Table of Contents

Brown University and the School of Public Health .......................................................... 3
  Brown University ........................................................................................................... 3
  School of Public Health ................................................................................................. 3

The Master of Public Health Program ........................................................................ 6
  Background and Mission .............................................................................................. 6
  MPH Competencies ..................................................................................................... 7
  MPH Program Curriculum .......................................................................................... 8
  MPH Core Course Requirements ............................................................................... 9
  MPH Concentration Requirements .......................................................................... 10
  MPH Elective Requirements ..................................................................................... 17
  Applied Public Health Experience ......................................................................... 18
  Thesis ......................................................................................................................... 19

Combined Programs .................................................................................................... 19
  AB/MPH ...................................................................................................................... 19
  MD/MPH .................................................................................................................... 20
  MPH/MPA .................................................................................................................. 21

MPH Advising ............................................................................................................... 22

MPH Academic Standing ............................................................................................ 23

MPH Evaluation of Students ...................................................................................... 23

MPH Deadline for Completing Degree ..................................................................... 24

Financial Support ......................................................................................................... 24

Graduate School ........................................................................................................... 25

Leaves of Absence ........................................................................................................ 25

Codes of Student Conduct ......................................................................................... 25

Grievances .................................................................................................................... 26

Wellness and Support Services .................................................................................. 26

Brown ID Card .............................................................................................................. 27

School of Public Health Mail Policy and Brown Email .............................................. 27

Appendix A: Academic Standing Policy
Brown University

Brown University Overview
Located in historic Providence, Rhode Island and founded in 1764, Brown University is the seventh-oldest college in the United States. Brown is an independent, coeducational Ivy League institution comprising undergraduate and graduate programs, plus the Alpert Medical School, School of Public Health, School of Engineering, and the School of Professional Studies.

With its talented and motivated student body and accomplished faculty, Brown is a leading research university that maintains a particular commitment to exceptional undergraduate instruction.

Brown’s vibrant, diverse community consists of about 6,580 undergraduates, 2,255 graduate students, 545 medical school students, more than 6,000 summer, visiting, and online students, and more than 700 faculty members. Brown students come from all 50 states and more than 115 countries.

Undergraduates pursue bachelor’s degrees in 81 concentrations, ranging from Egyptology to cognitive neuroscience. Anything’s possible at Brown—the university’s commitment to undergraduate freedom means students must take responsibility as architects of their courses of study.

Brown University has 51 doctoral programs and 32 master’s programs. The broad scope of options vary from interdisciplinary opportunities in molecular pharmacology and physiology to a master’s program in acting and directing through the Brown/Trinity Repertory Consortium.

Additional programs include the Undergraduate Summer Session and Pre-College Programs for high school students — on campus, online, and abroad.

Brown is frequently recognized for its global reach, many cultural events, numerous campus groups and activities, active community service programs, highly competitive athletics, and beautiful facilities located in a richly historic urban setting.

Brown’s Mission
The mission of Brown University is to serve the community, the nation, and the world by discovering, communicating, and preserving knowledge and understanding in a spirit of free inquiry, and by educating and preparing students to discharge the offices of life with usefulness and reputation. We do this through a partnership of students and teachers in a unified community known as a university-college.

School of Public Health

School of Public Health Overview
Brown’s Public Health Program became the Brown University School of Public Health in July of 2013 and was accredited by the Council on Education for Public Health in 2016. The School is the natural evolution of several years of growth in education and in research, with more than 200 faculty and 275 undergraduate and graduate students, and over $50 million in annual external research funding.

The Brown University School of Public Health takes a “lifelong health” approach to improving people’s lives. It begins before conception, through research on environmental exposures that affect fertility and cause birth
defects. It continues through the prime of life: public health at Brown targets the behavioral choices that threaten well-being—tobacco and substance abuse, obesity, risky sexual behaviors—and encourage wellness and healthy aging—physical activity, nutrition, injury prevention. And at the end of life, Brown researchers advocate for a patient-centered, research-based approach to terminal illness that considers a person’s values and beliefs. This work has an impact on people around the world thanks to partnerships forged locally and globally, from Providence’s South Side to South Africa.

The School of Public Health’s 12 nationally renowned research centers and institutes focus training and research on key areas including evidence based medicine, HIV/AIDS, statistical sciences, global health, primary care, preventive medicine, and community health. The centers’ interdisciplinary nature gives them a broad, influential voice in the national dialogue, and offers students meaningful opportunities to conduct research and effect change. Although the Brown University School of Public Health is new, it is among the top 10 school’s of public health for NIH funding in 2016.

- Alcohol and Addiction Studies
- Behavioral and Preventive Medicine
- Brown University AIDS Program
- Health Equity Research
- Environmental Health and Technology
- Evidence Synthesis in Health
- Gerontology and Healthcare Research
- Hassenfeld Child Health Innovation Institute
- International Health
- Population Health and Clinical Epidemiology
- Primary Care and Prevention
- Statistical Sciences

Through research, education, and public service, the four public health departments, strive to improve the health of individuals as well as populations. With close ties to Alpert Medical School, the Rhode Island Department of Health, the University, and the wider community, students benefit from substantial opportunities to gain and apply knowledge, while faculty put their findings into practice to impact local, state, and national policy.

- Behavioral and Social Sciences
- Biostatistics
- Epidemiology (with Environmental Health)
- Health Services, Policy and Practice

School of Public Health Mission
Our mission is to serve the community, the nation, and the world by training future public health leaders and discovering and communicating innovative approaches to address public health challenges and to enhance population health and well-being. The School of Public Health pursues this mission by working with the broader Public Health community to:

- advance knowledge on population health through understanding risk and protective factors throughout the lifespan,
- develop evidence about effective medical and public health interventions,
- evaluate and disseminate strategies to encourage healthy behaviors, and,
- improve healthcare by identifying effective policies and practices.

School of Public Health values are:

- Advance health as a right for all, with a special emphasis on vulnerable and marginalized population groups.
- Encourage innovation, creativity, self-reflection, and ethical conduct activities related to our mission and values.
• Foster collaboration among our School’s disciplines and partners across the university to benefit the creation and application of knowledge.

• Promote and derive benefit from diversity among people in the School, and respect different perspectives on the health of populations.

• Engage with community partners in activities that meet their needs and objectives.

• Consider and evaluate our activities and objectives as they have global reach and impact.

• Foster a School environment that builds upon and advances the strengths and skills of our students, staff, and faculty.

• Act as responsible stewards of the human and material resources that constitute the fabric of public health, including educating future generations of public health professionals.

• Improve the health of populations through development of new knowledge and translation of research into improved policy and practice.
Master of Public Health Program

Master of Public Health Program Background and Mission

The MPH program is rooted in Brown’s tradition of academic excellence and innovative collaboration across disciplines. In fact, the field of public health is much like Brown itself: grounded in interdisciplinary and multidisciplinary synergies and focused on service to populations.

Public health is a discipline devoted to preventing disease and promoting health in the human population. The threats challenging the health of the public include a variety of acute and chronic diseases and conditions including AIDS, addiction, obesity, and aging and some pervasive conditions based on gender, race, socioeconomics, and level of education. Graduate study in public health at Brown has a singular purpose: to train leaders in public health who are armed with the skills to conduct research, bring about policy change, and positively affect the health of populations.

The mission of the MPH program is to preserve and enhance the health and well-being of human populations by preparing graduates in the knowledge, skill, and analytic capabilities required to:

1) advance the principles and practice of public health; 2) enter public health careers at the local, state, and national levels with the skills necessary to assume leadership roles; and 3) uphold and foster an ethic of social responsibility which recognizes the value of equal opportunity for health and well-being among all and which respects individual, family and community values.

The key values of the Brown MPH Program are to preserve and enhance the health and well-being of human populations by integrating knowledge, skills and data to advance public health. The focus of this mission is the promotion of physical and mental health, and prevention of disease and disability, through the development of new knowledge relevant to public health, the teaching and application of that knowledge, and the translation of data and research findings into information to be used in public health policy and practice.

The key concepts of public health upon which this program is based, include:

- a primary focus on the health of populations
- a robust grounding in interdisciplinary science
- a strong focus on health promotion and disease prevention, especially primary prevention
- a recognition of the important linkages among government, academe and other entities
- a respect for the many cultures encompassed in the populations served.

Ethical concerns and issues addressed by the program include:

- respect for autonomy and individual dignity
- beneficence and working for the common good
- balancing the common good and population health with rights of individuals
- social justice and the equitable allocation of benefits and burdens
- advocacy for the interests of populations, particularly those who are vulnerable, powerless or burdened
- professional ethics and the appropriate uses of trust
- responsibilities and rights of public health agents
- human rights
- application of national and international codes of ethics.
The key values, concepts and ethical principles upheld by the MPH Program emerge in multiple aspects of the program, with an intentional integration into coursework, case studies, community internships and data gathering and analysis.

**MPH Competencies**

The Council on Education for Public Health (CEPH) recently revised the criteria for MPH Programs. Starting with the class entering in Fall 2018, the program will ensure that students are grounded in the Public Health Foundational Knowledge and the Public Health Foundational Competencies defined by CEPH. The CEPH learning objectives and competencies listed below will be covered in the core MPH curriculum.

**MPH Foundational Public Health Knowledge**

**Learning Objectives**

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services*
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge
7. Explain effects of environmental factors on a population’s health
8. Explain biological and genetic factors that affect a population’s health
9. Explain behavioral and psychological factors that affect a population’s health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)

**MPH Competencies**

**Evidence-based Approaches to Public Health**

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

**Public Health & Health Care Systems**

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

**Planning and Management to Promote Health**

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

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

**Leadership**
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

**Communication**
18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

**Interprofessional Practice**
21. Perform effectively on interprofessional teams

**Systems Thinking**
22. Apply systems thinking tools to a public health issue.

---

**MPH Program Curriculum**

All students in the program take core courses designed to develop analytical skills and knowledge in key areas of public health. In addition, each student works with an advisor to plan electives, a field experience placement, and the development of a thesis. Students have the option of participating in the Generalist concentration, or one of 7 specialty concentrations: Biostatistics; Environmental Health; Epidemiology; Global Health; Health Behavior; Health Services; Maternal and Child Health.

To receive the MPH degree at Brown, students are required to successfully complete 14 courses (12 full credit courses and 2 half credit courses) and complete a field experience placement and a thesis. Full-time students typically take 6.5 courses/year. Students who have taken graduate level health related courses prior to enrolling in the MPH may be eligible to reduce the number of required electives to be taken at Brown by 4. Requests for reduced course loads, including the syllabus and transcript for the courses taken, must be made by June 15th prior to enrolling in the MPH Program. Courses taken as part of an undergraduate program will not be considered. Requests will also be subject to Brown University rules and Registrar approval.
Students in our program learn public health by doing public health. The field experience placement provides a practical, real-world setting in which to see the theoretical concepts learned in class being applied. We strive to place students in settings related to issues about which they are passionate – be it a community organization for the elderly, the Department of Health’s lead poisoning prevention task force, or one of Brown’s nationally recognized public health research centers.

**MPH Core Course Requirements**

(5 Course Units – 4 standard courses and 2 half courses)

The MPH course requirements include 5 core course units (4 standard courses and 2 half courses), 5 concentration courses, and 3 general MPH electives.

**Required non-credit activity**

The following are prerequisite for entering PHP2071, and must be completed in the summer or first semester of enrollment:

- PHP1001, Foundations in Public Health
- CITI Training
- IRB Basics
- Semester One Core Advisor Small Group Sessions

**MPH Core** Students must complete one of the following course sequences:

**Sequence 1:**
- PHP2507, Biostatistics & Applied Data Analysis I
- PHP2508, Biostatistics & Applied Data Analysis II

**Sequence 2:**
- PHP2510, Principles of Biostatistics & Data Analysis
- PHP2511, Applied Regression Analysis

**Students must complete one of the following courses:**

- PHP2120, Introduction to Methods in Epidemiologic Research
- PHP2150, Foundations in Epidemiologic Research Methods

**Students must complete both of the following half credit courses:**

- PHP2071, Applied Public Health: Systems and Practice
- PHP2072, Applied Public Health: Policy, Leadership and Communication

**Students must complete the following course:**

- PHP2355, Designing and Evaluating Public Health Interventions

**Waiver of MPH Core Courses**

A student who has taken a course prior to enrolling in the Brown MPH Program that is the equivalent of an MPH core course may request to be waived from taking that core course, but will be required to take a higher level course in that discipline. The higher level course must cover and assess all of the MPH competencies that are met in the course from which they are being waived. To request a waiver from an MPH core course, the student must request permission from the MPH Program Director. The student will need to provide a syllabus for the course taken prior to enrolling, and a transcript showing the grade received. The student will also need
to provide a syllabus for the higher level courses that they want to substitute. Requests will be subject to the approval by the Brown faculty member who teaches the core course in that discipline.

**MPH Concentrations (5 Concentration Courses)**

All incoming MPH students are required to complete one of the following eight concentrations: Generalist, Biostatistics, Environmental Health, Epidemiology, Global Health, Health Behavior, Health Services, or Maternal and Child Health.

**Generalist Concentration**

A great emphasis of the Brown MPH Program is to empower students to engage in the design and implementation of their educational experience. Students in the Generalist concentration work with advisors to develop their individual path within public health. Students in the Generalist concentration will develop an individualized educational plan to gain the competencies required for their path in public health. This plan will include the focus of the generalist studies for that student, be that a content area (for example, Maternal and Children Health, Aging, Mental Health, HIV, etc.) or methodologic focus (advanced methods in public health research/evaluation, etc.), 5 individual Generalist competencies, and 5 Generalist concentration courses. The plan must include information on how the student will learn their chosen competencies (for example, by the Generalist Courses they chose, or through their thesis project, or field experience project, etc.)

**Generalist Concentration Competencies**

Students work closely with advisors to identify at least 5 specific competencies, beyond the core MPH competencies, and identify how they will meet those competencies through activities such as formal coursework, independent studies, the field experience and thesis work.

**Generalist Thesis**

All students are required to complete a thesis. Students work with faculty advisors to design a thesis project appropriate to their individualized generalist plan.

**Biostatistics Concentration**

The Biostatistics concentration seeks to enhance MPH training with courses on methods and practice of biostatistics in public health and clinical research. This concentration also provides an opportunity to work with biostatistics faculty in development of thesis ideas and research.

**Biostatistics Concentration Specific Competencies**

- Demonstrate proficiency in clinical trials methods
- Demonstrate proficiency in analyzing large data sets
- Demonstrate proficiency in statistical programming
- Demonstrate proficiency in advanced applications of statistical methods
- Demonstrate proficiency in a focused area of biostatistical methods

**Thesis**

All students are required to complete a thesis. Students work with faculty advisors to design a thesis project appropriate to their interests and career path in biostatistical applications for public health.

**Biostatistics Core Curriculum Courses**

*Students in the Biostatistics concentration should complete the following two course sequence as their core*
Biostatistics requirement:
PHP2510 Principles of Biostatistics and Data Analysis
PHP2511 Applied Regression Analysis
*If a student completes PHP2507/2508 before deciding on the biostatistics concentration, the student must meet with the biostatistics concentration academic advisor and the MPH Program Director to request that PHP2507/2508 meet the core requirement for biostatistics. Based on an assessment of the student’s background, course performance and knowledge base, PHP2507/2508 may be able to substitute for PHP2510/2511.

Biostatistics Concentration Courses:
Complete all of the following courses:
PHP1560/2560, Statistical Programming in R
PHP2030, Clinical Trials Methods
PHP2550, Practical Data Analysis

Complete one of the following courses on advanced data analysis:
PHP2260, Applied Epidemiological Analysis Using SAS
PHP2250, Advanced Quantitative Methods in Epidemiologic Research
PHP2410E, Medicare: A Data Based Policy Examination
PHP2440, Introduction to Pharmacoepidemiology

Select one of the following courses focused on advanced statistical techniques:
PHP2515, Fundamentals of Probability and Statistical Inference
PHP2530, Bayesian Statistical Methods
PHP2561, Methods in Informatics and Data Science for Health
PHP2602, Analysis of Lifetime Data
PHP2610, Causal Inference and Missing Data
PHP2620, Statistical Methods in Bioinformatics

Environmental Health Concentration
The Environmental Health concentration employs an interdisciplinary approach to investigate and improve environmental and community health risks and provide evidence for health policies to mitigate these risks. Students in the Environmental Health concentration integrate knowledge across disciplines to examine the “environment” in its broadest sense. The concept of place, including the natural, built, and social environment plays a central role in understanding environmental and community health. From climate change to chemical exposures to crime, students from a variety of backgrounds collaborate to study the health of communities.

Students in the Environmental Health concentration develop a strong methodological background in research methods and spatial analysis, including Geographic Information Systems (GIS). Students develop and interpret research to define, analyze, prevent, and control adverse influences of the environment and community on human health.

Environmental Health Concentration Specific Competencies

- Demonstrate an understanding of major environmental health issues that pose a risk to human health.
• Demonstrate substantive knowledge about a specific health outcome that is plausibly related to environmental factors.
• Demonstrate advanced understanding of how epidemiological methods are applied to the study of the effects of environmental factors on human health.
• Demonstrate proficiency in using GIS methods to quantitate environmental hazards based on location.
• Demonstrate proficiency in using advanced statistical methods to quantify the association between environmental exposures and markers of human health and disease.
• Successfully implement an environmental health project resulting in a manuscript that is suitable for publication in a peer-reviewed journal.

Thesis
All students are required to complete a thesis. Students work with faculty advisors to design a thesis project appropriate to their interests and career path in environmental health.

Environmental Health Concentration Courses:
Complete one of the following courses:
PHP1700, Current Topics in Environmental Health or Climate Change and Health
PHP1710, Climate Change and Health
Complete the following course:
PHP2220E, Environmental and Occupational Epidemiology

Complete one of the following Substantive Health Outcomes Courses:
PHP1900, Epidemiology of Disorders and Diseases of Childhood and Young Adulthood
PHP1964, Cancer Epidemiology and Prevention
PHP2018, Epidemiology of Cardio-Metabolic Health
PHP2118, Genomics Epidemiology
PHP2130, Human Biology for Epidemiology
PHP2220C, Perinatal Epidemiology

Complete one of the following GIS Methods Courses:
SOC1340, Principles and Methods of GIS
GEOL1320, Introduction to Geographic Information Systems for Environmental Applications
SOC2612, GIS and Spatial Analysis of Social Sciences

Complete one of the following Data Analysis Methods courses:
PHP1560, Statistical Programming in R
PHP2260, Applied Epidemiological Analysis Using SAS
PHP2430, Analysis of Population Based Datasets
PHP2550, Practical Data Analysis

Epidemiology Concentration
The mission of the MPH Epidemiology concentration is to prepare students for professions aimed at reducing disease burden and disparities through a strong background in epidemiology methods.

Epidemiology Concentration Specific Competencies
• Demonstrate proficiency in epidemiologic theory at an intermediate level.
• Demonstrate proficiency in advanced data analytic approaches
• Demonstrate proficiency in statistical programming
• Demonstrate proficiency in a focused area of epidemiologic methods

**Epidemiology Thesis**
All students are required to complete a thesis. Students work with faculty advisors to design a thesis project appropriate to their interests and career path in epidemiology.

**Epidemiology Core Curriculum Courses**
*Students interested in the epidemiology concentration should take PHP2150 for the Epidemiology core course. If a student completes PHP2120 before deciding on the epidemiology concentration, the student must meet with the epidemiology concentration academic advisor and the MPH Program Director to request that PHP2120 meet the core requirement for epidemiology. Based on an assessment of the student’s background, course performance and knowledge base, PHP2120 may be able to substitute for PHP2150.*

**Epidemiology Concentration Courses:**
Complete the following Intermediate Epidemiology Methods Course:
PHP2200, Intermediate Methods in Epidemiologic Research

Complete the following Statistical Programming course:
PHP1560/2560, Statistical Programming in R

Complete one of the following Advanced Data Analysis Courses:
PHP2260, Applied Epidemiological Analysis Using SAS
PHP2250, Advanced Quantitative Methods in Epidemiologic Research
PHP2410E, Medicare: A Data Based Policy Examination

Complete one of the following epidemiologic methods courses:
PHP2030, Clinical Trials Methodology
PHP2040, Survey Research Methods
PHP2180, Interpretation and Application of Epidemiology

Complete one of the following epidemiology topic area courses:
PHP1854, The Epidemiology and Control of Infectious Diseases
PHP1900, Epidemiology of Disorders and Diseases of Childhood and Young Adulthood
PHP1964, Cancer Epidemiology and Prevention
PHP2018, Epidemiology of Cardio-Metabolic Health
PHP2220C, Perinatal Epidemiology
PHP2220E, Topics in Environmental and Occupational Epidemiology
PHP2220H, The Epidemiology, Treatment and Prevention of HIV

**Global Health Concentration**
The mission of the Global Health concentration is to develop public health professionals who are experts in issues related to global health. Global health research and training focus on health inequalities within communities and populations and across populations throughout the world. Global health thus focuses on
domestic and international health inequalities, and is not about crossing borders but bridging health inequalities with scientific evidence of etiology and prevention.

**Global Health Concentration Specific Competencies**
- general patterns of age and cause specific morbidity and mortality in major regions of the world.
- Identify major etiologic factors that influence infectious diseases and non-communicable diseases in less developed countries (LDCs).
- Demonstrate advanced understanding of global health issues.
- Demonstrate proficiency in one area of applied research methods
- Successfully implement a Global Health project resulting in a publishable quality manuscript or other appropriate project

**Thesis**
All students are required to complete a thesis. Students work with faculty advisors to design a thesis project appropriate to their interests and career path in global health.

**Global Health Concentration Courses:**
*Complete the following two courses:*
PHP1070, Burden of Disease in Developing Countries
PHP2025, Including the Excluded: Global Health Ethics

*Select one of the following methods courses:*
PHP2030, Clinical Trials
PHP2040, Survey Research Methods
PHP2060, Qualitative Methods
PHP2300, Behavioral Research Methods
PHP2415, Intro to Evidence Based Medicine
GEOL1320, Introduction to Geographic Information Systems for Environmental Applications
SOC2612, Geographic Information Systems and Spatial Analysis for the Social Sciences

*Select one of the following global health topical courses:*
PHP1100, Comparative Health Care Systems
PHP1400, HIV/AIDS in Africa: A Multidisciplinary Approach to Support HIV/AIDS Care and Treatment Programs
PHP1802S, Human Security and Humanitarian Response: Increasing Effectiveness and Accountability
PHP1854, Epidemiology and Control of Infectious Diseases
PHP2220H, The Epidemiology, Treatment and Prevention of HIV
PHP1710, Climate Change and Human Health

*Select one additional courses from either of the above lists of methods and global health topical courses:*

**Health Behavior Concentration**
The Health Behavior concentration prepares students to understand and apply theories of health behavior and health promotion to improve population health. Students in the Health Behavior concentration will gain experience in behavioral-social science frameworks and methodologies for designing, implementing, and evaluating interventions, and in disseminating and translating findings for diverse communities. The Health
Behavior concentration also emphasizes the roles of cultural competence, ethical practice, professionalism, and community collaboration as vital to the design and delivery of public health interventions.

Health Behavior Competencies

- Apply behavioral and social science theories to understand and facilitate change in health-related behaviors.
- Design a health communications intervention to decrease risks for disease and/or promote wellness.
- Develop a plan to monitor and assess the reach, fidelity, quality, impact and outcome of health communication intervention.
- Examine health disparities and their psychosocial, behavioral, and environmental causes.
- Understand health behavior(s) from a multi-level behavioral and social science perspective.

Thesis

All students are required to complete a thesis. Students work with faculty advisors to design a thesis project appropriate to their interests and career path in the behavioral health aspects of public health.

Health Behavior Concentration Courses

Complete both of the following courses:
PHP2340, Theories of Behavioral and Social Sciences in Public Health
PHP2380, Health Communications

Compete two of the following health behavior content focused courses:
PHP1400, HIV/AIDS in Africa: A Multidisciplinary Approach to Support HIV/AIDS Care and Treatment Programs
PHP1540, Alcohol Use and Misuse
PHP1600, Obesity in the 21st Century: Causes, Consequences and Countermeasures
PHP1610, Tobacco, Disease and the Industry: cigs, e-cigs and more

Complete one of the following courses focused on issues of social determinants of health and diversity:
PHP1920, Social Determinants of Health
PHP2325, Place Matters: Exploring Community-Level Contexts on Health Behaviors, Outcomes and Disparities
PHP2365, Public Health Issues in LGBT Populations

Health Services Concentration

The Health Services concentration seeks to develop scientists experienced in the use of state of the art experimental and non-experimental research methods for the purpose of advancing fundamental knowledge of issues central to the improvement of population health by focusing on organizational characteristics of health care delivery systems, providers, and economic forces that shape consumer and provider behavior, as well as the policy environment in which these relationships exist. The concentration explicitly seeks to train scientists to optimally contribute as part of multidisciplinary teams in academic posts, government agencies at the state, national and international levels, and in research arms of private sectors of health services delivery organizations. The concentration explicitly seeks to develop scientists skilled in the communication of scientific knowledge, equipped with leadership skills for the purpose of improving services and influencing health policy at the organizational, state, national, and international levels such that those policies lead to more equitable use of resources thus improving health outcomes. The competency-based curriculum provides students with a strong analytic foundation and general health services research orientation.

Health Services Competencies
• Apply primary data gathering skills to public health related issues.
• Analyze data beyond the introductory statistics course sequence.
• Analyze key aspects of the United States health system.
• Demonstrate proficiency in health services research methods
• Successfully implement a health services research project resulting in a publishable quality manuscript

**Health Behavior Thesis**
All students are required to complete a thesis. Students work with faculty advisors to design a thesis project appropriate to their interests and career path in the health services.

**Health Services Concentration Courses**
*Complete one of the following courses:*
PHP2060, Qualitative Research Methods
PHP2040, Survey Research Methods

*Complete one of the following courses:*
PHP1560, Statistical Programming in R
PHP2260, Applied Epidemiologic Analysis Using SAS
PHP2410E, Medicare: A Data Based Policy Examination
PHP2430, Analysis of Population Based Datasets
SOC2960G, Spatial Data Analysis Techniques in the Social Sciences

*Complete two of the following methods courses:*
PHP2030, Clinical Trials Methods
PHP2415, Introduction to Evidence-based Medicine
PHP2440, Introduction to Pharmacoepidemiology
PHP2450, Measuring and Improving the Quality of Health Care
PHP2455A, Health Services Research Methods I
PHP2465A, Intro to Health Decision Analysis
SOC2612, Geographic Information Systems and Spatial Analysis for the Social Sciences

*Complete one of the following health systems courses:*
PHP1530, Case Studies in Public Health: The Role of Governments, Communities and Professions
PHP2400, The U.S. Health Care System: Case Studies in Financing, Delivery, Regulation
PHP2425, Doing Public Health: Getting It Done in the Real World
PHP2445, Minding the Gap: The U.S. Healthcare Safety Net

**Maternal and Child Health Concentration**
The Brown University School of Public Health has substantial strengths in Maternal and Child Health (MCH). This includes a vibrant core of interdisciplinary faculty focused on MCH issues from the prenatal period through adolescents. The [Hassenfeld Child Health Innovation Institute](#) was launched in 2016, presenting new opportunities for expanding MCH research and education programs at Brown. This is in addition to the existing [School of Public Health research centers](#) that include a focus on MCH issues. Beyond the strengths within the School of Public Health, active MCH collaborations extend to the Brown University affiliated hospitals, state government, local government, community organizations and industry.
Maternal and Child Health Competencies
In addition to the standard MPH Program competencies, students in the MCH track will meet the following competencies:

- Demonstrate an understanding of the major causes of maternal and child morbidity and mortality. (PHP1994)
- Demonstrate an understanding of programs designed to foster maternal and child health (PHP1994)
- Demonstrate advanced understanding of MCH epidemiology (PHP1900 and PHP2220C).
- Demonstrate proficiency in two areas of applied research methods (PHP2030, PHP2040, PHP2060, PHP2300, PHP2415, GEOL1320, SOC2612)
- Demonstrate understanding of health systems issues that are relevant to MCH populations. (PHP1100, PHP1530, PHP2400, PHP2425, or PHP2445)

Maternal and Child Health Thesis
All students are required to complete a thesis. Students in the Maternal and Child Health concentration must complete their thesis focused on an appropriate Maternal and Child Health topic with appropriate Maternal and Child Health advisors.

Maternal and Child Health Concentration Courses:
Complete the following course:
PHP1994, Case Studies in Maternal and Child Health

Complete one of the following courses in advanced epidemiology for MCH:
PHP1900, Epidemiology of Disorders and Diseases of Childhood and Young Adulthood (Spring)
PHP2220C, Perinatal Epidemiology (Fall)

Complete two of the following methods courses:
PHP2030, Clinical Trials
PHP2040, Survey Research Methods
PHP2060, Qualitative Methods
PHP2300, Behavioral Research Methods
PHP2415, Intro to Evidence Based Medicine
GEOL1320, Intro to GIS (May not be taken if student has already completed Soc2612)
SOC2612, Geographic Information Systems and Spatial Analysis for the Social Sciences (Taught every other year.)

Complete one of the following health systems courses:
PHP1100, Comparative Health Care Systems
PHP1530, Case Studies in Public Health: The Role of Governments, Communities and Professions
PHP2425, Doing Public Health: Getting It Done in the Real World
PHP2445, Minding the Gap: The U.S. Healthcare Safety Net

MPH General Electives (3 General Elective Courses)
The complete list of approved MPH electives can be found on the MPH Program website. However, students should not restrict themselves to these courses. Additional courses at Brown University may count toward the MPH degree with approval (see instructions below elective list). For an up-to-date list of approved MPH electives, please refer to the MPH Program website.

**Request to Count Courses not on the MPH Approved Elective List**

MPH students who want to take a course that is not on the list of approved MPH electives need to request permission from the MPH Program Director. The student should obtain the syllabus for the course and email the request to the MPH Program Director, Patrick M. Vivier, MD, PhD, and the MPH Program Manager, Diane Schlacter.

**Applied Public Health Experience**

All MPH students are required to complete an applied public health practice experience. The MPH Program provides enrolled students with a variety of resources to connect with rewarding and interesting applied public health practice experiences. In addition to meeting with academic core advisors and other faculty conducting research in specific public health topics, students also confer with the Coordinator for Applied Learning Experiences and Career Development in order to learn more about opportunities that align with each student’s public health area of interest and future career goals.

**Parts of the Applied Public Health Practice Experience:**

1. An approved Applied Public Health Practice Proposal: This proposal is developed in PHP2071 during the fall semester prerequisites for the PHP2071 course and/or during the spring semester of the student’s first year. The proposal includes information on the Applied Public Practice site and work to be conducted, as well as a description of the final project. The Applied Public Health Practice needs to have a community-based component and require the student to work with an inter-professional team during the experience.

2. An Applied Public Health Practice requires the following: Students must complete at least 145 hours at a pre-approved Applied Public Health Practice. This is equivalent to approximately one month (4 weeks) of full-time (8 hours per day) work. Students can complete the Applied Public Health Practice longitudinally during the first academic year; during the summer between the first and second years; or a combination of these time periods. The Applied Public Health Practice should expose the student to real world public health issues and other professions outside of public health that work to address public health issues. Applied Public Health Practice activities may include (depending on the topic and the qualifications of the student) attending meetings; participating in ongoing activities; planning, implementing and evaluating short-term projects; participating in health education and outreach; taking part in analytical discussions and/or delivering health related services.

3. A final project: The Applied Public Health Practice must include a final product/deliverable. A final project may include, as examples, designing a public health intervention, conducting a quality assessment, developing health education materials, writing a communication brief; completing a research analysis/report, or developing a website. Students must consult with their MPH Applied Public Health Practice mentor and with the MPH Program Associate Director to be sure that their proposed project is acceptable for the educational purposes of the Applied Public Health Practice. The final project should be of practical utility to the agency/organization.

4. A poster: Students must design a poster that showcases the final project. Students must present their Applied Public Health Practice posters at a poster session held in September of the second year of the MPH Program as a part of PHP2072.
MPH Thesis

All MPH students are required to complete a thesis. There are no formal requirements for a candidacy examination in order to progress to writing a Master’s thesis for the MPH degree. Therefore, development of a Master’s thesis is an ongoing process during the student’s academic program. Thesis projects may be descriptive research, investigative research, public health policy development or assessment, or a program evaluation. The thesis must have an analytic component, which may be qualitative or quantitative. The thesis must also have utility, with some application for public health action.

The thesis project involves a smaller scale of administrative and data management activities than a typical MS or PhD thesis. Students may use existing datasets or develop their own, although the latter, by necessity, usually involve small population samples. Faculty conducting research in the centers, programs, and institutes in the School of Public Health, have a large array of research projects using relevant public data bases. The RI Department of Health and other state agencies have public use data sets and other sources of data are available from federal public health agencies.

The most recent Thesis Guidelines can be found on the Canvas course site for PHP2071.

Combined Programs

AB/MPH Program

Overview and Admission
The 5-year AB/MPH Degree is a rigorous program in professional public health education open to Brown undergraduates. As undergraduates in the AB/MPH program, students must concentrate in Public Health, qualify for the Honors Track and successfully complete an Honors Thesis. Concentrators in the AB/MPH track take 16.5 courses toward the combined degree during their first four years (14.5 content courses plus 2 independent studies for Thesis preparation), and 7.5 courses in the fifth year.

Students can apply to the AB/MPH program in the second semester of their sophomore year or during their junior year. Application to the AB/MPH is done through SOPHAS Express with review by the MPH Admissions Committee. The priority deadline for applying to the AB/MPH Program is Feb 1. After Feb 1, applications will be reviewed on a rolling, space-available basis until April 1.

The following materials are required:
- transcripts for all undergraduate academic work;
- three letters of recommendation;
- personal statement of understanding of public health and commitment to pursuing a career in public health. Statement should explain the relevance of education and/or experience to pursue a career in public health;
- a résumé;
- the SOPHAS Express application fee.

AB/MPH Required Courses for those entering the combined program in Fall 2018
Requirements for the AB/MPH Program
1–15.) Definitely in the first four years:
1.) PHP0310 Health Care in the US
2.) PHP0320 Introduction to Public Health

19
3.) PHP2120 Methods in Epidemiologic Research  
4.) PHP1980 Honors Thesis Prep  
5.) PHP1980 Honors Thesis Prep  
6.) PHP2507 Biostatistics + Applied Data Analysis I  
7.) PHP2508 Biostatistics + Applied Data Analysis II  
8.) Undergraduate Elective 1 Click here for list: http://bulletin.brown.edu/the-college/concentrations/pubh/  
9.) Undergraduate Elective 2 Click here for list: http://bulletin.brown.edu/the-college/concentrations/pubh/  
10.) Undergraduate Elective 3 Click here for list: http://bulletin.brown.edu/the-college/concentrations/pubh/  
11.) Undergraduate Elective 4 Click here for list: http://bulletin.brown.edu/the-college/concentrations/pubh/  
12.) Environmental Health Elective Click here for list:  
13.) Health, Health Care Systems and Policy Elective Click here for list: http://bulletin.brown.edu/the-college/concentrations/pubh/  
14.) Social Behavioral Science Prevention Elective Click here for list: http://bulletin.brown.edu/the-college/concentrations/pubh/  
15.) PHP2071, Applied Public Health: System and Practice (Half credit course must be taken in spring of year 4)  

16-17.) In first four years (select 2 courses from):  
PHP2355 Design/Implement/Evaluate Public Health Interventions  
An approved MPH concentration course: click here for list: https://www.brown.edu/academics/public-health/education-training/masters/master-public-health/concentrations  
An approved MPH Elective click here for list: https://www.brown.edu/academics/public-health/education-training/masters/mph-program-about-us/mph-electives  

18-25) In the fifth year:  
18) PHP2072, Applied Public Health: Policy, Leadership and Communication (Half credit course must be taken in Fall of Year 5)  

19 - 25.) Depending upon what was taken for requirements 16-17, seven courses from:  
PHP2355 Design/Implement/Evaluate Public Health Interventions  
MPH concentration courses: click here for list: https://www.brown.edu/academics/public-health/education-training/masters/master-public-health/concentrations  
Approved MPH Elective click here for list: https://www.brown.edu/academics/public-health/education-training/masters/mph-program-about-us/mph-electives  

MD/MPH Program  

Students interested in the MD/MPH program must apply separately to Alpert Medical School and to Brown University’s Graduate School. Regardless of the route of admission to the medical school—PLME, Standard, EIP, Postbaccalaureate, Advanced Standing—all students are eligible to apply for the MPH during the first three years at the Alpert Medical School.  

There is no formal path for non-Brown medical students to enroll in the 5-year MD/MPH Program. However, medical students from other schools are welcome to apply to the MPH Program through the standard route and may be eligible to reduce the number of required electives to be taken at Brown by up to 4 courses. The Brown University School of Public Health uses the SOPHAS application system. SOPHAS is a centralized
application service used by many of the accredited schools and programs in public health. The following materials are required:

- official transcripts for all undergraduate, graduate, or medical school academic work;
- three letters of recommendation;
- personal statement of understanding of public health and commitment to pursuing a career in public health. Statement should explain the relevance of education and/or experience to pursue a career in public health;
- a résumé;
- the SOPHAS application fee.

**Gre scores are NOT required.** Standardized test scores will be considered if submitted.

### Admissions Deadline

The priority deadline for applying to the MPH Program is Feb 1. After Feb 1, applications will be reviewed on a rolling, space-available basis until April 1.

The Admissions Committee for the MPH Program is composed of public health faculty and other professionals with experience in public health research and practice. Applicants will be assessed on their academic performance as well as evidence of a commitment to public health through previous coursework, independent study, employment or volunteer experience.

### 5-Year MD/MPH Basic Degree Requirements

To receive the MPH degree, students are required to satisfactorily complete fourteen courses (12 standard courses and 2 half credit courses) and complete a field experience and thesis. Students in the combined MD/MPH Program may request that up to four graduate/medical courses, taken previously or concurrently with their Brown MPH enrollment, be counted toward the elective requirement. No more than four courses counted toward the MPH degree requirements may be used to fulfill the requirements of the MD or PLME.

### MPH/MPA Program

#### Overview of MPH/MPA Dual Degree Program

The School of Public Health and the Watson Institute for International and Public Affairs offer a dual-degree Master of Public Health (MPH) and Master of Public Affairs (MPA) program. Emphasizing a learning by doing approach, this rigorous program will offer highly qualified applicants the opportunity to gain training in public health and public policy to prepare them to address the critical health policy issues in the United States and throughout the world.

The dual-degree degree program starts in summer and includes 20 courses (13 full courses and 7 half courses) as well as a field experience, a Global Policy Experience and a Masters level thesis. The courses include 14 core courses (7 full and 7 half courses), 5 concentration courses, and one MPH/MPA elective. Students will benefit from the rich academic resources at the Watson Institute and the School of Public Health, as well as their extensive applied learning programs in Rhode Island, as well as throughout the United States and the world. The program can be completed in two years, though students can extend the program over a longer period of time. All degree requirements must be met within a five-year period.

#### MPH/MPA Dual Degree Requirements

The MPH/MPA Dual Degree Program starts in the summer. Students must complete 20 courses (13 full courses and 7 half courses) as well as a field experience, a Global Policy Experience and a Masters level
thesis. The program can be completed in two years, though students can extend the program over a longer period of time. All degree requirements must be met within a five-year period.

Core Required Courses
The dual-degree degree program includes 20 courses (13 full courses and 7 half courses). The core courses include 14 core courses (7 full and 7 half courses). In addition, there are 5 concentration courses, and one MPH/MPA elective.

The 14 required core courses are listed below:

7 Required Full courses
- Epidemiology (PHP2120 or PHP2150)
- Management and Policy Implementation in Public and Non-Profit Organizations (PLCY 2465)
- Program Evaluation and Policy Analysis (PLCY 2040)
- Biostatistics and Applied Data Analysis I (PHP2507)
- Biostatistics and Applied Data Analysis II (PHP2508)
- Social and Behavioral (PHP2360)
- Politics of Policymaking in Comparative Perspective (PLCY 2055)

7 required half credit courses are:
- Economics for Public Policy (PLCY2460)
- Introduction to Public Policy (PLCY 2445)
- Communications and Public Policy (PLCY 2015)
- Social Justice and Advocacy (PLCY 2475)
- Systems Dynamics (PLCY 2765)
- Applied Public Health (PHP2071)
- Applied Public Health (PHP2072)

If students have taken the equivalent of a core course, he/she may request to take an upper level course in that area as a substitute. The program directors will review these requests with input with the relevant course instructors. As future changes are made in the core requirements of individual degree programs, appropriate changes will be made in the joint program.

If students have taken the equivalent of a core course, he/she may request to take an upper level course in that area as a substitute. The program directors will review these requests with input with the relevant course instructors. As future changes are made in the core requirements of individual degree programs, appropriate changes will be made in the joint program.

Concentration Courses (5)
Students choose one of the following concentrations in which to take 5 courses:
- Biostatistics
- Environmental Health
- Epidemiology
- Generalist
- Global Health
- Health Behavior
- Health Services
- Maternal and Child Health

Elective (1)
One MPH/MPA elective selected from the approved list.

MPH Advising
The advising process in the Brown MPH Program is multidimensional. During the course of study, advisors will assist students with the following:
• Identifying individual goals for study in the Brown MPH Program
• Selecting academic courses that meet those goals
• Identifying an appropriate field experience placement
• Thesis advice and guidance in selection of a thesis topic, format and advisor

All students will be assigned a core advisor when they enter the MPH Program. Students will have structured small group meetings with their core advisor throughout the first year of the program. These meetings are a pre-requisite for PHP2071, and the core advisor meetings are designed to introduce students to basic concepts in public health, and to relate those concepts to their individual field experience placements. In addition, students can meet with their core advisors individually for advice on course selection, identifying an appropriate field experience and identifying an appropriate thesis topic.

Patrick M. Vivier, MD, PhD, the MPH Program Director, and Annie Gjelsvik, PhD, the MPH Associate Director are available to all students for advice on course selection, as well as advice on appropriate field experiences and thesis topics. During the August Orientation week, the MPH Program Director provides a detailed overview of the course choices in one of the sessions. Students can also schedule individual meetings with the MPH Program Director.

Students are encouraged to meet with Joann Barao, the Coordinator for Applied Learning Experiences and Professional Development, to discuss options for the applied public health practice and thesis project. Both Joann Barao and Diane Schlacter are available for students who have questions about course requirements.

Each student will select a thesis advisor and reader for their thesis project. Students should be formulating the thesis topic during the first year of study. The MPH Program Director, the MPH Associate Director, and the Coordinator for Applied Learning Experiences and Professional Development, as well as the core advisor are all available to assist students with selecting an appropriate thesis topic, thesis advisor and thesis reader.

**MPH Academic Standing Policy**

Students are given a copy of the MPH Academic Standing Policy during orientation. Students are asked to confirm that they have received the policy and will read it. The MPH Academic Standing Policy can be found in Appendix A.

**Evaluation of Students**

Each student is assigned a core advisor when they enter the MPH Program. Students attend mandatory small group sessions with their core advisor throughout the first year of the MPH Program. Students can also meet with their advisor outside of the small group meetings to seek advice on courses selection. The MPH program maintains a progress summary sheet for each student, documenting all courses taken and how each course satisfies the MPH degree curriculum requirements. The summary sheet also documents when the thesis topic, thesis advisor and thesis reader are approved. The MPH Program will provide the student with a progress letter at the end of each year, or in some cases, at the end of each semester. The letter will include details about a student’s individual academic progress, and it will include a copy of the student’s progress summary sheet.

At the end of each semester, the MPH Program Director meets with the MPH core advisors and the MPH core course instructors to review the progress of all MPH students. Each student’s academic performance is discussed, including grades, instructors’ observations of the student, course completion and thesis progress. If concerns are identified, the core advisor and/or MPH Program Director will follow up with the student. In
addition to assessing the individual performance of students, the end of semester reviews are also an
opportunity for faculty to identify common issues among students that may indicate the need for changes in
individual courses or more generally in the curriculum. The review is also helpful in shaping approaches to
advising future students. Therefore, the end of semester reviews are not only critical for the evaluation of
individual students but also for the overall program.
Early in the spring semester, the MPH Program Director and MPH & ScM Programs Manager review the
academic record of all students who are planning to graduate at the end of the academic year. The University
has a graduation planning form that the MPH & ScM Programs Manager completes and the MPH Program
Director signs indicating one of the following: (1) The student has completed all degree requirements, (2) If
the student successfully completes their spring courses and submits the thesis by the Graduate School
deadline they will have completed the degree requirements, or (3) The student will not be able to complete
the degree requirements in time to graduate in the spring.

Deadline for Completing the MPH Degree Requirements
Full-time students generally take two years to complete the MPH. Students may request part-time status but
need to complete all degree requirements within five years. In unusual situations, where a student needs to
extend beyond the five year timeline, the student can request an extension. The request must include a
detailed timeline and plan for finishing all MPH degree requirements. Requests will be reviewed by the MPH
Program Director and also by the Dean of the Graduate School.

Financial Support
Financial support is provided through merit-based assistantships and scholarships. The Brown MPH Program
seeks candidates who are intellectually curious, highly motivated, and committed to the study of public health.
All aspects of the MPH candidate’s application are very important for the scholarship review process, including
the personal statement, academic transcripts, standardized test scores, letters of reference, and resume.
Applicants should apply by February 1 for the best chance of being offered scholarships and financial support.

MPH Program Partial Scholarships
MPH Program partial scholarships are also available to a limited number of highly qualified part-time and full-
time students. Applicants are automatically considered for partial scholarship support as part of the
admissions process. MPH Program Partial Scholarships awarded in the first year will be renewed in the second
year as long as the student is in good academic standing as defined by the MPH Program.

Master’s Assistantships
Master’s Assistantships are available for a limited number of highly qualified applicants. Assistantships
provide a monthly stipend and a small scholarship award.

Applicants are automatically considered for any available Master’s Assistantships as part of the admissions
process, if financial assistance is requested. Master’s assistantships are awarded for one academic year with
the potential for renewal for a second year. Students awarded Master’s assistantships must take a full-time
course load.

The number and type of assistantships available varies each year depending on the number of sponsors. Past
sponsors include research centers at the Brown School of Public Health, the Rhode Island Department of
Health, and other public health related organizations. When possible, the Master’s Assistantship is coordinated
with the required field experience and many students have been able to develop thesis projects within their assistantship sites.

**Limits on Work Hours**

Full-time students who are working in Master’s Assistantships or on student employment, should generally not be working more than 20 hours/week. There are occasions when a student has a 20 hour/week assistantship, and wants to work additional hours as a TA or in some other capacity. The student should discuss this with the MPH Program Director before accepting a second job.

**Registration**

Courses@Brown (https://cab.brown.edu) Use this advanced search engine to find all credit bearing Brown courses for a given term or full academic year. (Includes textbook information if present). Courses@Brown allows students to not only search for courses but also provides shopping cart functionality (log-in required) from which to register once the student's registration window has opened.

**Graduate School**

The Graduate School Handbook defines the most important policies, procedures and practices that guide graduate education at Brown University. It includes information on the Graduate School rules, grading standards, graduate credit, conference travel funds, student loans, leaves of absence, codes of conduct, and grievance procedures. Graduate students must abide by the rules of the Graduate School, as well as the rules of the MPH Program. The Graduate School handbook can be found at: https://www.brown.edu/academics/gradschool/academics/rules-regulations/graduate-school-handbook

**Leaves of Absence**

**Leave of Absence Request**

Any student needing to request a leave of absence (with the exception of a medical leave) should submit a Leave of Absence Request form (found on Graduate School website), at least four weeks before the start of the semester in which the leave is to be taken. Failure to inform the Graduate School means that the student will still be considered active and will be billed for tuition. The MPH Program Director must approve all leave of absence application for students enrolled in the MPH Program.

**Medical Leave**

A student experiencing a serious physical or psychological problem that affects his/her academic performance may be granted a leave for treatment and recovery. A student experiencing difficulty in this realm should consult with the Graduate Associate Dean in the Office of Student Life (https://www.brown.edu/about/administration/student-life/), as well as University Health Services (https://www.brown.edu/campus-life/health/services/) and/or Counseling and Psychological Services (https://www.brown.edu/campus-life/support/counseling-and-psychological-services/). Unlike other leaves, a medical leave or psychological leave of absence can be made at any time; the request must be made through the office or the Graduate Associate Dean in the Office of Student Life (located in Graduate Center, 42 Charlesfield St., 4th floor; 401-863-3145).

**Codes of Student Conduct**
The Graduate School requires all graduate students to complete required online courses on Codes of Academic & Student Conduct and Title IX Training. Complete the online course on Academic Code & Code of Student Conduct as soon as you receive the links in your Brown email over the summer. An online Title IX course will be sent early in the fall semester.

Academic and Student Conduct Codes
All MPH students are expected to be aware of, and to conduct themselves in accordance with, the principles of the Brown community as set forth in the Academic Code: Graduate Student Edition (https://www.brown.edu/academics/gradschool/academic-code) and the University’s Student Conduct Code (https://www.brown.edu/about/administration/student-life/student-conduct). Ignorance of these Codes is not accepted as a defense for violation of any of the rules and regulations specified in the Codes.

Sexual and Gender-Based Harassment
All MPH students in their roles as students, research assistants, teaching assistants, and teaching fellows are expected to refrain from behaviors that constitute sexual harassment as specified by Brown University’s Policy Statement on sexual or gender-based harassment, sexual violence, relationship and inter-personal violence and stalking. The policy can be found at https://www.brown.edu/about/administration/title-ix/index.php?q=policy.

Grievances
It is expected that students enrolled in the MPH Program will have the best possible relationship with colleagues and faculty during the course of their graduate work at Brown. However, it is possible that a student may not agree with faculty or committee actions related to evaluation of academic progress and standing. The intent of the faculty is to address disagreements directly and constructively. Therefore, we encourage students initially to discuss their concerns and explore possible solutions with their MPH core advisor, the MPH Program Director, and/or the Associate Dean for Academic Affairs at the School of Public Health.

The University’s faculty handbook has a detailed description of grievance procedures, and students are referred to that document: http://www.brown.edu/Faculty/Faculty_Governance/rules/FacultyRules.pdf.

Procedures exist for the resolution of non-academic grievances, such as complaints of harassment involving sexually or racially offensive behavior, and discrimination as cited in the University’s Non-Discrimination Policy. There are also established procedures for reviewing the cases of students whose actions may require disciplinary measures. Inquiries about these procedures should be directed to the MPH Program Director, the Dean of the School of Public Health, and/or the Deans of the Graduate School.

Wellness and Support Resources
Student and Employee Accessibility Services (SEAS) (https://www.brown.edu/campus-life/support/accessibility-services/) coordinates and facilitates services for students with physical, psychological, and learning disabilities, and temporary injuries (office located at 20 Benovolent St., 1st floor). Counseling and Psychological Services (CAPS) (https://www.brown.edu/campus-life/support/counseling-and-psychological-services/) provides free confidential counseling (located at J. Walter Wilson, Room 516; 401-863-3476). CAPS offer Saturday appointment for graduate students from 9:00 A.M. to 4:00 P.M. during the academic year at Health services, 13 Brown St.
Diversity Initiatives provides assistance with recording a lived or chosen name change into University systems to support T* students (Graduate Center, 42 Charlesfield St., 4th floor). International SOS registration is strongly encouraged for all MPH students studying abroad. Students studying abroad during the academic year or summer should register the trip with the Brown University Global Assistance Program. This program provides 24-hour worldwide medical, security, and travel assistance, including emergency evacuation. More information can be found at Brown’s International SOS portal https://www.brown.edu/campus-life/safety/resources/international-sos.

**Brown ID Card**

In order to access University libraries, copy machines, etc., students will need a Brown ID card. New MPH students should obtain a Brown ID card at the Brown Card Office, which is located on the 5th floor of the J. Walter Wilson building at 69 Brown Street. Access to the School of Public Health building at 121 South Main Street requires an additional approval. Generally, SPH will request the approval in advance, so that students’ cards work in the SPH building when they arrive. If your card does not work at 121 South Main Street, contact Diane Schlacter, MPH & ScM Programs Manager, as soon as possible.

**School of Public Health Mail Policy**

(revised 8/9/18)

The goal of the School of Public Health and University Mail Services is to provide students with the best service possible. To achieve our goal, it is necessary for students, as well as those sending mail to students, to understand and comply with the simple but vital Brown University and School of Public Health regulations listed below.

1. All actively enrolled graduate students are provided a mailbox at 121 S. Main Street. Mailbox information will be provided through the Department Coordinators.

2. The use of mailboxes is restricted to academic mail, whether it includes USPS mail, express and ground service shipments delivered by specified common carriers, and campus mail. The School of Public Health will accept incoming express and ground shipments for students from the following designated common carriers only: FedEx, UPS, DHL. Packages sent through any of these carriers should not require a signature for delivery.

3. Using your mailbox address to operate a business, receive mail for anyone other than the assigned box holder, or receive non-academic related mail is prohibited. If you have any questions about what mail you can or cannot have delivered, please consult with your Department Coordinator.

4. Students are responsible for regularly checking their mailboxes and package drop-off areas (3rd Floor Student Suite, hallway adjacent to student kitchen) for the delivery of mail and express and ground service shipments. The School of Public Health is not responsible for tracking or the safety of mail or packages.

5. Students are responsible for providing the Departmental Coordinator with a forwarding mail address upon their departure from the School of Public Health. The School of Public Health will forward First Class USPS mail to students for thirty days following this notification. Thereafter, items will be returned to sender.
Brown University and the School of Public Health provide this service as a courtesy only and it is expressly acknowledged and understood by any students for whom packages are held that Brown University is not acting as an agent or bailee for the student. The University assumes no responsibility for liability for any loss or damages resulting directly or indirectly therefrom and such students further agree to release and discharge Brown University from any claims, loss, cost or damages therefrom. This service is used by students at their own risk.

• The School of Public Health reserves the right to reject and not to accept any package from any carrier at its discretion.
• University Mail Services reserves the right to provide this service on an intermittent basis depending on available resources and space for storage of packages.
• The University also reserves the right to terminate this service at any time and without notice.

To receive off-campus mail at Brown, the address on all material should conform to the following address format:
Student Name School of Public Health Brown University 121 S. Main Street, Box G-S121-3 Providence, RI 02912

**Brown Email**
Matriculated MPH students can set up their Brown electronic services and establish their Brown e-mail accounts before the start of the MPH Program by going to: [http://activate.brown.edu/files/activate/intro.shtml](http://activate.brown.edu/files/activate/intro.shtml).

Once the MPH Program begins, all e-mail communications will be sent to the students’ Brown e-mail account.
Appendix A: MPH Academic Standing Policy

Master of Public Health Program
Good Academic Standing Policy
August 2018

OVERVIEW
To be awarded the MPH degree at Brown, students are required to successfully complete 14 courses (12 full credit courses and 2 half credit courses) and complete an internship and a thesis. Full-time students typically take 6.5 courses/year. Students who have taken graduate level health related courses prior to enrolling in the MPH may be eligible to reduce the number of required electives to be taken at Brown by 4. Requests for reduced course loads, including the syllabus and transcript for the courses taken, must be made by June 15th prior to enrolling in the MPH Program. Courses taken as part of an undergraduate program will not be considered. Requests will also be subject to Brown University rules and Registrar approval.

GRADING
Students receive full letter grades of A, B, C (no plusses or minuses) or No Credit. There is no grade of D, and failing grades are not recorded on the permanent external record (transcript). However, grades of “No Credit,” “Incomplete,” and late withdrawals from courses are recorded on the student’s internal MPH Progress Report, and this information is used in assessing a student’s academic standing, as well as for other purposes (counseling, Committee on Academic Standing considerations, etc). For the purpose of assessing academic performance within the MPH Program, late withdrawals are defined as withdrawing from a course within five weeks of the scheduled final exam date (or within 5 weeks of the last scheduled class if no final exam is scheduled).

Brown offers the option of registering for courses with a grading option of Satisfactory/No Credit (S/NC). However, MPH students are required to take all core and concentration courses for a letter grade. With permission of the instructor, MPH students may select the Satisfactory/No Credit grading option for ONE general MPH elective course. All other MPH core, MPH concentration, and MPH general elective courses must be taken for a letter grade, unless the course has been set up by the instructor as mandatory S/NC. This includes independent study courses, which should be taken for a letter grade.

Note for students in the combined AB/MPH Program: Grading rules are in effect for MPH courses once students are enrolled in the combined program. MPH courses that were taken for S/NC prior to enrolling in the combined program can still count towards the MPH degree requirements. However, we recommend students considering the AB/MPH take all courses for a letter grade.

GOOD ACADEMIC STANDING
To be in good academic standing, students in the MPH Program must achieve a “B” average. All courses taken at Brown while enrolled in the MPH Program are included in the assessment of academic standing. Only courses taken at Brown while enrolled in the MPH Program are included in the assessment of academic standing. Courses taken at Brown prior to MPH matriculation will count in the grade average only if the student requests permission, and is approved, to use those courses toward the MPH 14 course requirement. As Brown does not calculate a numeric GPA, students are considered to have at least a “B” average if one of the following two conditions exist:

- The student has received a grade of “B” or above for all courses included in the assessment of academic performance.
• Any courses in which the student withdrew late or received a “C,” “NC” or “Incomplete” are balanced by an equivalent number of courses for which the student received an “A”. Full courses must be balanced with full courses, and half courses may be balanced by either half courses or full courses.

Thesis Proposals
In addition to having a “B” average, students must have a fully approved thesis proposal by May 1st of their first year. Students who do not have an approved thesis plan by this time will not be in good academic standing.

Progress Requirements
At the end of each semester, when grades become available, MPH faculty members review the progress of each MPH student. Students who fall out of good academic standing will be notified in writing. This letter will state the areas where the student has not met requirements and include remediation instructions to regain good academic standing and to remain in the MPH Program. Students who receive a warning letter will be re-evaluated at the end of the next semester. If the MPH Executive Committee determines that satisfactory progress has not been made toward achieving good academic standing, the respective student will be notified that they are being withdrawn from the MPH Program.

Grades of “No Credit” and Repeating Core Courses
Students who receive an “NC” or have a “late withdrawal” from an MPH core course requirement will be offered one additional opportunity to meet that core course requirement. If the student again receives an “NC” or has a “late withdrawal,” the student will be withdrawn from the MPH Program.

Students who receive more than 2 grades of “NC” or “late withdrawal” in MPH core, concentration, or elective courses will be withdrawn from the MPH Program. Students who receive two grades of “NC” or “late withdrawal,” will be given a written warning. If the student receives another grade of “NC” in any subsequent semester, s/he will be withdrawn from the MPH Program. If a student receives more than two grades of “NC” or “late withdrawal” in a single semester, the student will be withdrawn from the program immediately.

Incomplete Grades
Students who receive a grade of “Incomplete” in any course must finish the course by the next semester. An “Incomplete” in a Fall course must be finished by the end of the Spring semester. An “Incomplete” earned in the Spring semester, must be finished by the end of the Summer. If the student does not finish the course in this time frame, the grade will change to an “NC” and the above rules on “NC” grades will apply. Students who have valid extenuating circumstances, such as a medical leave, may request an additional semester from the MPH Executive Committee.

Graduation Requirements
Students must be in good academic standing to be eligible to graduate. In order to graduate, students must attain a “B” average across the fourteen (14) required MPH courses (see Good Academic Standing above). MPH students may take more than fourteen courses, however, any non-approved electives will NOT count toward the MPH degree.

In situations where a student has not attained a “B” average upon completion of 14 MPH courses, s/he may request permission from the MPH Executive Committee to take up to two additional approved courses beyond the fourteen (14) required MPH courses, and s/he may also request they be substituted for courses already
taken. If the student successfully completes the two additional courses, the two prior courses will NOT be counted toward the degree and these courses will not be counted in the assessment of academic standing.

The MPH Executive Committee will only grant this accommodation if there are compelling reasons. If this exception is granted, the student must still meet all academic standing guidelines (see above); students will only have one opportunity to re-take a core course (see Repeating Courses). If this exception is not granted or if the student does not achieve a “B” average within one year of receiving the accommodation, s/he will be withdrawn from the MPH Program.

MPH students must complete all of the requirements for the MPH degree within five years of enrolling in the MPH Program. If a student does not complete the MPH degree requirements within five years, s/he may request a one-year extension from the MPH Executive Committee. Extensions are granted at the discretion of the MPH Executive Committee and will only be granted if there is a valid reason for the delay in meeting the degree requirements, as well as an approved plan for meeting the MPH degree requirements in a timely manner.

MPH students are also required to follow all guidelines established by the Graduate School and the Registrar.