

2019-2020  
University of Florida  
College of Public Health and Health Professions  
**Department of Environmental and Global Health**

# **STUDENT HANDBOOK**

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## **2019-2020**

UF reserves the right to implement new regulations and policies not currently included in this document.  
The university will make a reasonable attempt to inform students of changes in regulations or policies.

## INTRODUCTION TO THE DEPARTMENT

Welcome to the Department of Environmental and Global Health (EGH), one of many academic departments housed in the College of Public Health and Health Professions at the University of Florida. This handbook outlines EGH's policies and requirements for graduate study leading to a Master of Public Health with Environmental Health concentration (MPH), Master of Health Science with One Health concentration (MHS), and Doctor of Philosophy (PhD) degrees with concentrations in Environmental Health and One Health.

Most programmatic degree requirements have been established by the Graduate School, the University of Florida, and the Board of Trustees. Additional policies and requirements have been established by EGH consistent with the department's research programs and the diversity of environments in which our students work. Graduate students should also become familiar with the Graduate School Catalog, the official public document of the Graduate School. You can find the current Graduate School Catalog at <http://graduateschool.ufl.edu/academics/graduate-catalog/>. Policies and requirements listed in this Graduate Student Handbook are either clarifications of those described in the Graduate Catalog or additional requirements and policies of EGH. Graduate programs in EGH are administered through the College of Public Health and Health Professions. The Graduate School establishes and administers graduate student policies and procedures campus-wide for the University of Florida.

### MISSION

The Department of Environmental and Global Health is committed to the continued improvement and protection of the health of all people through global leadership in research, training and service. Air, soil, and water are factors that threaten health that are rarely contained within artificially drawn political borders. Thus, environmental health is global. It is our goal to explore and examine its global dimensions fully.

### DEPARTMENT EXPERTISE

The Department of Environmental and Global Health is a hub of collaboration among University of Florida scientists interested in the effects of environmental factors on human, animal and ecosystem health. Faculty embodies several areas of expertise that are broadly defined by the following areas of specialty:

- Exposure Science
- Environmental Toxicology
- Global Environmental Change
- Environmental Infectious Disease
- Worker Health and Safety
- Food and Nutritional Security

### PROGRAM AREAS

The Department of Environmental and Global Health is comprised of two academic concentrations: (1) **Environmental Health Concentration** and (2) **One Health Concentration**. Both concentrations are offered at the masters and doctoral levels.

#### **Environmental Health Concentration**

The Environmental Health Concentration is a broad, classical, research-oriented, environmental health program area that prepares students for independent and/or leadership roles in public health sectors

including academia, government (Center for Disease Control, Department of Environmental Protection, Department of Health, Environmental Protection Agency) and private industry. Classical environmental health topics including toxicology, infectious disease, exposure and risk assessment, policy and regulation and global health are emphasized. The Environmental Health concentration is transdisciplinary in nature; however emphasis is placed on environmental interactions relative to ecosystem and human health.

### **One Health Concentration**

One Health is an exciting new program area that emphasizes working across public health, veterinary health, and environmental health disciplines to tackle difficult public health problems. This program is designed to bridge the gap between various areas of animal, plant and human health to improve the well-being of all species. The University of Florida is one of the few institutions in the world to offer training in this area and topics including global environmental sustainability, ecology of human pathogens, applications in entomology and global health are emphasized. One Health solutions often involve multiple international partners and hence they are considered as part of global health. The One Health concentration is transdisciplinary in nature; however emphasis is placed on environmental infectious disease relative to global health.

## **GENERAL INFORMATION**

### **SETTING**

The Department is situated on the main UF campus. The administrative departmental home is located on the 4<sup>th</sup> floor of the HPNP building. Faculty are housed in various locations across campus depending on their laboratory needs.

### **DEPARTMENT OFFICES**

The Department's main office suite is located in HPNP room 4160. A current list of contact information for faculty, students, and staff can be found on the department web page <https://egh.php.ufl.edu/personnel/>. If you experience problems with the site please contact the department's Program Assistant at (352) 273-9188 or [egh-programs@php.ufl.edu](mailto:egh-programs@php.ufl.edu).

### **RESEARCH FACILITIES**

Department faculty and students utilize infrastructure and collaborate extensively with the Center for Environmental and Human Toxicology (CEHT), Emerging Pathogens Institute (EPI), Aquatic Pathobiology Laboratory (APL), Water Institute, Genetics Institute, and International Center. EGH faculty have also established a field research laboratory in rural Haiti.

The Center for Environmental and Human Toxicology (<http://toxicology.vetmed.ufl.edu/>) serves as the focal point at the University of Florida for activities concerning the effects of chemicals on human and animal health. The Center serves as an interface between basic research and its application for evaluation of human health and environmental risks. This interface includes an educational component to transfer this knowledge to producers, consumers, and regulators. The research and teaching activities of the Center provide a resource for the State of Florida to identify and reduce risks associated with environmental pollution, food contamination, and workplace hazards. Development and improvement of risk assessment methods as well as toxicity testing and elucidation of mechanisms of action of chemical-induced adverse health effects are all activities of the Center that serve as resources for the State of Florida and the nation. The Center provides a forum for the discussion of specific and general problems concerning the potential adverse human health effects associated with chemical

exposure. Using the interpretive skills of scientists and clinicians from various health disciplines, better decisions can be made for the protection of public health.

The Emerging Pathogens Institute (<http://epi.ufl.edu/>) was established as a multidisciplinary unit on the University of Florida campus in 2007 to bring together researchers from diverse fields to understand factors leading to the emergence of new pathogens and to develop methods for their control. The new institute is also charged with developing the teaching capability to train the next generation of scientists who will keep these pathogens at bay in the future, and to develop the outreach capability to educate the population on steps they can take to avoid human diseases as well as help our private sector avoid diseases that affect plants and animals. The Institute has a strong interest in understanding the role of environmental factors (including climate and other anthropogenic changes) in emergence of pathogens and in developing microbial risk assessment models, including modeling of transmission pathways and interventions.

The Aquatic Pathobiology Laboratory (<http://aquaticpath.php.ufl.edu/>) is a unique, state of the art research and teaching facility at the University of Florida supported by the Emerging Pathogens Institute, the College of Public Health and Health Professions, the College of Veterinary Medicine, and IFAS, the Institute for Food and Agricultural Sciences (<https://ifas.ufl.edu/>). The laboratory serves as a shared resource for faculty and students with focus in the areas of aquatic toxicology, aquatic pathology, and ecological studies that examine the relationships between aquatic animal health, human health, and environmental stress. The laboratory provides assistance in pathological assessments of fish tissues routinely. The labs are equipped with exposure rooms, histological preparation stations and microscopes.

The Water Institute (<http://waterinstitute.ufl.edu/>) brings together talent from throughout the University to address complex water issues through innovative interdisciplinary research, education, and public outreach programs. Interdisciplinary teams, comprised of leading water researchers, educators and students, develop new scientific breakthroughs, creative engineering, policy and legal solutions, and pioneering educational programs that are renowned for addressing state, national, and global water resource problems. The overarching goals of Water Institute research, education, and outreach programs are to: Improve basic knowledge of the physical, chemical, and biological processes in aquatic systems (rivers, lakes, oceans, estuaries, wetlands, soil, and ground waters); Enhance understanding of the interactions and interrelationships between human attitudes and activities, and aquatic systems; Develop and promote the adoption of improved methodologies for water management and policy (including quantity, quality, and ecosystem services) based on a foundation of science, engineering, management, and law.

The University of Florida Genetics Institute (<http://ufgi.ufl.edu/>) seeks to promote excellence in the areas of genetics and genomics at the University of Florida by: Building community, facilitating collaboration and creating opportunities for intellectual exchanges among investigators working in diverse taxonomic systems but with a common set of approaches in genetics and genomics; Supporting recruitment and retention of outstanding faculty in the areas of genetic and genomics; Supporting graduate education in the areas of genetics and genomics; Enhancing the ability of researchers at the University of Florida to compete for multidisciplinary research grants in the area of genetics and genomics.

The International Center (<https://internationalcenter.ufl.edu/>) serves in a leadership and facilitation role to further the University's international agenda, providing assistance and support to faculty, staff, administrators, and students as well as external stakeholders in their international activities. In addition to assisting these clients, the Center also functions to enhance the University's ability to pursue and develop international activities and partnerships.

In addition to the institutions described, EGH faculty members collaborate with colleagues within the

Institute of Food and Agricultural Sciences; the colleges of Veterinary Medicine, Law, Pharmacy, Liberal Arts and Sciences, and Agricultural and Life Sciences; the departments of Sociology and Criminology,

Environmental Engineering, Food Science and Human Nutrition, Fisheries and Aquatic Sciences, Pathology, Geography, Agricultural Education and Communication, and other departments within our College of Public Health and Health Professions; the School of Natural Resources and Environment, and the UF Aquatic Animal Health Program.

## **FACULTY AND STAFF**

The Department consists of 14 primary faculty with varied expertise including toxicology, infectious disease, aquatic animal health, and community and global health. A detailed description of each faculty member can be found on the department website (<http://egh.phphp.ufl.edu/personnel/faculty/>). The administrative team consists of a Business Manager, Academic Program Specialist, Office Specialist, Graduate Program Director, Administrative Program Director and MPH Coordinator. This team is available to assist you with human resource, academic and student affair needs. These individuals and their contact information are identified below:

### **Graduate Program Director (MHS, PhD)**

Dr. Joseph Bisesi  
Office: CEHT 105  
Phone: (352) 294-4703  
Email: [jbisesi@phphp.ufl.edu](mailto:jbisesi@phphp.ufl.edu)

### **Business Manager**

Ms. Meredith Hoyt  
Office: HPNP 4162  
Phone: (352) 273-6188  
Email: [m.hoyt@phphp.ufl.edu](mailto:m.hoyt@phphp.ufl.edu)

### **Academic Program Specialist**

Mrs. Victoria Houghton, MS  
Office: HPNP 4157  
Phone: (352) 294-5316  
Email: [torilovejoy@phphp.ufl.edu](mailto:torilovejoy@phphp.ufl.edu)

### **MPH Concentration Coordinator**

Dr. Song Liang  
Office: EPI 170  
Phone: (352) 273-9203  
Email: [songliang@epi.ufl.edu](mailto:songliang@epi.ufl.edu)

### **Fiscal Assistant**

Mrs. Gloria Genske  
Office: HPNP 4160  
Phone: (352) 273-9188  
Email: [pastrgc@phphp.ufl.edu](mailto:pastrgc@phphp.ufl.edu)

### **Marketing and Program Assistant**

Ms. Brynn Dalton  
Office: HPNP 4160  
Phone: (352) 273-9188  
Email: [bryndalton@phphp.ufl.edu](mailto:bryndalton@phphp.ufl.edu)

### **Business Manager**

The Business Manager in EGH is responsible for the following: Final approval or delegation of approval for all purchase requisitions, travel authorizations, and vouchers and payment requests submitted to the Department; Accuracy of the Department's financial reports and financial information; Developing and maintaining internal controls over financial reporting; Coordinating and managing department human resources and appointment activities for all UF salary plans (including faculty, staff, fellows, and graduate assistants) regarding hiring, reappointments, promotions, evaluations, timekeeping/leave keeping administration, licensure and immigration.

### **Academic Program Specialist**

The Academic Program Specialist in EGH is responsible for maintaining student records and assisting the Graduate Program Directors/Coordinators. This position is also an important source of information and will, in all likelihood, have more direct day-to-day contact with the graduate students than will the Graduate Program Director. Students should get to know the Academic Program Specialist and

consider that person a friend and ally. For example, in most cases, the Academic Program Specialist will submit the official documents required by the Graduate School, thus relieving the students of that responsibility. However, the Academic Program Specialist does not serve the personal needs of individual students (e.g., type term papers, theses, etc.). Students are responsible for their own secretarial needs. This individual also served as the Assistant to the Chair. Please contact the Program Assistant, however, if you need to make an appointment with the Chair. The Academic Program Specialist will also be part of the Department Program Committee and will be expected to participate in regularly scheduled meetings.

### **Marketing and Program Assistant**

The Marketing and Program Assistant in EGH is responsible for providing administrative support to applicants, EGH website creation and updating, and department marketing. This person will engage with prospective students, maintain website content, create advertisements and keep the Chair's schedule. Please contact the Program Assistant if you need to make an appointment with the Chair.

### **Fiscal Assistant**

The Fiscal Assistant in EGH is responsible for providing administrative support, purchasing and reimbursements, and travel and expense reports. For example, this person will maintain the schedule for the department conference room, assist faculty and staff with travel arrangements, and process reimbursements to individuals for appropriate out-of-pocket business-related expenses as determined by UF policy.

### **Graduate Program Director**

The Department's Graduate Program Director serves as the official representative of EGH doctoral and MHS graduate programs to the Office of the Dean for Academic Programs, College of Public Health, and to the Dean of the Graduate School. Every department or program offering a graduate degree at the University of Florida has its own Graduate Program Director. The Director is the primary resource for oversight of EGH doctoral and MHS student academic programs and advisement. Student concerns related to programs should be addressed with the student's primary advisor, and if unresolved, should be directed to the Graduate Program Director. The Director will also engage in administrative support alongside the Academic Program Specialist (see above) and Department Chair for establishing and maintaining curricular structure and policies. The Graduate Program Director will also be part of the Department Program Committee and will be expected to participate in regularly scheduled meetings. Several meetings scheduled by the College will also be mandatory.

### **MPH Coordinator**

The EGH MPH coordinator will work with the MPH program staff in the Deans Office on admissions to the EGH concentration, assigning advisors and tracking student progress. He/she will also receive copies of all student internships and capstone projects to make sure they align with departmental areas of specialty.

The Coordinator will also participate in MPH activities including orientation, recruitment efforts, and the preceptor luncheon. In collaboration with the Graduate Program Director, the MPH Coordinator will hold a meeting each spring for 1<sup>st</sup> year students that will be engaging in internships/capstone projects the following year. The MPH coordinator will also be part of the Department Program Committee and will be expected to participate in regularly scheduled meetings. Several meetings scheduled by the College will also be mandatory.

### **Department Student Representative**

Each year one currently enrolled student will be elected to the position of department student

representative. This individual will serve as a liaison between the student body and the faculty. Student concerns/suggestions will be solicited from the student representative who will compile them and bring them anonymously to the faculty by attending the regularly scheduled faculty meetings (approximately once per month). Students may also approach the student representative at any time to relay information to the faculty and staff as needed. Please contact the Academic Program Specialist to determine who the current student representative is.

### **EGH Student Council**

The EGH student council is an organized group of volunteer students that participate in departmental activities such as student orientation, social events, and community service activities. The group is student run in collaboration with the Academic Program Specialist. To learn more about how to get involved with the Student Council please contact the Academic Program Specialist.

## **POLICIES, PROCEDURES, AND GUIDELINES**

### **DEPARTMENTAL LETTERHEAD**

Departmental letterhead stationery is restricted to DEPARTMENT USE ONLY. Student use of departmental letterhead for official communications proceeds through the supervising faculty. If the student wishes to use letterhead for communications not involving the supervising faculty, a supporting request must be approved by either the Chair or Graduate Program Director. The University has strict, evolving policies on the use of the UF logo and signature system. Students should consult <http://identity.ufl.edu/> for further information.

### **COPY MACHINES AND PRINTERS**

Photocopy machines and printers are available in the Department and on every floor of the Health Science Center Library. To use the Library facilities, students must set up a vending account on their Gator1 card and have the card with them when making copies. Value can be added to the Gator1 card online using a credit card (\$15 minimum) and should appear on the account in approximately 10 minutes. More information on the process can be found at <http://www.uflib.ufl.edu/printing/printingfaq.html>. Phone numbers for various components of the Health Science Center libraries can be found at <http://library.health.ufl.edu/about-us/contact/>. The main website address for the HSC library is <http://www.library.health.ufl.edu/>.

### **ACADEMIC PROGRESS**

Students must make satisfactory progress towards graduation in their respective programs. Unsatisfactory progress may include, but is not limited to, poor performance in courses and/or dissertation research, not meeting the requirements of employment, or unprofessional behaviors. If unsatisfactory progress is discovered, the student may be asked to remediate problems, may be placed on probation, or may be terminated from the program. If disciplinary action is needed the student will meet with his/her advisor and the student's respective program director to outline the problem(s) and corrective actions. The following procedures will be followed for minor unsatisfactory progress (e.g. poor course performance, miscommunication with advisor, disrupting student work or class environments, etc.).

First occasion: The student will be called to a meeting with their advisor and program director. Issues will be outlined and corrective actions documented.

Second occasion: The student will be called to a meeting with their advisor and program director. The

student will be placed on probation, issues will be outlined, corrective actions documented, and the student will be informed that any further issue will result in termination from the program.

Third occasion: The student will be terminated from the program and attached assistantship.

In special cases, which include, but are not limited to, failing part A or Part B of the qualifying exam (PhD Programs), failure to maintain a 3.0 grade point average over two contiguous semesters, academic or scientific misconduct, discrimination, or harassment of any member of the university, the student will be immediately terminated from the program and/or employment.

## **GRIEVANCE/APPEALS PROCEDURE**

The Graduate Student Handbook defines the word “grievance” as “dissatisfaction occurring when a student thinks that any condition affecting him or her is unjust or inequitable or creates unnecessary hardship. Areas in which student grievances may arise include scientific misconduct, sexual harassment, discrimination, employment-related concerns, and academic matters.” The Department of Environmental and Global Health grievance/appeals procedure has been adapted from the UF Graduate Student Handbook (see page 38) and serves as the definitive procedure for this academic unit.

If a student feels that an academic disciplinary action was not justified, he/she may request a grievance/appeal hearing at the department level. It is important to note that the grievance/appeal committee will not overrule judgement of scientific or academic merit (grades, committee decisions) that has been given by an instructor, faculty advisor, or dissertation committee. However, if the student feels they were treated unfairly during an academic assessment (e.g. course, qualifying exam, dissertation defense) they may initiate a grievance/appeal hearing. The grievance/appeal committee serves to ensure that proper procedure is followed (per the handbook, syllabus, or other documented procedures) in cases of disciplinary actions. It is recommended that students pursuing a grievance/appeal do so within 6 months of the grievance in question.

Level 1: A grievance/appeal hearing should be initiated by contacting either the departmental academic coordinator, and/or the program director for the student’s academic program. In cases where the program director is the student’s advisor, students should only contact the academic coordinator. The program director and/or academic coordinator will form an ad hoc committee consisting of two department faculty and one faculty member from another department in the college. Faculty that are part of the ad hoc committee will not include the department chair, the student’s advisor, or any member of the students committee (PhD programs). The ad hoc committee will be charged with reviewing the events that lead to the disciplinary action, as detailed separately by all parties involved, and determining if the regulations in the handbook were followed correctly. If the committee finds that regulations were not followed, or that the disciplinary action was not warranted, no disciplinary action will be enforced. If the committee determines that all proper procedures were followed, any decision on academic or scientific merit will stand. The committee will provide the student with a written response regarding their request.

Level 2: In the event that a student is not satisfied with the decision of the grievance/appeal committee’s decision regarding disciplinary actions, the student may appeal to the chair of the department to conduct a second review of events leading to disciplinary actions. The chair may either uphold the decision of the grievance/appeal committee, or overturn the decision. In cases where the chair is directly involved in the student’s academic program (advisor, committee member, supervisor), additional appeals will be automatically elevated to level 3.

Level 3: If a student is still not satisfied with the outcome of their grievance/appeal, they should contact the Associate Dean for Educational Affairs in the College of Public Health and Health Professions Deans office.

Level 4: Once all grievance/appeals procedures have been exhausted at the department and college level, students have the option of pursuing grievances through the Ombuds for graduate and professional students, who acts as the representative for the President of the University. However, the Ombuds will only consider appeals after steps 1-3 have been exhausted. The decision of the Ombuds for graduate and professional students is the final level of appeal/grievance at the University. The Office of the Ombuds is located in 31 Tigert Hall, 392-1308 and their website is <http://www.ombuds.ufl.edu>.

Other Grievance Resources: Most employment-related grievances are covered by the Graduate Student Union Collective Bargaining Agreement, Article 22, between the Florida Board of Education of the State University System and Graduate Assistants United. Students with employment-related concerns should contact the GAU office at (352) 392-0274, or Human Resource Services at 352-392-2477.

## **STUDENT CONDUCT, ACADEMIC DISHONESTY, AND PLAGIARISM**

The University of Florida adheres to strict policies regarding academic honesty and plagiarism and a detailed list of honor code violations can be found at <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>. Such examples include submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student; Any materials or resources prepared by another student and used without the other student's express consent or without proper attribution to the other student; Submission of paper or academic work purchased or obtained from an outside source. For a violation or violations of the Honor Code, a student may receive sanctions that can be imposed for Student Conduct Code violations, including but not limited to conduct probation, suspension and expulsion as well as any educational sanctions. Students should be familiar with the student honor code policies. The student's Advisor, Graduate Program Director and Department Chair would be involved in any case of student honor code misconduct. According to University of Florida policy, involved faculty and/or the student reserve the right to report the case to the University of Florida Student Judicial Affairs Office, where the University Hearing Board will determine the level of discipline.

## **FINANCIAL SUPPORT**

### **Graduate Assistantships and Fellowships**

Graduate students in EGH may receive some form of financial support from EGH. This support is usually arranged through the academic advisor, either as a graduate or teaching assistantship or as an hourly employee (OPS).

In addition, a limited number of College graduate assistantships and fellowships may be available on a competitive basis, primarily for recruiting outstanding graduate students. Also, the Office of Research and Graduate Education in Grinter Hall maintains an extensive compilation of national and international programs supporting graduate and postdoctoral fellowships and scholarships. Usually, only a limited number of students qualify for any particular program. Prospective and accepted graduate students should review the information at their earliest possible opportunity, preferably prior to their first registration as a graduate student at the University of Florida. For more information about funding, see <http://graduateschool.ufl.edu/prospective-students/funding/>.

## **Financial Aid for Enrolled Graduate Students**

EGH students who require financial aid during the course of their studies should first meet with their academic Advisor and seek support. Should their Advisor not be able to help the student resolve the financial need, the student is encouraged to discuss options with the Academic Program Specialist. This individual will help with application forms, and if she or he agrees with the student's need, submit the forms to the EGH Program Committee who will consider options for creating special opportunities for the student to receive a research assistantship, teaching assistantship or some other form of financial support.

### **Tuition Payments (Fee Waivers)**

Graduate students, employed by EGH through a Graduate or Teaching Assistantship and those receiving biweekly assistantships, will be eligible for a tuition waiver. For Florida residents, the waiver covers the matriculation fee (often referred to as "in-state" tuition). For first-year doctoral students who are not legal residents of the state of Florida, this waiver will cover the matriculation fee plus the non-resident fee (often referred to as "out-of-state" tuition). Students are responsible for covering the costs associated with student service fees.

After one year, doctoral students who are non-resident U.S. citizens or Resident Aliens, are expected to declare Florida their legal state of residence (see below). In general, international students are not eligible for tuition fee waivers or a graduate assistantship unless the major professor provides those funds through externally-funded grants. Current tuition and fee waiver rates per student credit hour are located at <http://www.fa.ufl.edu/bursar/current-tuition-and-fees/>.

### **Florida Residency Requirement**

Eligible graduate students enrolled in on campus programs may declare Florida their legal state of residence. Graduate students eligible for Florida residency are (1) U.S. citizens with non-Florida residency status, indicated by a resident code of "N" on University records, and (2) Resident Aliens with non-Florida residency status, indicated by a resident code of "E" on University records. International students with a resident code of "A" are not eligible to apply for Florida residency. Note that while on a graduate assistantship, a student will automatically receive the in state tuition rate, however, once the assistantship is terminated, their rate reverts back to out of state status unless they have obtained residency. Therefore, as graduate assistants are ending their funding periods (typically 3-4 years), they should seek residency, leaving enough time for the status to update. If a student chooses not to establish residency, they may be responsible for paying the difference between in-state tuition and out-of-state tuition.

Recommendations for establishing and declaring Florida as the legal state of residence are outlined below.

- Obtain Request for Change in Residency Status form from Registrar's Office, S222 Criser Hall and review the information and items that will be requested when filing for residency after living in Florida for 11-1/2 to 12 months.
- File a Declaration of Domicile in Florida at the Official Records Office, Room 101 in the Alachua County Administrative Building, located at the corner of University Avenue and Main Street. This document should be filed as soon as you have a local address in Florida. The cost is \$11. Keep the receipt for attaching to the "Request for Change in Residency Status" form that you will submit after residing in the state for one year.
- Obtain a Florida Driver's License, car registration, and register to vote in Alachua County (or other Florida county, if appropriate) as soon as you have a local Florida address.
- Keep any receipts that provide proof of the date of your first residence in Florida (e.g., rental

agreements, deposits for establishing utilities, etc.).

- Keep any proof of employment in Florida, especially non-UF employment.
- After residing in Florida for 11-1/2 months, file the completed Request for Change in Residency Status form and required documentation with the Office of the University Registrar, S222 Criser Hall.

There are cases, based on the residency status of the student's spouse, which may allow for earlier application and approval. In these latter cases, the student should consult the Registrar's Office as soon as possible to determine residency eligibility based on a spouse's residency status.

### **Other Financial Support**

For additional financial support opportunities, please discuss potential options (i.e. working in a research lab in EGH or elsewhere on campus) with your Advisor. Opportunities will also be posted on the EGH website as they become available.

## **REGISTRATION**

Students will be registered for classes each semester by the Academic Program Specialist for the MHS and PhD degrees and by the College Academic Coordinator for the MPH degree after each semester's plan of study has been approved by the student's advisor. Full-time students are required to register for a minimum of 9 (each fall and spring semesters) and 6 (summer semester) credits while they are actively working toward their degrees. Students receiving assistantships or fellowships must register for the number of credits required by the Graduate School. Students failing to register for any classes for three consecutive semesters must submit an "Application for Readmission" if they wish to resume their graduate studies at the University of Florida.

### **Registration in Final Semester**

All candidates must submit a "Degree Application" form online through ONE.UF (<https://www.registrar.ufl.edu/services/degreeapp>) by approximately the second week of their final term (see the Graduate Catalog or posted deadlines for the exact date). This application must be renewed for a subsequent term if all degree requirements are not fulfilled in the term in which the application was filed.

### **Transfer of Credits**

A maximum of 9 credits may be transferred from another accredited university and applied to a Masters degree program with approval of the Program Committee. A maximum of 30 semester credits from a related Master's degree program at another accredited university can be applied to the 90-credit requirement for the doctoral programs. All Master's degrees used for transfer of credit toward the 90-credit minimum must have been earned within seven years of the date that the Ph.D. is conferred. All courses beyond the Master's degree taken at another university, to be applied toward the Ph.D. degree at the University of Florida, must have been taken at an institution offering the doctoral degree and must be approved for graduate credit by the Graduate School. All requests for transfer of credit from another institution should be performed by the end of the first year for doctoral students. The student's Advisor will recommend the number of credits earned at another institution which are appropriate for transfer to the University of Florida. This is based on evaluation of transcripts and in some cases course syllabi. The student, advisor and the Academic Program Specialist will complete the appropriate forms. The Academic Program Specialist will present the case to the Program Committee and each member of the committee must approve the transfer to move forward. The committee may request additional information in order to make a final decision. Once the committee has approved a credit transfer request, the Academic Program Specialist will prepare a petition to the Dean of the Graduate School with copies of the appropriate transcripts attached. In addition, any prior graduate credits earned specifically at UF

(e.g., a master's degree in the same or a different discipline) may be transferred into the doctoral program at the discretion of the Program Committee. In these cases the total credit maximum cannot exceed 45.

Approval to waive a course for a masters or doctoral program because of similar content to a required course in the EGH required courses, a similar process applies as described above. The student and advisor would prepare the forms and include a copy of the syllabus from the previous course(s). The Academic Program Specialist would present the case to the Program Committee and if approved, the Academic Program Specialist would update the student record to reflect the change.

### **Unsatisfactory Scholarship**

Any graduate student may be denied further registration if progress toward completing the program becomes unsatisfactory to the academic unit, college, or Dean of the Graduate School. Unsatisfactory scholarship is defined as failure to maintain a B average (3.00 truncated) in all work attempted, or earning a grade of U in 1 or more credits in S/U graded courses. All graduate students need an overall GPA of 3.00 (truncated) in their major.

Doctoral students with less than a 3.00 (truncated) GPA may not hold an assistantship or fellowship. Graduate students earning less than a 3.0 GPA in a single semester or earning a grade of U in 3 or fewer credits of PHC 7979 or 7980 will be given a warning letter by the Graduate Program Director. Earning less than a 3.0 GPA in the subsequent semester or earning a grade of U in more than 3 credits of PHC 7979 or 7980 will result in dismissal from the program. Graduate students are considered to be in good academic standing if the most recent semester GPA is a 3.0 or higher (truncated), the overall GPA is 3.0 or higher (truncated), and all grades in PHC 7979 and 7980 are S.

### **Incomplete Grades**

An instructor may assign a grade of incomplete (I) if a student is unable to complete a portion of a course by the end of the semester due to unforeseen circumstances. In such cases, the student and instructor will meet and agree on a timeline to complete any remaining coursework, however, all remaining coursework must be completed by the end of the next contiguous semester. For example, if an "I" grade was given in a course for the fall semester, all remaining coursework must be completed by the end of the following spring semester. It is important to note that at least 80% of the course must be complete before an "I" grade can be assigned. If less than 80% of the course has been completed, the student will be assigned a failing grade unless they seek a retroactive withdrawal with the disability resource center.

### **Leave of Absence**

Students desiring not to register for a consecutive term, but who wish to maintain their graduate student status in EGH, must obtain an approved leave of absence in the form of a letter from the chair of their supervisory committee. A copy of this letter must also be submitted by the chair of the supervisory committee to the Academic Program Specialist for permanent filing with the student's academic record. Students that are not registered for 3 or more consecutive terms without the written permission of the chair of their supervisory committee will no longer be considered students in EGH programs and must submit an "Application for Readmission" to the Office of Admissions (201 Criser Hall) and have it approved by the University in order to resume their graduate studies. If a student is on a graduate assistantship at the time they are requesting a leave, there is no guarantee that the assistantship will be available upon the student's return to the program. If a student is readmitted, they may not necessarily be placed with the original advisor or supervisory committee.

## CLASSROOM GUESTS OF STUDENTS POLICY

Because classroom/instructional spaces are not open to the public, general UF policy indicates that only registered students are permitted to attend class without special permission from University administration. Consistent with UF's expectations, guests of students enrolled in PPHP courses are not eligible to attend class sessions. Examples of those ineligible to attend are spouses, parents, children, other relatives, friends, etc. That said, we recognize students who are caretakers may face occasional unexpected challenges creating attendance barriers. As a college we want to be sensitive to students' needs affecting academic participation while still exhibiting behavior consistent with UF's intended policy. Our overall goal is to support a focused and productive learning environment.

### PHHP Governing Rules and Procedures:

1. By exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions, whether sessions are consecutive (e.g., two class periods within the same day or two) or separated by time during the semester. No further extensions will be granted. (Note: this two-class exception was reviewed and approved by Dr. Angela Lindner, Provost's Office, via e-mail on 3/15/18.)
2. Exceptions are not to be granted for cadaver or wet labs. Students' guests are **not** permitted to attend either cadaver or wet labs.
3. Students are responsible for course material regardless of attendance, and it is hoped the student will be able to make appropriate caregiving arrangements, if at issue, by including the flexibility for two class sessions per semester within this policy.
4. Academic programs will be responsible for determining an appropriate tracking system for students who bring guests to class. Regardless of whether a student seeks permission for his or her guests, it is expected that instructors will document when a student brings guests to a course session. Instructors will input this information into the tracking system the program creates. Use of the tracking system will allow program administrators and instructors to efficiently communicate whether each student has used the maximum number of sessions (2) allowed.
5. All instructors should include the following language regarding this policy in their syllabi. This language has been added to the standard PPHP Syllabus Template.
6. Link to full policy: <https://facstaff.pphp.ufl.edu/services/resourceguide/PHHP-Classroom-guest-policy-20180629.pdf>

## OTHER IMPORTANT GUIDELINES AND RESOURCES

### GRADUATE ASSISTANTS UNITED (GAU)

Graduate Assistants United (GAU) at the University of Florida represents all graduate assistants employed by the University. GAU bargains for health benefits, improved working conditions, and salary increases. GAU represents graduate assistants in workplace disputes and protects their rights as state employees. For more information or to download the membership form, visit their website at <http://www.ufgau.org>.

### GATORLINK

Your GatorLink is a password protected ID that provides you unique access to a variety of important UF campus computing resources. Every student is required to get a GatorLink ID. Students will be held accountable for information contained in departmental and official university mailings sent to the GatorLink email address (which resembles this format: username@ufl.edu, where your user name is

your GatorLink ID). An email box and web space are made available to students at no charge. Other campus services require your GatorLink ID to authenticate your identity. To use GatorLink, you must agree to abide by the policies stated in the Policies for Use of GatorLink and in the UF Acceptable Use Policy. To create your GatorLink ID, go to the website: <http://helpdesk.ufl.edu/self-help/new-gator-resources/>. A UF Software CD can be purchased at the Hub and used to set up your computer's Internet connection from home. If you need assistance in setting up your account, contact the UF Computing Help Desk in 132 HUB. You will need your UF Gator1 card.

### **GATOR1 CARD**

All students must have a Gator1 Card, which serves as a picture ID and contains a barcode that is used to access a variety of University services. Students and staff use the Gator1 card for fare-free access to the RTS bus service, to use UF Library services, recreation facilities, to access prepaid vending, and to obtain many other campus services. ID cards can be created at the ID Card Services on the ground floor of the UF Bookstore & Welcome Center, <http://www.bsd.ufl.edu/g1c/idcard/idcard.asp>. The cost to the student is \$15.00. ID Services has a list of students authorized to obtain a card. Bring a current picture ID when reporting to ID Services. UF baccalaureate graduates who already have a card from undergraduate work will have to buy a new ID card as students in the HSC are required to have additional information encoded on their IDs.

### **COMPUTER REQUIREMENTS**

Department and university communications infrastructure (computers, phones, etc.) are intended for official business only. In keeping with the University-wide policy on computer access, all students must have access to a desktop or laptop computer with e-mail, word processing, presentation and data base management capabilities, using statistical packages such as SPSS or SAS. All students must be in compliance with the University Student Computer Policy (<https://it.ufl.edu/policies/student-computing-requirements/>) and all Health Science Center policies related to computer use. The full text of the Colleges computer literacy policy is contained on the PPHP website at <https://it.phphp.ufl.edu/2012/03/12/policy/>. Online and blended courses are currently provided in Canvas. Students must maintain computer systems and browser versions compatible with the Canvas learning management system. These can be found at <https://community.canvaslms.com/docs/DOC-10720>. Students who opt to use an Apple computer will be responsible for maintaining compatibility with the online coursework and software. All online courses require a headset microphone/speaker, a webcam, and administrative rights on the computer used to take examinations via the online Proctoring service (currently ProctorU). Online courses also require a fast, reliable Internet connection and it is recommended that a wireless computer be wired to its router during an exam.

The Department adheres to all copyright rules and regulations. Photocopying of books, chapters, articles or other written material without the author's approval is governed by specific legal standards with which students are expected to be familiar. Copyright regulations also apply to computer programs. The College (PHHP) network provided on all departmental computers enables access to a variety of programs for word processing, presentation, statistical analysis, web development, email and internet access. Unauthorized reproduction of departmental computer programs for personal use is prohibited. Loading of outside software programs typically is restricted and requires administrative rights; if there is justification for adding such software packages to departmental computers, students may work with their mentors and with the PPHP IT Group to accomplish this task. Many programs are administered by a site license governing educational use. Consult the Public Health & Health Professions Information Technology website at [www.it.phphp.ufl.edu](http://www.it.phphp.ufl.edu) for information and regulations.

### **POST OFFICE**

There is a full service U.S. Postal Office located on the Ground Floor of the Academic Health Center.

The sending or receiving of personal mail through the Department is not encouraged. The Department does not provide postage for student mail, mail related to research or internship applications or other personal matters.

## **PARKING**

Parking is available for students in commuter lots. Decals may be purchased in the Parking Administrative Services Office located on the corner of Mowry Road and Gale Lemerand Drive. This office is open from 8:00-4:30 weekdays. Please bring your Student ID (Gator 1) card and license plate number. Payment may be made in the form of check, cash, debit, or can be charged to your student account. Decals may be purchased online. Visit <http://www.parking.ufl.edu/> for more information. The telephone number is 352-392-7275.

## **LIBRARIES**

The University of Florida libraries form the largest information resources system in Florida. UF on-campus libraries include the Marston Science Library, Library West, the Health Sciences Library, and several other discipline-oriented branches (e.g., Education Library, Vet Med Reading Room, Mead Library, and Legal Information Center). The Marston Science Library includes an outstanding Map Library with extensive collections of aerial photographs and remote sensing imagery, particularly for the southeastern United States, Latin America, and Africa. The libraries are also a regional depository for over 600,000 U.S. government documents.

The Library web page is <http://web.uflib.ufl.edu>. You can request an interlibrary loan (ILL) for books and journals the library does not have. You can also request books that are located at the IFAS research centers. There is no fee for this service, but you will need your student ID number. Go to <https://library.health.ufl.edu/services/interlibrary-loan/illiad/> to access interlibrary loan service. To renew books, choose the institute and use your student ID number. Overdue fines are assessed at the rate of 25 cents per day per item. Fines for course reserve items are 25 cents per hour per item. These fees will automatically be entered into your student record. Unpaid or late library fees could result in a hold on your records, which would prevent you from registering.

## **DEGREE PROGRAMS - MASTERS OF PUBLIC HEALTH (MPH)**

Students in the MPH program are highly encouraged to view the MPH Handbook on the University of Florida Public Health Programs Website (<https://mph.ufl.edu/current-students/master-of-public-health-student-handbook/>). Much of the following information and additional resources may be found there.

### **MPH Program Administration**

The MPH Program is administered through the office of the Senior Associate Dean for Public Health in PPHP. Other administrative personnel include the Associate Director of the MPH Program, the MPH Internship Coordinator, and the Program Assistant. MPH concentrations are housed in the departments of Behavioral Science and Community Health, Environmental and Global Health, Epidemiology and Biostatistics, Health Services Research, and Management and Policy.

MPH students declare a concentration area when they apply to the program. Upon enrollment, they track through the approved concentration area of their choice. Each concentration has an MPH Coordinator who is responsible for overseeing curriculum development and applying program policies in his/her concentration. Each student is assigned a faculty member who serves as the student's Advisor to provide individual guidance and advice. Working from the templates provided within each concentration (see handbook), students consult with the Associate Director of the MPH Program to draft individualized plans of study, which are subsequently finalized and approved with the each student's Advisor.

Each concentration allows a different array of options for elective courses, and faculty will often approve new courses to meet elective requirements. However, the MPH is approved by UF to allow courses from only the following prefixes to be accepted toward the degree:

ABE CLP FYC MMC PUP URB ALS EES HAS PHA SDS AEB

EDF GMHS PAD RCS VME ANG ENV INR PHC SOS ANT FOS

LAW POS STA

Registration for the MPH program is managed through the College Program Assistant after the plan of study has been approved by their EGH Advisor to assure that MPH students have access to the program's courses. Key Contacts for the MPH program include:

**MPH Program Director**

Cindy Prins, PhD  
HPNP Room 4110  
352-294-8576  
[capfive@ufl.edu](mailto:capfive@ufl.edu)

**MPH Associate Director**

Telisha S. Martin, MA, MHSE, MPH  
HPNP Room 4140  
352-273-6444  
[nalusemb@phhp.ufl.edu](mailto:nalusemb@phhp.ufl.edu)

**PHHP Financial Aid Coordinator**

TBD  
TBD  
352-273-6115  
[kwynn11@ufl.edu](mailto:kwynn11@ufl.edu)

**MPH Internship Coordinator**

Sheena Pryce Fegumps, MPH  
HPNP Room 4141  
352-273-6148  
[prycefegumpss@phhp.ufl.edu](mailto:prycefegumpss@phhp.ufl.edu)

**Academic Coordinator**

Christy Ewing  
HPNP Room 4136  
352 273-6443  
[chrisser@phhp.ufl.edu](mailto:chrisser@phhp.ufl.edu)

**EGH MPH Concentration Coordinator**

Song Liang, PhD  
EPI 170  
352-273-9203  
[songliang@ufl.edu](mailto:songliang@ufl.edu)

**Environmental Health Concentration Overview**

Professionals trained in Environmental Health study the impact of our surroundings on the health of humans, animals and ecosystems. They understand how environmental risk factors can contribute to health issues such as behavioral disorders, cancer, obesity, and disease susceptibility. Environmental health professionals make up approximately half of public health personnel and the field accounts for about half of public health expenditures.

Those who graduate with an MPH in environmental health find challenging positions in federal, state, and county departments of health and environmental protection, other federal agencies, consulting and research companies, academic institutions, and industry. They work as environmental health specialists, risk assessors, and project managers. Recent graduates from UF are employed by several major environmental consulting firms as risk assessors and by a research consulting firm.

The MPH Environmental Health concentration is part of the Environmental Health Program in the College of Public Health and Health Professions. Many faculty members in the concentration are also members of the Center for Environmental and Human Toxicology (CEHT) and/or the Emerging Pathogens Institute (EPI). Some of the faculty hold joint appointments in other UF colleges including

the Colleges of Medicine and Veterinary Medicine. The Environmental Health curriculum addresses a diverse range of environmental issues that concern individuals and communities. Courses and other educational experiences are carefully structured to enable students to develop competence in very specific environmental health skills. The program offers depth in the effects of chemical exposure and biological agents on human health and the environment. Required concentration core courses include environmental toxicology, environmental policy and risk management, environmental ecology of human pathogens, exposure measurement and assessment, and global health and development. Concentration elective courses may focus on toxicology, infectious diseases, or a combination of the two. Environmental health courses draw on the extensive expertise of University of Florida faculty and the unique ecology of our state.

### **Overall Program Requirements**

The Master of Public Health (MPH) program is offered in four different formats: a traditional 48-credit MPH program, an accelerated 42-credit MPH for qualified health professionals, a combined bachelor's to master's degree MPH program, and collaborative programs with complementary master's and doctoral degrees. In each format, students may concentrate in one of the five core areas of public health: biostatistics, environmental health, epidemiology, health management and policy, or social and behavioral sciences. In addition, health professionals who wish to obtain breadth in public health may pursue a concentration in public health practice. The MPH curricula have been designed to meet current developments in the field of public health, Council on Education for Public Health (CEPH) accreditation criteria, and the College's mission, goals and objectives.

The major characteristics and graduation requirements of the 48-credit MPH curriculum in Environmental Health are:

- One course in each of the five core public health areas (15 credits)
- Core courses in environmental health concentration (15 credits)
- Elective courses relevant to the chosen concentration and individual goals (9 credits)
- Public Health Elective outside of your chosen concentration (3 credits)
- Public Health Internship (5 credits)
  - **PLEASE NOTE: Students starting the program in or after Fall 2019 will have different requirements due to CEPH accreditation changes. In place of the Public Health Internship, students will complete 3-6 credits of Applied Practice Experience. APE involves internship hours and community service hours.**
- Major paper and presentation (credit assigned through the Seminar in Contemporary Public Health Issues)
- Seminar in Contemporary Public Health Issues (1 credit; major paper and presentation credit assigned through this course)
  - **PLEASE NOTE: Students starting the program in or after Fall 2019 will have different requirements due to CEPH accreditation changes. In place of the Seminar in Contemporary Public Health Issues, students will complete an Integrative Learning Experience in their final semester. At this current point in time, ILE is set to be a 3-credit capstone course.**

Students attain depth in public health knowledge and skills in Environmental Health by taking core courses in this area. MPH core and elective courses provide a broad knowledge base related to public health issues and professional perspectives. Concepts presented in these courses are integrated with the Public Health Internship that provides an opportunity for each student to apply his or her knowledge in the real world of public health practice. Students may engage in a variety of activities during their internship/capstone, however, each student must have one special project that will serve as the basis

for their major paper and presentation. The special project and associated paper and presentation, reinforces student's understanding of their discipline in the larger context of public health as a cross-disciplinary field and in relation to the competencies expected of all MPH graduates. Student presentations are scheduled during Public Health Days near the end of their graduating term.

The 42-credit accelerated program is designed for working professionals, but it may be completed on either a full- or part-time basis. All professional students must complete 15 credits of core public health course work, 21 credits of environmental health concentration core course work, 1 credit of seminar in contemporary public health issues, and 5 credits of an internship. Candidates for this program must possess a terminal degree in health-related fields.

Non-traditional and concurrent programs between the MPH and other graduate degrees are developed on an individual basis. The University allows no more than nine credits of coursework to be applied to a second graduate degree. When the MPH is the second degree, students work with their supervisory committee chairs to identify the courses that will be acceptable as electives in the MPH program. As in the case of joint programs, students pursue the 48-credit MPH and are required to complete MPH and concentration core courses, as well as a public health internship. Programs in this category have been shared with Psychology, Rehabilitation Science, Nursing, Journalism, Veterinary Medicine, and Sociology.

## MPH Environmental Health 48-Credit Concentration

<b>I. Public Health Core: 18 credits</b>		<b>Credits</b>	<b>*Semester</b>
PHC 6052	Introduction to Biostatistical Methods	3	F
PHC 6001	Principles of Epidemiology in Public Health	3	F
PHC 6313	Environmental Health Concepts in Public Health	3	F
HSA 6114	U.S. Health Care System	3	F
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health	3	F
PHC 6XXX	Master of Public Health Capstone	3	F,S
<b>II. Concentration Core: 15 credits</b>		<b>Credits</b>	<b>*Semester</b>
PHC 6XXX	Environmental Toxicology Applications in Public Health	3	F
PHC 6424	Environmental Policy and Risk Management in Public Health	3	S
PHC 6702	Environmental Monitoring and Exposure Assessment	3	S
PHC 6XXX	Environmental Ecology of Human Pathogens	3	S
PHC 6764	Global Health and Development I	3	F
<b>III. Concentration Electives**: 9 credits</b>		<b>Credits</b>	<b>*Semester</b>
PHC 6301	Aquatic Systems and Environmental Health	3	S
PHC 6512	Environmental Management of Vector-Borne Diseases	3	F
PHC 6515	Applied Techniques in Public Health Entomology	3	ss
PHC 7307	Quantitative Assessment of Environmental Health Impacts	3	S
PHC 6XXX	Scientific Communication	3	ss
PHC 6917	Supervised Research Project	1-3	F,S,ss
<b>IV. Public Health Electives: 3 credits</b>		<b>Credits</b>	<b>*Semester</b>
PHC courses	Public health coursework offered by other MPH concentrations	3	F,S,ss
<b>V. Applied Practice Experience: Min. 3 credits</b>		<b>Credits</b>	<b>*Semester</b>
PHC 6XXX	MPH Applied Practice Experience	Min. 3	F.S,ss

\*F=Fall; S=Spring; ss=Summer. Class schedules are subject to change.

\*\*Other courses may be substituted or added with the approval of the concentration coordinator.

## MPH Environmental Health 42-Credit Concentration

<b>I. Public Health Core: 18 credits</b>		<b>Credits</b>	<b>*Semester</b>
PHC 6052	Introduction to Biostatistical Methods	3	F
PHC 6001	Principles of Epidemiology in Public Health	3	F
PHC 6313	Environmental Health Concepts in Public Health	3	F
HSA 6114	U.S. Health Care System	3	F
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health	3	F
PHC 6XXX	Master of Public Health Capstone	3	F,S
<b>II. Concentration Core: 15 credits</b>		<b>Credits</b>	<b>*Semester</b>
PHC 6XXX	Environmental Toxicology Applications in Public Health	3	F
PHC 6XXX	Environmental Policy and Risk Management in Public Health	3	S
PHC 6702	Environmental Monitoring and Exposure Assessment	3	S
PHC 6XXX	Environmental Ecology of Human Pathogens	3	S
PHC 6764	Global Health and Development I	3	F
<b>III. Concentration Electives**: 3 credits</b>		<b>Credits</b>	<b>*Semester</b>
PHC 6301	Aquatic Systems and Environmental Health	3	S
PHC 6512	Environmental Management of Vector-Borne Diseases	3	F
PHC 6515	Applied Techniques in Public Health Entomology	3	ss
PHC 7307	Quantitative Assessment of Environmental Health Impacts	3	S
PHC 6XXX	Scientific Communication	3	ss
PHC 6917	Supervised Research Project	1-3	F,S,ss
<b>IV. Public Health Electives: 3 credits</b>		<b>Credits</b>	<b>*Semester</b>
PHC courses	Public health coursework offered by other MPH concentrations	3	F,S,ss
<b>Applied Practice Experience: 3 credits</b>		<b>Credits</b>	<b>*Semester</b>
PHC 6XXX	MPH Applied Practice Experience	Min. 3	F,S,ss

\*F=Fall; S=Spring; ss=Summer. Class schedules are subject to change.

\*\*Other courses may be substituted or added with the approval of the concentration coordinator.

### Plans of Study

General plans of study for the 48-credit and 42-credit environmental health MPH curriculum serve as templates for developing individual plans specific to each student's needs and career goals (see example in College MPH handbook). Students should meet with their Advisor and Associate Director in their first term to begin developing their individual plan of study. In preparation for this meeting, students should develop a list of goals they wish to accomplish through the MPH Program.

Once you have developed your initial plan of study, you will need to have your Advisor approve and sign your plan of study. Please provide a copy of the signed plan of study to the Program Assistant, your Advisor and the EGH Academic Program Specialist to be placed in your student file. At this time, the Program Assistant will register you for public health coursework.

If your initial plan of study does not change you still need to obtain approval from your Advisor to be registered each term. If you need to change the plan of study, please contact the Associate Director and your Advisor for guidance. The revised plan of study, signed by your Advisor and the MPH Associate Director, must be sent to the Program Assistant prior to course registration. You will not be registered for practicum or internship/capstone credits until appropriate proposal forms with signatures have been submitted.

**Internships and Special Projects (Subject to new criteria starting Fall 2019. Please see <https://mph.ufl.edu/prospective-students/mph/traditional-mph-degree/>)**

The purpose of the MPH internship is to (1) apply the skills learned across the MPH curriculum and within environmental health specifically, and (2) to enhance the student's understanding of

environmental health and public health in real-world applications and settings. During the internship the student will:

- Carry out a project representative of expected work in the field of environmental health
- Demonstrate competence in research/practice/evaluation relevant to environmental health
- Gain exposure to an organization's environment, culture and purposes
- Develop professional judgment, understand research ethics, and make new professional contacts
- Clarify public health/environmental health career goals

Each student and Advisor should attend the Capstone/Internship information meeting during their first year which is held each spring. This meeting is directed by the EGH MPH Coordinator and will provide information regarding development of your Internship/Capstone project.

Based on the student's professional goals, the internship may be in any of a range of settings (public health or environmental protection agency at a city, county or state level, research consulting firm, laboratory, business, or corporation) and may focus on one or more specific disciplines or content areas (e.g., risk assessment, toxicology, infectious disease, environmental health planning, disaster management).

The intent is for environmental health students to experience and accomplish activities that are considered performance competencies for environmental health both within the College of Public Health and Health Professions and at the national level and to integrate competencies obtained in the classroom. The objective of the environmental health internship is to provide the student with the opportunity to apply some, if not all, of these competencies in a real world setting. Consult with your faculty Advisor and with the internship coordinator about these requirements when selecting your project and completing your goals/plan.

A. Conducting Environmental Health Research and Assessments

1. Information gathering (recording of samples and data, use of laboratory and research methods, etc.)
2. Working with data management systems
3. Specimen handling and analysis in the lab
4. Field research methods and project management

B. Environmental Health Planning Activities

1. Critical evaluation of a body of scientific information
2. Study design or problem assessment
3. Design, test, and adapt data collection methods
4. Group meetings, formal planning work — Delphi methods, interviewing experts, etc.
5. IRB preparation and activities

C. Data Management, Analysis, and Interpretation

1. Designing data collection or data entry systems
2. Statistical data analysis
3. Creating tables, graphs, charts of analyses and findings
4. Writing data or data interpretation methods

D. Communication and Collaboration

1. Routine memos, forms, files, calls, and electronic communications with team and others for the internship
2. Written reports and findings
3. Graphics, slides, or the aids in communicating results
4. Oral presentations
5. Disseminating results, e.g., stakeholder feedback, newsletters, reports to subjects, etc.

6. Work with a lab, clinic, research group, public health organization
7. Integrate activities at more than one level, e.g., investigator and department, local and global, community and individual, laboratory and population, etc.

## DEGREE PROGRAMS – MASTER OF HEALTH SCIENCE IN ONE HEALTH

### General Information

Through this program students will develop advanced analytical skills for applied research careers in their concentration area. The program is targeted at developing the solid knowledge base of public health and theory, while including advanced applied research and technical skills needed to address emerging and global environmental health threats. Drawing upon the existing strengths of UF to develop areas of concentration not only makes the proposed program unique, but the program will lead to broader interdepartmental and interdisciplinary collaborations.

Through concentration core courses, the MHS-OH degree will provide students with special training in occupational health, agricultural medicine, entomology, food safety, zoonotic infections, water-borne infections, climate change, molecular diagnostics, environmental detection systems, environmental hazard controls in agriculture, and various associated disease control methods. The proposed degree's flexibility will permit us to tailor training for specific needs. Students will receive the multidisciplinary training necessary to solve appropriate problems, with One Health thinking and interventions.

The MHS-OH degree will prepare students to pursue further graduate studies in PhD programs in occupational health, environmental health, toxicology, epidemiology, etc., and equip them with the tools to be effective collaborators on multidisciplinary research teams. Other graduates may pursue careers as research environmental health specialists or work as environmental health scientists for public health agencies. Finally, many of our graduates have professional degrees (i.e. DMV, MD) and have utilized the MHS-OH degree to garner additional knowledge that has been useful to their profession.

### Supervisory Committee

Each student will be assigned a graduate faculty member who will serve as the primary Advisor to provide individual guidance and advice. This individual will serve as the supervisory committee for the student. To provide optimum support and guidance to help the student meet his/her academic goals the Advisor will:

- Inform the student of all regulations (listed here) governing the MHS degree. This does not absolve the student from the responsibility of becoming informed of these regulations.
- Meet on a regular basis (once per semester) to consider the student's individual goals and proposed program, and evaluate the student's progress to date.
- Monitor and evaluate the student's progress and give clear directions as to the final work plan leading to graduation.
- To conduct the final examination of the Capstone.

### Curriculum

The MHS-OH degree offered by the College of Public Health and Health Professions is a non-thesis program that requires 39 credit hours including concentration core courses and electives. The MHS-OH degree program includes 12 credit hours of core public health courses including epidemiology, biostatistics, environmental health, and an overview of public health issues. Beyond these foundational courses, UF's MHS-OH degree diverges significantly from traditional public health degrees to include focused training with applied research in One Health. Students will take 15 credit hours of concentration

core courses that include a focus on global health and interpreting scientific research in the areas of infectious disease, toxicology, sustainability and aquatic systems. Core coursework is followed by 9 credit hours of elective coursework consistent with each student's individual career goals. The final phase of training includes a 3-credit hour capstone research experience. The MHS-OH degree is offered in an on-campus or online format. Students who are admitted to the on-campus program will choose between on-campus and online courses for their core concentration course requirements.

## MHS Environmental Health 39-Credit One Health Concentration On Campus Students

<b>Public Health Core Courses: 12 Credits</b>		<b>Credits</b>	<b>Semester Taught</b>
PHC 6313	Environmental Health Concepts in Public Health	3	Fall (On campus), Spring (Online)
PHC 6001	Principles of Epidemiology	3	Fall (On campus), Spring (Online)
PHC 6052	Introduction to Biostatistical Methods	3	Fall (On campus and Online)
PHC 6937	Introduction to Public Health	3	Summer (Online)
<b>Core Concentration Courses: 15 credits</b>			
PHC 6937	Environmental Toxicology Applications in Public Health	3	Fall (On campus and Online)
PHC 6301	Aquatic Systems and Environmental Health	3	Fall (On campus and Online)
Choose one of the following:			
PHC 6937	Environmental Ecology of Human Pathogens	3	Spring (Online)
PHC 6937	Emerging Infectious Diseases in One Health	3	Spring (On campus)
Choose one of the following:			
PHC 6515	Applied Techniques in Public Health Entomology	3	Summer (Online)
PHC 6512	Environmental Management of Vector Borne Diseases	3	Fall (On Campus)
Choose one of the following:			
PHC 6424	Environmental Policy and Risk Management in Public Health	3	Spring (Online)
PHC 7307	Quantitative Assessment of Environmental Health Impacts	3	Spring (On campus)
<b>Elective Courses: 9 Credits</b>			
Meet with your advisor to choose electives		9	Varies
<b>Capstone Experience: 3 Credits</b>			
PHC 6947	One Health Capstone	3	Varies
<b>Total Required Credits: 39</b>			

## MHS Environmental Health 39-Credit One Health Concentration Online Students

<b>Public Health Core Courses: 12 Credits</b>		<b>Credits</b>	<b>Semester Taught</b>
PHC 6313	Environmental Health Concepts in Public Health	3	Spring
PHC 6001	Principles of Epidemiology	3	Spring
PHC 6052	Introduction to Biostatistical Methods	3	Fall
PHC 6937	Introduction to Public Health	3	Summer
<b>Core Concentration Courses: 15 credits</b>			
PHC 6937	Environmental Toxicology Applications in Public Health	3	Fall
PHC 6301	Aquatic Systems and Environmental Health	3	Fall
PHC 6937	Environmental Ecology of Human Pathogens	3	Spring
PHC 6515	Applied Techniques in Public Health Entomology	3	Summer
PHC 6424	Environmental Policy and Risk Management in Public Health	3	Spring
<b>Elective Courses: 9 Credits</b>			
Meet with your advisor to choose electives		9	Varies
<b>Capstone Experience: 3 Credits</b>			
PHC 6947	One Health Capstone	3	Varies
<b>Total Required Credits: 39</b>			

### Core Concentration Courses

Through concentration core courses, the MHS-OH degree will provide students with special training in occupational health, agricultural medicine, entomology, food safety, zoonotic infections, water-borne infections, climate change, molecular diagnostics, environmental detection systems, environmental hazard controls in agriculture, and various associated disease control methods. The proposed degree's flexibility will permit us to tailor training for specific needs. Students will receive the multidisciplinary training necessary to solve appropriate problems using One Health thinking and interventions.

### Elective Courses

Similarly, elective courses have been selected to permit students to gain considerable knowledge in specific occupational fields depending upon their interests and career goals. Elective courses are taught by faculty from diverse disciplines, such as agricultural and life sciences, veterinary medicine, and environmental engineering sciences. These extensive interdisciplinary offerings provide students with opportunities to learn from and interact with allied disciplines.

### Capstone

The Capstone experience for the MHS-OH degree program requires that each student develop a research project with the guidance of their Advisor and to report the results in both written and oral format as part of graduation requirements.

Each student and Advisor should attend the Capstone/Internship information meeting during their first year which is held each spring. This meeting is directed by the Graduate Program Director and will provide information regarding development of your Capstone project.

Students should work with their advisors to find and develop a capstone project. This typically requires participation from a preceptor. The preceptor will serve as the individual helping to drive the work and will evaluate your productivity and professionalism, but does not assign an overall grade. The final grade for the Capstone will be assigned by your Advisor. Your Advisor will assist you in reaching out to potential preceptors.

Once a preceptor has been confirmed, your Advisor will maintain communication with the preceptor prior to the start of the capstone, midway through the semester and at the completion of the Capstone at minimum. The student may be present at these calls/meetings.

One semester prior to your Capstone, the student should fill out the required capstone proposal forms which can be found on Canvas. Once the form is completed, the Advisor will sign off on the document as approval of the project. This form should then be given to the Academic Program Specialist to keep on file. Students will not be registered for Capstone credits if they do not have an approved project on file at the time of registration.

For the Capstone, the student must propose a project that can be broad in discipline but related to One Health. The student should also be able to propose important questions that will answer knowledge gaps in the field. These projects can manifest as laboratory research, may involve applied clinical and field work, and may have an educational and training focus. Examples of past projects can be found on the Departmental Webpage.

Each Capstone proposal should contain the following sections:

- Abstract (< 1 page)
- Introduction and significance (~ 2 pages)
- Relationship to One Health and Research Question(s) (~ 1 page)
- Approach (~ 2-3 pages)

Once the Capstone work is completed, the student will produce a final written report of the results as they relate to the original proposal. Each report should contain the following sections:

- Abstract (< 1 page)
- Introduction and significance (~ 2 pages)
- Relationship to One Health and Research Question(s) (~ 1 page)
- Approach and Results (~ 2-3 pages)
- Conclusions (~ 1-2 pages)

Information from the proposal may be used in preparing the final report. Once the report is completed, you will work with your Advisor to prepare a 20-30 minute oral presentation that can be given at one of several venues (i.e. EGH seminar) that will be decided by your Advisor. The format of the presentation should follow that of your written report. Once the written and oral portions of the Capstone are complete, your Advisor will approve them by signing the final report form which should be turned in to the Academic Program Specialist. The preceptor for the Capstone will also be required to fill out a student evaluation form. Once all the correct forms are submitted, the Advisor will issue a grade for the capstone credits.

## DEGREE PROGRAMS - DOCTOR OF PHILOSOPHY (PHD)

### General Information

Individuals who apply to engage in Public Health doctoral research at the University of Florida leading to a PhD degree from EGH programs should have career goals and aspirations in line with current departmental programs and faculty expertise.

The Department of Environmental and Global Health offers a doctoral degree in Public Health with two concentrations: Environmental Health and One Health. Core coursework within the Environmental Health doctoral program provides specific competencies based on concentration emphases and meeting accreditation guidelines for a degree in Public Health. Graduates of this program will be able to meet the following competencies:

- Describe to specific communities or general populations the direct and indirect human and ecological effects of major environmental agents
- Describe genetic, physiological and psychosocial factors that affect susceptibility to adverse health outcomes following environmental exposure(s)
- Explain general mechanisms of toxicity associated with environmental toxicants, and associated health outcomes to various populations
- Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and the environment
- Develop testable hypotheses and models to evaluate biological and chemical environmental exposures

Core coursework within the One Health doctoral program provides specific competencies based on concentration emphases and meeting accreditation guidelines for a degree in Public Health. Graduates of this program will be able to meet the following competencies:

- Demonstrate a thorough understanding and comprehension of the One Health concept and how it is used to tackle complex public health problems
- Demonstrate problem-solving skills by applying, analyzing and synthesizing content knowledge in One Health concept
- Demonstrate expected professional behavior, cultural sensitivity, teamwork and appropriate communication when criticizing or defending scientific research

A Doctor of Philosophy degree in Public Health will be awarded to candidates who successfully complete all program requirements including defense of a dissertation. Examples of places of employment of past graduates include universities, federal and state government agencies (e.g. Centers for Disease Control, public health departments), health and environmental research firms, and non-profit local, national, and international agencies.

### Faculty Advisor

All graduate students are accepted into an EGH graduate program with the support of a faculty member who agrees to serve as their Advisor (i.e., primary mentor) and who will usually serve as the Chair of their Supervisory Committee. Consequently, dissertation research opportunities within EGH reflect the research programs and expertise of the individual faculty (<http://egh.phhp.ufl.edu/faculty>), and available financial support. Since these elements are fundamental to matching students with an

Advisor, it is typically not possible to change advisors once the student is admitted into the doctoral program. However, a change in Advisor may be considered and students should consult with their Advisor and Graduate Program Director. A change in Advisor must be approved by both the Graduate Program Director and Department Chair.

A positive working relationship between the student and their advisor is based on clear expectations, and maintaining a regular dialog to facilitate engagement in a research program as well as developing a working professional relationship. Regular interactions between students and their advisors typically occurs several times per week and may include discussions about student's professional goals, good research practices, data management, instruction and support for how to write grant or contract proposals and manuscripts. Students are expected to adhere to the specific requests of each Advisor such as attendance of regularly scheduled meetings and assigned tasks. The student should also work with their Advisor in preparing presentations and networking opportunities. It is the student's responsibility to understand and follow-up on all assignments and deadlines as put forth by their Advisor, the Department and the College, and the Graduate School.

### **Annual Evaluation and Individual Development Plan**

Each year every doctoral student will be required to complete an annual evaluation with their Advisor. The student and advisor will fill out their respective portions of the required forms which can be found on Canvas. The student and Advisor will then have a face-to-face meeting to discuss the student's progress and set goals for the upcoming year. The student and Advisor will then sign the form and turn it in to the Academic Program Specialist. The Graduate Program Director will ensure that all reviews are completed annually.

As required by the College, each year every doctoral student will complete an individual development plan (IDP) using an online portal (<https://phhp.ufl.edu/files/2011/01/PHHP-IDP.pdf>). The purpose of this document is to help the student achieve career and professional goals. The student will fill out the form and then will meet to discuss the goals with their Advisor. The Graduate Program Director will ensure that all IDPs are completed annually.

### **Supervisory Committee**

The Supervisory Committee is proposed jointly by the student's major Advisor and the student, is nominated by the PhD committee chairperson, approved by the Department Chair, and appointed by the Dean of the Graduate School. Each committee member should hold Graduate Faculty status with the UF Graduate School. The Dean of the Graduate School is an ex-officio member of all supervisory committees. The Supervisory Committee should be appointed as soon as possible, but no later than the end of the second term of the doctoral program. The student is encouraged to meet with their Supervisory Committee as a team twice per year or more, with a minimum of one meeting per year. Student meetings with individual Committee members, with oversight by the Committee Chair, is encouraged as needed.

The Supervisory Committee shall consist of at least four (4) members of the Graduate Faculty and Department policy requires that at least two of the committee members be primary faculty within the EGH department. If the recommended Chair is not a member of EGH primary faculty, then a meeting with the Graduate Program Director is required to assure the Chair has a clear understanding of the EGH program requirements. In addition, the Chair of a supervisory committee must have Graduate Faculty Status in the student's major department. At the discretion of the student and major

Advisor/Chair, the committee may consist of more than four members. All the members of the committee are voting members.

In some cases, the student's doctoral research may require direct input and guidance from an expert, in addition to the Supervisory Committee or the Chair. Such expertise may be utilized from outside the university, however without Graduate Faculty status, this individual cannot formally be part of the Committee.

Although the student works with their mentor to assemble their Supervisory Committee, and to obtain the necessary signatures, the Committee is technically nominated by the department and appointed by the Dean of the Graduate School. The Academic Program Specialist has the appropriate forms for the appointment of a supervisory committee. The student is responsible for understanding issues regarding the appointment process and eligibility for committee membership prior to requesting a committee, although consultation with the Academic Program Specialist and Graduate Program Director is encouraged. It is important to know the department and graduate school requirements concerning committee members' presence at meetings (e.g., examinations, proposal defense meetings) prior to scheduling any such meeting.

Duties of the Chair include:

- To inform the student of all regulations governing the degree sought. This does not absolve the student from the responsibility of being informed of the regulations and shepherding all processes germane to their activities, engagement and tenure at University of Florida and in EGH programs.
- To meet with the student to discuss and approve his/her program of study. Prior to registration for an upcoming semester, students should seek academic advisement from their Chair and other appropriate faculty.
- To meet and discuss a dissertation topic and to approve this topic and the plans for carrying out the research.

The student is expected to form and meet with their committee during their second year and then meet with their committee at least twice per academic year after the initial meeting. These meetings provide important continuity between the student, the advisor and the committee, and keep the student-committee dialog active. At the end of each meeting, students will provide a synopsis of the meeting which will be signed by the student and the committee chair. Synopses will be submitted to the academic coordinator, the program coordinator, and uploaded on the EGH canvas site. Students are encouraged to interact with committee members on an individual basis to support different aspects of their doctoral training, based on input and support from their advisor.

Any changes made to the supervisory committee must be approved by the Dean of the Graduate School as the changes occur. Changes need to be approved at least 30 days prior to the date of the final oral dissertation defense so that all new members will have ample time to become familiar with the dissertation. Committee changes cannot be made after a final oral defense takes place.

## **Curriculum**

The PhD in Public Health (for either concentration) requires a minimum of 90 post-baccalaureate credit hours. These credits must include core public health courses (15 credits); quantitative methods and statistics courses (12 credits); professional issues courses (6 credits); concentration area courses (33 credits); supervised research (3 credits); research methods rotation (3 credits); supervised teaching (3 credits); and dissertation research (15 credits). All Ph.D. students must register for a minimum of either 3 (fall and spring semesters) or 2 (summer semester) credits of PHC 7980 (research hours) the

semester they plan to graduate.

Students must complete the Public Health Core courses prior to advancing to candidacy, although this can be done concurrently during the same semester. If a course is not offered, a substitute course may be taken upon approval by the Graduate Program Director.

PHC 7979 Advanced Research is open to doctoral students not yet admitted to candidacy. Students enrolled in PHC 7979 during the term they qualify for candidacy will stay in this registration unless the academic unit elects to change their enrollment to Research for Doctoral Dissertation (PHC 7980), which is reserved for doctoral students admitted to candidacy. Ph.D. candidates will be required to register for a minimum of nine (fall and spring semesters) or six (summer semester) credits of PHC 7980 Dissertation Research. For more information, see <http://gradcatalog.ufl.edu/content.php?catoid=2&navoid=762#registratio>

## PhD in Public Health Curriculum: Environmental Health and One Health Concentrations

Course	Title	Required credits	
<b>Public Health Core Courses: 15 credits</b>			
PHC 6052	Introduction to Statistical Methods-SAS	3	
	<b>OR</b>		
PHC 6050	Introduction to Statistical Methods-SPSS	3	
PHC 6001	Principles of Epidemiology in Public Health	3	
HSA 6114	U.S. Health Care System	3	
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health	3	
PHC 6313	Environmental Health Concepts in Public Health	3	
<b>Quantitative Courses: 12 credits</b>			
PHC 6053	Regression Methods for the Health and Life Sciences	3	
PHC 6700	Public Health Research Methods	3	
	<b>Quantitative Electives (Choose 2)</b>		
PHC 6716	Survey Research/Instrument Development Methods	6	
PHC 6059	Applied Survival Analysis (bios)		
PHC 6937	Stochastic Epidemic Modeling (bios)		
PHC 6000/6011	Epidemiological Methods *others may be approved by the Program Director		
<b>Foundational Research and Teaching Courses: 12 credits</b>			
PHC 6937	Public Health Journal Club	1	
PHC 7427	Ethics in Population Science	2	
PHC 7727	Grant Writing for Population Health Research (Pre-req PHC 6011 waived with instructor approval)	2	
	<b>OR</b>		
PHC 6937	Grant Writing for Public Health	2	
PHC 6937	Finding Health Research Information and Communicating Science	1	
PHC 6937	Research Methods Rotation	3	
PHC 6937	Supervised Teaching	3	
	<b>OR</b>		
RSD 6900	College Classroom Teaching	3	
<b>EGH Concentration Core Courses: 21 credits</b>			
Course	Title	Env Health	One Health
PHC 6702	Environmental Monitoring and Exposure Assessment	3	
PHC 6937	Mechanisms of Environmental Disease	3	
PHC 6424	Environmental Policy and Risk Management	3	
PHC 7307	Quantitative Assessment of Environmental Health Impacts	3	
PHC 6301	Aquatic Systems and Environmental Health	3	
PHC 6937	Environmental Toxicology Applications in PH	3	3
PHC 6937	Scientific Communications	3	3
PHC 6937	Environmental Ecology of Human Pathogens		3
PHC 6515	Applied Techniques in Public Health Entomology		3
PHC 6937	Emerging Infectious Diseases		3
PHC 6764	Global Health and Development I		3
PHC 6445	Global Health and Development II		3
<b>Electives: 12 credits</b>			
	Varies with advisor approval	12	
<b>Research Credits: 18 credits</b>			
PHC 7979	Research Credits for Qualifying Exam	3	
PHC 7980	Research Credits for Qualifying Exam	15	
<b>Total Credits</b>		<b>90</b>	<b>90</b>

## Suggested Plan of Study: EH Concentration

Course Transferred (From outside of UF)			
Course Number	Course Name	Semester Taken	Credits

Course Replaced (For this program)			
Course Number	Course Name	Semester Taken	Credits

Fall Semester Year 1 (9 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 6313	Environmental Health Concepts in Public Health		3
PHC 6001	Principles of Epidemiology		3
PHC 6052	Statistical Methods in Research 1		3

Fall Semester Year 2 (9 Credits)			
Course Number	Course Title	Semester Taken	Credits
HSA 6114	US Health Care Systems		3
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health		3
PHC 6937	Environmental Toxicology Applications in Public Health		3

Spring Semester Year 1 (9 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 6053	Regression Methods of Life Sciences		3
PHC 6700	Public Health Research Methods		3
PHC 6702	Environmental Monitoring and Exposure Assessment		3

Spring Semester Year 2 (9 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 6424	Environmental Policy and Risk Management		3
PHC 7307	Quantitative Assessment of Environmental Health Impacts		3
PHC XXXX	Quantitative Elective		3

Summer Semester Year 1 (6 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 6937	Scientific Communication		3
PHC XXXX	Concentration Core Elective		3

Summer Semester Year 2 (6 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 6937	Grant Writing		2
PHC 6937	Finding Health Research Information and Communicating Science		1
PHC 7979	Advanced Research (Take Qualifying Exam)		3

Fall Semester Year 3 (9 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 6301	Aquatic Systems and Environmental Health		3
PHC 6937	Supervised Teaching OR RSD 6900 College Classroom Teaching		3
PHC XXXX	Quantitative Elective		3

Fall Semester Year 4 (9 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 7980	Dissertation Research		6
PHC XXXX	Concentration Core Elective		3

Spring Semester Year 3 (9 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 6937	Research Methods Rotation		3
PHC 6937	Mechanisms of Environmental Disease		3
PHC XXXX	Concentration Core Elective		3

Spring Semester Year 4 (9 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 7980	Dissertation Research		9

Summer Semester Year 3 (6 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC XXXX	Concentration Core Elective		3
PHC 7427	Ethics in Population Science		2
PHC 6937	Public Health Journal Club		1

Summer Semester Year 4 (6 Credits)			
Course Number	Course Title	Semester Taken	Credits

## Suggested Plan of Study: OH Concentration

Course Transferred (From outside of UF)			
Course Number	Course Name	Semester Taken	Credits

Course Replaced (For this program)			
Course Number	Course Name	Semester Taken	Credits

Fall Semester Year 1 (9 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 6313	Environmental Health Concepts in Public Health		3
PHC 6001	Principles of Epidemiology		3
PHC 6052	Statistical Methods in Research 1		3

Fall Semester Year 2 (9 Credits)			
Course Number	Course Title	Semester Taken	Credits
HSA 6114	US Health Care Systems		3
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health		3
PHC 6764	Global Health and Development I		3

Spring Semester Year 1 (9 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 6053	Regression Methods of Life Sciences		3
PHC 6700	Public Health Research Methods		3
PHC 6937	Environmental Ecology of Human Pathogens		3

Spring Semester Year 2 (9 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 6445	Global Health and Development II		3
PHC XXXX	Concentration Core Elective		3
PHC XXXX	Quantitative Elective		3

Summer Semester Year 1 (6 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 6937	Scientific Communication		3
PHC XXXX	Concentration Core Elective		3

Summer Semester Year 2 (6 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 6937	Grant Writing		2
PHC 7979	Advanced Research (Take Qualifying Exam)		3
PHC 6937	Finding Health Research Information and Communicating Science		1

Fall Semester Year 3 (9 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 6937	Environmental Toxicology Applications in Public Health		3
PHC 6937	Supervised Teaching OR RSD 6900 College Classroom Teaching		3
PHC XXXX	Quantitative Elective		3

Fall Semester Year 4 (9 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 7980	Dissertation Research		6
PHC XXXX	Concentration Core Elective		3

Spring Semester Year 3 (9 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 6937	Research Methods Rotation		3
PHC 6937	Emerging Infectious Disease in One Health		3
PHC XXXX	Concentration Core Elective		3

Spring Semester Year 4 (9 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 7980	Dissertation Research		9

Summer Semester Year 3 (6 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 6515	Entomology Applications in One Health		3
PHC 7427	Ethics in Population Sciences		2
PHC 6937	Public Health Journal Club		1

Summer Semester Year 4 (6 Credits)			
Course Number	Course Title	Semester Taken	Credits

## **Comprehensive Examination**

After the student has completed all required core coursework, the student must be admitted to candidacy in the doctoral program. Admission to candidacy is based on successful completion of a comprehensive examination that should be completed prior to completion of the second year of matriculation. The committee will conduct the comprehensive examination consisting of two parts. Part 1 is a written examination of basic knowledge germane to doctoral-level research within the broad areas of environmental and public health, followed by a discussion with the student's committee and advisor. Part 2 consists of a defense of a written dissertation proposal that must be submitted to the committee and the advisor no later than two weeks prior to the proposal defense date. The student and their committee should allow for up to 3 hours for review and discussion of Part 1 of the comprehensive examination, although the actual time needed may be less. If the student plans to include a proposal defense (i.e., Part 2) during the same committee meeting, the time block should be extended to 4 hours, although the actual time needed may be less. Refer to the bulleted relative timeline below, in order to integrate expected activities for the student and the supervisory committee.

The student must establish a meeting time and place with their advisor and their committee to review and discuss written responses to Part 1. The advisor will reach out to each of the student's committee members to develop and determine the scope of material to be covered in the written portion of Part 1. Questions may be submitted by individual committee members and collated by the advisor, or developed by topic based on input from committee members and collated by the advisor, as indicated by the advisor with support of the committee. The student is typically allotted one day per set of questions, typically not exceeding a total of 5 days.

The time allocation for completing the written portion of Part 1, and rules for accessing any or all forms of reference material, must be specified by the advisor and communicated to the student in writing in a forward as part of the exam. The exact format for how questions are formatted, the time allotment per question and the end time is ultimately at the discretion of the advisor and the committee. The student must provide emailed responses to all components of Part 1 to his/her advisor no later than the specified end time for Part 1 of the exam as indicated by the advisor. The advisor and student should discuss the mechanics of how the exam will be implemented, and the expectations for the student, prior to the implementing comprehensive exam.

The Advisor will distribute the student's written responses to each of the committee members for their review prior to the Part 1 supervisory committee meeting. Part 1 of the qualifying exam concludes with the student meeting with their committee to discuss the written responses provided, and any related materials. Possible outcomes from the written and discussion portions of Part 1 of the exam may be Pass, Marginal Pass, or Fail, based on the recommendation of the examining committee. A Marginal Pass does not permit the student to proceed to taking Part 2 of the qualifying exam until re-examination of part or all of Part 1 is completed with a Pass outcome, based on the advisor and committee recommendations for improving academic readiness. This may include additional or remedial coursework, or focused preparation as indicated by the committee.

Part 1 outcome decision is determined by committee consensus with the Advisor. After successful demonstration of knowledge in Part 1 of the comprehensive examination (Pass), the student may proceed to Part 2 of the examination, i.e., defense of their dissertation proposal. This can be done as a continuation of the Part 1 supervisory committee meeting, or a separately scheduled supervisory committee meeting not more than two months after successful completion of Part 1. The student must initiate communication with their Advisor for their advisor to draft a Deviation Notification email to the Graduate Program Director describing any deviation from the comprehensive examination timeline, the reason for the deviation, and anticipated approach and timeline for resolution.

Students who Marginally Pass Part 1 will not proceed to defend their research proposal, and cannot remain in the graduate program. Failure to advance to candidacy will result in the student being dropped from the graduate program. Failure to advance to candidacy is not necessarily indicative of poor grades, overall inadequacies, or lack of intelligence, capacity or drive, and it is important to understand that there are many routes to individual and career successes aside from doctoral PhD training.

The proposal should have a working title, a comprehensive literature review and background section that describes the significance of the research, specific aims and associated hypotheses, and a research approach section that includes the experimental design and methods for achieving the specific aims, and any relevant preliminary data. The proposal is developed by the student with primary support from their Advisor (committee Chair). Additional input may be provided by other members of the student's committee, as supported by the advisor. Below is a relative timeline to facilitate Part 1 of the student's comprehensive exam. The lead times noted facilitate needed turn-around time for the supervisory committee to agree on a meeting date, provide input and questions to the advisor, review written responses from the student, and if the student is defending their proposal (Part 2) on the same meeting date as their Part 1 exam review, time for reviewing and providing comments and edits on the proposal document.

#### General Part 1 Exam Schedule:

- 6-8 weeks prior to Part 1 written exam date: Student solicits supervisory committee for Part 1 exam (both written and oral) date/times at least 6-8 weeks prior to meeting date.
- 3-4 weeks prior to Part 1 written exam date: Advisor solicits input and questions from supervisory committee.
- 2 weeks prior to Part 1 written exam date: Advisor receives and reviews Part 1 exam questions from committee members.
- On written exam date: Advisor provides written questions for Part 1 of the comprehensive exam to student. Student has ~5 days to submit all responses back to his/her Advisor, the exact time agreed upon between the student and Advisor prior to administering the exam questions.
- 1 week prior to Part 1 oral exam date: Advisor distributes student's written responses to Part 1 to supervisory committee for review prior to meeting date.
- 2-3 weeks following Part 1 written exam: Student completes oral exam with committee
- Once student has passed part 1 (both written and oral), they may move on to part 2. Part 2 must be completed within 6 months of passing Part 1 of the exam.

#### General Part 2 Exam Schedule:

- 2 weeks prior to Part 2 exam date: Student submits dissertation proposal to supervisory committee two weeks prior to Part 2 exam date. With the Advisor's input, student develops proposal defense presentation.
- 1 week prior to Part 1 exam: Student works with Advisor to review draft proposal defense presentation materials.
- On Part 2 exam date: Student gives oral defense of dissertation proposal followed by defense of the proposal with the committee.

The Advisor must approve the dissertation proposal before it can be distributed to the supervisory committee. The dissertation proposal is typically based on NIH, NSF or other similar formats as appropriate and directed by the Advisor. The proposal document typically contains the following sections:

- Cover page including title, student and advisor name and affiliations, and names of supervisory committee members and affiliations, noting which member serves as external member.
- Abstract ( $\leq 1$  page)
- Background and Literature Review (~ 5 pages)
- Significance, rationale and innovation (~ 2 pages)
- Hypothesis and Specific Aims (1 page)
- Research Strategy/Approach (~ 5-10 pages)

The Specific Aims section provides an overarching goal of the dissertation research, and states specific aims for the proposed research that address that goal (e.g., to test a stated hypothesis, create a novel design, solve a specific problem, challenge an existing paradigm or clinical practice, address a critical barrier to progress in the field, or develop new technology). The Significance section describes the importance of the problem and how project will improve scientific knowledge, fill critical gaps, improve environmental or public health), Innovation (e.g., methods, instrumentation, theories, if appropriate); The Research Strategy/Approach section describes the overall strategy, methods and analyses, as well as preliminary data, potential problems and alternative strategies), and anticipated timeline.

The dissertation proposal defense serves as an opportunity for the student to collegially defend their proposed research, including their rationale, approach, and depth of knowledge to provide sufficient expertise to warrant the committee's support to engage in scientific, environmental and public health research. At the same time, in combination with Part 1, it provides input for the supervisory committee to derive a pass, marginal pass or fail outcome for the overall decision on admission to candidacy. Input from the supervisory committee throughout the comprehensive exam also provides critical and constructive feedback for the student to optimize their proposed research efforts in order to conduct the best science possible in achieving the overall goals of the dissertation project with a reasonable scope of work and timeline.

Outcomes from Part 2 may be pass, marginally pass, or fail. A pass outcome supports the student's admission to candidacy, even if there are multiple, minor changes to the proposed research as proffered by the supervisory committee. A marginal pass outcome indicates the need for more substantial revision of the proposed research prior to admission to candidacy. This outcome may or may not require a follow up committee meeting, as decided by the advisor and the supervisory committee. If a follow-up committee meeting is not required, the advisor reviews the revised proposal document to ensure that all suggested changes and revisions have been made prior to advancing the student to candidacy. A fail outcome for Part 2 may result if the student cannot demonstrate sufficient readiness or capacity to be advanced to candidacy, and engage in doctoral research and successful completion of a dissertation. A pass outcome from Part 1 enables the student to proceed to Part 2 of the exam, it does not translate to any particular outcome in Part 2 of the exam.

After the student is admitted into candidacy, the supervisory committee (alongside the advisor) continues to provide support for the student by monitoring and evaluating progress throughout the remainder of the student's dissertation research program, giving clear directions as to the final work plan leading to graduation. The student should meet with their Advisor and their Supervisory Committee at least once per year before the student advances to candidacy and every six months thereafter to review the student's research, to make suggestions for completion of research, and to encourage the student to write up the dissertation work as soon as the major Advisor and student believe that the research is nearing completion. The Advisor and Supervisory Committee conduct the final oral examination in defense of the dissertation research.

All work must be completed within five calendar years after the qualifying examination, or the examination must be repeated.

### **Doctoral Research Dissertation**

The doctoral dissertation is an independent and original research project that is conducted by the student with the approval and ongoing consultation of their doctoral committee. The final examination consists of public seminar. The dissertation document typically contains five chapters including an extensive literature review pertinent to the overarching research area, three research chapters that are integrated into the overarching dissertation effort, and a final discussion chapter that integrates the student's discussion of all components of the research, above and beyond what might be publishable, i.e., providing an opportunity to think "further out of the box" about ramifications and future directions than typically allowed in a journal publication. The research chapters should not be one approach applied to three different models or populations, rather an integration of approaches using more than one set of research tools to solve or "speak to" the larger issues being addressed. These constructs are not meant to help the student just write the dissertation after the research program is developed and data is collected and analyzed. Instead it is a model from which the student and his/her committee should work together to develop appropriate research questions and an experimental design. The dissertation must be prepared as described in the Graduate School's guide for preparing the electronic thesis and dissertations (<http://www.graduateschool.ufl.edu/media/graduate-school/pdf-files/Guide-for-ETDs.pdf>). The student must electronically send the final dissertation, approved by the advisor, to their committee no later than 10 business days prior to the defense.

### **Doctoral Dissertation Defense**

The student must defend his/her doctoral dissertation with their doctoral committee, following a formal exit presentation. This presentation will be a public meeting/seminar of the dissertation work, and should be advertised to invite students and faculty from the department and college, and other peers. The student must schedule the Doctoral Dissertation Defense in conjunction with their supervisory committee, and must work with the Academic Coordinator to schedule a room and obtain the necessary Graduate School and Departmental forms that must be signed and submitted once the dissertation defense is concluded.

All Supervisory Committee members must be present (in person or electronically) with the student for the Final Examination. The Advisor and external committee member must be present in-person, however. In the event that one of the committee members cannot attend electronically or in-person, another faculty member representing a similar discipline may be substituted with the permission of the Advisor and Departmental Chair (this person cannot be the Advisor or external member). In such an event, the substituting faculty member can sign the completion of dissertation form(s), but not the dissertation itself (reserved for signature of the long-standing committee members). The written dissertation and its oral defense will be evaluated by all members of the attending committee based on the "General Expectations" appendix, although the advisor and committee can tailor the evaluation process as appropriate and reasonable.

The dissertation seminar typically lasts no longer than 45 minutes, allowing for an additional 10 minutes for questions from the audience. The closed portion of the defense, with just the student and his/her committee typically takes approximately 2 hours; nevertheless, room scheduling should allow for up to one hour for the seminar, and up to three hours for the non-public defense with the committee. EGH faculty outside the committee are allowed to sit in on the defense, but cannot participate, vote nor recommend outcomes.

### **Publication of the Dissertation by Proquest**

Since all dissertations may be published by ProQuest/UMI, it is necessary that the work is of publishable quality and that it be in a form suitable for publication. The dissertation must contain an abstract and be accompanied by all doctoral forms and a letter of transmittal from the Supervisory Committee chairperson. Candidates for the Ph.D. degree can pay \$65 to University Financial Services, S113 Criser Hall for processing, and may sign an agreement authorizing publication by Proquest/UMI. There are different timeframes that the dissertation can be made publically available, based on consideration of publication dates and proprietary information. If a student chooses not to have his dissertation distributed by ProQuest/UMI, he/she may complete the appropriate form and submit it to the University of Florida Editorial Office.

The dissertation defense cannot be scheduled less than one semester following admission to candidacy. The student must remain in good standing, with a 3.0 overall GPA in the program that they are matriculating in, and no less than a "B" grade in any required courses. Any "I" grades not resolved with a letter grade or passing grade will not allow "good standing." The student must successfully defend their dissertation within 5 years after admission to candidacy (not inferring that financial or other support will be maintained past what is agreed by the advisor and the departmental chair). The Graduate School and University maintains an Academic Calendar that is available online at <http://graduateschool.ufl.edu/graduate-school-calendar/> that contains important dates specific to the graduate school (e.g., degree applications, thesis submission deadlines). This calendar is updated regularly and includes important information on University of Florida and Graduate School deadlines, including submission of dissertations. Be sure to consult the currently approved calendar for each relevant semester and academic year, particularly if you are planning to receive a degree that semester.

### **Exit Interview**

All students should meet with the Department Graduate Program Director (or Chair) to discuss the quality of her/his experience as a student in the Department, and inform the Program Director (or Chair) of their plans for the immediate future regarding employment or continued education.