

2021-2022
University of Florida
College of Public Health and Health Professions
Department of Environmental and Global Health



STUDENT HANDBOOK

2021-2022

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, and 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 4th 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 and staff can be found on the department web page <https://egh.php.ufl.edu/about-2/>. If you experience problems with the site please contact the department's Program Assistant at (352) 273-9188 or 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.phhp.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 (PhD)

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

MPH Concentration Coordinator

Dr. Song Liang
Office: EPI 114
Phone: (352) 273-9203
Email: songliang@epi.ufl.edu

Graduate Program Director (MHS)

Dr. Rachel Yoho
Office: HPNP 4152
Phone: (352) 273-6166
Email: ryoho@phphp.ufl.edu

Business Manager

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

Fiscal Assistant

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

Academic Program Specialist

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

Marketing and Admin Assistant

Ms. Brynn Dalton
Office: HPNP 4160
Phone: (352) 273-9188
Email: brynndalton@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 serves 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 Administrative 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 Directors

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 special 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 1st 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 Ambassadors

The EGH student ambassadors 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 Ambassadors please contact the Academic Program Specialist.

EGH STUDENT AWARDS

Each year, the Environmental & Global Health Department nominates outstanding students for departmental awards. The nominations are presented each spring to an Awards Committee for their review and final vote. The different awards along with some of their nominating criteria are as follows:

DEAN'S SCHOLAR AWARD CRITERIA:

1. Doctoral level graduate and professional students are eligible. PhD students are eligible if they have successfully passed their comprehensive exam. Professional students must be in their final academic year and engaged in scholarly activity, as noted in criterion 2, to be eligible for this award. Master's students are eligible if they are more than ½ way through their programs. Preference will be given to graduating students at all dean's scholar levels.
2. There must be evidence of both academic excellence and scholarly activity in the College. Both research involvement and publication in peer-reviewed journals are expected.
3. There must be evidence of professional promise, such as: 1) participation in professional organizations or student departmental activities; 2) leadership achievements in the Community

and University; and/or 3) exceptional clinical or other related professional development activities.

4. Nominated by faculty. Students cannot self-nominate for this award.

The finalist is chosen by a committee in the Dean's Office.

OUTSTANDING STUDENT SERVICE AWARD

At the end of each academic year we like to recognize a student from EGH that has performed outstanding service locally, nationally, or internationally. Any student from any of our programs (PhD, MHS, MPH) is eligible for this award. This award is a peer nominated award; solicitations will be made by the department for students to nominate another student for this award. Self-nominations are accepted. The finalist for this award is chosen by the EGH Awards Committee from all submitted nominations.

MPH EXEMPLARY STUDENT AWARD

This award is presented on an annual basis to a graduating student in the Environmental Health concentration who has demonstrated exceptional performance during their MPH program. Exceptional performance may be manifested by such qualities as excellent academic performance, exceptional application skills, strong and effective student leadership, and commitment to public health values and ethics. Nominations are solicited from faculty within the department who serve as mentors or advisors to graduating students. The finalist for this award is chosen by the EGH Awards Committee from all submitted nominations.

OUTSTANDING MHS STUDENT AWARD

This award is presented on an annual basis to a graduating student who has demonstrated exceptional performance during their MHS program. Exceptional performance may include academic performance, research skills, student leadership, and/or contribution to the field. Nominations are solicited from faculty within the department who serve as mentors or advisors to graduating students. The finalist for this award is chosen by the EGH Awards Committee from all submitted nominations.

OUTSTANDING PHD STUDENT AWARD

This award recognizes the outstanding work of one doctoral student in the department each year. It does not have to be a graduating PhD student, but students should be at least 2 years into the program, and preference will be given to doctoral candidates and graduating students. Evaluation criteria include publication/presentation track record, teaching experience, leading proposal submission and funding, etc., recognizing that there will be differences across various fields within EGH. Nominations for this award are solicited from faculty, with specific request for nominations from faculty mentors of nominated doctoral students. The finalist for this award is chosen by the EGH Awards Committee from all submitted nominations.

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://sccr.dso.ufl.edu/process/student-conduct-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 Master's 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.phhp.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 (PPHP) 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.php.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 College of Public Health & Health Professions Office of the Dean. Administrative personnel include the Director and Associate Director of the MPH Program, the MPH Internship & Outreach Coordinator, MPH Academic Assistant and the MPH Admissions Officer. MPH concentrations are housed in the departments of Biostatistics, Environmental and Global Health, Epidemiology, Health Services Research, and in the Social & Behavioral Sciences Program.

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 Concentration Coordinator who is responsible for overseeing curriculum development and applying program policies in his/her concentration. Each student is assigned a Faculty 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 Faculty 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 MPH Academic 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

Julia Varnes, PhD, MPH, MCHES
HPNP Room 4112
352-294-8576
jrvarnes@

MPH Coordinator

Telisha S. Martin, MA, MHSE, MPH
HPNP Room 4105B
352-273-6444
martints@php.ufl.edu

PHHP Financial Aid Coordinator

Vincent Wilson-McCoy
HPNP G-206
352-273-6115
sfa-hp@mail.ufl.edu

MPH Internship Coordinator

TBD

Academic Coordinator

Amanda Kastner
HPNP Room 4119
352-273-6094

EGH MPH Concentration Coordinator

Song Liang, PhD
EPI 114
352-273-9203
songliang@ufl.edu

Environmental Health Concentration Overview

Professionals trained in environmental health study the health impacts of physical, chemical, and biological agents in the environment. They learn how environmental exposures, such as microbial and chemical contamination of water, air, and foods, malnutrition, and occupational hazards, affect vulnerable populations, and means for their measurement and control.

Students interested in environmental health typically have a background in biological or physical sciences, engineering, nursing, medicine, and veterinary medicine. Prior experience in chemistry, biology, statistics, and Microsoft Excel software is desirable.

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.

The MPH in Environmental Health concentration is part of the [Environmental and Global Health Department](#). Faculty who teach in the concentration often affiliate with Emerging Pathogens Institute or the Center for Environmental and Human Toxicology. Some faculty members hold joint appointments in other UF Colleges, including the College of Veterinary Medicine and College of Medicine.

The MPH Environmental Health curriculum addresses a diverse range of environmental and health issues that concern individuals and communities. Courses and other educational experiences are carefully structured to enable students to develop competence in 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 general toxicology, human health risk assessment, risk communication, and exposure assessment. 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.

Concentration Competencies

Upon completion of the MPH program, students with a concentration in environmental health should have mastered the following competencies:

1. Examine the direct and indirect human and ecological health effects of major environmental agents
2. Develop a quantitative risk assessment framework for environmental hazards
3. Evaluate and advocate for current environmental policies
4. Apply approaches for assessing environmental exposures, including exposure assessment design and methods
5. Demonstrate cultural sensitivity and appropriate communication when engaged in public health practice and research

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

(Accelerated 42-Credit Option for Health Professionals MD, DVM, DMD/DDS, PharmD, etc.)

I. Public Health Core: 18 credits		Credits	Taken
PHC 6052	Introduction to Biostatistical Methods (blended)	3	
PHC 6001	Principles of Epidemiology (blended)	3	
PHC 6313	Environmental Health Concepts in PH	3	
HSA 6114	Introduction to US Healthcare Systems (blended)	3	
PHC 6410	Psychological, Behavioral, and Social Issues in PH (blended)	3	
PHC 6940	Master of Public Health Capstone	3	
II. Concentration Core: 15 credits		Credits	Taken
PHC 6304	Environmental Toxicology Applications in Public Health (blended) (Pre-reqs: working knowledge of bio, physiology & biochem)	3	
PHC 6424	Environmental Policy and Risk Management	3	
PHC 6702	Exposure Measurement and Assessment (Pre-reqs: calc, stats & some chem, physics and/or bio)	3	
PHC 6018	Environmental Ecology of Human Pathogens	3	
PHC 6764	Global Public Health and Development I	3	
III. Concentration Electives*: 6-9 credits (Accelerated: 3 Credits)		Credits	Taken
PHC 6301	Aquatic Systems and Environmental Health (blended)	3	
PHC 6446	Systems Thinking in One Health	3	
PHC 6512	Environmental Management of Vector-Borne Diseases	3	
PHC 6515	One Health: Applied Techniques in Public Health Entomology	3	
PHC 6671	Emerging Infectious Diseases	3	
PHC 7307	Quantitative Assessment of Environmental Health Impacts	3	
PHC 6037	Virology for Public Health	3	
PHC 6326	Environmental and One Health	3	
PHC 6520	Introduction to Foodborne Diseases	3	
PHC 6706	Scientific Communications	3	
PHC 6917	Supervised Research (Requires approval of research supervisor and faculty advisor)	1-3	
IV. Public Health Electives: 3 credits		Credits	Taken
PHC courses	Public health coursework offered by the other tracks	3	
V. Internship: 3-6 credits (Accelerated: 3 Credits)		Credits	Taken
PHC 6941	MPH Applied Practice Experience	3-6	

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

College of Public Health and Health Professions

Student Plan of Study: Environmental Health -- 48 credit

(Accelerated 42 Credit Option for Health Professionals MD, DVM,DMD/DDS, PharmD, etc.)

Graduate Year 1

<i>Notes</i>		
Fall Semester Total Hrs <u>12</u>		
Course	Hrs	Title
Public Health Core		
PHC 6052	3	Introduction to Biostatistical Methods
PHC 6313	3	Environmental Health Concepts
PHC 6001	3	Principles of Epidemiology
Concentration Core		
PHC 6304	3	Environmental Toxicology (blended)
Spring Semester Total Hrs 12		
Course	Hrs	Title
Concentration core		
PHC 6702	3	Environmental Monitoring and Exposure Assessment
PHC 6018	3	Environmental Ecology of Human Pathogens
PHC 6424	3	Environmental Policy and Risk Management
Concentration elective		
	3	

Graduate Year 2

Summer Semester Total Hrs <u>6</u> (Accelerated: 3 Credits)		
Course	Hrs	Title
Concentration Elective		
	3	
Public Health Elective		
	3	
Fall Semester Total Hrs <u>12</u> (Accelerated: 9 Credits)		
Course	Hrs	Title
Public Health Core		
PHC 6410	3	Psych, Social & Behavioral Issues in Public Health
HSA 6114	3	U.S. Healthcare Systems
Concentration Core		
PHC 6764	3	Global Health and Development I
Concentration Elective		
	3	
Spring Semester Total Hrs 6		
Course	Hrs	Title
Public Health Internship		
PHC 6940	3	Master of Public Health Capstone
Concentration core		
Applied Practice Experience		
PHC 6941	3	Applied Practice Experience

Associate Director _____ Date _____

Faculty Advisor _____ Date _____

Student _____ Date _____

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

Public Health Core Courses: 12 Credits		Credits	Semester Taught
PHC 6326	Environmental and One Health	3	Summer (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)
Core Concentration Courses: 15 credits			
PHC 6304	Environmental Toxicology Applications in Public Health	3	Fall (Online and On Campus)
PHC 6446	Systems Thinking in One Health	3	Fall (Online)
PHC 6301	Aquatic Systems and Environmental Health	3	Spring (Online and On Campus)
Choose one of the following:			
PHC 6018	Environmental Ecology of Human Pathogens	3	Spring (Online)
PHC 6671	Emerging Infectious Diseases in One Health	3	Spring (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)
Elective Courses: 9 Credits			
Meet with your advisor to choose electives		9	Varies
Capstone Experience: 3 Credits			
PHC 6947	One Health Capstone	3	Varies
Total Required Credits: 39			

Please see Appendix A for the Plan of Study related to your semester cohort

MHS Environmental Health 39-Credit One Health Concentration Online Students

Public Health Core Courses: 12 Credits		Credits	Semester Taught
PHC 6326	Environmental and One Health	3	Summer
PHC 6001	Principles of Epidemiology	3	Fall
PHC 6052	Introduction to Biostatistical Methods	3	Fall
PHC 6937	Introduction to Public Health	3	Summer
Core Concentration Courses: 15 credits			
PHC 6304	Environmental Toxicology Applications in Public Health	3	Fall
PHC 6301	Aquatic Systems and Environmental Health	3	Spring
PHC 6018	Environmental Ecology of Human Pathogens	3	Spring
PHC 6446	Systems Thinking in One Health	3	Fall
PHC 6424	Environmental Policy and Risk Management in Public Health	3	Spring
Elective Courses: 9 Credits			
Meet with your advisor to choose electives		9	Varies
Capstone Experience: 3 Credits			
PHC 6947	One Health Capstone	3	Varies
Total Required Credits: 39			

Please see **Appendix B** for the **Plan of Study** related to your semester cohort

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. As part of graduation requirements, the student must report the results of this project in both written and oral format. 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.

Preparing for your Capstone Project

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

Students should work with their advisors to find and develop a capstone project and to identify a preceptor. Finalizing the focus of the student's Capstone project typically requires participation from a preceptor. One semester prior to your Capstone, the student must complete the required **Capstone Proposal form** which can be found on Canvas. Working with the preceptor, the student must put together a **Capstone Work plan** as a part of completing the proposal form. After completing the capstone proposal form, the Advisor will sign off on the document as final approval of the project. The student must give the completed form 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.

The **Capstone Work plan** should be 2-3 pages max (single-spaced with 1-inch margins and 11-point Arial font). The work plan must summarize the field research experience and agreed upon roles for the student, preceptor and advisor. This work plan will allow your Advisor to determine whether the project can be completed in the time allotted. The work plan should include the following section:

- **Capstone work environment.** *Field research experience organization/agency* – State the purpose, mission or goals of the preceptor's supporting organization, and describe the population(s) they serve (where the benefit is seen) as related to the organization's environmental/public health objectives
- **Student's goals and objectives.** Include learning objectives for project(s) and activities you will engage in during your field experience. Clearly identify the objectives for your capstone project.
- **Significance.** Describe how this capstone field research experience is significant in the field of environmental/public health.

- **Approach.** Describe the research methods that will be used to carry out your project(s). Provide sufficient information to understand the how each component of your research project will be carried out. Include experimental design, data and statistical analysis(es) as relevant, and anticipated outputs (*one page max*).
- **Timeline.** Develop and include a timeline for completion of the project. Include milestones with references to student, preceptor and advisor effort.

Capstone Written and Oral Report

Once the Capstone work is complete, the student will produce a final written report of the results as they relate to the original proposal. The written report should be formatted similar to a research article and must 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 complete, 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. A rubric for the Capstone Report (written and oral) can be found on the EGH website.

Guidance on Roles of Preceptor and Advisor for Capstone Project

While the preceptor will serve as the individual helping to drive the work and will evaluate your productivity and professionalism during the project, the preceptor does not assign an overall grade. The Advisor will assign the final grade for the Capstone project. Your Advisor will assist you in reaching out to potential preceptors. 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 during these calls/meetings.

Below is the Capstone Presentation and Written Report Rubric:

	Exceptional (100%)	Accomplished (95%)	Mostly Met (85%)	Partially Met (70%)	Not Met (0)
<p>Content (40 points) Summarizes and analyzes content succinctly in 20-30 minute total presentation; demonstrates understanding of fundamental issues, research, and analysis</p>	<p><i>Meets and exceeds assignment expectations:</i> -Summarizes content succinctly -Demonstrates exceptional content knowledge in presentation of fundamental issues, research, and analysis</p>	<p><i>Meets basic requirements of assignment:</i> -Summarizes content appropriately -Demonstrates content knowledge in presentation of fundamental issues, research, and analysis</p>	<p><i>Meets some or most of assignment requirements:</i> -Summarizes most content appropriately -Demonstrates content knowledge in most areas of presentation of fundamental issues, research, and analysis</p>	<p><i>Moves toward, but meets few of the assignment requirements:</i> -Summarizes some of the content appropriately -Demonstrates some content knowledge in areas of presentation of fundamental issues, research, and analysis</p>	<p><i>Requirements not met, not addressed, and/or no work submitted</i></p>
<p>Critical Thinking (30 points) Demonstrates critical thinking skills in discussion, application of research skills, analysis of research and applications</p>	<p><i>Meets and exceeds assignment expectations:</i> -Demonstrates exceptional critical thinking skills in discussion of work -Exceptional application of research skills and analysis of research, applications of work</p>	<p><i>Meets basic requirements of assignment:</i> -Demonstrates critical thinking skills in discussion of work -Appropriate application of research skills and analysis of research, applications of work</p>	<p><i>Meets some or most of assignment requirements:</i> -Demonstrates some critical thinking skills in discussion of work -Mostly appropriate application of research skills and analysis of research, applications of work</p>	<p><i>Moves toward, but meets few of the assignment requirements:</i> -Demonstrates limited critical thinking skills in discussion of work -Limited application of research skills and analysis of research, applications of work</p>	<p><i>Requirements not met, not addressed, and/or no work submitted</i></p>
<p>Communication (30 points) Demonstrates clear oral and visual/written communication throughout work (discussion and slides), including citations of sources</p>	<p><i>Meets and exceeds assignment expectations:</i> -Demonstrates exceptional oral presentation skills throughout discussion -Demonstrates exceptional visual and written communication on presentation slides -Cites all sources appropriately -Excellent attention to timing and use of 20-30 minute total presentation</p>	<p><i>Meets basic requirements of assignment:</i> -Demonstrates clear oral presentation skills throughout work -Demonstrates clear visual and written communication on presentation slides -Cites sources appropriately -Appropriate attention to timing and use of 20-30 minute total presentation</p>	<p><i>Meets some or most of assignment requirements:</i> -Demonstrates mostly clear oral presentation skills throughout work -Demonstrates mostly clear visual and written communication on presentation slides -Cites most sources appropriately -Limited attention to timing of presentation</p>	<p><i>Moves toward, but meets few of the assignment requirements:</i> -Demonstrates limited clarity in oral presentation skills throughout work -Demonstrates limited clarity in visual and written communication on presentation slides -Cites few or most sources appropriately -Does not take advantage of, or use, presentation time reasonably</p>	<p><i>Requirements not met, not addressed, and/or no work submitted</i></p>

Capstone Written Report Rubric

	Exceptional (100%)	Accomplished (95%)	Mostly Met (85%)	Partially Met (70%)	Not Met (0)
<p>Content (40 points) Summarizes and analyzes content succinctly in expected sections of paper (abstract <1page, introduction and significance ~2pages, relationship to OneHealth and research questions(s) ~1page, approach and results 2-3 pages, conclusions 1-2 pages); demonstrates understanding of fundamental issues, relationship to OneHealth, research, and analysis</p>	<p><i>Meets and exceeds assignment expectations:</i> -Summarizes content succinctly -Demonstrates exceptional content knowledge in discussion of fundamental issues, OneHealth relationship, research, and analysis -Meets all page and content expectations</p>	<p><i>Meets basic requirements of assignment:</i> -Summarizes content appropriately -Demonstrates content knowledge in discussion of fundamental issues, OneHealth relationship, research, and analysis -Meets all page and content expectations</p>	<p><i>Meets some or most of assignment requirements:</i> -Summarizes most content appropriately -Demonstrates content knowledge in most areas of discussion of fundamental issues, OneHealth relationship, research, and analysis -Meets most page and content expectations</p>	<p><i>Moves toward, but meets few of the assignment requirements:</i> -Summarizes some of the content appropriately -Demonstrates some content knowledge in areas of discussion of fundamental issues, OneHealth relationship, research, and analysis -Meets few page and content expectations</p>	<p><i>Requirements not met, not addressed, and/or no work submitted</i></p>
<p>Critical Thinking (30 points) Demonstrates critical thinking skills in discussion, application of research skills, analysis of research and applications</p>	<p><i>Meets and exceeds assignment expectations:</i> -Demonstrates exceptional critical thinking skills in discussion of work -Exceptional application of research skills and analysis of research, applications of work</p>	<p><i>Meets basic requirements of assignment:</i> -Demonstrates critical thinking skills in discussion of work -Appropriate application of research skills and analysis of research, applications of work</p>	<p><i>Meets some or most of assignment requirements:</i> -Demonstrates some critical thinking skills in discussion of work -Mostly appropriate application of research skills and analysis of research, applications of work</p>	<p><i>Moves toward, but meets few of the assignment requirements:</i> -Demonstrates limited critical thinking skills in discussion of work -Limited application of research skills and analysis of research, applications of work</p>	<p><i>Requirements not met, not addressed, and/or no work submitted</i></p>
<p>Communication (30 points) Demonstrates clear written communication throughout work, including citations of sources</p>	<p><i>Meets and exceeds assignment expectations:</i> -Demonstrates exceptional written communication skills throughout -Cites all sources with appropriate and consistent formatting -Excellent attention to integration of sources into written work</p>	<p><i>Meets basic requirements of assignment:</i> -Demonstrates clear written communication skills throughout work -Cites sources with appropriate and consistent formatting -Appropriate integration of sources into written work</p>	<p><i>Meets some or most of assignment requirements:</i> -Demonstrates mostly clear written communication skills throughout work -Cites most sources appropriately and with mostly consistent formatting -Limited attention to integration of sources into written work</p>	<p><i>Moves toward, but meets few of the assignment requirements:</i> -Demonstrates limited clarity in written communication skills throughout work -Cites few or most sources appropriately or without consistent formatting -Limited attention to integration of sources into written work</p>	<p><i>Requirements not met, not addressed, and/or no work submitted</i></p>

Capstone Presentation Scoring

NOTE: BOTH the Preceptor Evaluation Form and the Student Evaluation Form must be filled out and submitted in order for a grade to be assigned for the oral presentation and the written report.

Capstone Presentation Score (100 points possible) + Capstone Written Report Score (100 points possible) = _____ (out of 200 points)

For letter-graded class (minimum score):

A (186); A- (180); B+ (174); B (166); B- (160); C+ (154); C (146); C- (140); D+ (134); D (126); D- (120); E (below 124)

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:

- Evaluate the direct and indirect human and ecological effects of major environmental agents
- Assess genetic, physiological and psychosocial factors that affect susceptibility to adverse health outcomes following environmental exposure(s)
- Analyze scenarios to determine which populations or species may be at risk based on knowledge of 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:

- Examine complex scenarios involving pathogenic organisms that span across human, animal, and environmental health and develop strategies to solve these scenarios using a One Health Approach
- Develop hypothesis driven research questions that address One Health issues
- Demonstrate cultural sensitivity and appropriate communication when criticizing or defending scientific research
- Evaluate how environmental factors can influence the evolution of pathogens that cause diseases in humans
- Assess historical approaches to chemical contamination events that span across human, animal, and environmental health and suggest alternative strategies for approaching these events using contemporary approaches

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 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.php.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.

Central to the success in the graduate program is a positive working relationship between the student and his/her advisor, which 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 the students and their advisors typically occurs several times per week and may include discussions about student's professional development and career goals, good research practices, data management, instructions and support for how to write research grant 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 students 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.

Individual Development Plan, Monitoring Plan, and Annual Evaluation

As required by the College, each year every doctoral student will complete an individual development plan (IDP) and monitoring plan using an online portal (<https://internal.php.ufl.edu/php/idp/>). 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.

Each year every doctoral student will be required to complete an annual evaluation with their Advisor. This evaluation should be completed after the student has completed their IDP and monitoring plan so it can be discussed during the annual evaluation. 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.

Supervisory Committee

The Supervisory Committee is proposed jointly by the student's major Advisor and the student, is nominated by the PhD committee chairperson (advisor), 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 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 ($\geq 50\%$ appointment). If the committee 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 will need a special appointment from the graduate school to be a part of the committee. The academic coordinator can assist with special appointments.

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 and teaching courses (9 credits); concentration area courses (24 credits); supervised research (3 credits); and dissertation research (15 credits) plus student-chosen and advisor approved electives (12 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>

Seminar

The Department holds a seminar series during the Fall and Spring semesters that serves as a forum for faculty, staff and students to learn about ongoing research and other initiatives both at UF and external to the university. Attendance of the departmental seminar is mandatory for all EGH graduate students. If you cannot make the seminar one week you will need to email the academic program assistant to provide a justification. Each semester session is scheduled for 1 hour. Doctoral students that have passed their qualifying exam are required to give a seminar once annually. In many cases 2 students will be scheduled to present during the hour long session, with each student presenting for 20-30 minutes. The specific details will be coordinated with the coordinator of the seminar series (rotating appointed faculty member).

Expectations for Teaching and Course Involvement

Developing skills in teaching and communication are considered essential portions of the training programs for PhD students in any concentration, as well as potentially included portions of MHS or MS student training. As such, the PhD programs require RSD6900 College Classroom Teaching, or potential future equivalents. All students serving as teaching or classroom assistants are expected to develop skills in teaching and communication, not only for those interested in pursuing careers in academia, but also as key communication skills for any career path.

Teaching and classroom assistants are expected to practice professional conduct at all times. This includes in-person, online, remote, and other forms of interactions involved with instruction, as well as feedback and comments on student work and while grading. Additionally, interactions with faculty, administrators, and staff as related to the teaching and classroom appointment are included in the expectations for professional conduct.

Teaching and classroom assistants are expected to be familiar with the University of Florida's Teaching Assistant Handbook (visit http://teach.ufl.edu/wp-content/uploads/2019/08/TA_Handbook_2019-20_003.pdf). This handbook provides a wealth of resources from experts on instructional practices for different settings (for example, discussions, lectures, laboratory activities, and evaluation), as well as resources on teaching and learning.

Students are encouraged to consider pursuing and completing the following university training programs:

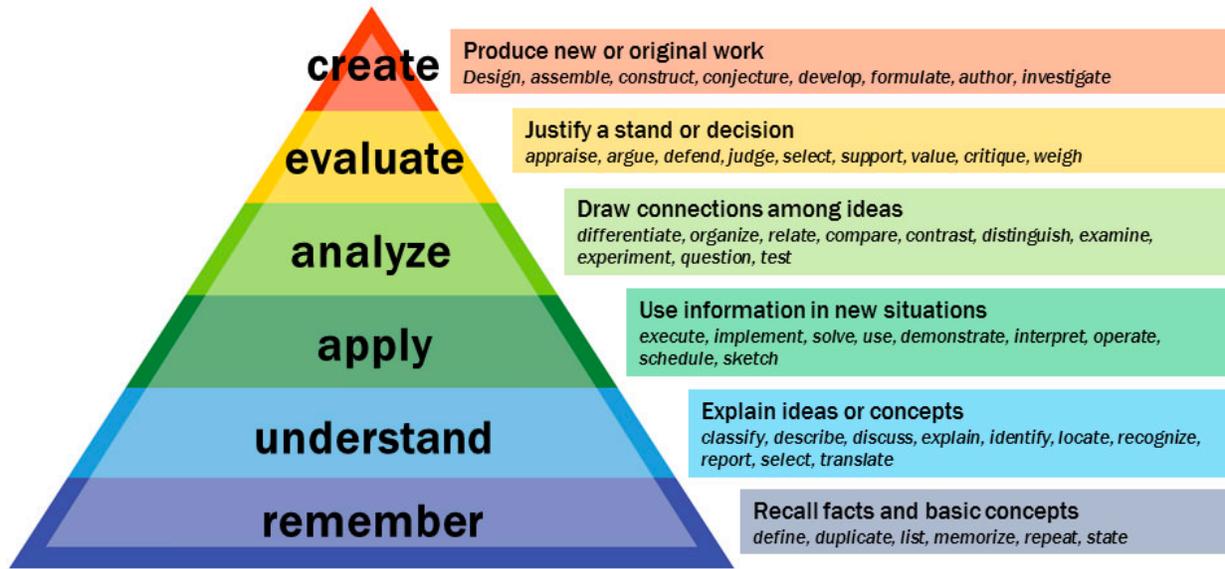
- University of Florida Center for Teaching Great Teaching Certificate TA Edition (visit <http://teach.ufl.edu/teaching-assistants/>)
- University of Florida Preparing Future Faculty (visit <http://graduateschool.ufl.edu/about-us/offices/division-of-graduate-student-affairs-dgsa/professional-development-ogpd/preparing-future-faculty-series/>)

Teaching and classroom assistants are expected to follow the guidelines outlined by this document, the department and relevant academic units, and the course instructor. Key aspects of teaching and learning are highlighted below.

Teaching and Instruction

Teaching and classroom assistants may be involved in the classroom or online/remote classroom (through a Learning Management System, LMS, like Canvas). Over the course of their teaching experience, students should develop familiarity with and practice implementing strategies focused on best practices in teaching and learning. As a key starting point, students should become familiar with active learning (visit http://crlt.umich.edu/active_learning_introduction) and some of the classroom active learning strategies (visit <https://teaching.berkeley.edu/active-learning-strategies>). Importantly, active learning strategies can be implemented in *any* type of course, whether it is in-person, remote synchronous, or online. Further, Bloom's Taxonomy (visit <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>) is an essential aspect of designing course activities and assessments. Bloom's Taxonomy can be represented as a pyramid or a wheel. In the pyramid shown below, the levels of student activities from "remember" where students would be memorizing or simply recalling information to "create" where students produce original work based on their understanding, are shown with key verbs.

Bloom's Taxonomy



 Vanderbilt University Center for Teaching

Image source: Vanderbilt University Center for Teaching
(<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>)

The Bloom's Taxonomy wheel representation (visit <https://ep.jhu.edu/files/ep-blooms-wheel.pdf> or similar) can be useful for developing assignment or creating formal or informal assessments (quiz or exam questions, as well as think-pair-share or other active learning classroom strategies).

Classroom and Remote Instruction Informal Interactions

Student teaching and classroom assistants should plan to develop a rapport with students in the class, whether the class is conducted in person, remotely, or fully online. In person, this can involve informal conversations before and after class, formal classroom discussion, interactions while monitoring class activities, or similar. In an online environment, this may include video discussions, class emails, discussion board posts, student feedback, or similar. In all instances, the teaching and classroom assistants are expected to professionally represent themselves, the department, and the university. Beyond expectations of professionalism, teaching and classroom assistants should use this as a valuable experience to develop connections with the students and contribute to the overall classroom culture and learning environment. These interactions are emphasized here as they are important aspects of the teaching and learning environment that are often neglected in discussion.

Student Feedback and Grading

As such, feedback on student work must align with both the instructors' guidelines and best practices in teaching and learning. Rubrics are recommended for use on all written assignments. Implementation of best practices for writing multiple choice, fill-in, matching, and similar questions are recommended (see other sections in this document).

As an essential consideration, feedback should be directed towards the work and not written about the student. This means that written feedback should use words like “this work” or “the paper,” and - as a general rule even for positive comments - should completely avoid the use of “you.” Further, the student should be addressed by their preferred name at the beginning of the comment (for example, “Rachel, the paper...”).

An example is provided below:

Poor Written Feedback	Improved Written Feedback
<p>“You need to focus on citation format and style. The work does not meet the expectations. You need to focus on the citations moving forward. -5 points for missing references.”</p>	<p>“Rachel, the paper does a nice job of aligning with the objectives of the assignment. A direction for improvement would be to continue to focus on aligning with the needed citation style and making sure to cite all information from outside sources. The conclusion does well in wrapping up the work and leaving the reader with food for thought.”</p>

Teaching assistants and faculty members are encouraged to discuss and/or develop methods collaboratively to create efficient and consistent feedback strategies and grading policies. The teaching assistant and faculty member should discuss relevant details, such as the purpose of assignments and meaning of grading. They are encouraged to use rubrics for consistency and efficiency.

Resources for student feedback and grading:

- Tips for grading student work, including grading criteria, efficiency strategies, and consistency: <https://cft.vanderbilt.edu/guides-sub-pages/grading-student-work/>
- Ideas for focusing feedback and grading: <https://www.edutopia.org/blog/grading-tips-student-feedback-heather-wolpert-gawron>
- Common problems and solutions for feedback on student work: <https://teaching.uncc.edu/services-programs/teaching-guides/assessment-and-feedback/giving-grades-and-feedback>
- The importance of student feedback: <https://community.chronicle.com/news/392-student-feedback-matters-and-it-goes-beyond-grading>
- Key considerations when grading, giving feedback, and assessing different types of work: <https://bokcenter.harvard.edu/grading-and-responding-student-work>
- Effective feedback tips: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-student-work/grading-and-feedback/receiving-and-giving-effective-feedback>
- Tips for feedback and the sandwich method of feedback: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5709796/>
- Tips for online feedback: <https://files.eric.ed.gov/fulltext/EJ1060438.pdf>

Teaching assistants are expected to be able to address student concerns about grading (for example, “grade challenges”) with students in the class. The teaching assistant should

discuss the procedure with the faculty member and understand the relevant policies and procedures outlined in the syllabus and/or student codes of conduct. Student grade challenges should be handled in a thoughtful and considerate manner. The teaching assistant should be aware of the student at all times and focus first and foremost on their (the teaching assistant's) safety in case the student is potentially dangerous. The teaching assistant should have conversations in relative privacy (not in front of other students), but in a university building or by Zoom or phone. Teaching assistants may need to prepare themselves for aggressive students, threats to approach university administrators, or similar, even when the grading is well justified. At all times, the faculty member should be a resource to the teaching assistant, as well as department administrators and other staff members.

Additional resources for student feedback and grade challenges:

- Tips for preventing and addressing student grade challenges:
<https://community.chronicle.com/news/1656-how-can-we-minimize-grade-challenges>
- Considerations for comments on student work:
<https://community.chronicle.com/news/1129-getting-them-to-read-our-comments>

Timeliness and Completion of Work

The teaching assistant and faculty member should have an agreed-upon schedule at the outset of the semester for the turn-around time for all grading. The recommended timeline is finishing and posting grades and feedback for students within one week of the submission deadline. Extensions for the agreed-upon timeline must be given in advance and would be subject to the discretion of the faculty member.

Teaching and classroom assistants are expected to perform all work in a timely manner. Time management and balancing the workload between research duties, classes, teaching duties, and personal time is essential. As such, teaching and grading must be a priority for teaching assistants, as the class schedules and feedback rely on this.

Logistical Considerations

As such, an initial meeting with the course instructor is recommended in the first week of class. At this meeting, the instructor and TA should discuss a plan for the course, assignments that will be graded, and a timeline for the completion of grading. An outline of expectations and a schedule should be set within a few days of this meeting and shared by email. Either the faculty member or the TA can take the lead in noting the points from the discussion and including those in an email. Any updates or changes should be formalized by email.

TAs may be asked to hold office hours, workshops, study sessions, lead in-class activities, grade assignments/activities/projects, or similar. TAs and course instructors should work collaboratively to develop expectations and a schedule. As a guideline, assignment grading may be expected for assignments and activities worth approximately 20% or less of the total course grade.

If the TA has any documents or information relevant to the position that they have been provided, they should share all or relevant portions of these with the course instructor within the first three days of their appointment in the position and/or assignment to that class.

Failure to Perform

TAs are expected to perform their job duties as described in applicable documentation and as established by the initial meetings and subsequent follow-ups with the instructor. Failure to perform their job duties or failure to do so within the established time periods set at the beginning of the semester will result in one of several possible scenarios: evaluations and unsatisfactory performance evaluations; coaching conversations and reaffirmation of job duties and expectations; more formal steps (letter of counsel, reprimand, suspension without pay, and dismissal from the position). Relevant steps will be taken in consultation with the Department Chair and the College of Public Health and Health Professions or University of Florida Human Resources Department.

TAs and course instructors are encouraged to view TAing as a mutually beneficial relationship, in which the TA gains skills in teaching and learning, as well as course administration, and the instructor gains assistance in the administration and implementation of the course.

PhD in Public Health Curriculum: Environmental Health Concentration

Course	Title	Required credits
Public Health Core Courses		15 Credits
PHC 6052	Introduction to Biostatistical Methods-SAS	3
	OR	OR
PHC 6050	Statistical Methods for Health Science I-SPSS	3
PHC 6001	Principles of Epidemiology in Public Health	3
HSA 6114	Introduction to the 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
Public Health Core Quantitative/Methods Courses		12 Credits
PHC 6053	Regression Methods for the Health and Life Sciences	3
PHC 6700	Public Health Research Methods	3
Six additional required quantitative methods and statistics credits are determined by the concentration. If specific courses of interest are not on the concentration's standard list used to fulfill this requirement, these courses must be approved by the supervisory committee.		6
Professional Issues		6 Credits
PHC 7427	Ethics in Population Science	2
PHC 7727	Grant Writing for Population Health Research, Other concentration specific grant writing courses can be used as alternatives	2
PHC 6900	EGH Journal Club	1
PHC XXXX	Finding Health Research Information and Communicating Science	1
Supervised Teaching		3 Credits
RSD 6900	College Classroom Teaching	3
Environmental Health Concentration Core Courses		36 Credits
PHC 6702	Environmental Monitoring and Exposure Assessment	3
PHC XXXX	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 6304	Environmental Toxicology Applications in PH	3
PHC 6706	Scientific Communications	3
PHC 6722	Research Methods Rotation	3
Concentration electives, must be approved by committee and program director		12
Research Credits		18 Credits
PHC 7979	Advanced Research (taken during qualifying exam)	3
PHC 7980	Research for Doctoral Dissertation	15
Total Credits		90

PHD in Public Health Curriculum: One Health Concentration

Course	Title	Required credits
Public Health Core Courses		15 Credits
PHC 6052	Introduction to Biostatistical Methods-SAS	3
	OR	OR
PHC 6050	Statistical Methods for Health Science I-SPSS	3
PHC 6001	Principles of Epidemiology in Public Health	3
HSA 6114	Introduction to the 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
Public Health Core Quantitative/Methods Courses		12 Credits
PHC 6053	Regression Methods for the Health and Life Sciences	3
PHC 6700	Public Health Research Methods	3
Six additional required quantitative methods and statistics credits are determined by the concentration. If specific courses of interest are not on the concentration's standard list used to fulfill this requirement, these courses must be approved by the supervisory committee.		6
Professional Issues		6 Credits
PHC 7427	Ethics in Population Science	2
PHC 7727	Grant Writing for Population Health Research or other concentration specific grant writing courses can be used as alternatives	2
PHC 6900	EGH Journal Club	1
PHC XXXX	Finding Health Research Information and Communicating Science	1
Supervised Teaching		3 Credits
RSD 6900	College Classroom Teaching	3
Environmental Health Concentration Core Courses		25 Credits
PHC 6304	Environmental Toxicology Applications in PH	3
PHC 6706	Scientific Communications	3
PHC 6722	Research Methods Rotation	3
PHC 6018	Environmental Ecology of Human Pathogens	3
PHC 6515	One Health: Applied Techniques in Public Health Entomology	3
PHC 6446	Systems Thinking in One Health	3
PHC 6764	Global Health and Development I	3
PHC 6445 OR PHC 6671	Global Health and Development II OR Emerging Infectious Diseases	3
Concentration electives, must be approved by committee and program director		12
Research Credits		18 Credits
PHC 7979	Advanced Research (taken during qualifying exam)	3
PHC 7980	Research for Doctoral Dissertation	15
Total Credits		90

Suggested Plan of Study: EH Concentration

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

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

Summer Semester Year 1 (6 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 6706	Scientific Communication		3
PHC XXXX	Concentration Core Elective		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

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

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 6900	EGH Journal Club		1

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 6304	Environmental Toxicology Applications in Public Health		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 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 4 (9 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 7980	Dissertation Research		6
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 4 (6 Credits)			
Course Number	Course Title	Semester Taken	Credits

Suggested Plan of Study: OH Concentration

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

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 6018	Environmental Ecology of Human Pathogens		3

Summer Semester Year 1 (6 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 6706	Scientific Communication		3
PHC XXXX	Concentration Core Elective		3

Fall Semester Year 3 (9 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 6304	Environmental Toxicology Applications in Public Health		3
PHC 6937	Supervised Teaching OR RSD 6900 College Classroom Teaching		3
PHC XXXX	Quantitative Elective		3

Spring Semester Year 3 (9 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 6937	Research Methods Rotation		3
PHC 6671	Emerging Infectious Disease in One Health		3
PHC XXXX	Concentration Core Elective		3

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 6900	EGH Journal Club		1

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 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 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 4 (9 Credits)			
Course Number	Course Title	Semester Taken	Credits
PHC 7980	Dissertation Research		6
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 4 (6 Credits)			
Course Number	Course Title	Semester Taken	Credits

Comprehensive Examination

All PhD students 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 fifth semester of the students PhD program. The committee will conduct the comprehensive examination consisting of two parts. Part 1 is a written and oral examination of basic knowledge germane to doctoral-level research within the broad areas of environmental and public health. 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. Before the student plans their comprehensive exam, they should ensure that their committee has been fully documented and approved by the graduate school. The academic program coordinator can assist with this confirmation. The academic program coordinator should also be notified as soon as dates are selected for the comprehensive exam. Additionally, in the semester the student plans to complete their comprehensive exam, they are required to enroll in PHC 7979 for a minimum of 1 credit hour.

Part 1: Written Exam

Part 1 of the comprehensive exam begins with a written examination that is supplied by the committee. The format of the written exam can flexible, however, it generally consists of a set of questions that are compiled by the students committee chair from all members of the committee. These questions should be designed to test the candidates breadth and depth of knowledge in the general area of public health, their chosen concentration (environmental health or one health), as well as the students specific research focus area (i.e. toxicology, infectious disease, global health, etc). 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. Students should be given no more than 5 business days (Monday-Friday) to complete the written exam.

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 will distribute the student's written responses to each of the committee members for their review prior to the Part 1 oral exam. It is recommended that the student meet with each committee member after turning in their written responses, before the oral exam, to discuss any potential weaknesses in the response and additional preparation that may be warranted before beginning the part 1 oral exam.

Part 1: Oral Exam

Part 1 of the qualifying exam concludes with an oral exam. The student is responsible for

scheduling a time and location for the oral exam, usually 2-4 weeks following the conclusion of the written exam. The minimum time that should be scheduled for the oral exam is 2 hours. The oral exam consists of a closed door meeting of the student and their committee, where the student is expected to answer questions proposed by the committee. The questions for the oral exam are not provided to the student before the exam commences. The questions usually follow up on the written exam and then expand to test the student's breadth and depth of knowledge across the entire field of study. When the committee has exhausted their questions, the student will be asked to leave the room for a short period while the committee discussed the students' performance and decides the outcome. Both the written and oral portions of part 1 should be considered in the committee's decision. Possible outcomes from 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. 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. Students who marginally pass Part 1 of the exam must complete any requested re-examination from the committee before moving on to part 2. If the student does not pass the reexamination, this will result in a failure to pass the comprehensive exam. Any student who fails Part 1 of the exam 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 removed 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.

Part 2: Written Proposal

Part 2 of the comprehensive exam consists of the student preparing and defending a research proposal that will form the basis of their dissertation research. 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 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 idea for the proposal should be developed in partnership with the student's advisor/committee chair. However, the proposal itself should be written by the student with minimum input from the advisor. Students may seek additional input by other members of the student's committee on the ideas or techniques being proposed but the student should not seek additional editorial support from their committee.

The written proposal should be provided to the committee at least 2 weeks before the oral defense of the proposal.

Part 2: Oral Defense of the Proposal

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. Input from the supervisory committee throughout the proposal defense 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.

The proposal defense should begin with a 15-20 minute presentation of the proposed research by the student followed by questioning of the student and discussion of the proposal. The proposal defense typically takes 1-2 hours but can be longer if the committee sees fit.

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.

Combination of Part 1 and Part 2 Oral Exam:

In cases where students do exceptionally well on their written exam, the committee may allow the student to complete both the oral portion of Part 1, and the oral portion of the proposal defense (part 2) at the same meeting. Combination of these exams is not the default option and should only be used when the committee feels the student has exhibited exceptional knowledge of their chosen field of research in the written exam. To utilize this option, the committee must agree to combine the two oral exams. The advisor then notifies the graduate program director that the oral exam will be combined. The student should submit their written proposal to the committee following the written exam and a longer oral exam period should be scheduled (3-4 hours) to facilitate oral examination of the student's breadth and depth of knowledge in the chosen field of research as well as the defense of the proposal.

Example Comprehensive Exam Timeline:

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.

All proposed 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.

APPENDIX A

Department of Environmental and Global Health
 Student Plan of Study: MHS One Health Odd Year Fall Start On Campus

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 (Odd Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6446	Systems Thinking in One Health		3
PHC 6052	Introduction to Biostatistical Methods		3
PHC 6001	Principles of Epidemiology		3

Fall Semester Year 2 (Even Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6304	Environmental Toxicology Applications in Public Health		3
	Elective		3
	Elective		3

Spring Semester Year 1 (Even Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6671	Emerging Infectious Diseases in One Health		3
PHC 6424	Environmental Policy and Risk Management		3
	Elective		3

Spring Semester Year 2 (Odd Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6947	One Health Capstone		3
PHC 6301	Aquatic Systems and Environmental Health		3

Summer Semester Year 1 (Even Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6937	Introduction to Public Health		3
PHC 6326	Environmental and One Health		3

Department of Environmental and Global Health
Student Plan of Study: MHS One Health Odd Year Spring Start On Campus

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

Spring Semester Year 1 (Odd Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 7307	Quantitative Assessment of Environmental Health Impacts		3
PHC 6301	Aquatic Systems and Environmental Health		3
	Elective		3

Spring Semester Year 2 (Even Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6001	Principles of Epidemiology		3
PHC 6671	Emerging Infectious Diseases in One Health		3
	Elective		3

Summer Semester Year 1 (Odd Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6937	Introduction to Public Health		3
PHC 6326	Environmental and One Health		3

Summer Semester Year 2 (Even Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6947	One Health Capstone		3
	Elective		3

Fall Semester Year 1 (Odd Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6446	Systems Thinking in One Health		3
PHC 6304	Environmental Toxicology Applications in Public Health		3
PHC 6052	Introduction to Biostatistical Methods		3

Department of Environmental and Global Health
Student Plan of Study: MHS One Health Even Year Fall Start On Campus

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 (Even Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6001	Principles of Epidemiology		3
PHC 6446	Systems Thinking in One Health		3
PHC 6052	Introduction to Biostatistical Methods		3

Fall Semester Year 2 (Odd Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6304	Environmental Toxicology Applications in Public Health		3
	Elective		3
	Elective		3

Spring Semester Year 1 (Odd Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 7307	Quantitative Assessment of Environmental Health Impacts		3
PHC 6301	Aquatic Systems and Environmental Health		3
	Elective		3

Spring Semester Year 2 (Even Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6947	One Health Capstone		3
PHC 6671	Emerging Infectious Diseases in One Health		3

Summer Semester Year 1 (Odd Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6937	Introduction to Public Health		3
PHC 6326	Environmental and One Health		3

Department of Environmental and Global Health
Student Plan of Study: MHS One Health Even Year Spring Start On Campus

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

Spring Semester Year 1 (Even Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6937	Principles of Epidemiology		3
PHC 6671	Emerging Infectious Diseases in One Health		3
	Elective		3

Spring Semester Year 2 (Odd Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 7307	Quantitative Assessment of Environmental Health Impacts		3
PHC 6301	Aquatic Systems and Environmental Health		3
	Elective		3

Summer Semester Year 1 (Even Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6937	Introduction to Public Health		3
PHC 6326	Environmental and One Health		3

Summer Semester Year 2 (Odd Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6947	One Health Capstone		3
	Elective		3

Fall Semester Year 1 (Even Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6052	Introduction to Biostatistical Methods		3
PHC 6446	Systems Thinking in One Health		3
PHC 6304	Environmental Toxicology Applications in Public Health		3

APPENDIX B

Department of Environmental and Global Health
Student Plan of Study: MHS One Health Odd Year Fall Start Online

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 (Odd Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6446	Systems Thinking in One Health		3
PHC 6052	Introduction to Biostatistical Methods		3
PHC 6001	Principles of Epidemiology		3

Fall Semester Year 2 (Even Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6304	Environmental Toxicology Applications in Public Health		3
	Elective		3
	Elective		3

Spring Semester Year 1 (Even Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6018	Environmental Ecology of Human Pathogens		3
PHC 6424	Environmental Policy and Risk Management		3
	Elective		3

Spring Semester Year 2 (Odd Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6947	One Health Capstone		3
PHC 6301	Aquatic Systems and Environmental Health		3

Summer Semester Year 1 (Even Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6937	Introduction to Public Health		3
PHC 6326	Environmental and One Health		3

Department of Environmental and Global Health
Student Plan of Study: MHS One Health Odd Year Spring Start Online

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

Spring Semester Year 1 (Odd Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6424	Environmental Policy and Risk Management		3
PHC 6301	Aquatic Systems and Environmental Health		3
	Elective		3

Spring Semester Year 2 (Even Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6001	Principles of Epidemiology		3
PHC 6018	Environmental Ecology of Human Pathogens		3
	Elective		3

Summer Semester Year 1 (Odd Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6937	Introduction to Public Health		3
PHC 6326	Environmental and One Health		3

Summer Semester Year 2 (Even Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6947	One Health Capstone		3
	Elective		3

Fall Semester Year 1 (Odd Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6446	Systems Thinking in One Health		3
PHC 6304	Environmental Toxicology Applications in Public Health		3
PHC 6052	Introduction to Biostatistical Methods		3

Department of Environmental and Global Health
Student Plan of Study: MHS One Health Even Year Fall Start Online

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 (Even Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6001	Principles of Epidemiology		3
PHC 6446	Systems Thinking in One Health		3
PHC 6052	Introduction to Biostatistical Methods		3

Fall Semester Year 2 (Odd Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6304	Environmental Toxicology Applications in Public Health		3
	Elective		3
	Elective		3

Spring Semester Year 1 (Odd Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6424	Environmental Policy and Risk Management		3
PHC 6301	Aquatic Systems and Environmental Health		3
PHC 6018	Environmental Ecology of Human Pathogens		3

Spring Semester Year 2 (Even Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6947	One Health Capstone		3
	Elective		3

Summer Semester Year 1 (Odd Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6937	Introduction to Public Health		3
PHC 6326	Environmental and One Health		3

Department of Environmental and Global Health
Student Plan of Study: MHS One Health Even Year Spring Start Online

Course Transferred (From outside of UF)			
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Course Replaced (For this program)			
Course Number	Course Name	Semester Taken	Credits

Spring Semester Year 1 (Even Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6001	Principles of Epidemiology		3
PHC 6018	Environmental Ecology of Human Pathogens		3
	Elective		3

Spring Semester Year 2 (Odd Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6424	Environmental Policy and Risk Management		3
PHC 6301	Aquatic Systems and Environmental Health		3
	Elective		3

Summer Semester Year 1 (Even Year)			
Course Number	Course Title	Semester Taken	Credits
PHC 6937	Introduction to Public Health		3
PHC 6326	Environmental and One Health		3

Summer Semester Year 2 (Odd Year)			
Course Number	Course Title	Semester Taken	Credits
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Fall Semester Year 1 (Even Year)			
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