolutions to academic problems.

Academic Performance Standards

A student seeking a master's degree must complete all program requirements within five years from the start of the program in MUSM. The time requirement begins when a student formally enrolls in his or her first graduate course in MUSM.

A cumulative grade point average of 3.0 is one of the requirements for graduation from the MPH program. In addition to meeting the 3.0 requirement for graduation, students also must have no more than 2 grades of "C" and/or "C+" in the entire graduate work. Grades below a "C" do not count toward a MPH degree. Students not meeting the minimum academic standard will be placed on academic caution, academic warning, or academic exclusion as defined below. A student may repeat only one course to improve a letter grade of "C" or "C+."

Academic Caution

The first semester that a student receives a "C" or "C+," the student will be placed on academic caution.

Academic Warning

Upon receiving the second "C" or "C+," the student will be placed on academic warning.

Academic Exclusion

A student will be permanently excluded from the program upon receiving a third letter grade of "C" or "C+." Also, a student will be permanently excluded from the program with a letter grade of "D" or "F."

Degree Requirements

1. Successful completion of all academic course work with a minimum of 3.0 GPA. The student may have no more than two letter grades of "C+" or "C". A letter grade of "D" may not be included in course work used for the MPH Program.
2. Successful completion of both the practicum and research projects in public health.
3. Successful clearance granted by the office of the Registrar.

Degree Application

Students apply for graduation through the Office of the Registrar in the School of Medicine.

Degree Audit for May Graduation / Commencement

During the fall semester the Registrar's Office sends a letter to all students who are potentially eligible to participate in commencement to encourage them to file an application for graduation. From these applications the degree auditing process is initiated, which is a joint responsibility of the Registrar's Office and the program administration. It is our goal to insure that students stay on track in their degree program and to identify potential problems at an early date so we can avoid any last minute surprises, which may delay a student's graduation.

Final Check / Recommendation for May Graduation

As soon as fall grades are entered, the Registrar's Office will check grade point averages and notify candidates who have less than a 3.00 GPA, as well as those who are missing other degree requirements.

Participation in Commencement Ceremonies

Only students those students who have completed thirty six (36) credit hours by the end of spring semester will be eligible to participate in Commencement. This requirement may include students to whom degrees have already been awarded during the current academic year (in the preceding summer and fall semesters).

Diplomas

Diplomas are not distributed during commencement and will be available in the Registrar's Office only. Diplomas are ordered after all degree requirements are met. Graduates will be notified when their diploma is ready for pickup.

Masters Program Administration Policies

Course Cancellation

The School of Medicine reserves the right to cancel a scheduled course due to unforeseen circumstances or if an insufficient number of students enroll for the course. Faculty advisors will assist students in the selection of alternative courses when a course is cancelled.

Course Changes

Adding and/or dropping courses must be accomplished on or before the dates specified in the academic calendar. Required forms must be obtained and processed in the Registrars Office. Courses dropped during this period will not appear on the student's grade report or permanent record.

Course Withdrawals

A student may withdraw from a course with a grade of "W" after the course change period and on or before the last day for withdrawals as shown in the current academic calendar. Withdrawals are not used when computing grade point averages. Students should also read the Financial Information section regarding possible loss of financial aid. To make an official withdrawal from a course, a student must obtain and submit a completed Course Withdrawal Form to the MUSM Registrar. If the student elects to discontinue class attendance and academic performance and does not complete an official Course Withdrawal Form within the time limits described, a grade of "F" will be recorded on the student's official record.

Transfer Credit

A maximum of six hours of graded work may be accepted as transfer credit for Master's programs courses. The number of transfer credits awarded will be evaluated on a case-by-case basis. The Program Director will make the final determination on the type and amount of transfer credits to be accepted.

Transient Status

Students enrolled at another institution who wish to obtain graduate credit for a course taken at Mercer University must provide written authorization from that institution. The authorization must be accompanied by a completed application for admission to Mercer and the appropriate application fee. Transcripts and admission test scores are waived.

Credit Earned by a Mercer Student in Transient Status

Students who wish to earn credits from another college while enrolled in a MUSM graduate program must have prior approval from the program director for such credits to be accepted as part of their degree program. The maximum number of credits from transient and/or transfer course work that may be accepted is a total of six semester hours for master's students and a total of three semester hours for post-master's students. Such credits are further restricted to courses in which a grade of B or better was achieved. Transient credit cannot be used to meet the practicum or research project requirement for the MPH program.

Credit through Extra-Collegiate Learning Programs

No credit will be awarded for courses taken by correspondence or through other forms of life experiences. Courses taken in other graduate programs in which a degree was earned cannot be used for credit in the MPH Program.

Credit Units

The master's programs at MUSM use semester hours as basic units of credit. The individual course descriptions indicate the number of credit hours awarded for each course.

Curriculum Changes

MUSM may from time to time revise the curriculum for the master's programs. The academic year begins with the fall semester (16 weeks) and spring semester (16 weeks) and ends with summer semester (11 weeks). Practicum will continue year round (50 weeks). A student must fulfill the educational requirements in effect during the academic year in which that student entered the program at MUSM unless he or she is not enrolled for two or more consecutive semesters. If a student is not enrolled for two or more semesters including summer, he or she must fulfill the education requirements in effect at the time he or she re-enrolls.

Enrollment Status

Full-time enrollment will be considered six (6) semester hours per term; halftime will be considered three (3) semester hours. A graduate student may not register for more than nine (9) credit hours per semester, unless the overload has been approved by the program director.

Full Time Status

A full-time course load for a graduate student is six credit hours per semester. A graduate student may not register for more than six credit hours in any one semester unless the student obtains permission from the director of the program.

Evaluation of Courses

Each semester, students are **required** to complete a course evaluation form in each course according to the MPH program requirements. Evaluations are web-based, anonymous, and notification will be distributed via email.

Grading System

Letter grades are reported, and recorded for all courses in which a student is enrolled after the end of each semester. The grades of "satisfactory" or "unsatisfactory" are not options for MFT/MFS graduate students. Letter grades used in the MFT/MFS programs are as follows:

<u>Grade</u> <u>Hour</u>	<u>Interpretation</u>	<u>Quality Points per Credit</u>
A	Excellent	4.00
B+	Good	3.50
B	Average	3.00

C+	Below Average	2.50	
C	Below Average	2.00	
D	Poor	1.00	
F	Failure		0.00
ABX	Absence from Final Exam Excused		
AU	Audit		
IC	Incomplete		
IP	In Progress		
W	Withdrawal		
Z	Grade Not Reported		

A grade of IP is awarded only in a graduate practicum or in research project courses, which may extend beyond the end of a semester. A student is expected to finish "in progress" work based on the timetable established by the professor issuing the IP grade, and, at the latest, by the course withdrawal deadline of the semester after the IP was earned. If the student does not complete the required work within the time specified, the grade automatically converts to an F.

The grade of ABX denotes that a student was absent from an examination because of illness or another valid and compelling reason deemed satisfactory by the professor. A makeup exam must be completed by the course withdrawal deadline of the semester after the ABX was earned. If the student does not complete the required work within the time specified, the grade automatically converts to an F.

The grade of IC Indicates that a relatively small part of the semester's course work remains Incomplete because of a student's sickness or reasons satisfactory to the professor. The work must be completed by the course withdrawal deadline of the semester after the IC was earned. If the student does not complete the required work within the time specified, the grade automatically converts to an F.

The grade of W (withdrawal) indicates that a student officially withdrew from a course on or before the last day for course withdrawals as designated in the current academic calendar. Withdrawals are not used when computing grade point averages.

Students should also read the "Financial Information" section, regarding possible loss of financial aid. To make an official withdrawal from a course, a student must obtain and submit a completed Course Withdrawal Form to the MUSM Registrar. If the student elects to discontinue class attendance and does not complete an official Course Withdrawal Form within the time limits described, a grade of F (failure) will be recorded on the student's official record. A grade of W may not be awarded if a student does not complete the official Course Withdrawal Form on or before the date designated for each semester in the current academic calendar.

Grading Options

Degree-seeking students enrolled in graduate courses will receive letter grades for all graduate work. The grading of "Satisfactory or Unsatisfactory" are not options for graduate students.

Leave of Absence

A student may be granted a leave of absence for a variety of reasons. An approved leave(s) of absence (LOA), as defined by the Department of Education, does not exceed 180 days during a twelve-month period. The 180 days may be taken at one time or may cover several LOA's during the 12-month period.

A student who takes an approved leave of absence is considered not to have withdrawn from MUSM. A leave *of* absence is approved if:

1. The student has made a written request for the leave(s) *of* absence.
2. The leave(s) of absence does not exceed 180 days.
3. MUSM does not charge the student for the leave(s) of absence.

If a student's leave(s) of absence is not approved or the student fails to return to MUSM at the end of an approved leave(s) of absence, the student is considered to have withdrawn from MUSM, and the refund requirements apply.

Leave of absence requirements also affect a student's in-school status for the purposes of deferring Student Financial Assistance (SFA) Loans. A student on an approved leave of absence is considered to be enrolled at MUSM and will be eligible for an in-school deferment for his/her SFA Loans. A student who takes an unapproved leave of absence or fails to return to MUSM at the end of an approved leave of absence is no longer enrolled at MUSM and is not eligible for in-school deferment of his/her loans.

Privileges granted during an approved leave of absence include:

1. The student may use the library and other learning resources.
2. A student on leave of absence will remain on the distribution list for any student updates, class newsletters, and other communications.

Registration

All students are required to register for courses at the time prescribed in the MUSM calendar or in compliance with official notices issued by the Office of the Registrar at MUSM. Official course enrollment, which includes the completion of satisfactory arrangement for financial payments, is required for admission to classes.

Completing and submitting a registration form in electronic or paper format, commits a student to the courses requested and the corresponding fees and charges incurred. A student who registers early or registers during the official registration period and is unable to attend classes must notify the registrar in writing prior to the first day of class. A student who registers after the official registration period is required to pay a \$25.00 late fee.

Right of Appeals

Students may appeal faculty or program decisions regarding evaluations, grades, or decisions on the fulfillment of program and certification requirements. Please refer to the "Student's Right of Appeals Grievance Procedures" in the *Student Handbook* for specifics.

STUDENT ACADEMIC PERFORMANCE REVIEW

Student's Right of Appeals

Grievance Levels:

Students with grievances should proceed as outlined below in seeking redress. Students may appeal faculty or program decisions such as evaluations or decisions on fulfillment of program and certification requirements. Students may also appeal to the grievance process when they have not been able to reach a satisfactory resolution to problems with the persons involved. To avail one's self of this right, a student must file a written letter of appeal to the Program Director within the next semester following the decision, problem, or grade award in dispute. It is the intent of the appeals process to rule on the appeal as quickly as possible.

In each case, the student appealing shall bring the appeal to the person or committee with whom the grievance occurred. If a resolution is not reached at that level, the student may appeal to the next level in the program's administrative structure. The levels to be followed in order are:

- 1) Faculty member or Committee involving the grievance
- 2) MPH Program Director or Department Chairman
- 3) Grievance Committee
- 4) Dean, School of Medicine

Grievances concerning the MPH Program Director should be directed to the Chair of the Department of Community Medicine, William F. Bina, M.D. at (478) 301-2804. The decision of the Grievance Committee in any student appeal shall be final.

Grievance Process:

- 1) Students should attempt to resolve the grievance at the lowest level. If the grievance is with a Faculty member or a Committee, the student should first approach the entity and attempt to resolve the grievance at that level.
- 2) Students should initiate the appeal process no later than thirty (30) days after the semester of the grievance.
- 3) If the student is unable to resolve the grievance at the first level, the student may appeal to the second level by submitting a written appeal within ten

calendar days after receiving the decision from the faculty member or committee. The written appeal should be formally submitted and signed by the student seeking relief. Documentation should include a thorough justification for why the student believes the appeal is warranted. If the Program Director is a part of the initial grievance, the appeal should be made to the Chairman of the Department of Community Medicine.

If a student appeal is made to the level of the Program Director or Department Chairman, such individual shall have a face-to-face discussion with the student and the faculty member(s) involved either separately and/or together. The purpose of such meeting(s) shall be to clarify the written record and to determine further facts, if any, in the case.

- 4) If the student is unable to resolve the grievance at the level of the Program Director or Chairman, the student may appeal to the Grievance Committee by submitting a written appeal within ten calendar days after receiving the decision from the second level. An appeal to the Grievance Committee must be made in writing within ten calendar days after receiving the decision at the previous level. An appeal to the Grievance Committee will be resolved within a 30 day time period from its receipt by the Grievance Committee.
- 5) A final level of appeal is provided by permitting the student to make an appeal to the Dean of the School of Medicine should the prior three levels fail to satisfactorily resolve the grievance. The decision of the Dean of the School of Medicine is the final decision of the grievance.
- 6) Attempts shall be made at each level to resolve the issue in an efficient and timely manner according to ethical practices, common law, professional standards, and Program Policy.
- 7) The person making the appeal will provide written supportive information to substantiate the appeal.
- 8) A case appealed beyond the faculty member or faculty committee to a Program Director or Department Chair shall be recorded and filed in the Program Director's office. This file will contain written documentation related to the case including, but not limited, the student's written appeal and the faculty response. The appeal file shall be open to all principals in the case, including the student appellant. Beyond the people involved, the material shall be treated as privileged and confidential information.

Grievance Committee Procedures:

- 1) Establishment of Grievance Committee

The Program Director will appoint a Grievance Committee when needed. The committee will consist of three MPH faculty members. The Grievance

Committee will convene as needed to consider appealed grievances in an efficient and timely manner.

2) Responsibility of the Grievance Committee

The Grievance Committee shall hear grievances, make its decision and send a copy of the action to the Program Director and all principals in each case. The Committee shall adopt procedures that will ensure fair and equitable disposition of each grievance.

3) Grievance Consideration

To initiate a grievance hearing, a student shall submit a written statement to the Grievance Committee. The Committee shall request a response in writing from the involved faculty member or committee. The respondent will have 4 days to submit a response. No later than 30 working days after receipt of the student's written complaint the Committee shall reach a finding concerning disposition of the grievance by a majority vote of the members of the Committee. The Grievance Committee will keep a complete record of its meetings. Copies of all documents received by the Committee, as well as written statements by principals in the grievance procedure, shall be distributed to the complainant, respondent, and all other involved parties. The decision of the Grievance Committee and all details concerned are considered privileged and confidential information.

Special Test Accommodation Policy

Testing accommodations are available for students who provide appropriate documentation of ADD, ADHD, LD or other relevant diagnoses. Providing such documentation is the responsibility of the student. Students seeking test accommodations may initiate the process by approaching the Dean of Students. Testing used as the basis of the diagnosis must have been completed within three years prior to the request for accommodation.

All requests for test accommodations are referred to the Associate Dean of Student Affairs who in turn refers the request to the joint Law School/Medical School Test Accommodation Committee for evaluation. This committee is composed of members of the medical school and law school administration and faculty, uniquely approved by their respective Deans as having qualifications to serve in this capacity. Each request for accommodation is handled individually and confidentially. A senior member representing the medical school and the law school jointly chairs the Test Accommodation Committee. The committee reviews test data, other supporting data and evaluator's recommendations. An action plan is recommended to the Dean's representative for approval and implementation.

EDUCATION RECORDS

Student Rights Pertaining to Education Records

The Family Educational Rights and Privacy Act (FERPA) affords students at Mercer University certain rights with respect to their education records. These rights include:

1. The right to inspect and review a student's education records within 45 days of the day the Office of the Registrar receives a request for access.

The student should submit to the Registrar a written request that identifies the record/s the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the registrar does not maintain the records, the student shall be advised of the correct official at the University to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate.

The student may ask the University to amend a record that he/she believes is inaccurate. The student should write the Registrar, clearly identify the part of the record he/she wants changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the Registrar or other appropriate official, if the record is maintained by another office, will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A "school official" is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

4. The right of a currently enrolled student to request that his/her "directory information" not be released by Mercer University.

The University at its discretion and without the written consent of the student may release "directory information" which includes the following items: student name, address, telephone number, date and place of birth, academic program, dates of attendance, degrees and honors received, most recent previous institution attended and participation in officially recognized activities and sports.

A student request for non-disclosure of the above items must be filed with the Office of the Registrar.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Mercer University to comply with the requirements of FERPA.

The name and address of the office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, DC 20202-4605

Use of Student Information

As part of the ongoing assessment, evaluation and review of the MUSM curriculum, student information is used for evaluation and feedback to improve the educational program and to document student progress. Course evaluations, faculty evaluations, student progress assessment and feedback, surveys, videotaped encounters and group work are included in this process. Data are primarily reported in the aggregate, and individual identification will be protected.

There will be some instances when videotape review will be used to teach interviewing skills and group dynamics. When data are used for documenting and publishing about the curriculum and student outcomes, appropriate institutional review will occur and aggregate data used. If the use of identifying information is needed, appropriate student consent will be obtained.

**Mercer University School of Medicine
Master of Public Health Program
Academic Calendar 2008-2011**

Fall Semester 2008

August 22, 2008	Registration
August 25, 2008	First day of class
September 1, 2008	Labor Day
September 2, 2008	Last day to drop/add/late registration
October 29, 2008	Last day to withdraw/resign
November 27-28, 2008	Thanksgiving
December 5, 2008	Last day of class
December 8-12, 2008	Finals week

Spring Semester 2009

January 2, 2009	Registration
January 5, 2009	First day of class
January 12, 2009	Last day to drop/add/late registration
January 19, 2009	Martin Luther King Holiday
March 11, 2009	Last day to withdraw/resign
April 10, 2009	Good Friday
April 17, 2009	Last day of class
April 20-24, 2009	Finals week
May 2, 2009	Graduation

Summer (mini) Semester 2009

May 1, 2009	Registration
May 4, 2009	First day of class
May 11, 2009	Last day to drop/add/late register
May 25, 2009	Memorial Day Holiday
June 17, 2009	Last day to withdraw/resign
July 4, 2009	Independence Day
July 10, 2009	Last day of class
July 13-17, 2009	Finals week

Fall Semester 2009

August 21, 2009	Registration
August 24, 2009	First day of class
August 31, 2009	Last day to drop/add/late registration
September 7, 2009	Labor Day
October 28, 2009	Last day to withdraw/resign
November 26-27, 2009	Thanksgiving
December 11, 2009	Last day of class
December 7-11, 2009	Finals week

Spring Semester 2010

January 8, 2010	Registration
January 11, 2010	First day of class
January 19, 2010	Last day to drop/add/late registration
January 18, 2010	Martin Luther King Holiday
March 17, 2010	Last day to withdraw/resign
April 2, 2010	Good Friday
April 30, 2010	Last day of class
April 26-30, 2010	Finals week
May 8, 2010	Graduation

Summer (mini) Semester 2010

May 7, 2010	Registration
May 10, 2010	First day of class
May 17, 2010	Last day to drop/add/late register
May 31, 2010	Memorial Day Holiday
June 23, 2010	Last day to withdraw/resign
July 4, 2010	Independence Day
July 23, 2010	Last day of class
July 19-23, 2010	Finals week