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Master of Public Health Student Handbook Academic Year 2018 - 2019

This Handbook is intended to inform MPH students about program requirements, policies and procedures. It serves as a supplement to the Hofstra Graduate Studies Bulletin, which contains the rules, regulations and requirements applicable to all students. This manual is subject to change; If program policies and procedures are modified, all students will be advised of changes.

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WELCOME LETTER FROM DIRECTOR

Welcome to the Hofstra University Master of Public Health (MPH) program!

This is an exciting time to embark on your career in the dynamic field of Public Health, and I am excited that you have decided to join us for your graduate studies.

The faculty is dedicated to help enhance your academic journey, and I encourage you to take advantage of all the wonderful resources at Hofstra. Details about the Writing Center, Library, and other key student resources can be found in this Handbook. One of your most important MPH resources will be your Faculty Advisor. Your Academic/Career Advisors are listed on the next page. Please keep in regular touch with them about your courses and career.

As the MPH Program Director, I encourage you to get involved and explore all opportunities that Hofstra has to offer. There are numerous opportunities to get involved in both public health practice and research with our esteemed full-time and part-time faculty as well as our award-winning student organization, the Society of Public Health Advocates (SOPHA). Dr. Martine Hackett is the new SOPHA Faculty Advisor, and she is excited to work with you in that capacity.

Please take time to carefully review this MPH Student Handbook and return the Acknowledgement page (the last page of this Handbook) to Karla Williams Senior Executive Secretary in the Dome Admin Office by Thursday, September 8.

Please do not hesitate to contact me at Isma.h.Chaudhry@hofstra.edu or (516) 463-7001, or stop by my office (Hofstra Dome Room 108) if you have any inquiries or concerns.

I look forward to getting to know all of you in the near future.

With warm regards,

Isma Chaudhry

Isma H. Chaudhry

KEY PROGRAM CONTACTS

Anthony J. Santella, DrPH, MPH, Adv Cert, MCHES

Associate Professor

Department of Health Professions

Hofstra Dome- Room 126

516-463-5932

Anthony.Santella@hofstra.edu

Academic/Career Advisor for students with last names L-R

Chanapong Rojanaworarit, DDS, PhD, MPH

Assistant Professor

Department of Health Professions

Hofstra Dome – Room 131

516-463-6673

Chanapong.Rojanaworarit@hofstra.edu

Academic/Career Advisor for students with last names E-K

Isma H. Chaudhry, M.D., M.P.H.

Director of Public Health

Adjunct Associate Professor

Department of Health Professions

Hofstra Dome – Room 108

516-463-7001

Isma.H.Chaudhry@hofstra.edu

Martine Hackett, PhD, MPH, CHES

Associate Professor

Co-Chairperson, Department of Health Professions

Hofstra Dome- Room 130

516-463-6517

Martine.Hackett@hofstra.edu

Academic/Career Advisor for students with last names A-D

Corinne Kyriacou, PhD, MPH

Associate Professor

Co-Chairperson, Department of Health Professions

Hofstra Dome - Room 101B

516-463-4553

corinne.m.kyriacou@hofstra.edu

Academic/Career Advisor for students with last name S-Z

DEPARTMENT ADMINISTRATION

Corinne Kyriacou, PhD, MPH

Associate Professor
Co-Chairperson, Department of Health Professions
Hofstra Dome - Room 101B
516-463-4553
corinne.m.kyriacou@hofstra.edu

Martine Hackett, PhD, MPH, CHES

Associate Professor
Co-Chairperson, Department of Health Professions
Hofstra Dome- Room 130
516-463-6517
Martine.Hackett@hofstra.edu

Karla Williams
Senior Executive Secretary
Department of Health Professions
Hofstra Dome – Room 101
516-463-5809
Karla.Williams@hofstra.edu

April Siderine

Coordinator of Internships, Accreditation and Outreach
Hofstra Dome – Room 128
516-463-5307
April.Siderine@hofstra.edu

SCHOOL ADMINISTRATION

Holly Seirup, EdD

Dean, School of Health Professions and Human Services
Hagedorn Hall – Room 118
516-463-7323
Holly.Seirup@hofstra.edu

Susan Madden, MHA

Sr. Assistant Dean, Admin & Budget,
Hagedorn Hall – Room 118
516-463-7237
Susan.M.Madden@hofstra.edu

Jacklyn Kuehn, MEd

Associate Dean, Acad. & Student Affairs
516-463-5306
Hagedorn Hall – Room 118
Jacklyn.Kuehn@hofstra.edu

ADJUNCT FACULTY (If you would like to contact any of our part-time faculty members, please see your Faculty Advisor first.)

Ronald Burakoff, DMD, MPH

Founding Chair and Professor, Department of Dental Medicine, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell; Chairman, Department of Dental Medicine, Northwell Health

Stephanie Burke, MS, MHA, CHES (Teaches Introduction to Public Health)

Adjunct Assistant Professor, Department of Health Professions, Hofstra University; Administrative Manager, Suffolk County DSRIP Project, Stony Brook Medicine

Spring C. Cooper, PhD (Teaches Research Studies in Qualitative Studies)

Adjunct Associate Professor, Department of Health Professions, Community Health and Social Sciences, CUNY Graduate School of Public Health and Health Policy

Nancy Copperman, MS, RD, CDN

Assistant Professor of Occupational Medicine, Epidemiology and Prevention, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell; Director, Public Health Initiatives, Northwell Health

Janet Dolgin, JD, PhD (Teaches Clinical Bioethics)

Professor of Law and Director, Gitenstein Institute for Health Law and Policy, Maurice A. Deane School of Law, Hofstra University; Professor, Science Education, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

Oonagh Dowling, PhD

Adjunct Assistant Professor and Senior Research Analyst, Department of Population Health, Northwell Health

Lawrence Eisenstein, MD, FACP (Teaches U.S. Health System)

Adjunct Assistant Professor, Department of Health Professions, Hofstra University; Commissioner of Health, Nassau County Department of Health

Joanna Fishbein, MPH (Teaches Biostatistics)

Adjunct Assistant Professor, Department of Health Professions, Hofstra University; Biostatistician, Biostatistics Unit, The Feinstein Institute for Medical Research, Northwell Health

Andrzej Kozikowski, PhD (Teaches Culminating Experience)

Assistant Professor of Medicine, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell; Research Analyst, Division of Community Health and Health Services Research, Department of Medicine/Occupational Medicine, Epidemiology and Prevention, Northwell Health

Jeffrey Kraut, MBA (Teaches Health Care Policy and Legislation)

Associate Dean for Strategic Planning, Assistant Professor of Science Education, Hofstra Northwell School of Medicine; Senior Vice President, Strategy, Northwell Health

Martin Lesser, PhD, EMT-CC

Assistant Vice President, Director and Investigator, Biostatistics Unit, Feinstein Institute for Medical Research; Professor, Department of Molecular Medicine and Department of Population Health, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

Jacqueline Moline, MD, MS, FACP, FACOEM

Chair, Occupational Medicine, Epidemiology, and Prevention, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell; Vice President, Occupational Medicine, Epidemiology, and Prevention, Northwell Health

Christine L. Sardo Molmenti, PhD, MPH, RD

Assistant Professor and Epidemiology Researcher, Department of Occupational Medicine, Epidemiology, and Prevention, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

Joshua Moskovitz, MD, MPH, MBA, FACEP (Teaches Critical Decisions in Public Health Crisis)

Associate Director of Operations, Department of Emergency Medicine, NYC Health + Hospitals/Jacobi

Sarah Novak, PhD (Teaches Social and Behavioral Determinants of Health)

Associate Professor, Department of Psychology, Hofstra University

Renee Pekmezaris, PhD

Associate Professor, Medicine and Occupational Medicine, Epidemiology and Prevention, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell; Vice President, Community Health and Health Services Research, Department of Medicine, Northwell Health

Rehana Rasul, MA

Adjunct Assistant Professor, Department of Health Professions, Hofstra University; Biostatistician, Northwell Health

Lisa Rosen, ScM

Adjunct Instructor, Department of Health Professions, Hofstra University; Associate Biostatistician, Biostatistics Unit, The Feinstein Institute for Medical Research, Northwell Health

Johanna Shih, PhD (Teaches Research Methods in Qualitative Studies)

Associate Professor, Department of Sociology, Hofstra University

Kenneth Spaeth, MD, MPH (Teaches Environmental and Occupational Health)

Division Chief, Occupational & Environmental Medicine, Northwell Health; Department of Occupational Medicine, Epidemiology and Prevention, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

Guillaume Stoffels, MS, MA

Adjunct Associate Professor, Department of Health Professions, Hofstra University; Associate Biostatistician, Northwell Health

Emanuela Taioli, MD, PhD

Professor, Department of Population Health, Hofstra Northwell School of Medicine; Chief of Epidemiology, Northwell Health; Senior Investigator, The Feinstein Institute for Medical Research

Rachel Taniey, MS, RD, CDN (Teaches Public Health Nutrition)

Adjunct Professor, Department of Health Professions, Hofstra University; Adjunct Professor, College of Nursing and Public Health, Adelphi University; Doctoral of Public Health student, Community Health and Social Sciences, CUNY Graduate School of Public Health and Health Policy

Omolara Uwemedimo, MD, MPH (Teaches Global Health)

Assistant Professor of Pediatrics and Occupational Medicine, Epidemiology and Prevention, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell; Director, Global Health Training Program at Cohen Children's Medical Center of New York, Division of Pediatrics, Northwell Health

Meng Zhang, PhD, MS, MA

Adjunct Associate Professor, Department of Health Professions, Hofstra University; Associate Research Statistician, Northwell Health

COMMUNITY ADVISORY BOARD

The MPH Community Advisory Board consists of representatives from various sectors, including government, non-profit research institutes, community-based service and advocacy organizations, professional associations, health and human service systems and academia. The purpose of the board is to ensure that Hofstra's MPH program is grounded in the realities of the public health field; serving the community in ways that build capacity of the existing infrastructure and improve population health; and preparing students to meet the demands of the public health field. The MPH Board meets bi-annually to review program development and discuss new directions. Members serve as sounding boards, offering critical reflection of the programs progress and ensuring connection among the program's mission, goals, objectives and academic, service and research activities.

Tavora Buchman, PhD

Director of Quality Assurance,
Epidemiology and Research
Director, TB Control
Nassau County Department of Health

V. Elaine Gross, MSW

President
ERASE Racism

Kemp Hannon, JD

NYS Senator

Jean Kelly

Executive Director
The INN – Interfaith Nutrition Network

David Nemiroff, LCSW

Executive Director
Long Island Federally Qualified Health
Centers

Rosemary Olsen, Esq., AICP

Executive Director
Hempstead Housing Authority

Gwen O'Shea

President/CEO
Health & Welfare Council of Long Island

Ram Raju, MD

Senior Vice President and Community
Health Investment Officer
Northwell Health

Irwin Redlener, MD

President/Co-Founder
Children's Health Fund

Theresa Regnante

President/CEO
United Way of Long Island

Kathy Rosenthal

Senior Vice President of Programs
Family Service League

Gladys Serrano, LCSW

CEO, Hispanic Counseling Center

James Tomarken, MD, MPH, MBA, MSW

Commissioner of Health
Suffolk County Department of Health
Services

PROGRAM OVERVIEW

Hofstra's Master of Public Health (MPH) offers an innovative program and advanced training for the next generation of public health professionals. The program combines the expertise and resources of the School of Health Professions and Human Services, Hofstra Northwell School of Medicine and the Northwell Health system, and features faculty from both the medical school and senior executives in the health system.

ACCREDITATION:

The Hofstra University Master of Public Health program has been accredited for a five-year term extending through December 31, 2021, from the **Council on Education for Public Health (CEPH)**. CEPH is an independent agency recognized by the United States Department of Education to accredit schools and programs of public health. It is the only accredited Master of Public Health program in Nassau County, Long Island, NY, and Queens County, NY.

PROGRAM HIGHLIGHTS:

- Program faculty include clinicians, practitioners, researchers, policymakers and policy analysts from Hofstra University's programs in health professions and other related departments, the Hofstra Northwell School of Medicine and Northwell Health System. They are innovative leaders in their fields, whose combined decades of experience in community, government and private sector settings enhances the study of core disciplines, such as biostatistics, epidemiology, environmental health, health policy and administration, and social and behavioral sciences.
- Experiential learning is integrated throughout the program, including a culminating internship experience in a wide range of clinical and community settings, such as health institutions, governmental health agencies, private industry, and community-based advocacy, education and services organizations.
- To accommodate full-time professionals, Hofstra's MPH program may be completed on a part-time basis in less than three years. The program features an innovative instructional model that combines distance learning, hybrid courses, and traditional, classroom-based instruction, over seven semesters (summer, fall, and spring). It is possible to complete the program in as little as 12 months, depending on eligibility. Please note: Regardless of full-time or part-time enrollment, the program must be completed within five years.

Hofstra's MPH program seeks to:

- Prepare diverse cohorts of students to conduct core public health functions, such as assessment and research, program planning, evaluation, and policy development, for the purposes of improving community and population health;
- Educate students to understand the scientific, community, political, and social dimensions of public health research and practice;
- Provide an interdisciplinary academic environment that fosters collaborative inquiry to address public health problems in Long Island communities and beyond;
- Support faculty and students to research pressing public health issues;

- Collaborate widely with community institutions and groups on Long Island, in the region, and across the country to improve the public's health; and
- Contribute to local, state, and national efforts aimed at public health improvement.

Mission and Goals

The mission of Hofstra University's Master of Public Health program is to educate engaged, committed, socially aware, culturally competent, ethical public health researchers, practitioners, and policy makers to meet society's needs to prevent and ameliorate public health problems locally, nationally and globally.

The program's goals, addressing instruction, research and service, are as follows:

Education Goal: To provide students with a rigorous public health education that enables them to attain knowledge, skills, abilities and values in the core disciplines of public health so that they can address the public health needs of communities.

Scholarship Goal: To involve students in high quality, interdisciplinary scholarly activities using qualitative and quantitative methods to foster critical reflection on the application of the public health paradigm, as well as skill acquisition and competency in key areas of public health practice and research.

Service Goal: To provide meaningful opportunities for students and faculty to collaborate with local, regional, state, national and international organizations on projects and activities that improve the health and well-being of diverse populations.

Curriculum Overview

Hofstra's MPH program consists of 42 semester hours (sh), with 36 semester hours of classroom instruction, 3 semester hours of field experience (internship with leadership seminar), and 3 semester hours of a culminating experience.

The competency-based curriculum meets the Council on Education for Public Health (CEPH) accreditation standards. Courses are designed around the five-core public health knowledge areas – Biostatistics; Epidemiology; Environmental Health Sciences; Health Services Administration; and Social and Behavioral Sciences – and emphasize critical understanding of the determinants of disease and health in populations; research, analytical and critical thinking skills; and the theoretical and practical bases for interventions aimed at improving the health of populations.

Hofstra's MPH program has one generalist track that is grounded in the following traditional core public health and interdisciplinary cross-cutting competencies. These competencies set a *baseline* for knowledge and skills that our MPH students should be competent in upon graduation.

Council on Education for Public Health Foundational Public Health Knowledge

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 (e.g., One Health).

Council on Education for Public Health MPH Competencies

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.
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.
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.
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.

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.
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.
21. Perform effectively on interprofessional teams.
22. Apply systems thinking tools to a public health issue.

CERTIFIED HEALTH EDUCATION SPECIALIST COMPETENCIES

Hofstra's MPH program also prepares students to develop skills in the following seven areas of health education. Students are encouraged to sit for the Certified Health Education Specialist (CHES) exam during the final year of the MPH program.

AREA OF RESPONSIBILITY I: Assess Individual and Community Needs for Health Education

COMPETENCY 1.1: Plan Assessment Process

COMPETENCY 1.2: Access Existing Information and Data Related to Health

COMPETENCY 1.4: Examine Relationships Among Behavioral, Environmental and Genetic Factors that Enhance or Compromise Health

COMPETENCY 1.5: Examine Factors that Influence the Learning Process

COMPETENCY 1.6: Examine Factors that Enhance or Compromise the Process of Health Education

COMPETENCY 1.7: Infer Needs for Health Education Based on Assessment Findings

AREA OF RESPONSIBILITY II: Plan Health Education

COMPETENCY 2.1: Involve Priority Populations and Other Stakeholders in the Planning Process

COMPETENCY 2.2: Develop Goals and Objectives

COMPETENCY 2.3: Select or Design Strategies and Interventions

COMPETENCY 2.4: Develop a Scope and Sequence for the Delivery of Health Education

AREA OF RESPONSIBILITY III: Implement Health Education

COMPETENCY 3.1: Implement a Plan of Action

COMPETENCY 3.2: Monitor Implementation of Health Education

COMPETENCY 3.3: Train Individuals Involved in Implementation of Health Education

AREA OF RESPONSIBILITY IV: Conduct Evaluation and Research Related to Health Education

- COMPETENCY 4.1: Develop Evaluation/Research Plan
- COMPETENCY 4.2: Design Instruments to Collect
- COMPETENCY 4.3: Collect and Analyze Evaluation/Research Data
- COMPETENCY 4.4: Interpret Results of the Evaluation/Research
- COMPETENCY 4.5: Apply Findings from Evaluation/Research

AREA OF RESPONSIBILITY V: Administer and Manage Health Education

- COMPETENCY 5.1: Manage Fiscal Resources
- COMPETENCY 5.2: Obtain Acceptance and Support for Programs
- COMPETENCY 5.3: Demonstrate Leadership
- COMPETENCY 5.4: Manage Human Resources

AREA OF RESPONSIBILITY VI: Serve as a Health Education Resource Person

- COMPETENCY 6.1: Obtain and Disseminate Health-Related Information
- COMPETENCY 6.2: Provide Training
- COMPETENCY 6.3: Serve as a Health Education Consultant

AREA OF RESPONSIBILITY VII: Communicate and Advocate for Health and Health Education

- COMPETENCY 7.1: Assess and Prioritize Health Information and Advocacy Needs
- COMPETENCY 7.2: Identify and Develop a Variety of Communication Strategies, Methods, and Techniques
- COMPETENCY 7.3: Deliver Messages Using a Variety of Strategies, Methods and Techniques
- COMPETENCY 7.4: Engage in Health Education Advocacy
- COMPETENCY 7.5: Influence Policy to Promote Health
- COMPETENCY 7.6: Promote the Health Education Profession

Source: National Commission for Health Education Credentialing, Inc. (NCHEC), Society for Public Health Education (SOPHE), American Association for Health Education (AAHE). (2010a). A competency-based framework for health education specialists - 2010. Whitehall, PA: Author

BREAKDOWN OF MPH CURRICULUM

REQUIRED COURSES ADDRESSING THE FIVE CORE PUBLIC HEALTH KNOWLEDGE AREAS (19sh)

Core Public Health Knowledge Area	Course # and Title	Course Credits
Biostatistics	MPH 203 Biostatistics	3sh
Epidemiology	MPH 202 Epidemiology	3sh
	MPH206: Biostatistics and Epidemiology Lab	1sh
Environmental Health Sciences	MPH 220 Environmental and Occupational Health	3sh
Health Services Administration	MPH 210 Public Health Policies and Systems	3sh
	MPH 229 Public Health Professional Development Seminar	nc
Social and Behavioral Sciences	MPH 200 Introduction to Public Health;	3sh
	MPH 204 Social and Behavioral Determinants of Health	3sh

Hofstra’s MPH program offers a strong generalist track with an emphasis on building analytical and research skills and developing socially aware public health professionals committed to increasing health equity. The following table depicts the courses required beyond the coursework in the five-core public health knowledge areas.

ADDITIONAL REQUIRED COURSES FOR THE GENERALIST MPH (11sh)

Course #	Course Title	Course Credits
MPH 205	Public Health Program Planning and Evaluation	3sh
MPH 221	Research Methods for Quantitative Studies	3sh
MPH 222	Research Methods for Qualitative Studies	2sh
MPH 223	Introduction to Global Health	3sh

The internship provides experiential learning with the goal of applying skills learned in the classroom in the professional practice environment. The culminating research experience demonstrates the student’s ability to conceptualize an original research question, gather and analyze original data, and prepare a publishable paper, report, grant proposal or presentation while integrating multiple competencies from both their coursework and their internship experience. The following table depicts the required courses associated with the internship and culminating experience.

REQUIRED COURSES ASSOCIATED WITH THE INTERNSHIP AND CULMINATING EXPERIENCE (6sh)

Course #	Course Title	Course Credits
MPH 230	Internship and Leadership Seminar	3sh
MPH 231	Culminating Experience	3sh

Students must take an additional 6 semester hours of elective courses. In addition to the available elective courses depicted in the following table, students can request to explore additional areas linked to specific faculty expertise, such as bioethics, chronic illness and aging; suburban health disparities; clinical research management; medical anthropology; reproductive health; disaster preparedness; outbreak investigations; dental public health; advanced epidemiology; and survey research methods.

ELECTIVE COURSES FOR GENERALIST MPH (6sh)

Students may only select one elective (3sh) outside of the Core Electives category.

Core Electives

Course #	Course Title	Course Credits
MPH 207	Critical Decisions in Public Health Emergencies	3sh
MPH 208	Epidemiology II	3sh
MPH 209	Public Health Nutrition	3sh
MPH 224	Public Health Survey Research	3sh
MPH 251	Readings in Public Health	1-3sh
MPH 280H	Special Topics: Introduction to SAS statistical software (MPH 280H)	3sh
RES 387	Skills in Funding and Proposal Development: Government, Foundation and Corporate	3sh

Additional Electives

Course #	Course Title	Course Credits
HADM 201	Health Policy and Analysis	3sh
HADM 202	Health Law and Ethics	3sh
HADM 204	Health Economics	3sh
MPH 228	Population Aging	3sh

COURSE DESCRIPTIONS

Required Core (36sh)

INTRODUCTION TO PUBLIC HEALTH (MPH 200)

This course provides an introduction to public health its interdisciplinary nature, key historical moments and developments, models and frameworks for understanding health in populations, primary concerns such as infectious and chronic disease, and disparities in health status by race, socioeconomic status and gender. Case studies of significant public health challenges and achievements will be analyzed to illustrate how public health works to transform the health of groups by working at multiple levels of the social ecologic model. Standards for ethical practice, including cultural competency will also be considered. The course will provide students with a broad introduction to thinking and practice in public health using multiple learning strategies such as readings, interactive lecture, class discussion, group projects, writing assignments, in-depth analysis of case studies, and guest speakers.

EPIDEMIOLOGY I (MPH 202)

This course provides an introduction to descriptive and analytic epidemiology. The focus is on understanding sources and uses of epidemiologic data, calculating and applying measures of morbidity and mortality to describing and analyzing the health status of populations, epidemiologic study designs, bias and confounding, and making causal inferences using epidemiologic data.

BIostatISTICS 1 (MPH 203)

This course provides an overview of biostatistics theories and methods commonly used in public health sciences. Students will learn how to conduct descriptive and univariate analyses of data from public health and clinical studies and how to interpret the results from these analyses. The course also introduces the basic concepts of statistical inference, including hypothesis testing, p-values, and confidence intervals. Topics also include comparisons of means and proportions; the normal distribution; regression and correlation; confounding; concepts of study design, including randomization, sample size, and power considerations; linear regression; and an overview of some methods in survival analysis. Case studies, highlighting the application and misuse of statistical methods in current biomedical literature, will be examined.

SOCIAL AND BEHAVIORAL DETERMINANTS OF HEALTH (MPH 204)

This course provides an overview of biostatistics theories and methods commonly used in public health sciences. Students will learn how to conduct descriptive and univariate analyses of data from public health and clinical studies and how to interpret the results from these analyses. The course also introduces the basic concepts of statistical inference, including hypothesis testing, p-values, and confidence intervals. Topics also include comparisons of means and proportions; the normal distribution; regression and correlation; confounding; concepts of study design, including randomization, sample size, and power considerations; linear regression; and an overview of some methods in survival analysis. Case studies, highlighting the application and misuse of statistical methods in current biomedical literature, will be examined.

PUBLIC HEALTH PROGRAM PLANNING AND EVALUATION (MPH 205)

Public Health professionals engage in very applied, multidisciplinary planning and evaluation of programs that aim to improve access to care, quality of care and cost of care, and ultimately health and well-being. This course prepares students to plan, implement, and evaluate public health programs as well as examine challenges to program development and outcomes brought about by differential access to care, care quality and cost of services. Strategies for overcoming complexities associated with cross-sector collaborations, fragmented health systems and designing effective programs that bridge different organizations with very disparate capabilities to conduct health research, will also be explored.

BIostatISTICS AND EPIDEMIOLOGY LAB (MPH 206)

This lab provides students hands-on application and review of statistical and epidemiological concepts, theories, and procedures. The focus of this lab course is to hone students' skills in concepts and methods in biostatistics and application to problem-solving in biomedical and public health research settings.

PUBLIC HEALTH POLICIES & SYSTEMS (MPH 210)

This course covers the organizational structure and administrative function of public health systems, policies, and programs at the local, state, and federal levels in the United States. Emphasis is placed on challenges in the public sector, although health-related activities in the private sector are also considered. We will examine critical health care and public health policy issues from a multitude of perspectives, including values, politics, system influences, leadership, communication, organization behavior, ethical and legal challenges, finance, workforce, evidence-based practice and community engagement. International comparisons of public health and regulatory settings will also be explored

ENVIRONMENTAL AND OCCUPATIONAL HEALTH (MPH 220)

This course will introduce students to important issues and concepts in the fields of occupational and environmental health. Classes will cover varied aspects of the field, including air and water pollution, workplace exposures to hazardous substances, and exposures to hazardous agents in the home. Regulation by government agencies at the federal and state level will be discussed, as will policies for implementing environmental health programs. The science of environmental health will be reviewed, with special emphasis on health effects of environmental exposures. Case studies will be used throughout the course, since case studies provide foci for discussion in class as well as development of each student's own understanding of issues and concepts in the field of environmental health.

RESEARCH METHODS FOR QUANTITATIVE STUDIES (MPH 221)

This course will provide students with an introduction to the research process and common methods utilized in public health research. Designed to prepare students for the rigors of more advanced research courses, this course will equip students with the skills needed to critically evaluate secondary research, design methodologically sound studies, prepare proposals for human subject review and for funding, and effectively communicate research findings and significance in both written and verbal form. Emphasis will be placed on applying research findings to answer critical public health questions.

RESEARCH METHODS FOR QUALITATIVE STUDIES (MPH 222)

This course provides an introduction to qualitative research methods and their application in public health. The course will focus on teaching practical skills for conceptualizing, planning, and conducting qualitative research to address public health issues in communities. Key qualitative data collection strategies commonly used in public health such as observations, interviews and focus groups will be introduced. Additionally, students will practice analyzing and interpreting qualitative data and writing up findings. Though the course has an applied perspective, the philosophical underpinnings of qualitative research will be considered and emphasized throughout the course.

INTRODUCTION TO GLOBAL HEALTH (MPH 223)

This introduction to the study of global health will provide a survey of the health of populations throughout the world understood in the context of the biological, social, and environmental factors that contribute to the creation and maintenance of health and disease. In doing so, it will highlight both ongoing and emerging global health issues and examines potential strategies to address them. Such factors include infectious disease, under- and over-nutrition, aging, chronic disease, drinking water, pollution, poverty and globalization, to name just a few. The course will focus on modifiable risk factors within global populations that help to shed light on interactions between behavior, environment and health. Ultimately, the course will be an exploration of opportunities for population-based interventions that improve the health status global citizens.

PUBLIC HEALTH PROFESSIONAL DEVELOPMENT SEMINAR (MPH 229)

This course is designed to provide graduate public health students exposure to a variety of public health topics, issues, and skills needed to be a successful public health practitioner. Seminar topics will vary by semester. Students will be enrolled in this course during the first and second semester of the Master of Public Health program and must earn a grade of "Pass" in both semesters as a requirement for graduation.

INTERNSHIP AND LEADERSHIP SEMINAR (MPH 230)

The internship provides experiential learning with the goal of applying skills learned in the classroom to the professional practice environment. To meet the internship requirement students must complete 150 hours of work at an approved internship site. All internships must be public health related, a clinical placement is not acceptable. During the final Spring semester all students will attend a monthly leadership seminar. The leadership seminar focuses on critical issues of professionalism, systems thinking and effective public health leadership. It will also provide a forum for discussing issues that arise during the internship and getting feedback from peers and the instructor.

CULMINATING EXPERIENCE (MPH 231)

The Culminating Experience (CE) requires students to synthesize and integrate the knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice. In some cases, the culminating project idea may evolve from the student's internship placement experience. Hofstra University offers four CE options for MPH students. Each option provides the opportunity to develop expertise in a specific topic area, demonstrate research methods skills, and make a contribution to the field of public health: 1) Research Manuscript (~15-20 pages) that can be submitted for

publication; 2) Research Manuscript (~15-20 pages) that can be submitted for a panel or symposium presentation at a professional conference; 3) Grant proposal /Program Plan (~15-20 pages) that uses new data analyses, and that can be submitted for funding (for additional research or for a new program); 4) Analytical Literature Review (~20-25 pages) - A scholarly paper that analyzes current knowledge, as well as theoretical and methodological contributions to a particular health topic using secondary sources. Students attend a monthly seminar to hone research and critical thinking skills, to refine understanding of the research and grant writing process, and to review and share progress on CE projects.

Core Electives (3sh or 6sh from the following)

CRITICAL DECISIONS IN PUBLIC HEALTH CRISES (MPH 207)

This course is designed to provide an overview of the key principles of critical decision-making in emergency management. The focus of this course will be public health with special emphasis on health care administration during ongoing and developing crises, unexpected events, emergencies, and disasters. Experts from the field will address special topics such as: Problem Solving at the Federal, State, and Local Level; Emergency Preparedness; and Disaster Behavioral Health. Course participants will engage in seminar style discussions and group interactive projects emphasizing real-time, inter-professional decision-making.

EPIDEMIOLOGY II (MPH 208)

This course builds upon epidemiologic principles and methods introduced in MPH 202 Epidemiology I. This course focuses on more advanced epidemiologic methods, various study designs, measures of disease associations, and bias and confounding. Students will be able to design, conduct, and interpret data from epidemiologic studies and critically evaluate epidemiologic papers. Pre-requisite: MPH 202.

PUBLIC HEALTH NUTRITION (MPH 209)

This course introduces students to hospital and community-based nutrition and domestic policies and programs that affect nutrition at the population level. Students will learn about dietary policy, including the politics of the food guide pyramid; food labeling policy; food access policy, including the U.S. food assistance programs; food safety and food supply policies; the obesity epidemic, including the role of the food industry; environmental determinants of nutrition outcomes and efforts to improve them; the role of providers, educators and agencies involved in making policy and running programs; and nutrition advocacy.

PUBLIC HEALTH SURVEY RESEARCH (MPH 224)

This course will focus on methodological issues regarding the design, implementation and analysis of surveys and questionnaires in public health research. Various types of self-report data will be discussed, including knowledge, attitudes, behaviors, and patient-reported outcomes. Design issues will include wording of items and response scales, sampling, timing of assessments, and respondent and staff burden. Implementation issues will include formatting and layout, methods of administration (paper-and-pencil, interviews, computer-based), interviewer training and participant recruitment. Analysis issues will include psychometric measurement

properties (scoring, reliability, validity), cross-sectional and longitudinal analytic models and techniques and missing data. This course will emphasize hands-on experience in the design, administration, analysis and interpretation of survey data from public health research studies.

POPULATION AGING (MPH 228)

This course will guide students through an analysis of contemporary issues in population aging – from social, political and economic perspectives – with an emphasis on problem definition and solution development. The overarching goal of the course is to prepare public health professionals to appropriately and substantively frame the population aging discussion and advocate for evidence-based, multidisciplinary strategies that encourage and enable healthy and productive decisions at the individual, organizational, governmental and societal levels.

READINGS IN PUBLIC HEALTH (MPH 251)

Upon approval of the director, students can work with a particular faculty member to explore additional areas linked to specific faculty expertise, such as bioethics, chronic illness and aging; suburban health disparities; maternal and child health; clinical research management; medical anthropology; reproductive health; disaster preparedness; outbreak investigations; dental public health; advanced epidemiology; advanced biostatistics; and, advanced environmental health.

SPECIAL TOPICS: INTRODUCTION TO SAS STATISTICAL SOFTWARE (MPH 280H)

This course provides an introduction to the use of the SAS statistical software and the use of statistics in the field of public health. The material builds on concepts introduced in the introductory epidemiology and biostatistics courses. Students will conduct analyses on actual data sets, develop a basic foundation in SAS programming and learn the importance of data preparation and cleaning, descriptive analyses, as well as how to conduct ANOVA, linear and logistic regression in SAS. Each session is a combination of didactic lecture and hands-on practice. Pre-requisites: MPH 202 Epidemiology and MPH 203 Biostatistics. While no experience with SAS is assumed, students should be familiar with computing in the Windows environment

SKILLS IN FUNDING AND PROPOSAL DEVELOPMENT (RES 387)

This course will provide an exploration of the theoretical and conceptual foundations of three sectors of grant funding: government, foundation and corporate. Students will learn how to identify viable funding sources and tailor proposals in these three key areas. Emphasis will be placed on developing skills in grantsmanship, proposal writing and personal contacts, as well as ongoing grant-funded project management.

Additional Electives (maximum of 3sh from the following)

HEALTH POLICY, LEGISLATION AND ANALYSIS (HADM 201)

Explores the determinants, components, and process of health policymaking, as well as the options and constraints of health policies in the United States. Topics will outline the development of U.S. health policies and examine a number of specific health policy issues and challenges facing the nation. International comparisons will be featured to contrast political forces and their roles in policy analysis, formulation, implementation, evaluation, and change.

HEALTH LAW AND ETHICS (HADM 202)

Investigates legal and ethical issues and problems encountered by administrators of health care facilities and programs. Topics discussed include government regulation of health care providers; patient consent to and refusal of treatment; reproduction issues; privacy and confidentiality; and mental health issues. Students analyze legislation, ethicists' commentary, and case law in medicine and healthcare through research and class participation.

HEALTH CARE ECONOMICS (HADM 204)

Applies micro- and macro-economic concepts, principles, and methods to the organization, delivery, costs, and financing of health services, while focusing on how economic factors influence access to health services. The history of how health care economics developed in the United States and defied the laws of supply and demand is explored.

SAMPLE TIMELINES

FULL-TIME (1.5 YEARS; 5 SEMESTERS) - SAMPLE PLAN	
Fall 1	MPH 200, MPH 210, MPH 204, MPH 205 (12 credits)
Winter 1	Elective (3 credits)
Spring 1	MPH 202, MPH 203, MPH 222, MPH 223, MPH 206 (12 credits)
Summer 1	MPH 220, MPH 230, Elective (9 credits)
Fall 2	MPH 231, MPH 221 (6 credits)

PART-TIME (2.5 YEARS; 7 SEMESTERS) - SAMPLE PLAN	
Fall 1	MPH 200, MPH 210 (6 credits)
Spring 1	MPH 202, MPH 203, MPH 206 (7 credits)
Summer 1	MPH 220, Elective (6 credits)
Fall 2	MPH 204, MPH 205 (6 credits)
Spring 2	MPH 222, MPH 223 (5 credits)
Summer 2	MPH 230, MPH 221 (6 credits)
Fall 3	ELECTIVE, MPH 231 (6 credits)

ADDITIONAL ACADEMIC REQUIREMENTS

GPA

Successful completion of all course requirements for the degree, with a minimum cumulative GPA of 3.0 is required for graduation approval. Students must earn a course grade of B- or better to receive course credit for the degree. If a grade less than “B-“ is earned, students will be required to repeat the class. If a class is taken two times and both grades are less than “B-“, the student may be dismissed from the program. If a student wishes to retake a class with a grade of less than “B-“, permission is needed from the Provost’s Office.

First Year Seminars

In addition to the required core and elective courses, students are required to participate in six first-year seminars to prepare students for their internship and culminating experience and to introduce or further refine critical skills in areas, such as: synthesizing the literature; statistical analysis; grant writing; IRB application preparation; public speaking; working with the community; and networking. If a student does not complete 6 seminars during their first year, they may be prevented from registering for future classes and/or dismissed from the program.

ADDITIONAL PROGRAM INFORMATION

Academic Standards and the University Dismissal Process

<https://bulletin.hofstra.edu/content.php?catoid=85&navoid=10222#policy%20for%20dismissal>

Academic integrity and information about plagiarism

http://www.hofstra.edu/academics/colleges/huhc/integrity/integrity_faq_students.html

Academic integrity is a core value at the heart of Hofstra's mission and the basis for just about everything we do. It involves honestly reporting the reasons and sources for one's conclusions or creative work. Without it, the natural and social sciences couldn't advance knowledge. The humanities and the arts require it to encourage and cultivate creativity and new forms of expression. In short, there is nothing more important about academic life than knowing that we are dealing with one another honestly.

HPHS Grade Appeal Policy

http://www.hofstra.edu/pdf/senate_fps_42_schoolhealthscienceshumanservices.pdf

It is the right and responsibility of each faculty member to determine student grades at Hofstra University. Each instructor's right to determine the grades assigned in his or her classes shall not be abrogated except in the most extraordinary circumstances. Nothing in this policy shall be construed to apply to or affect an individual instructor's grading standards. Only final grades may be appealed. If a student disagrees with the final grade assigned, they must communicate their concern directly with the instructor in an effort to seek resolution. To commence a fair and expeditious processing of grade appeals, the student must adhere to the established timelines for initiating the process. Appeals for grades received in the fall and January semesters must be initiated by the end of the third week of the following spring semester. Appeals for grades received in the spring and summer semesters must be initiated by the end of the third week of the fall semester. If, after the discussion with the instructor, the problem is not resolved, the student can submit a written statement to the chair of the department outlining and documenting an appeal for a grade change. The chair will confer with the instructor and student in an attempt to mediate a resolution. If the chair's intervention does not provide a resolution, the student may appeal, in writing, to the HPHS Dean's office. The appeal must be initiated within two weeks, detailing the arguments for a change of grade. Grades of other students in the course will not be considered a factor in the appeal. The HPHS Dean or designee will then review the issues and merits of the case. The HPHS Dean or designee may choose to dismiss the case if there is no material basis for the appeal, mediate a resolution, or empanel an ad hoc appeals committee in consultation with the departmental chairperson. The ad hoc committee shall consist of three tenured members of the department (excluding the chair and instructor). In the event that there are not three tenured faculty members in the department available to serve on the ad hoc committee, additional members shall be selected from tenured members of related departments by the HPHS Dean or designee. After selecting a chair from among its faculty members, the committee must invite the student, the instructor, and any other witnesses it deems relevant to appear before it and present any relevant evidence. The student must submit a letter to the ad hoc committee detailing the arguments for a change of grade. The ad hoc committee will begin with the presumption that the course grade was assigned correctly, and that the burden of proof shall lie with the student. If the committee determines that there is just cause to alter the grade, the three faculty members on the committee shall convene to determine the appropriate new grade.

The committee shall inform the student, instructor, chair, and HSHS Dean or designee in writing of the ad hoc committee's decision, and of any change in the final grade that shall be made. Both a faculty member and a student have the right to request a review by the Provost of the decision by the HPHS Dean or designee (in the event that an ad hoc committee is not convened), or by the ad hoc appeals committee. In such instances, the Provost shall begin with the presumption that the HPHS Dean or designee or the ad hoc appeals committee's determination is correct. The Provost determines if the proper procedure was followed. If he or she determines that there is cause for reconsideration, the Provost shall convene (or reconvene) the ad hoc appeals committee for further consideration of the matter. In all cases, the ad hoc appeals committee's decision shall be forwarded to the student who made the appeal, the instructor involved, the HPHS Dean or designee, and the Provost.

Graduate Bulletin Academic Policies and Procedures

<http://www.hofstra.edu/academics/academics-bulletin-graduate-academic-policies-procedures.html#exclusion>

This link provides you information on academic leaves/withdrawals, application for graduation, classroom conduct, grade appeal policy, policy for program dismissal, etc.

Annual MPH Student Awards

Public Health Academic Excellence Award: This award will be presented to the graduating student(s) with the highest cumulative GPA. In the event more than one student has the highest GPA, the award will go to more than one student. This award will only be presented in May and will consider August and December graduates from the previous year.

Public Health Practice Excellence Award: This award will be presented to the graduating student(s) who have the highest culminating experience evaluations (combined evaluation from both faculty and external supervisors). This award will only be presented in May and will consider August and December graduates from the previous year.

Public Health Research Excellence Award:

Delta Omega Honor Society Membership

Delta Omega is the honor society for graduate studies in public health. The society was founded in 1924 and currently includes 58 chapters throughout the United States and Puerto Rico. Membership in Delta Omega reflects the dedication of an individual to quality in the field of public health and to protecting and advancing the health of all people. To learn more, visit the national [Delta Omega website](#). Dr. Santella serves as the Delta Omega advisor.

MPH Merit Scholarship

Small merit-based scholarships are available to incoming students based on their application and interview, and are also available to continuing students based on a call for applications that looks at academic performance as well as participation in professional associations and public health activities.

Society of Public Health Advocates Organization

The Society of Public Health Advocates (SOPHA) is a public/community health graduate student-run organization at Hofstra University. SOPHA looks to encourage environmental awareness, disease prevention, and health promotion through advocacy both at Hofstra and in the surrounding communities. The purpose of the organization is to establish opportunities of involvement in the promotion of public health on and off campus. SOPHA strives to bring awareness to the social determinants of health to minimize health disparities through community outreach and engagement. A SOPHA-elected member will serve as a representative on MPH governing committees. Elections for SOPHA student executive board members is held early September. All students are encouraged to get involved. For additional information, contact SOPHA Faculty Advisor Dr. Martine Hackett at Martine.Hackett@hofstra.edu.

Public Health Alumni Association

Hofstra University's Public Health Alumni Association (PHAA) builds and strengthens personal and professional relationships among public health alumni and current Hofstra MPH students, faculty, public health professionals, and the community. In addition to regularly scheduled meetings, the PHAA works actively to establish an engaged, connected alumni network. It is PHAA's goal to promote the professional development of alumni, organize networking and mentorship programs, and plan social networking events – all in connection with the mission and vision of both Hofstra's MPH program and its graduate student organization, Society of Public Health Advocates. The association is led by an executive board, which consists of five elected MPH alumni. More details, including biographies of the board members, can be found at <http://www.hofstra.edu/academics/colleges/health-human/publichealth/publichealth-alumni-association.html>. To learn more about PHAA, contact Stacey Bogdan, Director for Alumni Affairs, at Stacey.Bogdan@hofstra.edu or contact PHAA Advisor, Dr. Kyriacou at Corinne.M.Kyriacou@hofstra.edu

Information about the MPH Orientation

Attendance at the MPH new student orientation is mandatory. At the orientation, you will meet faculty and staff from the department, as well fellow classmates from the Master of Public Health program. You will also learn more about the MPH curriculum and co-curricular activities, student organization (Society of Public Health Advocates), and much more!

UNIVERSITY RESOURCES

Hofstra's Pride Guide, Hofstra A-Z

https://www.hofstra.edu/pdf/studentaffairs/deanofstudents/commstandards/commstandards_guidetopride.pdf

From the Office of Academic Records to the hours and location and offering of the Writing Center, this Pride Guide Student Handbook will provide you with details about all the offices and activities at Hofstra. For more information, please contact Sofia B. Pertuz, Dean of Students and Assistant Vice President, 243 Student Center, (516) 463-6913.

Hofstra's Consumer Information and Student Right to Know

<https://www.hofstra.edu/academics/academics-bulletin-undergraduate-consumer-information-student-right-know.html>

Here you can find important consumer information about Hofstra University, including how to obtain information about financial aid, the University's academic programs and accreditations, retention and graduation rates, employment and graduate education of alumni, your rights under FERPA, campus security and safety, refund policies, transfer of credit policies, athletic program participation rates and financial support data, and many other topics. Please review the information and if you have any questions, please do not hesitate to contact the appropriate department. Colin Sullivan, Director of Communications for Student Affairs (516-463-6614), is available to assist enrolled and prospective students in obtaining the information listed below.

Commuting Student Services and Community Outreach

<http://www.hofstra.edu/studentaffairs/commuting>

This site will provide all the information you need regarding travelling to-and-from campus, parking on campus, public transportation and carpooling. Other resources for commuters, including newsletters, are available on this site. For more information, please contact Anita Ellis, Director of Off-Campus Living and Commuting Student Services, 203A Roosevelt Hall, (516) 463-6912.

Student Employment

<https://www.hofstra.edu/studentaffairs/student-services>

The Office of Student Employment provides on-campus employment programs for graduate students while enrolled at the University. The office is located in the Human Resources Center on north campus and provides services on a walk-in basis. Job opportunities for students can be accessed on the Hofstra University portal. Bulletin Boards listing available jobs are located on the balcony of the Student Center. All student positions are also kept on file in the Office of Student Employment.

Graduate student positions include graduate assistant, graduate assistantship, resident director and tutor. For those students applying for financial assistance, eligibility for the Federal Work-Study program may also be available. For all on-campus graduate student positions, applicants must hold a baccalaureate degree and be accepted as a fully matriculated student in a master's-, law- or doctoral-level program at Hofstra University. The graduate assistantship is a part-time position in an on-campus administrative office or student services area that has a compensation

package that includes tuition remission. Some jobs also include a stipend or hourly wage. These can be found on the Hofstra University portal.

PIVOT

<https://pivot.cos.com/>

Each year, Hofstra's Provost Office subscribes to PIVOT, a comprehensive database that links scholars to funding opportunities and profiles of faculty in their field. Students are encouraged to utilize this system when searching for external funding. Among the over 25,000 opportunities available in this system are scholarship, fellowship, and internship opportunities.

Housing

Graduate students seeking university housing have the option of living in a dedicated graduate residence hall or in Jamestown House and Newport House in the Colonial Square complex. Facilities in each University hall or complex include washers and dryers, kitchenettes, lounges and study areas. The Graduate Residence Hall is a five-story residential facility offering apartment/suite style living with multiple bedrooms, shared common spaces, kitchenettes and bathrooms. The Graduate Residence Hall offers both single and double occupied bedrooms within three basic suite types: four-bedroom suites, three-bedroom suites, and two-bedroom suites. Each common area includes a couch, two arm chairs, and coffee tables. The kitchenettes comprise a stove top burner, refrigerator, microwave, and kitchen table with chairs. Additionally, the suites within Graduate Residence Hall offer energy efficient lighting and AC/Heat units. Housing information may be obtained by contacting the Residence Life Office at 516-463-6930.

Transportation

http://www.hofstra.edu/studentaffairs/life/life_transportation.html

The following link provides information related to on- and off-campus transportation options.

Night Shuttle

http://www.hofstra.edu/about/publicsafety/pubsaf_nightshuttle.html

The shuttle will run through the neighborhoods surrounding Hofstra during the overnight hours, from 10 p.m. until 5 a.m., traveling from various points on North and South campus, to local eating and entertainment establishments, and through areas of Hempstead and Uniondale where many students live. All you need to do is show the driver your Hofstra ID. The shuttle will provide students who work and study late, or who need to travel to off-campus residences and back, with regular and reliable transportation.

You will be able to track the shuttle on your smartphone or online via GPS. This tool allows you to come out when you know the shuttle is nearby. The shuttle, either a small white bus or a gray Hofstra passenger van, will run in approximately 30-minute loops and will have regular stops. Depending on the ridership, a second shuttle may be added during peak times to run every 15 minutes. If you have comments during this time, please send them through the virtual suggestion box.

Parking

Parking is available, at no cost, to all vehicles registered with the Department of Public Safety. Prompt registration of vehicles, proper display of the University parking permit, and adherence to all parking regulations, assures parking privileges.

Student Financial Services and Academic Records

The Student Financial Services and Registrar Suite is located on the second floor of Memorial Hall on the South Campus. This office handles all business pertaining to registration, billing, grades, changes of address, changes of name, and registration for graduation, and financial awards.

Email Access

The MPH program communicates with students primarily via email and BlackBoard, so it is important to activate your Hofstra account. You can have your preferred email address linked to your Hofstra email address so that all Hofstra emails will reach you. To access your email, all you need is an active PrideMail account. Your email address is your username followed by “@pride.hofstra.edu.” For username or password information please contact Student Computing Services at 516-463-7777 (x3-7777) or visit their offices in Calkins Lab or 110 Student Center between 9AM-10PM.

Internet Access

Hofstra is a wired campus. How do I connect?

- Select 'eduroam' from the list of available Wi-Fi networks. When prompted to enter your Hofstra credentials, enter your username in the following format:
 - students\HofstraPortalUsername@hofstra.edu – if your primary role is a student
 - OR
 - employees\HofstraPortalUsername@hofstra.edu– if your primary role is an employee
- Your eduroam password is the same as your portal password.
- The first time you connect, remember to “trust” or “accept” the certificate that says “secure.hofstra.edu” issued by SSL.com.

Note: The “@hofstra.edu” in the username login is NOT associated with an email address. It enables authentication of your login through Hofstra, and ensures a seamless Wi-Fi connection at participating institutions.

Book and Gift Stores

Located in the Student Center on the North Campus, the bookstore stocks a wide variety of gifts, stationery and other items in addition to textbooks and classroom supplies.

Postal and Banking Services

A postal and check cashing service is available. ATM machines are located on the Unispan. TD Bank is located in the Student Center.

Library

The Joan and Donald E. Axinn Library, the main 11-story library building located at the south end of the Unispan across Hempstead Turnpike, houses the circulating book and the journal collections, the Harold E. Yuker Reference Library, the John W. Wydler Government Documents Depository, and the Business Development Center. The completely renovated main floor contains a cafe and a 24-hour study area. The library contains over one million volumes and over 4,000 journals. Access to online information databases is available throughout the library via a wireless network and wired workstations.

The Axinn library building was completed in 1967 and named the Joan and Donald E. Axinn Library in 1988. The architects were Warner, Burns, Toan & Lunde, and the building won the 1966 annual award of the Concrete Industry Board of New York in recognition of its innovative design.

Equal Opportunity Statement

Hofstra University continues its commitment to extending equal opportunity to all qualified individuals without regard to race, color, religion, sex, sexual orientation, age, national or ethnic origin, physical or mental disability, marital or veteran status in the conduct and operation of its educational programs and activities, including admission and employment. This statement of nondiscrimination is in compliance with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and other federal, state and local laws. The Americans with Disabilities Act compliance officer in the Plant Department (516) 463-6641 is designated by the University to coordinate its efforts to comply with Section 504. The Equal Rights and Opportunity Officer is the University's official responsible for coordinating its adherence to Title IX and other equal opportunity regulations and laws. Questions or concerns regarding Title IX or other aspects of this policy (other than Section 504) should be directed to the Equal Rights and Opportunity Officer at (516) 463-6775, C/O Office of Legal Affairs and General Counsel, 101 Hofstra University, Hempstead, NY 11549.

Quick Links

- Academic Calendars and Deadlines
http://www.hofstra.edu/studentaffairs/student services/academicrecords/acdrec_calendars.html
- Academic Support
<https://www.hofstra.edu/studentaffairs/academics>
- Career Services
<https://www.hofstra.edu/studentaffairs/student services/career>
- Computing Services
<https://www.hofstra.edu/about/it/>
- Cultural Center
<https://www.hofstra.edu/community/culctr/>
- On-Campus Housing
<https://www.hofstra.edu/studentaffairs/student services/reslife/>
- Off-Campus Housing
<http://offcampushousing.hofstra.edu/>
- Student Access Services
<http://www.hofstra.edu/studentaffairs/stddis/index.html>
- Student Financial Services
<http://www.hofstra.edu/sfs/index.html>
- Visitors Center
<http://www.hofstra.edu/visitors/index.html>
- The Bridge
<https://hofstramph.blogspot.com/>
- On-Campus Map
http://www.hofstra.edu/visitors/visitors_info_interactivemap.html
- Information on Dining
http://www.hofstra.edu/studentaffairs/life/life_food.html
- Public Safety
<http://www.hofstra.edu/about/publicsafety/index.html>

**ACKNOWLEDGMENT OF HANDBOOK CONTENTS
MASTER OF PUBLIC HEALTH PROGRAM**

I, the undersigned, have received and reviewed the 2018-19 MPH Student Handbook. By my attendance in this Program and by this signed statement, I agree to adhere to the requirements and procedures presented in this Handbook.

Print Name: _____

Signature: _____

Date: _____