



Cornell University

Master of Public Health

MPH PROGRAM

Student Handbook

2022-2023

A Note from the MPH Director

Welcome to Cornell University!

We are incredibly pleased to have you join Cornell's Master of Public Health (MPH) Program. This handbook is designed to make life a little easier for you by providing information about Cornell, our MPH Program team, and the objectives and rules of our program – basically, all the keys for success. This handbook also provides information on much that Cornell, Ithaca, and the Finger Lakes region has to offer. We hope that you will take advantage of your time here to explore these opportunities to learn, to take care of yourself mentally and physically, and to have some fun.

We have one piece of advice to give you as you get started with our program: *get to know our faculty and staff*. We are here to help you get ready to change the world. We created this MPH program specifically because the world desperately needs a new kind of public health leadership. *You* are those future leaders of the public health profession. We are here to help you achieve your career aspirations and realize your dreams and visions of how to change the world. Tap into the knowledge and networks that your faculty can provide, so you can hit the ground running.

**My team and I look forward to working
and learning with you.**

Alexander J. Travis

Director, Master of Public Health Program
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Living in Ithaca



Ithaca is home to spectacular waterfalls and lakes, organic farms and wineries, a thriving music and arts community, and an invigorating climate year-round. Located at the southern tip of Cayuga Lake, the longest of the 11 Finger Lakes, Ithaca is consistently rated among the most livable cities in the United States.

With more restaurants per capita than New York City, Ithaca has a bustling social scene with dozens of bars and restaurants, as well as music venues, theaters, and a farmers' market that has been named one of the best in the country by Zagat.

Downtown Ithaca's newly renovated [Commons](#) is an open-air pedestrian mall that is at the center of the town's dining, shopping, and entertainment scene. Events like the Downtown Ithaca Apple Harvest Festival and the Great Downtown Ithaca Chili Cook-Off are held at the Commons throughout the year.

Ithaca has its own winery, Six Mile Creek Vineyard, which is one of 16 wineries, one cidery, one meadery, and four distilleries located along Cayuga Lake. The lake and the surrounding gorges offer great spots for outdoor activities like kayaking, hiking, jogging, swimming, or simply taking in the beautiful scenery.

Learn more at Visit Ithaca (www.visitithaca.com)

Sampling of recent accolades:

- Ithaca recommended, [The best places to travel right now in the U.S.](#) by Forbes.com, May 2021
- Ithaca names as one of the [10 Great North American Cities You Probably Haven't Seen \(But Should\)](#) by Forbes.com, February 2020
- Ithaca featured in ["Best Small Cities in America to Visit for a Weekend"](#) on Thrillest Travel, October 2019
- Ithaca named to the ["Top 100 Best Places to Live"](#) list by Livability.com, March 2019
- Ithaca featured by The Guardian in ["The best towns and small cities in the U.S." \(Links to an external site.\)](#), November 2018
- Ithaca named [Prettiest Town in New York](#), July 2018

Official Cornell 2022-2023 Academic Calendar

Fall 2022

MPH Orientation	Wednesday - Friday	August 17 - 19
Instruction Begins	Monday	August 22
Labor Day (no classes)	Monday	September 5
Fall Break	Saturday - Tuesday	October 8 - 11
Indigenous Peoples' Day	Monday	October 10
Instruction Resumes	Wednesday	October 12
Veterans Day (classes held)	Monday	November 11
Thanksgiving Recess	Wednesday - Sunday	November 23 - 27
Last Day of Instruction	Monday	December 5
Study Days	Tuesday - Thursday	December 6 - 8
Final Exams	Friday - Saturday	December 9 - 17
December Graduation Recognition Ceremony	Saturday	December 18

Winter Break

Spring 2023

MLK Day holiday	Monday	January 16
Instruction begins	Monday	January 23
February break	Saturday - Tuesday	February 25 - 28
Instruction Resumes	Wednesday	March 1
Spring break	Saturday - Sunday	April 1 - 9
Instruction Resumes	Monday	April 10
Last Day of Class	Tuesday	May 9
Study Days	Wednesday - Friday	May 11 - 13
Final Exams	Saturday - Saturday	May 13 - 20
Graduation Weekend	Friday - Sunday	May 26 - 28

Cornell Public Health Program Guiding Statements



Working Together to Change the World

The MPH Program has developed the following guiding statements. We view these as living statements, in that as we grow as a program, and as we collectively understand the challenges and opportunities in the world, we will continually adapt and improve upon our vision and mission, and add new values.

Our Vision: To advance health and well-being, equitably for all people and sustainably for our planet.

Our Mission: To utilize a systems-based approach to promote equitable and sustainable advancements in health and well-being of people in New York State and around the world.

To achieve our mission and vision, we commit to operating with these guiding values:

- Excellence and integrity in training, discovery, planning and action
- Supporting diversity, in all its forms
- Promoting practices of health and well-being that are equitable across different populations and sustainable for future populations
- Ensuring equitable access to our education, our training, and our services
- Partnership in learning, training, discovery and service with diverse individuals and communities

Sustainability

Equity

Engagement

... The future of public health

Program Overview

Planetary Health | One Health | Public Health



Public health is the profession that bridges many disciplines to prevent disease, promote health, and prolong life among populations. Given the nature of our interactive global community, and the effects of our activities on the global environment, public health is becoming ever-more complex: infections cross species; diseases cross boundaries; illnesses cross race and ethnicity; environmental factors drive disease and ill-health; and social and economic factors play important roles in the burden of disease.

Building on Cornell University's research strengths, our commitments to equity, sustainability and community engagement for impact, and our strong educational programs, we aim to develop public health leaders of the future. To help you be prepared to address the 'wicked' public health challenges that currently and will exist, we have developed a training program grounded on:

- The "One Health" paradigm, which highlights the intersections between human, animal, and environmental health, will help you assess and address public health needs using a broader systems perspective.
- The "Planetary Health" framework, which challenges us to consider health through a sustainability lens, will help you understand the complex relationships between the health of people and the health of the environment.

We believe that by integrating these approaches, you will better understand how human health relies on the health of the environment, and how we can influence the health of *both* by understanding *systems*.

Cornell MPH Program Philosophy

While you're with the MPH Program, our overarching goal is to help you build competence in performance areas that are critical for public health, as defined by the public health workforce.

Competence is the ability to perform successfully and efficiently in a given context.

To build competence, courses are designed with at least four components in mind:

- Helping you acquire and understand how to continuously build **knowledge** that is core to public health practice, as a life-long learner.
- Helping you develop specific **skills** you are likely to draw on in your public health practice – from biostatistics and policy to communication and leadership.
- Creating scenarios where you can (and will be expected to!) integrate your knowledge and skills to complete a project or address a problem you might face in public health practice. This is where you demonstrate your growing **competence**, and your readiness to enter the public health workforce.
- Coaching you to practice ongoing self-assessment and continuous improvement of your competence in different scenarios and situations. This not only helps you grow as a person and a professional, but will also help you advocate for, and demonstrate, the added value that you bring to a role or situation.

Different from large undergraduate programs, this professional master's program is designed to create a *community of practice* where we all push each other to grow and improve, in both traditional public health knowledge areas, and in professional competence (e.g., "soft skills", "leadership", "emotional intelligence", etc.). You will take the majority of courses with the same people and work closely with a number of core faculty members. *This is by design, and we expect you to take advantage of this network and community of practice.*

In each class you take, you will **earn a grade**. This grade will typically be based on (a) your participation and engagement, and how you show your ability to (b) acquire knowledge, (c) acquire skills, and (d) integrate and apply knowledge and skills to an issue in a specific context, demonstrating your competence. Each professor outlines their grading rubrics and assigns a course grade at the end of each semester. Professor (and peer) feedback may be critical. Use this as an opportunity for discussion, and to solicit constructive input for personal growth.

Input from your performance in each class, as well as input from you, your peers, and your mentors, will contribute to your **overall competence profile**. This profile is a tool that you should use to help you grow and improve. You will be expected to check your profile *at least twice each semester*, and to use it as a tool to seek peer or mentor input, or continued training, to show growth. Demonstrated competence in each area (40 areas in all) is needed for graduation. Know that you were admitted into this program because we believe that you will be able to show a high degree of competence in each of these areas.

The MPH faculty and staff, your peers, and community mentors are here to help.

Use your team!

MPH Program Team

Administrative and Support Team

Alex Travis	Program Director, Professor	ajt32@cornell.edu
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Infectious Disease Epidemiology Lead Faculty

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Cornell University Statement on Diversity

Diversity and Inclusion – Core to Public Health Training and Practice



Open Doors

"I would found an institution where any person can find instruction in any study."

This statement, made by Ezra Cornell in 1865, proclaims Cornell University's enduring commitment to inclusion and opportunity, which is rooted in the shared democratic values envisioned by its founders. In the MPH Program, we honor this legacy of diversity and inclusion and welcome, support, and lift up all individuals, including those from groups that historically have been marginalized and previously excluded from equal access to opportunity. We ask you to be a part of this.

Open Hearts

Cornell's mission is to foster personal discovery and growth, nurture scholarship and creativity across a broad range of common knowledge and affirm the value to individuals and society of the cultivation of the human mind and spirit. We advance this in the MPH Program, as reflected in the diverse composition of our community, the breadth of our curriculum, the strength of our public service, and the depth of our commitment to freedom, equity, and reason. Each of us—you included—has a responsibility to honor this legacy and to support a more diverse and inclusive campus in which to work, study, teach, research, and serve.

Open Minds

Free expression is essential to this mission, and provocative ideas lawfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. Cornell stands for civil discourse, reasoned thought, sustained discussion, and constructive engagement without degrading, abusing, harassing, or silencing others. As a Program, we are committed to act responsibly and forthrightly to maintain an environment that opens doors, opens hearts, and opens minds.

More information at: <http://diversity.cornell.edu/diversity-at-cornell>

Title IX Policy

Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that: no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

In line with, and building from its commitment to Diversity and Inclusion, Cornell University, and the MPH Program, do not tolerate any form of harassment.

Cornell University strongly encourages individuals who have experienced, have knowledge of, or have witnessed gender-based harassment, sexual harassment, sexual assault, domestic and dating violence, stalking, sexual exploitation, or other forms of sexual and related misconduct committed by or against students, staff, or faculty to report the incident immediately to the University.

For sexual and related misconduct—including gender-based harassment, sexual harassment, sexual assault, domestic and dating violence, stalking, sexual exploitation, or other forms of sexual misconduct—report the incident through the following options:

- Contact the University’s Title IX Coordinator or any Deputy Title IX Coordinator by telephone, email, or in person during regular office hours. See contact information for Title IX staff (<http://titleix.cornell.edu/reporting>)
 - o phone: (607-255-2242)
 - o email: titleix@cornell.edu
- Submit an incident report online (<http://titleix.cornell.edu/reporting/cornell>)
- Contact the Cornell University Police Department (CUPD) at (607) 255-1111
- Contact 911 for **emergency assistance**.

The University strongly supports a complainant’s desire for confidentiality. However, **students should be aware that all disclosures of gender-based harassment, sexual harassment, sexual assault, domestic and dating violence, stalking, sexual exploitation, or other forms of sexual and related misconduct to a staff or faculty member will be reported, as required by Cornell Policy 6.4, to the Title IX Coordinator.** All Cornell offices and employees who cannot guarantee confidentiality will maintain your privacy to the greatest extent possible. The information you provide to a non-confidential resource will be relayed only as necessary for the Title IX Coordinator to investigate and/or seek a resolution.

The Title IX Coordinators will maintain privacy to the greatest extent possible but are not confidential resources.

For confidential help, please see the list of confidential resources at: www.titleix.cornell.edu/resources/confidential

Students Accommodations

Students with Disabilities

Students with disabilities have the right to reasonable accommodations to support their learning success. Cornell University and the MPH Program will be your partners in this.

To activate services, please connect with Student Disability Services: <https://sds.cornell.edu>.

SDS is responsible for the following:

- Establishing and disseminating criteria for disability services
- Meeting with you to discuss access needs
- Receiving and storing confidential disability documentation to support your eligibility for disability services and accommodations
- Collaborating with faculty and staff regarding essential course and/or program requirements and appropriate reasonable accommodations
- Being a leader of diversity efforts on campus that promote disability equity and inclusion

MPH Program Student Service Procedures

If you will find it helpful, the MPH Program Student Services Manager can serve as a liaison between the you, SDS service, and/or faculty members. However, please note that you are not required to work through the Student Services Manager.

- At your request, at the beginning of each semester, the Student Services Manager can meet with you and the SDS counselor to discuss accommodations.
- At your request, the Student Services Manager can help to relay information about accommodations to the MPH Program faculty.

MPH Program faculty and staff are committed to your academic success. Throughout the semester, faculty members are encouraged to meet with you, and the Student Services Manager, to document and address issues or concerns with your performance. A Care Report will be completed, and will remain in a locked file in the Student Services Manager's office.

Students have the right to confidentiality of their disability status

- Materials and information communicated from the SDS office is confidential.
- Instructors must refrain from making any disability-related comments in front of the class or in the presence of other students, faculty, or staff who are not directly involved in the accommodation process.
- Instructors may share accommodation information with academic support staff for the purpose of the provision of accommodations.
- Disability documentation is maintained in SDS and should only be reviewed by SDS staff.

Leave of Absence

A leave of absence may be granted to a student for personal, medical, or parental reasons. The MPH Program uses the Cornell Graduate School policies as a guide, adapting them as necessary, for a non-funded professional student. *Please be sure to discuss and understand the implications the leave may have on financial aid and/or insurance.*

Graduate School policies are found here: <https://gradschool.cornell.edu/policies/leaves-of-absence/>

A leave of absence can run for up to 12 months and may be renewed up to three times, for a maximum of four years of leave. After four years, you must reapply for admission to the Graduate School.

- For **medical reasons** unrelated to childbirth or adoption, a health leave should be requested. This leave must be initiated in consultation with Cornell Health. Up to 12-months of leave can be granted, renewable. Any financial support offered at admission will be continued when you return, if you are in good academic standing.
- For **personal reasons** other than health, a personal leave should be requested. Up to 12 months can be granted, renewable. Financial support offered at admission will likely be continued when you return, if you are in good academic standing.

To request personal leave, please use this web form:

<https://qafederation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://shibidp.cit.cornell.edu/idp/shibboleth&TargetResource=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2Ff1827e75-8915-4165-8ad6-33917de2d288>

- For **parental leave**, you may request an adapted schedule (reduced course load, short-term leave, adapted classroom, etc.), working in partnership with the applicable teaching faculty, the MPH student services office, and the Graduate School student services office. The MPH Team will seek to make reasonable accommodations. As an alternative, you may request personal leave to take up to 12 months.

Life is very different after a baby's arrival. It is important to determine how you will balance both your academic demands and parenting responsibilities. Ultimately, you will need to effectively communicate with key stakeholders on your transition to parenthood.

Before your leave, and after meeting with faculty and staff resources, you will develop and submit a formal written plan to the MPH student services office that provides a framework and structure for how you will proceed. You should list, at a minimum, academic expectations up to delivery, how long you plan to take leave, what is expected of you while you are out, and how you will transition back into your academic program

At a minimum, you should plan to meet with your advisor, the Student Services Manager, the Associate Program Director and the Graduate School Student Life office.

Cornell Code of Academic Integrity

Cornell University has a campus-wide [Code of Academic Integrity](#). Every student enrolled in the MPH Program has already agreed to abide by this code. You were already asked to review and sign this code as a part of your enrollment; please be sure that you are well-apprised of it.

The Code of Academic Integrity

Absolute integrity is expected of every Cornell student in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded on the concept of honesty with respect to the intellectual efforts of oneself and others.

Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. While both students and faculty of Cornell assume the responsibility of maintaining and furthering these values, this document is concerned specifically with the conduct of students.

A Cornell student's submission of work for academic credit indicates that the work is the student's own. **YOU MUST NOT PLAGERIZE OTHERS' WORK.** All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times. In addition, Cornell students have a right to expect academic integrity from each of their peers. The Essential Guide to Academic Integrity at Cornell is available for review: <https://provost.cornell.edu/files/faculty-resources/essential-guide-academic-integrity.pdf>.

There are two sections to the Code (<http://cuinfo.cornell.edu/aic.cfm>) that describe:

- **Guidelines for Students**
 - General Responsibilities
 - Examples of Violations (beyond plagiarism and using similar work for more than one class)
 - Specific Guidelines for Courses
 - Principles for Computer Use and Network Systems
 - Variances
 - Jurisdiction and Penalties
- **Organization and Procedure**
 - Hearings and Boards

In summary, your responsibilities are as follows:

- **You shall in no way misrepresent your work (you cannot submit work that is not yours).**
- **You shall not fraudulently or unfairly advance your academic position (you cannot cheat).**
- **You shall refuse to help another student fail to maintain academic integrity (don't help others cheat).**

Plagiarism and Self-Plagiarism, and Academic Integrity Policies

The MPH Program at Cornell University will adhere to the university guidelines regarding academic integrity as listed here: <http://gradschool.cornell.edu/policies/academic-integrity>

Academic integrity means being honest. Not cheating. Not plagiarizing. Not using other's work.

- **Plagiarism** is when you use an ideas or words from a specific source without indicating what content you have borrowed. **You must** cite borrowed content in the proper place in the sentence or paragraph, quote language you took verbatim (or word for word), and provide proper bibliographic information.
- **Citations** occur in or at the end of a sentence, when using an idea from a specific source. A bibliography at the end of your work provides a complete reference for the source.
- **Self-plagiarism** is when you use work from one assignment to complete another assignment. In general, the MPH Program is not opposed to a student using materials from one class or one assignment to build a stronger, more in-depth follow-on assignment. However, you need explicit written permission from the professor. You must clearly state what components of the first assignment they will use, why, and how they will build upon the source material in a more in-depth way. Failure to have written permission will count as an offense.

At the start of the MPH Program, every student completes an academic integrity training.

With each assignment, faculty members examine student work for academic integrity. Faculty follow Cornell-defined policies related to review and repercussions. Breaches in academic integrity may be additive, meaning, an offence in one class, plus an offense in another class may be considered a second offense. Records of violations are recorded in the Student File, managed by the Student Services Office.

Repercussions of Academic Misconduct may range from a warning, to a grade penalty, to failure of the assignment or course, to possible expulsion from the University.

- **Warning & Advising:** Faculty members may give a student a warning, require the student to engage in remedial training, meet with Writing Support Specialist and/or complete the Academic Integrity Course, and require the student to re-submit work that meets integrity expectations. For a first offense, a student is required to complete the remedial training within one week, and is then given one additional week after the remedial training to re-submit their work. The maximum score on the re-submitted assignment is 75%. For any subsequent offenses, assignments will be given a zero and will therefore not receive credit.
- **Egregious Violations:** Where a faculty member identifies or suspects egregious violations, the faculty member follows guidance laid out in the Cornell Code of Academic Integrity, informing the student and pursuing a primary hearing for violation of the code. If a student is found guilty of academic misconduct, the faculty member will determine the appropriate penalties, which may include recommending the case to the Academic Integrity Hearing Board. If the instructor authorizes resubmission, the student must resubmit the assignment for a maximum grade of no higher than a 73%. The academic integrity offence will remain in the student file.
- **Second Offense:** If a student is found guilty of a second act of academic misconduct, in the same class or in another class, as documented in the student file, the student will immediately be referred to the Graduate School to begin an academic integrity investigation as described here <http://gradschool.cornell.edu/policies/academic-integrity/>. This may result in expulsion from the MPH Program and the university.

Grievance Policy

The MPH Program staff have an open-door policy. You may come speak to the Student Services Manager, the Associate Program Director, or Program Director at any time about issues as they arise.

When a student in need of support is identified, faculty and staff discuss the types of support needed and work within the College and/or Cornell student support systems, such as Cornell Health, to provide students with relevant resources. Student services staff then follow up with students to see if they have utilized services offered and to discuss the efficacy of services with the student. If further assistance is needed, faculty, student services staff, and the student will discuss best options for assistance.

We hope that while you are a student at Cornell you will never need to deal with a grievance. However, should you need to, Cornell and the Graduate School have a well-defined policy in place. The type of complaint will determine which action you take:

- **Graduate education complaints** by individual students against faculty will follow the Graduate School's [Grievance Procedure](#)
- **Prohibited discrimination, protected-status harassment, sexual harassment, and sexual assault and violence, and bias activity complaints** are covered under [Policy 6.4 - Prohibited Bias, Discrimination, Harassment, and Sexual and Related Misconduct](#). To report bias incidents or related concerns, complete the form or send email to titleix@cornell.edu
- **Sexual misconduct** complaints should be reported to the University Title IX Coordinator at titleix@cornell.edu

A grievance is a formalized process through which an individual graduate student can file a complaint for which the student is seeking resolution regarding issues of graduate education or support involving the student and one or more faculty members. The procedure is intended to provide a mechanism through which grievances can be fully investigated and decisions rendered. It covers grievances that involve individual graduate students and faculty on issues relating to graduate education and support.

There are four basic steps within the grievance procedure. If the issue cannot be satisfactorily resolved at one step in the process, then it moves to a subsequent step:

- **Step 1:** Speak directly to the source of the grievance
- **Step 2a:** Contact the MPH Program Director via email (asap, and within four months) *and, at the same time,*
- **Step 2b:** Contact the Director of Graduate Studies via a letter (asap, and within four months)
- **Step 3:** Bring the Case to the Dean of The Graduate School
- **Step 4:** Refer the Case to the Graduate Grievance Review Board (GGRB)

The full process is described here: <http://gradschool.cornell.edu/grievances-and-complaints>

Consensual Relationships

Romantic or sexual relationships between faculty members or others in positions of authority over students and postgraduates (as defined by this policy) are prohibited whenever those relationships have the potential to interfere with an individual's right or ability to pursue academic, training, research or professional interests.

Cornell's University Policy 6.3 defines a **consensual relationship** as a "romantic and/or sexual relationship willingly undertaken by the parties". Cornell's University Policy 6.3 **prohibits romantic or sexual relationships between faculty members or others in positions of authority and students and post-graduates** under several provisions.

The policy also describes relationships that are not prohibited, but which require disclosure. The full policy is available here: <https://www.dfa.cornell.edu/policy/policies/consensual-relationships>

Prohibited Bias, Discrimination, Harassment, and Sexual Misconduct

Cornell University and the MPH Program are committed to providing a safe, inclusive, and respectful learning, living, and working environment for all students, faculty, and staff. To this end, Cornell University and the MPH Program prohibit faculty, administrative and academic staff, postdocs, and graduate students from engaging in any form of discrimination, harassment, sexual harassment, and sexual assault/violence. We expect all members of the Cornell MPH Program to refrain from committing acts of discrimination, bias, or sexual assault/violence.

Cornell's University 6.4 the University provides means to address bias, discrimination, harassment, and sexual and related misconduct: <https://www.dfa.cornell.edu/policy/policies/prohibited-bias-discrimination-harassment-sexual-misconduct>. This policy guides how acts of bias, discrimination, harassment are reported; how they are investigated; and the outcomes of investigations.

Preventing unacceptable behaviors such as harassment is essential to maintaining our caring community. We all have a role in assuring this.

Anyone who directly witnesses or experiences bias activity should intervene in the moment as appropriate (e.g., contact Campus Police at 911 if a crime is in progress; interrupt the behavior in as much as the observer feels skilled and safe; inform a Cornell representative, etc.). A report of the incident should be made as soon as possible at the Report Bias site: <https://hr.cornell.edu/our-culture-diversity/diversity-inclusion/harassment-discrimination-and-bias-reporting/report-bias>

Statement of Commitment to Zero Tolerance of Harassment and Discrimination

The Cornell MPH Program does not tolerate harassment or discrimination in the academic space, on campus, or in any work we are a part of. We ask and expect that all students, faculty, and staff affiliated with the MPH Program to read and adhere to the Association of Schools and Programs of Public Health Statement of Commitment to Zero Tolerance of Harassment and Discrimination.

“The Association of Schools and Programs in Public Health (ASPPH) and our member schools and programs are committed to eliminating harassment and discrimination in academic public health. It is essential to provide all our students, staff, faculty, and community partners with respectful and safe learning and working environments. We oppose acts of harassment and discrimination in all forms, while we simultaneously work towards developing schools and programs that are directed by cultural competence and humility, inclusivity, and diversity.

There should be zero tolerance for acts of harassment or discrimination in academic public health. As we aspire to apply this zero-tolerance mandate, we envision that the cultures of all of our schools and programs will be free of any forms of harassment and discrimination.”

The full statement from the Association of Schools and Programs of Public Health is available here: <https://aspph.org/about/diversity-equity-inclusion-justice/>

Anti-Racism & Anti-Discrimination Policy

In line with zero tolerance of harassment and discrimination, the MPH Program is committed to applying anti-racist approaches. You will see this as a part of the MPH curriculum, research, engaged activities, professional development, recruitment, and other elements of our program.

Anti-racism is a framework and an active intention toward understanding and dismantling intersectional forms of oppression across societies, institutions and cultures. Anti-racism is necessary to combat racism in white supremacist societies. While racism is one of the most dangerous public health crises across the world, there are forms of structural oppression for many identity groups, including across identities of nationality, gender, religion, sexuality, class, and too many others. Those who are BIPOC in a white supremacist society and also marginalized in any of these other identity groups are even more at risk of harm and discrimination, across institutions such as healthcare and education, and also in daily personal and professional interactions.

In the MPH Program, we believe black lives matter. We also believe you and your education and your professional development matter. We are committed to inclusion and welcome respectful, constructive dialogue across differences, but we will not tolerate discriminatory speech against identity groups, or disrespectful speech to or about others. Every person should feel safe.

Faculty and staff in the MPH Program welcome feedback from and dialogue with students. Please reach out and make appointments with faculty and staff. .

Roadmap to Graduation – Required Program Milestones

The Cornell MPH Program faculty and staff are here to help you succeed in building competence in core domains of public. Your time with the MPH Program is your time to grow, and to demonstrate your readiness to excel in the public health workforce. As a part of that, there are **six key milestones that you must achieve in order to graduate.**

A. Enroll in course each semester, and pay your tuition and fees to release any holds.

B. Complete and earn at least a C in the required 50 credits of courses (42 for accelerated track):

- 34 credits of core public health topics, including three applied practice courses
- 16 credits of concentration-specific topics, including two applied practice experiences

You will demonstrate this via your transcript. Failure to earn a C (73%) in each course may mean re-taking the course the following year, and perhaps delaying your graduation.

C. Complete supervised Applied Public Health Practice experience.

The Applied Practice Experience (see page 22) should be a time commitment of 120 hours or more, and result in the development of *at least two products* of value to public health partners; these will be evaluated by the MPH Program and your mentor for a “pass,” and included in your portfolio.

D. Demonstrate achievement of knowledge in 12 areas and competence in 28 areas:

1. Profession and Science of Public Health (6 knowledge areas)
2. Factors Related to Human Health (6 knowledge areas)
3. Evidence-based Approaches to Public Health (4 competencies)
4. Public Health & Health Care Systems (2 competencies)
5. Planning & Management to Promote Health (5 competencies)
6. Policy in Public Health (4 competencies)
7. Leadership (2 competencies)
8. Communication (4 competencies)
9. Interprofessional Practice (1 competencies)
10. Systems Thinking (1 competence)
11. Concentration-specific domain (5 competencies)

Competence is demonstrated via the successful completion and faculty assessments of course-related assignments. Competence must be documented in your portfolio.

E. Present a final integrative learning experience deliverable to the MPH faculty.

This must be a *substantive written document* of value to the field of public health. Your integrated learning experience will be evaluated by faculty, and included in your portfolio.

F. Present a complete portfolio to the MPH Program team.

The portfolio is used to demonstrate your personal and professional growth, and your competence in all domains. Your completed portfolio is evaluated by faculty and staff to assess and certify your readiness to graduate.

A. Program Registration

Registration is the first step in your study at Cornell. Once registered with the University, you will have established your status and be able to use Cornell's many resources.

Registering does not enroll you in any courses. It simply establishes your student status.

You must be registered each semester until you finish your degree or withdraw from the program.

You do not have to register if you are granted a leave of absence.

The Office of the University Registrar determines student registration status. In order to be considered a registered student by the University, a student must:

- Enroll in at least one course, or enroll in a graduate thesis/dissertation research course
- Settle all financial accounts, including current semester tuition
- Clear any holds, whether these are from the Bursar's Office, Cornell Health Center, the Judicial Administrator, or the Graduate School
- Satisfy New York health requirements

Checking Your Registration Status

- Students can check their registration status at the beginning of the semester using "Student Center" (studentcenter.cornell.edu).
- Look at the "HOLDS" box on the home page of the Student Center. If you have no holds, you are registered at the University.
- If you have a hold that says: "No registration, Trans, Diploma" or "No registration" then you are not registered. It is possible for there to be other HOLDS listed that do not affect registration. Click on "DETAILS", then click on the "HOLD ITEM" link to find out what is affected and how to clear the HOLD.

After the third week of classes you will lose access to university services and will be charged a \$350.00 late fee in addition to finance charges if you are not registered. If you register after the sixth week of classes, you will be charged a \$500.00 late fee in addition to finance charges.

Non-registered status

Non-registered status means a student has withdrawn or allowed their registration status to lapse.

Concurrent registration

Cornell University does not allow concurrent registration with other universities except through the Exchange Scholars Program. If you attempt to register elsewhere concurrently, your Cornell registration will be terminated.

B. Course of Study

Cornell’s Master of Public Health Program is a two-year, 50-credit program. In order to graduate, you must (1) achieve at least 73% or C in all courses; (2) demonstrate competence in all areas; (3) demonstrate integration of knowledge, skills, and competence via applied activities; and (4) and integrative learning experience. We’ve developed a well-integrated curriculum to help you achieve this over four academic semesters, as well as a summer.

- Students admitted to the Accelerated Program may be exempt from up to 8 credits, and should be able to complete the program in up to three academic semesters.
- Students admitted to the part-time program can complete their degree in 3-to-5 years.

Course Title	Cr
Core Required Courses	30
(VTPEH 6101) Public Health Foundations I	2
(VTPEH 6102) Public Health Foundations II	3
(VTPEH 6103) Policy, Leadership + Ethics	3
(VTPEH 6104) Epidemiology in Practice	3
(VTPEH 6105) Biostatistics for Health	3
(VTPEH 6107) One Health + Planetary Health	1
(VTPEH 6108) Applied Data Analysis	2
(VTPEH 6181) PH Practice - Assessment	3
(VTPEH 6182) PH Practice - Planning	3
(VTPEH 6183) PH Practice - M&E/CQI	3
(VTPEH 6184) PH Communication	3
(VTPEH 6100) Public Health Colloquium	1
Career Development	4
Electives or other MPH Courses	4

The Cornell MPH Program is a **50-credit Program**. The MPH Program curriculum is largely prescriptive to ensure that you build all requisite competencies.

**** Over your four semesters at Cornell, you may take up to 56 credits (6 cr. more than what is required).**

- You will not be allowed to take more than 56 cr.
- You may not take electives until your second year

Students with advanced degree (Master, Doctoral, Professional degree) in the 42-credit Accelerated program will not take electives.

All students select Option A or Option B

Option A	
Concentration Area Required Courses:	16
Infectious Disease Epidemiology	
(VTPEH 6111) Infectious Disease + Health	3
(VTPEH 6113) Advanced Epi Methods	3
(VTPEH 6112) Biology of Disease Vectors	3
Applied and Integrated Learning	
(VTPEH 6191/2) Applied Practice Experience	2
(VTPEH 6194/5) Integrative Learning	5

Option B	
Concentration Area Required Courses:	16
Food Systems for Health	
(VTPEH 6121) Food Systems + Health	3
(VTPEH 6123) Food Sx Approaches to Food	3
(VTPEH 6122) PH Nutrition Policy and Programs	3
Applied and Integrated Learning	
(VTPEH 6191/2) Applied Practice Experience	2
(VTPEH 6194/5) Integrative Learning Capstone	5

Presented another way, this is what each semester might look like:

Term 1: Fall 1		Term 2: Spring 1	
Public Health Foundations I VTPEH 6101	2	Public Health Foundations II VTPEH 6102	3
One Health + Planetary Health VTPEH 6107	1	Public Health Practice - Planning VTPEH 6182	3
Public Health Practice - Assessment VTPEH 6181	3	Biostatistics for Health Sciences VTPEH 6105	3
Applied Practice Experience VTPEH 6191	1	Applied Data Analysis (epi/bio lab) VTPEH 6108	1
Epidemiology in Practice VTPEH 6104	3	Applied Practice Experience VTPEH 6192	1
Applied Data Analysis (epi/bio lab) VTPEH 6108	1	Concentration – Adv. Epi/Nutrition VTPEH 6113 or VTPEH 6122	3
Concentration – Infectious Dis./Food Sys. VTPEH 6111 or VTPEH 6121	3		
Term credit total:	14	Term credit total:	14

Term 3: Fall 2		Term 4: Spring 2	
Public Health Practice - M&E/CQI VTPEH 6183	3	Public Health Colloquium VTPEH 6100	1
Public Health Communication VTPEH 6184	3	Public Health Policy, Leadership + Ethics VTPEH 6103	3
Integrated Learning Experience VTPEH 6192	3	Integrated Learning Experience VTPEH 6192	2
Concentration - Food Safety/Dis. Vectors VTPEH 6123 or VTPEH 6112	3	*Elective(s) – Other MPH Courses	3
*Elective(s) – Other MPH Courses		*Elective(s) – Other MPH Courses	3
Term credit total:	12	Term credit total:	12

*Electives must be approved and can only be taken in your second year. 15 credit term max.

Course Enrollment

Course enrollment refers to the process of adding, dropping, or withdrawing from courses. Before you can enroll in courses, you must first be registered. Registering allows you to access important University resources, including course enrollment.

Course Requirements

The MPH Program has a defined course of study that denotes the classes that you should take each semester. Each semester, you are required to complete/update a course of study document (see appendix). You must meet with your academic advisor and concentration section chief to discuss your options, and to get their signatures. These signatures mean that you are authorized to register in specific courses.

It is imperative that students review and verify their enrollment information for accuracy and completeness. Any corrections and errors must be promptly reported. No credit or grade will be given for courses a student attends without being properly enrolled and, conversely, a failing grade will be assigned to courses in which a student enrolls but subsequently neither attends or officially drops.

The MPH program is a 50-credit professional degree program.

- 30 credits of **required courses** provide you with the core public health knowledge, skills, and abilities that will allow you to practice public health in a variety of settings
- 20 credits allow you to build expertise in your concentration area – infectious disease epidemiology or food systems and health.

Credit Limits

As a part of the MPH Program, students may enroll in up to 56 credits but no more. Students taking credits in addition to the allotted 56 may be responsible for tuition fees for the additional credits. Students enrolled in the 42-credit Accelerated Track may enroll in up to 45 credits but no more. Typically, this means fewer electives.

Electives and non-MPH Course Enrollment

Courses outside either the MPH program or approved course list are subject to program approval (by Associate Director). Courses that have a clear alignment to public health are more likely to receive approval. Approval is dependent upon a specific student's experience and professional goals. To submit a course for approval, contact Ben Parker to request the Non-MPH Course Approval Form.

Examples of courses that would not be approved, include, but are not limited to dance, gym courses, wine tasting as these are not in alignment with a professional degree program.

Language courses, if directly related to a specific applied experience or public health career goal, may be approved with sufficient justification. Language courses for exploratory purposes only will not be approved.

Students are encouraged to discuss plans for non-MPH courses with their advisor, concentration lead and MPH Student Services Manager as early as possible to make necessary arrangements.

Enrolling in Courses

Full-time students will be registered for their required courses by the Registrar the week prior to classes starting. In the second term, you will need to register for your approved electives that fit into your required MPH course schedule. This will be done during pre-enrollment, spanning 3 days in the prior term, or the Add-Drop period during the start of each semester. You must complete enrollment within the first three weeks of each academic term using the Student Center (www.studentcenter.cornell.edu).

Additionally, if you plan to enroll in courses **outside of the MPH Program**, you must gain the **approval** from the Associate Program Director, Gen Meredith, via the Non-MPH Course Approval Form **prior** to enrolling in the course or you risk being deregistered.

Dropping Classes

The last date to drop a class is seven weeks after the start of the term. All drops and changes must be made through your Student Center (www.studentcenter.cornell.edu). After seven weeks, changes to your courses will be made only in exceptional circumstances. If you drop a course, your transcript will show a "W" signifying that you withdrew from it.

If you want to drop a course after the drop period closes, you must get a General Petition form signed by the course instructor and your special committee chair. Forms are available from the Graduate School form's page (www.gradschool.cornell.edu/forms)

Auditing Classes

Auditing a class means you regularly attend the class, but do not participate in all aspects of the course. You won't receive any credit hours and the course will be marked with a "V" on your transcript. Some courses do not lend themselves to auditing, and in such cases instructors may not allow it.

Alternative Course of Study

Should you want to change your concentration area after matriculation into the Cornell MPH Program, or petition to graduate in an accelerated fashion, written permission is needed.

- To gain approval, you must submit a cover letter with a justification, along with an updated course of study document (Appendix 3) to the MPH Student Services Manager.
- The MPH Student Services Manager will call a meeting with the Program Director, Associate Director, and Section Chiefs to come to a decision.
- Decisions will be made based on your academic standing, prospects (demonstrated aptitudes, competence, and interest), space in the concentration area, and/or feasibility to have all required competences assessed.
- The need for additional payment (one additional semester of learning) may be required if the switch is not submitted and approved before the student's third semester.

C. Applied Practice Experiences

The goal of the applied practice experience (APE) is to help you integrate public health knowledge and skills into competence, via engagement with a real-world public health project. Like a fellowship, internship or apprenticeship, the practice experience is designed to help you test and try public health theory and tools in an applied setting and learn and improve through engagement and mentoring. Expect to complete at least 120 hours of applied practice (including planning the project) with mentorship from site supervisor(s) (300-400 hours recommended if possible). *This can be via one major project, or a few smaller projects.* Your experience may be one summer project, or multiple experiences across semester(s) / summer.

This experience should be an opportunity to contribute to public health and the greater good, under the mentorship of someone with public health expertise. The practice placement must provide you with the opportunity to demonstrate at least five of the MPH Program competencies, and must have some, if not all, applied (non-academic) component or purpose.

We strongly encourage you to approach the practice experience in least two phases:

- **Planning Phase.** The goal of this time is to become well-informed about the practice setting and project scope, and well prepared (i.e. informational meetings, literature review, additional training, etc.). This planning phase should focus on partner engagement, communication, field research, and comprehensive planning.
- **Project Phase.** The practice experience should focus on developing, implementing, and/or assessing a public health project, program or intervention (including training, communication, documentation, etc.) that responds to a public health need, and should be done with or for a public health-related program, or to influence the public's health, working under the supervision and mentorship of a public health practitioner.

The APE Coordinator can support you and the site supervisor to define learning objectives and develop an APE Work Plan together. The plan should allow you to demonstrate ability in at least five competency areas and develop at least two products of use to the host partner and which will become a part of your professional portfolio. The APE Coordinator also reminds to students and site supervisors for mid-term progress check-ins and final evaluation surveys.

In the Fall semester following your APE project(s), students complete an APE Competency Demonstration Cover Sheet to submit to the APE Coordinator along with two completed APE deliverables. The APE Coordinator then sends these to the APE Site Supervisor for e-signature.

You must develop at least two products for a partner organization in order to graduate, and present them in your portfolio. There is significant flexibility in these deliverables, as long as they are useful to the project/partner, and can become part of your professional portfolio.

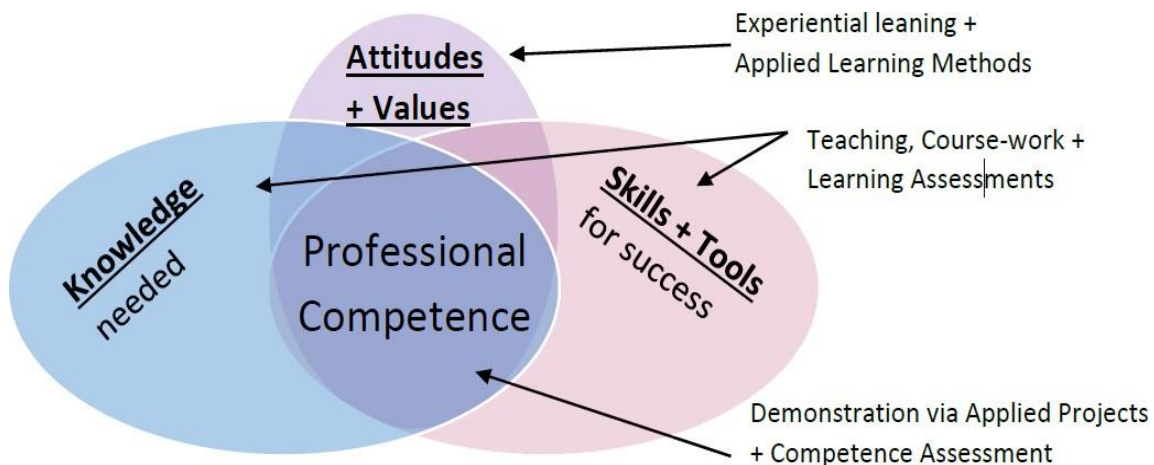
The APE coordinator can work with you and your APE Site Supervisor to define learning objectives, develop a plan of action and assessment that will allow you to demonstrate ability in at least five competency areas and develop at least two products for your partner, and ensure final assessments are completed. These steps ensure that the knowledge and skills that students acquire in the classroom are reinforced and demonstrated in the field.

D. MPH Competencies

All students will be assessed on a total of 40 competencies throughout their course of study: 34 competencies are predetermined by the Council on Education for Public Health (CEPH), the accrediting body for Cornell’s MPH Program. MPH concentration faculty determined an additional five competencies for each concentration, plus one for writing proficiency. All students must be competent in these 40 areas to graduate.

Students are expected to track their progress in each competency as they complete the relevant coursework, and to synthesize them in culminating projects such as the Integrative Learning Experience. In addition, one specific deliverable or series of deliverables will be used as the main point of assessment for each Practice and Concentration competency.

Building and Assessing Competence



Demonstrating Competence

To demonstrate what knowledge and skills you have acquired, and your ability to integrate and apply them in practice-like settings for public good, you will complete and submit at least 25 products. Each product has been designed to mimic or build skills towards what you might do 'on the job' in a public health setting. Thus, these products should be developed with a future employer in mind and presented in your portfolio to demonstrate your abilities.

Most of these products are linked to a specific module or class; however, on some products we will expect you to continue to innovate and improve iteratively as you learn more. Please note that:

- All products are graded
- A grade of at least 73% of each product is required for graduation
- You will upload some products to your portfolio as evidence of your competence

During your course of study with us, you develop the following products (and more!):

- An outreach flyer aiming to reduce zoonotic transmission of a pathogen
- An oral presentation about a current infectious disease outbreak
- A critical analysis of an epidemiologic study design
- A position paper comparing two public health systems
- A socioecological model describing a population health issue
- A systems model that describes the factors influencing a public health issue
- An epidemiological profile that describes a disease in a population
- A situational analysis
- A grant proposal that addresses a public health need
- A monitoring, evaluation and quality improvement plan for an existing public health initiative
- Analysis of a policy that is impacting or supporting a public health issue
- Advocacy on behalf of the policy issue
- A strategic plan for a public health initiative
- In-depth reflection papers on issues related to public health, such as diversity, inclusion, communication, and leadership
- Materials to support your side in a debate
- Public health communication materials
- At least one professional conference poster
- At least one in-depth, well-researched and referenced terminal paper
- A series of one-page summaries that describe public health topics
- Case-study responses

Knowledge Areas and Competencies

Foundational Knowledge Areas

Ability to explain and apply knowledge of the **Science and Practice of Public Health**, including:

- 1.1 Public health history, philosophy and values
- 1.2 Core functions of public health and the 10 Essential Services
- 1.3 The role of quantitative and qualitative methods and sciences in describing and assessing a population's health
- 1.4 Major causes and trends of morbidity and mortality in the U.S., and other communities of interest
- 1.5 Science of primary, secondary, and tertiary prevention practices, including health promotion, screening
- 1.6 The critical importance of evidence in advancing public health knowledge

Ability to explain and apply knowledge of the **Factors Related to Human Health**, including:

- 2.1 Effects of environmental factors on a population's health
- 2.2 Biological and genetic factors that affect a population's health
- 2.3 Behavioral and psychological factors that affect a population's health
- 2.4 The social, political, and economic determinants of health, and how they contribute to population health and inequity
- 2.5 How globalization affects global burdens of disease
- 2.6 One Health, ecological perspective on links between human, animal and ecosystem health and ecosystem health



Foundational Competencies

Showing ability in **Evidence-based Approaches to Public Health**, including being able to:

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

Showing ability in **Public Health & Health Care Systems**, including being able to:

- 4.1 Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
- 4.2 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

Showing ability in **Planning & Management to Promote Health**, including being able to:

- 5.1 Assess population needs, assets and capacities that affect communities' health
- 5.2 Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- 5.3 Design a population-based policy, program, project or intervention
- 5.4 Explain basic principles and tools of budget and resource management
- 5.5 Select methods to evaluate public health programs

Showing ability in **Policy in Public Health**, including being able to:

- 6.1 Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
- 6.2 Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- 6.3 Advocate for political, social or economic policies and programs that will improve health in diverse populations
- 6.4 Evaluate policies for their impact on public health and health equity

Showing ability in **Leadership**, including being able to:

- 7.1 Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
- 7.2 Apply negotiation and mediation skills to address organizational or community challenges

Showing ability in **Communication**, including being able to:

- 8.1 Select communication strategies for different audiences and sectors
- 8.2 Communicate audience-appropriate public health content, both in writing and through oral presentation
- 8.3 Describe the importance of cultural competence in communicating public health content
- 8.4 **Develop high quality written products that benefit the field of public health*

Showing ability in **Interprofessional Practice**, including being able to:

- 9.1 Perform effectively on interprofessional teams

Showing ability in **Systems Thinking**, including being able to:

- 10.1 Apply systems thinking tools to public health issues

Concentration Specific Competencies

Concentration competencies build upon and deepen foundational competencies. Students are expected to synthesize concentration competencies in culminating projects, including the Capstone, as well as to weave them into the full course of study. As with the Foundational Practice Competencies, one specific deliverable or series of deliverables will be used as the main point of assessment for each competency.

Infectious Disease Epidemiology

- IDE 1. Integrate the general principles of infectious disease epidemiology and biology to explain infectious disease events and programs
- IDE 2. Critically assess different epidemiological and statistical methodologies and assessment techniques used in infectious disease events, research, and programs
- IDE 3. Interpret how different environmental and socioeconomic systems impact infectious disease epidemiology
- IDE 4. Compare and contrast infectious disease prevention and control strategies and systems
- IDE 5. Critique methods of infectious disease diagnostics and detection systems

Food Systems and Health

- FSH 1. Analyze and depict food systems from production to consumption to understand their impact on health outcomes and inequities
- FSH 2. Apply interdisciplinary approaches to integrate social, political, economic, and ecological dimensions to contextualize food systems and health problems and opportunities
- FSH 3. Research and evaluate food system interventions to improve nutrition, food security and public health
- FSH 4. Investigate and communicate food safety risks throughout food systems
- FSH 5. Analyze current public health nutrition problems and policies and compare policy alternatives

**Note for Cornell MPH Students: This competency is an addition made by the Cornell MPH Program to the list of CEPH-accredited foundational public health competencies. It cannot suffice as 1 of the 5 foundational competencies that must be applied and documented for an Applied Practice Experience (if selected, at least 6 competencies should be applied and described), nor as 1 of the 2 foundational competencies that must be documented for your Integrative Learning Experience (ILE) -- all MPH students also demonstrate competence in 8.4, through the completion of an ILE.*



E. Integrative Learning Experience



In your final year, you will spend two semesters integrating your learning and demonstrating competence across core and concentration-specific domains.

For this Integrative Learning Experience (ILE), you select a topic area, theme, or project, and work with faculty advisors to develop a high-quality, substantive written document that goes through multiple rounds of review and edits based on mentor and peer feedback.

The final product should be something that could be (or is!) valuable to external stakeholders – like a communication plan, training manual, a policy white paper, evaluation framework, or curriculum. This can build on work and community partnerships from previous semesters, or your APE. Or, this can be a new topic area for you.

In developing the final product, you draw on, apply, demonstrate proficiency and synthesize at least four competency areas: two (or more) *foundational competencies* and two (or more) *concentration competencies*. We suggest that you choose competencies that will (a) help you with your career goals, and (b) help you build your comprehensive competence.

Things to remember:

- This is a major project. You should plan to spend at least 150 hours working on it, from September – May. This cannot be done last minute.
- Your ILE will take at least seven months to complete, including proposals, literature review, analysis, mentor feedback and edits, and final approvals. Start early!
- If you want to (a) collect data, and/or (b) publish your findings, you may need IRB approvals. This takes 1-3 extra months, so you'll need to start planning even earlier!

F. Portfolio

Students build a **Portfolio** throughout their time with the MPH Program, highlighting artifacts created in courses and community-engaged projects that demonstrate competence in different areas of public health understanding and practice, as well as co-curricular milestones. Students can then show examples of their work to potential employers, articulate knowledge and skills through these examples, and draw on this work for future applications.

Prior to graduation, you will submit components of your portfolio to the MPH Program office that documents and demonstrates your growth and abilities, specifically addressing where you were as a public health learner when you started, where you are now going as a public health professional, and the process you used to build and develop your competence.

You upload finalized deliverables from courses, co-curricular activities, APEs, and your ILE to the cloud to serve as a lifelong platform for professional presentation of MPH coursework and demonstrate synthesis of knowledge, foundational skills, and concentration competency through final deliverables. You then create a final **ePortfolio** for external audiences.

There are four parts to the portfolio process (these must be submitted to Canvas, and reflected in your final ePortfolio):

1. **Leadership Narrative**

- What brought you to this program? Why did you want to study public health? What did you do while in the program? How did this help you grow?
- Where are you now? What are you setting off to do?
- What have you learned about yourself as a learner and a leader? What will you do with this?

2. **Resume**

- Including multiple rounds of review from program staff
- Describes your transferable skills, including applied practice in the MPH program

3. **Self-Evaluation of knowledge, skills & competence (template)**

- Reflection on key/core knowledge, skills, and tools that were acquired in the program, and demonstration of how you applied them support and advance public health
- Reflect on your competence growth and future goals – for each domain of knowledge, foundational, and concentration competence.

4. **Demonstration of competence (6 projects + peer pitches)**

- In addition to APE + ILE projects, choose 4 other projects and:
 - Complete a brainstorm template
 - Describe what the assignment was/what you set out to do (and **why**)
 - List which competencies the project allowed you to build/demonstrate
 - Describe what you did, with whom (process)
 - Describe how you synthesized knowledge and skills you needed to draw on
 - Describe what the outcomes/results were, and **why** this is an important contribution to public health. Artifact should be included in the appendix
 - “Pitch” each project to peers, including impact and applied skills, in 2-3 minutes:
 - Submit a peer rubric for each

Grading

Grading System

The official university grading system is composed of letter grades. **MPH students must achieve a C or above in each MPH course to be eligible to graduate.**

Grade point average is calculated by multiplying the credit hour and quality point equivalent for each course and then dividing by the total number of credits taken. A cumulative average is the sum of the products of all the grades at Cornell divided by the total number of credits taken.

Letter	Grade	Point
A+	96-100	4.3
A	93-95	4.0
A-	90-92	3.7
B+	86-89	3.3
B	83-85	3.0
B-	80-82	2.7
C+	76-79	2.3
C	73-75	2.0
C-	70-72	1.7
D+	66-69	1.3
D	63-65	1.0
D-	60-62	0.7
F	<60	0.0



Only the instructor of the course has the responsibility and authority to judge the quality of a student's work and assess the appropriate grade. No one can overrule instructors and require them to go against their judgment of the work. To avoid the influencing of grades by improper consideration or student pressure, a grade, once given, may only be changed if an error in the original grade is claimed by the instructor. The instructor should be willing to review the basis of an assigned grade with an inquiring student and correct the grade if an error is found. The evaluation of the quality of the student's work is solely up to the instructor, but the grade must not contain a punitive element for an offense against academic integrity if the student has been found innocent of this offense by a duly constituted board.

Changes in Grades

Each semester's work is an entity and grades are to be assigned for work completed during the normal period of the semester. Subsequent changes in a grade may be made only in the event that the instructor made an error in assigning the original grade. As a matter of equity, grades must not be changed after the end of a semester because a student may have subsequently done additional work.

Incompletes (INC)

If you do not finish all the course work by the end of the course because of **personal health or context needs**, your professor may be able to assign you an Incomplete (INC) and a new due date. An Incomplete is only able to be used when two basic conditions are met: (a) the student has completed a substantial body of work at a passing level in the course; and (b) the student has been prevented by circumstances beyond the student's control, such as illness or family emergency, from completing all of the course requirements on time. An incomplete may not be given merely because a student fails to complete all course requirements on time. It is the responsibility of the student to see that all incompletes are made up within the deadline and that the grade change has been properly recorded with the student's college registrar.

Changing an 'Incomplete' or 'No Grade Reported'

If awarded an INC or NGR, you may have maximum of one year from the end of a course to satisfy its requirements, although the instructor can require completion sooner. Once you have satisfied this requirement, your professor will change your grade from "Incomplete" (INC) or "No Grade Reported" (NGR) to a letter grade. That grade will appear with an asterisk on your transcript. If you do not satisfy course requirements, the INC or NGR becomes a permanent part of the transcript. You can retake the course, but both the INC or NGR and the most recent grade will be on your transcript.

Transcripts

At the end of each term, a student may view his or her grades in Student Center (<https://registrar.cornell.edu/classes-enrollment/student-center>). A student will also see a transcript of all courses taken at the University, regardless of academic program.

The Office of the University Registrar provides official grade transcripts bearing the Cornell University seal and the signature of the University Registrar for graduate and professional school applications, employers, and scholarships.

Official transcripts may be requested through Student Center (<https://registrar.cornell.edu/classes-enrollment/student-center>). Only the student may request their official transcript. An official transcript can be sent electronically as a secure, certified pdf or in a sealed envelope directly from the Office of the University Registrar. A transcript request will not be processed if the student has a hold that prevents the release of the transcript. To learn more about transcripts, visit <https://registrar.cornell.edu/grades-transcripts/ordering-transcripts>.

Good Academic Standing

To be in good academic standing, a student in the MPH Program must:

- (1) earn at least a grade of C or 73% in each course;
- (2) be assessed as 'competent' in each relevant area assessed each semester; and
- (3) maintain a minimum semester grade point average (GPA) of 2.75.

73% is required

It is your responsibility to work hard and achieve at least a C or 73% in each course. You must monitor your grades. If you are at risk of not earning a C, you must communicate early and often with your instructor.

If you do not achieve at least a C or 73% in a class, you will earn an F. This means that you will be placed on academic probation, and that you will need to re-take the course the following year. This may delay your graduation.

Please note that many classes are only offered once per year, so this might delay your graduation.

Competence Re-Assessment

Every MPH class that you take will assess your competence via assignments.

Each semester, and in each course, you must be assessed as competent in each relevant area before being allowed to move on to the next semester. These are key program milestones (pg. 16).

Throughout the semester, if you are not assessed as competent via an assignment, you and your instructor(s) will develop a **remediation plan** for review and re-submission. This will include taking instructor feedback, reviewing course materials, and revising and re-submitting your assignment for re-evaluation within one-to-two weeks. If you are not successful in this, you may need to drop or fail the course and re-take it the following year.

MPH Program faculty and staff meet at the end of each semester to assess student standing. If a student is not found to be in good standing, they will receive written communication to describe the issue, and the steps that must be taken to regain good academic standing.

Academic Probation and Program Dismissal

Academic Probation

A student will be placed on academic probation:

- (1) if their cumulative GPA falls below a 2.75, or
- (2) if they earn more than one grade lower than a C in one semester, or
- (3) if they receive any incomplete grades, or
- (4) if they do not meet all competencies by the end of each semester.

The semester that the student is on probation they cannot enroll in any course other than those required by the MPH Programs. The student must earn a GPA of a 2.5 that semester to continue in the program.

Academic Probation Requirements

A student placed on Academic Probation will be required to meet with an academic probation advisor bi-weekly over the course of the semester. They will also be required to have a documented plan of action to address any grade or competency shortcomings written with the appropriate faculty member(s) to include expectations, requirements, and deadlines. Failure to meet these obligations will result in program dismissal.

Dismissal from the Program

A student will be dismissed from the MPH Program at Cornell University if they do not earn the required GPA at the end of the Academic Probation.

A student may also be dismissed from the program if they do not achieve competence at the end of the competence re-assessment process, and if no other remediation plan is possible.

Repeated Courses

Repeated courses are courses taken a second (or subsequent) time, even if a passing grade was earned. Repeated course credits do count toward the minimum credits per semester required for good academic standing and full-time status. Credits earned repeating a course do not count toward the minimum number of credits required for graduation. Please note that:

- If a course is repeated, both courses and both grades are included on the transcript.
- If taken for a letter grade, both grades are included in the calculation of the GPA (i.e., if a course is repeated, the second course does not replace the first course on the official transcript).

Career Services

In line with the mission of Cornell Career Services, the MPH Program Office works to empower students to identify their strengths, interests, and values; discover and explore possibilities; gain experience; and develop strategies for pursuing diverse career paths and making mindful career decisions.

We offer an array of career-development activities to help inspire you to gain confidence and establish a foundation upon which to build your careers over a lifetime.

Your assigned advisor and MPH staff members want to help you learn about your skills and interests, and articulate them confidently in resumes, cover letters, interviews, and personal statements; identify and explore career options that you might pursue; and implement an effective strategy to attain your desired career outcomes

The MPH Program Office will:

- Schedule Career Panels
- Promote Job Fairs independently and collaboratively with similar fields of study.
- Provide 1:1 Career Counseling
- Provide opportunities for mock interviews with HR representatives.
- Work towards implementing a Workforce Development Program
- Provide students with a copy of the Cornell Career Guide Book
- Provide input on resume and cover letter writing
- Host LinkedIn profile development workshops

Handshake

The on-campus recruiting program offers students the opportunity to interview on campus for summer internships and positions following graduation. We use a program called **Cornell Handshake, Jobs and Internships**, to manage recruiting activities:

<https://www.career.cornell.edu/students/jobs/recruiting/handshake.cfm>

Employers from diverse industries visit Cornell every year. Organizations from of nonprofit, government, education, financial/banking, consulting, consumer products, hospitality, engineering, human resources, retail, manufacturing, agriculture, scientific, and environmental typically come to campus. They are seeking students who can offer abilities beyond academic success—such as interpersonal and leadership skills, a strong work ethic, teamwork and initiative, flexibility, analytical skills, basic computer literacy, and strong communication skills.

On-campus recruiting occurs in the fall, from approximately the first week of September until the first week of December, and in the spring, from the first week of February through April. Students must complete a **required tutorial** to gain eligibility to participate in on-campus recruiting. Be sure to take advantage of other services offered by the Cornell Handshake system, such as career research tool and the many resources offered through this site to identify leads in a wide range of fields. We also encourage you to meet with an advisor in your college office to discuss your career interests and strategies for conducting your job search.

Academic Advising and Personal Assistance

MPH faculty and staff are here to help you succeed.

Your success is our success, and we know that we will only get there if we work together.

The Student Services Manager is the primary academic advisor for all students.

You are expected to meet with this advisor at least once each semester to review progress, and to plan for your next semester's courses.

Formal academic advising is arranged once each semester, with both 1:1 and group advising, and career mentor panels.

Throughout your time with the MPH Program, you will meet many faculty and staff that inspire or motivate you. We strongly encourage you to reach out and meet with them. Faculty and staff are happy to speak with students regarding life/career issues and planning and public health challenges and opportunities, as well as courses.



Get to know the faculty!

Integrated Student Services

You are welcome to meet with your advisor at any time, but please also know that the MPH Student Service Manager and other staff are available to you. Do not wait for something to go wrong to ask for help. Just like in public health, prevention is the best medicine. **We encourage you to consider this your first point of contact for program details and academic advising.**

Academic Coaching and Writing Assistance

The MPH program provides **individualized writing and academic support tailored to the MPH program and its specific assignments and competencies**, including instruction on the following fundamental **writing skills**:

- articulating complex ideas by using clear, concise language
- finding clarity and effective organization in your writing
- editing mechanics and sentence structure
- identifying and emphasizing main ideas
- tailoring writing to the purpose of the task and to the intended audience
- adding style and persuasion when appropriate

In addition to writing support, coaching is also offered on any of the following **academic tasks**, all of which are related to planning, organizing, and succeeding on assignments:

- paraphrasing, summarizing, and synthesizing research
- finding and citing sources
- making plans for projects or outlines for papers
- brainstorming/motivating to get started on a paper or a project
- planning and practicing presentations
- meeting with groups to help manage and plan group projects
- helping with time management and making plans to get assignments done when feeling overwhelmed or behind

Contact MPH Writing and Academic Support Specialist Kim Scholl (ks2368@cornell.edu) for more information or schedule an appointment: <https://calendly.com/mphwritingtutor>



Giving Feedback

There are many opportunities for students to provide feedback to the MPH Program office and faculty. These include:

- **Course and instructor evaluations, distributed at the end of each semester**
 - ⊗ Responses are reviewed by individual instructors and by the Curriculum Committee to inform curricular improvements.
- **MPH Program surveys, distributed once per year to students, faculty and staff**
 - Topics include academic and career advising, physical and information technology resources, inclusion and cultural competence.
 - Responses are reviewed by MPH Program leadership and responsive actions are published in a bi-annual Program Survey Response Report.
- **Applied Practice Experience surveys, distributed at the mid-point and end of the APE**
 - Students and site supervisors complete mid-point progress reports and final evaluations to give the MPH Program feedback about the experience, and reflect upon and evaluate performance, professionalism, and applied competencies in the practice setting.
- **Exit surveys and exit interviews, distributed and conducted upon graduation**
 - Topics include general feedback on the program, post-graduation plans, perceptions of competence attainment and ability to apply competencies in the work place.
 - Responses are reviewed by the Curriculum Committee and MPH Program leadership to inform quality improvement.

In addition to these formal feedback opportunities, faculty and staff routinely reach out to students for reflection and feedback in the classroom, at social events, and at other ad-hoc meetings.

There are also opportunities for graduates, employers and community partners to provide feedback. Alumni are asked to respond to surveys at six months and one year after graduation, and the MPH office staff stay in touch with alumni in a variety of ways including email and LinkedIn.

Employers of MPH Program alumni are also surveyed. Community partners – including employers of MPH alumni, Applied Practice Experience host sites, and engaged Methods course project partners – provide feedback through surveys, meet and greets, and regular interaction with MPH faculty, staff and students.

Cornell Health and Counseling Services

Cornell Health is a fully accredited university health center, consisting of a multidisciplinary staff of medical providers, counselors and psychiatrists, nutritionists, physical therapists, and behavioral health consultants.

Some of the services provided by Cornell Health include:

- Medical Care
- Counseling and Psychiatry
- Alcohol and Other Drug Services
- Victim Advocacy
- On site pharmacy
- Monday-Saturday care, with evening hours Monday-Thursday nights (during the academic year)
- Students enrolled in Cornell's Student Health Plan (SHP), or that pay the Student Health Fee can access most Cornell Health services for a \$10 visit copay.

Cornell Health is located at 110 Ho Plaza, at the corner of Campus Road and College Avenue.

For hours and information visit, www.health.cornell.edu or call (607)255-5155.

Counseling and Psychiatry Services (CAPS)

A wide range of Counseling and Psychiatry Services are offered to all students across campus including, individual, group, drop-in and crisis intervention.

A complete list of services can be found at <https://health.cornell.edu/services/counseling-psychiatry>.

If you have an urgent mental health concern for yourself or someone else, please call:

During business hours: 607-255-5155, press 2 to reach a CAPS counselor

After hours a counselor will call you back within 30 minutes. In the event of an emergency contact 911 or call the Cornell Police at 607-255-1111.

English Language Support Office

Welcome to Cornell University from the English Language Support Office!

The English Language Support Office (ELSO) provides space for international graduate and professional students to learn strategies, make progress toward their own writing and speaking goals, receive feedback from experienced instructors, and form community with peers.

We are here for you, whether you are writing a seminar paper, seeking to communicate more effectively during discussions, or working your way through a thesis or dissertation. As part of the Knight Institute for Writing in the Disciplines, all of our programs are offered at no additional charge to you. And in fall 2020, all of our programming will be available remotely. Below are descriptions of our major programs. Learn more at <https://elso.as.cornell.edu/>.

ELSO Tutoring on Writing, Presentations, and Pronunciation: This tutoring program is designed to meet your immediate needs, whether you are working on a paper for publication, preparing for a conference or job talk, or wanting to communicate more clearly through effective pronunciation. You can book 45-minute appointments with peer tutors available at various times across the week. To learn more, visit <https://elso.as.cornell.edu/elso-tutoring>.

ELSO Friday Workshop Series: Our 90-minute interactive workshops focus on key strategies and resources relevant to speaking and writing in graduate school. Workshop topics have included writing research papers, note-taking, preparing for the career fair, and using online resources to support pronunciation. For the workshop schedule, visit <https://elso.as.cornell.edu/elso-workshops>.

ELSO Speaking Groups Program: This program offers ongoing practice with social English through small groups that meet weekly for informal conversations. These groups, which are led by fluent English-speaking volunteers, promote cultural exchange and new friendships among group members from across Cornell. To learn more about this program, visit <https://elso.as.cornell.edu/sgp>.



Michelle Cox
Director
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Nathan Lindberg, Ph.D.
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Lecturer
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Library System

Cornell University Library has a vast network of libraries across campus, housing millions of print and digital resources. The CUL website (<https://www.library.cornell.edu/>) is the primary portal to locate and access these resources, including but not limited to...

- Print books and eBooks
- Databases
- Journals & Articles (print and online)
- Multimedia

You can also access useful services and resources, such as:

- Research consultations
- On-site desktop computers
- Printers (standard and poster-size)
- Copiers and scanners
- Private/group study spaces
- Laptop computers for checkout

As an MPH student, you can access facilities, services, and materials in any Cornell library. Books and materials relevant to the MPH program are primarily housed in the three libraries listed below, and materials from any Cornell library (and many non-Cornell libraries!) can be requested and delivered to you via the Flower-Sprecher Veterinary Library.

- Flower-Sprecher Veterinary Library (located inside the College of Veterinary Medicine): <https://vet.library.cornell.edu/>
- Mann Library: <https://mann.library.cornell.edu/>
- Olin Library: <https://olinuris.library.cornell.edu/>

FREQUENTLY ASKED QUESTIONS

Where can I find library locations and hours?

- Library locations and hours can be found at <https://www.library.cornell.edu/libraries>

There are so many resources... where do I even start my research?

- Research guide for MPH students: <http://guides.library.cornell.edu/public-health>
- Research guide for health data sets: <https://guides.library.cornell.edu/healthdata>
- Ask a Librarian (meet, chat, email, phone): <https://www.library.cornell.edu/ask>

How long can I keep books that I've checked out?

- CORE (course reserves) resource books can be kept for 5 hours or overnight if checked out after 3pm, and general collection books & journals can be kept for one year.

I found an article/resource online that I want to use, but it costs money! Can I get free access through Cornell libraries?

- Try installing Passkey, which identifies you as a member of the Cornell community: <https://www.library.cornell.edu/research/citation>
- Still can't access the resource? Try requesting it at <https://www.library.cornell.edu/services/request> or ask a librarian for help at <https://www.library.cornell.edu/ask>.

How do I cite the sources that I use for my research?

- Citation style guides, citation management software, and more can be found at <https://www.library.cornell.edu/research/citation>.

Information Technology Support

The Cornell library system offers free resources and workshops that can help you succeed in your public health career, things like GIS, data visualization (Excel, Tableau), data analysis (SAS, SPSS, STATA, R), and data presentation (poster and PowerPoint). Check out some of these resources:

- Workshops: <https://www.library.cornell.edu/services/instruction/workshops>
- Introduction to Research: <https://www.library.cornell.edu/research/introduction>
- Citation and Citation Management: <https://www.library.cornell.edu/research/citation>

A wide range of software is available on the Library computers, including Adobe, Microsoft, GIS, statistical software packages, and more.

- Software at Mann Library: <https://mannlib.cornell.edu/use/technology/software>



Cornell Graduate School

The Cornell Graduate School is organized into ninety-four major fields of study, or subject areas to ensure that students can define and pursue an individualized plan of study.

As a part of their mission, the Graduate School offers a number of services and resources. It is a great idea to be aware of them: <http://gradschool.cornell.edu/>

Some specific student life resources that we think you might like include the following. Please check out the full list of resources here: <http://gradschool.cornell.edu/student-life>.

- **The Big Red Barn Graduate and Professional Student Center (BRB)**, an old carriage house turned student center, is located in the heart of campus and surrounded by lawns and gardens. A central place for eating and relaxing, the Big Red Barn hosts more than 200 events per year, including the ever popular T.G.I.F. (Tell Grads It's Friday), Trivia Night, and Speed Dating. Connect with the Big Red Barn on Facebook and Twitter to stay up to date on BRB events and community-related news. <https://gradschool.cornell.edu/student-life/big-red-barn>



- **Office of Graduate Student Life** is committed to the importance of student health and well-being as a foundation for academic and life success. In recognition that health and academic performance are intimately linked, the Office of Student Life at the Graduate School is a source of support and advocacy for Cornell graduate and professional students. The Office of Student Life serves as a coordinating hub of services that facilitate the student life experience at Cornell. <https://gradschool.cornell.edu/student-experience/office-of-graduate-student-life/>
- **Student Communities.** Individuals are central to the Grad School's notion of community, and it's the collection of inspiring students, dedicated faculty, and caring administrators who make Cornell a community that is easy to call home. For more information regarding student communities, clubs, engagement and Community-Building Opportunities visit <https://gradschool.cornell.edu/student-experience/student-communities/>

Graduate School Support

Help and Support from the Office of Graduate Student Life

- Contact Janna Lamey in the Office of Graduate Student Life, at janna.lamey@cornell.edu or 607-255-5184 to receive support and referrals for anything ranging from academic, wellness, policies and procedure to personal concerns.
- From the website, gradschool.cornell.edu/student-experience/help-and-support/:

Academic:

- Explore navigating academic relationships and difficulty in making academic progress
- Consider alternatives in your academic program (i.e. switching programs, changing career path, leaving Cornell)

Health and wellness:

- Explore options for when health concerns are impacting academic progress
- Understand sources of support when not able to focus, concentrate or loss of motivation in research/scholarship

Policies and procedures:

- Explore options in handling difficult problems or situations
- Understand University policies and procedures better as it relates to your concern

Personal concerns:

- Address personal or family emergencies, such as injury, accident, or death
 - Navigate challenging personal life situations (i.e. roommates, partner/children, visa concerns, financial, etc.)
 - Discuss options when you have been treated unfairly, insensitively, or irresponsibly
- For issues related to academic progress, conflict resolution and academic integrity contact Associate Dean Jan Allen at jan.allen@cornell.edu .
 - Diversity and Inclusion questions and concerns can be addressed by contacting Associate Dean Sara Xayarath Hernandez at sh267@cornell.edu .

The Graduate and Professional Student Assembly (GPSA) brings together Cornell's 7,000 graduate and professional (M.B.A., J.D., D.V.M.) students to address non-academic issues of common concern. Drawing upon the strengths of our diverse constituencies, the GPSA works with the university administration to improve the quality of life at the University. Additional information can be found at the Assemblies website, <http://assembly.cornell.edu/GPSA/Home> .

Financial Aid

The MPH Program is classified as a Tier 2 Professional Degree program at Cornell. The cost of the program for each academic year along with other fees and expenses that graduate students might expect are on the Graduate School website, <http://gradschool.cornell.edu/costs-funding/tuition-and-costs/tuition-rates>. The MPH Program recognizes that the cost of a graduate education can be a burden and is committed to helping students off-set the costs as much as possible using a combination of (1) advice and encouragement, (2) philanthropic support, and (3) program support.

1. **Advice and Encouragement**

The MPH Program staff will provide up-to-date information to all students on financial aid and assistance options, including a compilation of external funding opportunities, guidance on how and when to apply, and support to students in developing their applications.

Opportunities include:

- **Federal student loans.** These loans are available via the FAFSA application process. The Cornell Graduate School currently participates in two federally funded graduate student loan programs: the William D. Ford Direct Loan (up to \$20,500 per year for full-time students) and the Federal Graduate PLUS loan (funds to supplement the William D. Ford program). All relevant information is available at and managed by the Office of Financial Aid: <https://finaid.cornell.edu/apply-aid/graduate-students>
- **Independent scholarships.** There are hundreds of public health-focused scholarship opportunities available, offered by independent entities. The Cornell MPH Program commits to keeping a current list on the MPH website: <https://publichealth.cornell.edu/funding/>
- **Part-time employment in Ithaca.** Ithaca is a vibrant community with many opportunities for part-time employment with community-based organizations, the service industry, or the technology and innovation incubators. The Tompkins County Human Services Coalition is a good place to look, as are on-line jobs search engines: <http://hsctc.org/>
- **Student employment.** There are many part-time campus positions that are listed on Cornell's Student Employment website. Positions can be found in campus libraries, administrative offices, student recruitment and student services programs, dining services, and residential housing: studentemployment.cornell.edu
- **Research and travel support.** Cornell University has several mechanisms which provide partial funding support to help offset student travel and research costs, and which depend upon the student's project, mentor and college affiliation. Students should take the initiative to identify and apply for these opportunities; MPH Program staff will assist students in these efforts and will maintain an active list and keep students apprised of opportunities.

Although the MPH Program can provide advice and encouragement, funding through the above listed mechanisms has no direct link to the Cornell MPH Program, and it is the student's responsibility to apply for these funds. Other resources to use include:

- Graduate School website: <http://gradschool.cornell.edu/>
- Free Application for Federal Student Aid (FAFSA) <https://studentaid.gov/h/apply-for-aid/fafsa>
- Cornell's Student Employment website <http://studentemployment.cornell.edu/>

2. **Philanthropic Support**

The Cornell MPH Program aims to attract a student body that is representative of global society and inclusive of race, ethnicity, class, and geography. To ease the impact of financial and socioeconomic barriers, and to recognize exemplary scholarly achievements and commitment to serving vulnerable populations, the MPH Program awards scholarships based on achievement, promise, and/or need. MPH students will be invited to apply for these at the time of their offer of admission, pending available funding.

3. **Program Support**

The MPH Program will allocate a proportion of the annual budget each year to student-focused support. Funds in this category will change year-to-year, and may be offered in one or more categories including:

- **Graduate Work-Study.** We anticipate be between 4 and 8 graduate work-study opportunities specifically for MPH students each year. These opportunities will include working with or for an MPH faculty member or staff on public health-related projects. Students will be invited to apply to specific jobs and will be selected based on need (EFC score), expressed interest (cover letter), and alignment of past experience with project needs (CV and cover letter). Students can expect to work 10 hours per week for up to 30 weeks in the year. Pay will average \$15/hr. (\$150/week; \$4,500/year). *NOTE – you must be eligible for a work-study position through your FAFSA submission and financial aid award package.*
- **Teaching Support.** We anticipate between 4 and 8 teaching support opportunities specifically for MPH students in their second year of study. These opportunities will include working with MPH faculty members to support a specific MPH course for one semester. Students will be invited to apply to specific jobs and will be selected by the faculty member based on their performance in the class (previous year) and skill set. Students can expect to work 10 hours per week for up to 20 weeks in the semester. Pay will average \$16/hr. (\$160/week; \$3,200/semester).

- **Applied Practice Experience Stipends.** Each faculty member overseeing an MPH Program's APE will receive \$2,500 to support student-related project costs. The faculty member may award this to the student (for project materials, travel assistance, stipend, salary, etc.) at their discretion. Students not directly supervised by Cornell faculty may apply for up to \$1,500 in APE- related support; funds will be awarded competitively as they are available.
- **Special Projects and Innovation Fund.** To support community engagement and the MPH Program's contribution to public health projects and impact, the program manages a fund to support special projects and innovation. Students (and their community partners) may apply to this fund to help support events, activities, use of media, travel, and/or conference participation. Students (and their community partners) will need to complete an application; decisions will be made by the MPH Program leadership team.



Student Leadership Opportunities

Student Advisory Committee

The Student Advisory Committee (SAC) provides input and advice to the MPH Program Director, Leadership Committee, Curriculum Committee, and Admissions Committee, helping to ensure that students' perspectives are represented, and that the Program is being responsive in meeting the Program's mission and vision, student needs, and the standards for Public Health Programs set forth by accreditation agencies.

The Student Advisory Committee is comprised of up to five students from each cohort, for a maximum of ten students. At least two students will represent each concentration area for each cohort, for a minimum of eight students. The SAC members serve as representatives of full MPH student cohorts. Students are nominated by MPH concentration leads and the Leadership Committee based on integrity, excellence, and service; also ensuring diversity in representation. The MPH Student Advisory Committee members are asked to engage in the following activities:

- Act as an ambassador for the Program, with peers and collaborators at home, and across campus. This may also include participation in and contribution to the Program's recruitment and admissions process—including review of application packages, and hosting events for prospective applicants—and new student orientation processes.
- Review Program progress and growth, including review of semi-annual program monitoring and evaluation reports, review of annual program reports, and review of/contribution to CEPH compliance reports. The SAC might also be asked to assist with data collection via generating interest and responses from within the student body.
- Provide input and recommendations for growth and improvement, including input and ideas related to program policies, program forms, curriculum design, course content, course flow, competency assessment, and workforce readiness.
- Contribute to MPH Program Governance.
 - SAC representatives are invited to attend Curriculum Committee meetings once per semester to provide input on specified curriculum elements. More frequent input may also be requested via email communication and individual meetings.
 - SAC representatives may be invited to attend Committee meetings to provide input on specific program policies or plans. More frequent input may also be requested via email communication and individual meetings.
 - SAC members provide input to the Curriculum Committee or Leadership Committee on an ad-hoc basis, via email communication and individual meetings.

Admissions Committee

Students on the Student Advisory Committee, as well as other students, may be invited to participate in the annual admissions process, including: serving as a reviewer of applications, hosting interviews or tours, speaking to prospective students, and/or participating in recruiting events.

If you are interested in being a part of this process, please speak to the Student Services Office.

Alumni Network

Graduates stay in touch with the MPH Program in multiple ways, such as providing feedback on their employment experiences through periodic surveys and phone conversations, and getting involved with the MPH alumni network. Alumni are invited back for reunion activities and other events, such as the annual Public Health Symposium.

One way Cornell students and graduates stay in touch with the larger Cornell network is through CUeLINKS. Create a profile at <https://cuelinks.cornell.edu/hub/cuelinks/home>.

LinkedIn is another excellent resource for staying in touch with the MPH and Cornell alumni networks. Create a profile at <https://www.linkedin.com/>.