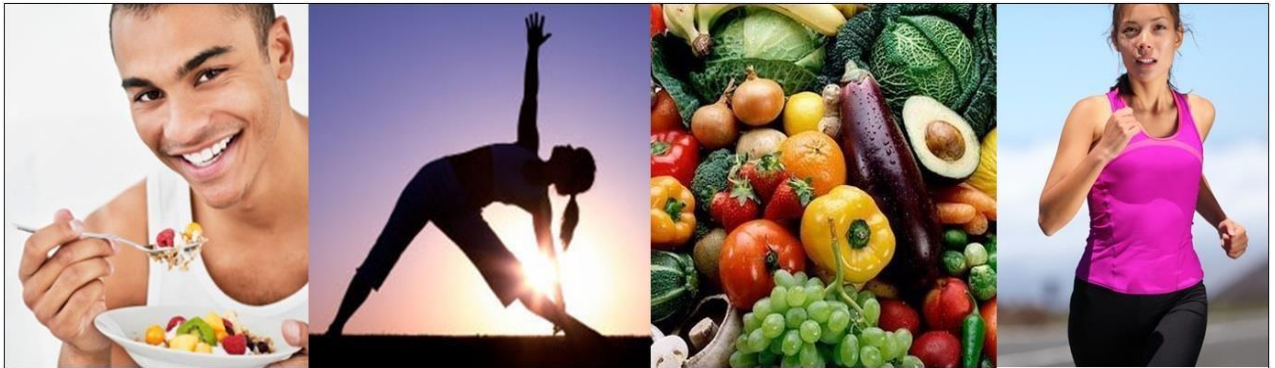


## Master of Public Health Student Handbook



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## Welcome!

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Welcome to the Andrews University Master of Public Health (MPH) program, which is accredited by Council of Education for Public Health (CEPH). You have made an excellent choice for your career and profession. This is the beginning of your 42 credit journey. During this time you will experience many things that will enable you bring a positive impact to the health of communities. You will learn to work with communities and have the opportunity to reflect on your own health and lifestyle choices. Your classes and field work are designed to challenge your critical thinking, to inspire and motivate you, and to equip you with professional skills required to improve the health of communities. You will have the opportunity to learn with students from all over the world while gaining insight and understanding to work with people of other cultures.

As a faculty, we are here to guide you on this journey. Please feel free to visit, call, or email us to assist you in meeting your educational need and professional goals. Take full advantage of the resources and educational experiences offered by our program – a program preparing you to become a distinguished public health professional.

Please carefully read this handbook and consult it frequently. It will guide and orient you on many issues related to your academic progress. It contains information about the courses you will need to take, important dates, policies, expectations and other important information.

Thank you for choosing the MPH Program at Andrews University!

Sincerely with God's Richest Blessings,

MPH Faculty

*Sherine Brown-Fraser, PhD, RD, CPT - Department Chair & Associate Professor*

*Dixon Anjejo, DrPH - MPH Program Director & Associate Professor*

*M. Alfredo Mejía, DrPH, MS, RD - M.Div./MPH Liaison & Associate Professor*



## 1. Andrews University Mission Statement

Andrews University, a distinctive Seventh-day Adventist institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.

### **Andrews University students will:**

#### **Seek Knowledge** as they...

- ❖ Engage in intellectual discovery and inquiry
- ❖ Demonstrate the ability to think clearly and critically
- ❖ Communicate effectively
- ❖ Understand life, learning, and civic responsibility from a Christian point of view
- ❖ Demonstrate competence in their chosen disciplines and professions

#### **Affirm Faith** as they...

- ❖ Develop a personal relationship with Jesus Christ
- ❖ Deepen their faith commitment and practice
- ❖ Demonstrate personal and moral integrity
- ❖ Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
- ❖ Apply understanding of cultural differences in diverse environments

#### **Change the World** as they go forth to...

- ❖ Engage in creative problem-solving and innovation
- ❖ Engage in generous service to meet human needs
- ❖ Apply collaborative leadership to foster growth and promote change
- ❖ Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church

## 2. Department of Public Health, Nutrition & Wellness Mission Statement

The mission of the Department of Public Health, Nutrition & Wellness at Andrews University is to prepare dietetic, nutrition, wellness, and fitness professionals for service in their church, society, and the world and to influence the community at large to affirm the Adventist lifestyle, including the vegetarian diet and the benefits of regular exercise and physical fitness.

## 3. Master of Public Health Mission Statement

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The mission of the Andrews University Master of Public Health (MPH) Program is to prepare highly competent public health professionals to prevent disease and restore health in local, national and global communities. This mission is accomplished through excellence in graduate teaching, public health research to develop or implement evidence-based lifestyle solutions to improve health while addressing public health problems from a holistic perspective.

We offer a distinctive program with a concentration in *Nutrition & Wellness* with a unique emphasis in vegetarian nutrition.

#### 4. Master of Public Health Goals, Objectives and Competencies

##### **Our goals in the Master of Public Health program are:**

Prepare highly competent public health professionals with knowledge and skills of MPH core competencies and concentration in Nutrition & Wellness.

Promote faculty and student research which will prepare MPH graduates to collaborate and engage in innovative research, evaluate peer review literature, and/or perform evidence-based professional practice consistent with our mission and values to advance public health and prevention of disease.

Students and faculty will provide educational services to various communities in health promotion, vegetarian nutrition education, and wellness to improve health.

##### **Student Competencies:**

The competencies of the MPH program were adapted from the Core Master's Degree in Public Health Core Competency Development Project Version 2.3 of the Association of Schools of Public Health (ASPH). These competencies were adapted to ensure that our students would gain the knowledge necessary to become qualified professionals in the public health field.

Students in the MPH program will be able to develop knowledge and skill competencies adapted from Core Master's Degree in Public Health Core Competency Development Project Version 2.3 of the Association of Schools of Public Health (ASPH). We have also incorporated Bloom's Taxonomy (BT) domains to ensure that MPH students are engage in multiple levels of learning.

Competencies required for MPH students to achieve and demonstrate upon graduation:

##### Biostatistics Competencies:

1. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question [A.7.] [BT3]
2. Interpret results of statistical analyses found in public health studies. [A.9.] [BT5]
3. Apply basic statistical methods to address, analyze and solve problems in public health; develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences [A.8.,A10 Adapted] [BT3, B4]

#### Epidemiology Competencies

4. Describe and summarize public health problems in terms of magnitude, person, and time and place [C.3 adapted.] [BT1, BT6]
5. Calculate basic epidemiology measures and evaluate the strengths and limitations of epidemiological reports [C.7.,C10] [BT3, BT5]
6. Create a plan/program to address one or more public health issues by applying basic terminology and definitions of epidemiology to that issue while drawing appropriate inferences from epidemiologic data. [C.6. & C.9. Adapted] [BT5 BT6]

#### Environmental Health Sciences Competencies

7. Specify approaches for assessing, preventing, and controlling environmental hazards that pose risk to human health and safety [B.5] [BT5]
8. Describe genetic, physiologic, psychosocial and chemical factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards in communities [B.2. Adapted] [BT1]

#### Social and Behavioral Sciences Competencies

9. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice [E.1] [BT1]
10. Identify and assess the causes of social and behavioral factors that affect the health of individuals and populations [E.2 Adapted] [BT1, BT5]
11. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions [E.8] [BT3, B4, B5]

#### Health Administration, Policy and Management Competencies



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12. Apply the principles of development, budgeting, management, marketing, policy and evaluation in organizational and community initiatives [D.5. Adapted] [BT3]
  13. Demonstrate and compare leadership skills for building partnerships [D.10. Adapted] [BT3, BT6]

Competencies for the Nutrition and Wellness Concentration:

Nutrition and Wellness Competencies

1. Design and develop evidence-based education initiatives for prevention of chronic diseases and health promotion by applying knowledge acquired from courses emphasizing nutrition, wellness and vegetarian nutrition. [BT3, BT6]
2. Design and develop a wellness program for a specific population, aimed at decreasing the prevalence and incidence of chronic diseases related to inactivity using relevant evidence-based recommendations on physical activity. [BT3, BT6]

Program Planning Competencies

3. Design and develop a holistic wellness program to prevent lifestyle or infectious-related diseases integrating psychosocial, psychological, educational and spiritual interventions. [BT4, BT6]

Research Competencies

4. Develop and evaluate research designs using public health methodology, biostatistics, and/or epidemiology to address research questions in public health [BT4]

## 5. Points of Distinction

- **Unique:** First and only online MPH program in Nutrition and Wellness with a unique emphasis in vegetarian nutrition & lifestyle.
- **Convenient:** Totally (100%) online program. Great for working professionals.
- **Great Value:** Scholarship: 50% tuition reduction.
- **Strong Core:** Public health core competencies provided:  
Introduction to Public Health, Principles of Epidemiology, Biostatistics, Principles of Health Behavior, Principles of Health Policy & Administration and Principles of Environmental Health.

- **Quality Education:** Program will train you to evaluate and quantify health needs of a population group, while simultaneously providing the knowledge and skills to create and implement research-based community programs in preventive health and wellness.
- **Easy:** One course at a time. Each course = 8 week sessions. New cohort every fall each year.
- **Diverse:** Educational experience enriched by faculty and students from various countries and backgrounds.
- **Employment Opportunities:** The MPH program prepares you for a wide range of job opportunities for an exciting and rewarding career in areas such as: government, health care agencies, biotechnology, hospitals, lifestyle centers, relief & development organizations, universities, consulting, corporate wellness, NGO's & nonprofits, government organizations, think tanks & research institutes, church/religious organizations, professional associations, self-employment, foundations, public sector.

## 6. Admission Requirements

To be eligible for admission to the MPH program, an applicant must have completed a bachelor's degree or its equivalent with a grade point average (GPA) of 3.0 or better (on a 4.0 scale). A candidate whose background and experience show potential for success but whose GPA is less than 3.0 or has not fully satisfied all the admission requirements may be admitted on a provisional basis:

- **Hold a four-year baccalaureate degree** from a regionally accredited American university or senior college, or its equivalent from a comparably recognized institution inside or outside the U.S. Accreditation must be from an accrediting body recognized by the U.S. Department of Education or schools outside of the U.S. must have government recognition in the country of origin. Degrees or work received from institutions generally considered to be diploma/degree mills are not evidence of prior academic work.
- **Official transcripts:** From institutions where all post-secondary coursework was taken directly sent by the institution.
- **Recommendations:** Three recommendations are required from professionals— such as advisors, major professors, and employers— excluding relatives. The candidate is asked to provide names and email addresses on the online application, and then recommenders will receive an email with a direct link to the form.

- **Resume or professional history:** Information about a candidate's

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employment, research, or special projects.

- **Statement of Purpose:** A 500-word essay, including a statement regarding the purpose for the degree, future goals, unique qualities that can contribute to the program and desire to be a part of and be committed to a Christian atmosphere and education.
- **English language proficiency:** MPH applicants whose first language is not English will be required to show proof of attaining a minimum score of TOFEL or MELAB (Michigan English Language Assessment Battery) as established by the Andrews University Graduate School. (<https://www.andrews.edu/grad/entrance/>)

ENGLISH PROFICIENCY TEST	MINIMUM SCORES REQUIRED
<u>Internet-based TOEFL (iBT)</u>	80
<u>Paper-based TOEFL (ITP)</u>	550
<u>IELTS (Academic)</u>	6.5
<u>PTE (Academic)</u>	54

## 7. Co-requisites

Co-requisite, in this program, are biology and nutrition courses, which students with non-science backgrounds must take before joining or at the start of the MPH program. The co-requisites courses are to be taken before or simultaneously as outlined below.

Complete the following courses with a minimum grade of C before you can register for following MPH courses: FDNT 520 Current Issues in Nutrition and FDNT 565 Vegetarian Nutrition and Disease Prevention:

1. One introductory course in any of the following: Biology or Physiology or Anatomy and Physiology.
2. Two courses in nutrition:
  - a. One introductory nutrition course similar to FDNT 230 Nutrition or equivalent.
  - b. One intermediate level nutrition course similar to FDNT 310 Nutrition in the Life Cycle or equivalent.

## 8. Dual Degree Admission

MDiv/MPH Program applicants need to submit two applications to be accepted in both programs. The MPH application procedures are based on the same guidelines outlined above.

## 9. Program Length

This MPH program is a part-time program (two classes per semester). The program's duration is 3 years.

Time Limits on the Master's Degree: Normally, a student must complete the requirements for a master's degree within six calendar years from the beginning of the first semester of class work regardless of admission classification. No course taken earlier than six calendar years before a student's graduation year may normally be applied to the degree without appropriate updating. A petition for a one-year extension of time may be granted by the dean of the School of Graduate Studies & Research upon the recommendation of the student's advisor and the dean/ graduate program coordinator of the school/college. If the semester in which the student originally expects to graduate is delayed past the time limit and no extension is granted, the courses taken prior to the six-year limit no longer apply to the degree or qualify to be updated. The student may be required to take additional courses. Grades from all graduate courses taken at Andrews University, including those more than six years old, and those taken on a PTC basis, are used in computing the final GPA.

## 10. Transferring Credits

Transferring Master's Degree Credits from Another Graduate School: Graduate credits taken at another accredited/recognized institution less than six calendar years before the expected graduation year may be transferred and applied toward a master's degree at Andrews University subject to the following conditions: The grade earned in each course accepted for transfer is at least a B (3.00). The courses can be applied toward a comparable degree at the institution where the credit was earned. The courses meet similar requirements or electives within the master's program at Andrews University. The Andrews University credits taken toward the master's degree constitute at least 80% of the requirements for the degree. Only 20% of courses can be transferred into the MPH program. Grades earned in transfer courses are not included in the computation of the GPA. Courses to be taken at another university and transferred to Andrews after a student is enrolled in an Andrews' graduate program must be approved by petition before being taken. Such transfer courses are identified and approved by the dean/ graduate program coordinator within the first semester of the student's residence.

## 11. Program Graduation Requirements

Students will complete all their co-requisites within the first two semesters after

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they start their program. The MPH graduates will complete a total of 42 credits which includes coursework, practicum and projects. In addition to completion of coursework, students are required to complete culminating activities. While completing culminating activities students are required to demonstrate the ability to integrate specific areas of public health: administration and leadership, epidemiology, biostatistics, social and behavioral science, environmental health, health education, diversity and culture, and vegetarian nutrition during culminating activity experiences.

Culminating Activities include:

- a written comprehensive exam
- field practicum experience
- research or program project after completion of all courses
- professional portfolio

## 12. The Concentration of Masters of Public Health Program

The MPH program with a Nutrition and Wellness concentration is a program that allows for the convenience of learning from wherever you are. This concentration is scheduled to be completed in two and a half years on a part-time basis (two classes per semester). Those who want an accelerate options can complete the program in 2 years or less.

The **Nutrition and Wellness concentration** will prepare health professionals for service and advocacy in the community and church by building knowledge and skills necessary to enhance the health of human populations and promote a healthy lifestyle through personal and community efforts. Students will develop both quantitative and qualitative skills in areas such as biostatics and an understanding of epidemiology to measure health outcomes with a unique emphasis in vegetarian nutrition.

The MDiv/MPH was created to prepare students for various forms of ministry in which clinical and administrative skills in public health and theology are needed. It enables students to integrate both theological and public health knowledge, values and skills into a multifaceted approach to Christian service. In addition, the joint degree sensitizes students to nontraditional ministry opportunities by exposing them to theories and practical skills related to nutrition and wellness, environmental health, and health behaviors.

## 13. What is Public Health?

Public health is the prevention of disease, promotion of health, and prolonging the lives of the population as a whole. Public health allows individuals to take a health message out to the community to help those in need.

*Public health is the science of protecting and improving the health of entire populations using quantitative and qualitative data. – Centers of Disease Control and Prevention (CDC) Foundation, 2014*

*SDA Public Health Insight-  
Lessen Suffering & God's Helping Hand: The work of health reform is the Lords means for lessening suffering in our world .... Teach the people that they can act as Gods helping hand by cooperating with the Master Worker in restoring physical and spiritual health. - 9 Testimonies, 112-113. EGW.*

The Master in Public Health program at Andrews University is unique in that we educate our students to bring the health message out to their communities with a special emphasis in the vegetarian lifestyle. We also bring the Adventist teachings into the classroom to enhance our student's connection between the church and a healthy lifestyle.

## 14. The Courses (42 credits)

### **MPH Core Curriculum**

❖ PBHL 500 – Introduction to Public Health	2 credits
❖ PBHL 511 – Biostatistics	3 credits
❖ PBHL 521 – Principles of Epidemiology	3 credits
❖ PBHL 525 – Principles of Environmental Health	3 credits
❖ PBHL 531 – Principles of Health Behavior	3 credits
❖ PBHL 535 – Principles of Health Administration	<u>3 credits</u>
<b>Total: 17 credits</b>	

### **MPH Concentration Required Courses**

❖ FTES 510 – Fitness and Health Promotion	2 credits
❖ FDNT 520 – Vegetarian Nutrition and Disease Prevention	3 credits
❖ FDNT 565 – Current Issues in Nutrition and Wellness	3 credits
❖ PBHL 540 – Grant Writing	2 credits
❖ PBHL 545 – Program Planning and Evaluation	3 credits
❖ PBHL 580 – Field Practicum	<u>2 credits</u>

**Total: 15 credits**

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**MPH Nutrition and Wellness Concentration Specific Courses**

- ❖ FDNT 560 – Health Research Methods 3 credits
- ❖ FDNT 680 – Research Seminar 1 credit
- ❖ PBHL 646 – Integration of Spirituality in Health Care 2 credits
- ❖ PBHL 698 – Capstone Research Project (2 + 2) 4 credits

**Total: 10 credits**

## 15. Current Schedule: Nutrition and Wellness

<b>First Year</b>		
<i>Fall Semester:</i>		
(1) PBHL 500	Introduction to Public Health	2 credits
(2) PBHL 525	Principles of Environmental Health	3 credits
	<b>Total:</b>	<b>5 credits</b>
<i>Spring Semester:</i>		
(1) PBHL 531	Principles of Health Behavior	3 credits
(2) PBHL 535	Principles of Health Administration	3 credits
	<b>Total:</b>	<b>6 credits</b>
<i>Summer Semester:</i>		
(2) PBHL 560	Health Research Methods	3 credits
(2) PHHL 521	Principles of Epidemiology	3 credits
	<b>Total:</b>	<b>6 credits</b>
<b>Second Year</b>		
<i>Fall Semester:</i>		
(1) PBHL 520	Vegetarian Nutrition and Disease Prevention	3 credits
(1) PBHL 511	Biostatistics	3 credits
	<b>Total:</b>	<b>6 credits</b>
<i>Spring Semester:</i>		
(1) FDNT 565	Current Issues in Nutrition and Wellness	3 credits
(2) PBHL 545	Program Planning and Evaluation	3 credits
	<b>Total:</b>	<b>6 credits</b>
<i>Summer Semester:</i>		
(1) FTES 510	Fitness and Health Promotion	2 credits
(2) FDNT 680	Research Seminar	1 credit
(3) PBHL 646	Integration of Spirituality in Health Care	2 credits
	<b>Total:</b>	<b>5 credits</b>
<b>Third Year</b>		
<i>Fall Semester:</i>		
(1) PBHL 540	Grant Writing	2 credits



(2) (1-2)	Field Practicum	2 credits
(3) PBHL 698	Capstone Research Project	2 credits
	<b>Total:</b>	<b>5 credits</b>
<i>Spring Semester:</i>		
(1) FDNT 670	Comprehensive Exam	0 credits
(2) PBHL 698	Capstone Research Project	2 credits
	<b>Total:</b>	<b>2 credits</b>

## 16. Academic Advising

When a student is admitted into the MPH Nutrition and Wellness Program, he or she is assigned an academic advisor. Unless a student requests a change of advisor, their assigned advisor will become their permanent advisor. Although it is desirable to stay with one's permanent advisor, it is the student's right to change advisors at any time during his or her course of study. The Department Chair must be consulted if a student wishes to change advisors and the Chair is responsible for reassignment.

It is the student's responsibility to make contact with his or her advisor **at least once a semester regarding courses to be taken**. Your advisor will help you:

- ❖ Develop a plan of study
- ❖ Advise you each semester about courses to be taken the following semester

## 17. Transfer Credits

- Students who have transferred into Andrews University from another college or university will have their transfer credit evaluated by our Articulation Office.
- Credits must be articulated in order to determine what transfer credit has an Andrews' credit equivalent and can count toward the student's degree progress.

- If you have questions regarding degree progress after transferring, please consult your academic advisor and the Andrews University Bulletin to see degree requirements.
- For transfer credit questions, advanced placement or credit by examination questions, processes or troubleshooting, please email [articulation@andrews.edu](mailto:articulation@andrews.edu). For questions regarding academic petitions for transfer credit, students must consult with their academic dean's office.
- **Please note: A student may not transfer more than 20% of the credits needed in order to obtain their MPH from Andrews University. This means that in a 42 credit program, a student may not transfer more than 8 credits.**

## 18. Financial Aid/Work Opportunities

### **Tuition Fees**

The total credits for the MPH program is 42 credits. The cost of tuition per graduate credit is listed on the Andrews University website at:

<http://www.andrews.edu/future/financing/tuition/>

**Nutrition and Wellness** concentration tuition has a 50% tuition reduction of the standard Master's tuition/credit and will be adjusted each academic year.

### **Professional Fee**

There is a professional fee of \$400 per semester for all MPH students.

### **Financial Aid Advisors**

Individualized help is available from your financial advisor and can be found on your finVue account. Advisors are assigned based on **the first letter of your last name**. You are welcome to contact your representative by email or phone.

First Letter of Your Last Name	Email	Advisor	Direct Line
A–C	<a href="mailto:sfadvisor1@andrews.edu">sfadvisor1@andrews.edu</a>	Juan Alvarez Igdaly Patel	269-471-3365
D–K	<a href="mailto:sfadvisor2@andrews.edu">sfadvisor2@andrews.edu</a>	Mersha Roberts	269-471-6597
L–Q	<a href="mailto:sfadvisor3@andrews.edu">sfadvisor3@andrews.edu</a>	Terrance Mann	269-471-6385

First Letter of Your Last Name	Email	Advisor	Direct Line
R–Z	<a href="mailto:sfadvisor4@andrews.edu">sfadvisor4@andrews.edu</a>	Qaisar Ayaz	269-471-6387
Veterans Certifying Official	<a href="mailto:veterans@andrews.edu">veterans@andrews.edu</a>	Fares Magesa	269-471-3286
International Students	<a href="mailto:isfs@andrews.edu">isfs@andrews.edu</a>	Jacqueline Yates	269-471-3834

Please use link for additional details regarding financial aid:  
<https://www.andrews.edu/grad/finances/>

## Grants and Scholarships

A limited amount of funds is available each year to assist students with tuition. The criteria is based on need. Students should submit a letter stating their financial need for the academic year to the program director by August 15 (include the amount requested and reason for assistance). Requests submitted later will be considered if funds are available. Graduate grants will be awarded by semester.

## Withdrawal & Refund Policy for Online Courses

Withdrawal and refund policy differs slightly for interactive and self-paced **online courses**. Details are below.

### Interactive Online Courses

Consult the academic calendar for yearly registration events to determine deadlines for tuition and distance fee refunds, when drop/add fees are in effect, and what grades are assigned when you decide to withdraw.

- ☐ **Self-paced online courses:** withdrawal policy is calculated on the number of days from your start date.

Withdrawal & Refund Timeline				
Calendar Days	Tuition	Distance Fee	Drop/Add Fee	Transcript Grade
1-15	Full refund	Full refund	No charge	No Grade Assigned
16-27	70% refund	<b>No refund</b>	Charged	“W” Grade Assigned
28-38	40% refund	<b>No refund</b>	Charged	“W” Grade Assigned
39+	No refund	<b>No refund</b>	Charged	“F” Grade Assigned

## [19. Evaluation of Student Academic Performance](#)

Students earn degrees by completing the prescribed number and kinds of credits for the relevant degree. Credits are earned only if all of the requirements for the course are completed and an acceptable grade is received. A student earns no credit for a course in which he/she does not receive an acceptable grade.

### **Grading System**

The authority to determine grades rests with the professor of the course. Quality points (on a 4.00 scale) are given to each letter grade (A-F) for use in computing a student's grade-point average (GPA). The GPA is the average number of quality points earned per credit hour in all courses which are assigned grades A-F

### **Grading Scale**

<b>Letter Grade</b>	<b>Percentage</b>
A	94-100%
A-	90-93%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D+	68-69%
D	60-67%
F	0-59%

### **Grade Issuance**

#### **Course Grades**

Course grades are issued by the course (lecture/lab) instructor, course coordinator, or program administrator. Explanation of the grading process for each course is detailed in the respective course outline. The grades are

normally submitted to the Records Office when all students have completed

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all of the assignments and the instructor has finished grading these assignments.

### **Posting Scores**

Students wishing to know their final grade before the University posts the official grade on the Web may contact the instructor to receive their grade.

### **Grade Problems**

Only the instructor, course coordinator, or program administrator are allowed to discuss grades with the student(s). Any grades given to the student by means other than the official university postings are considered unofficial and are not binding. Grading problems not resolved by the instructor must be taken to the program administrator. If you have a DG or Incomplete and need your grade to be changed, contact your instructor or program administrator. Instructors are responsible for submitting final grades to Academic Records.

### **Deferred Grade (DG)**

Participants in courses whose requirements are not completed by the end of the university marking period may receive a deferred grade or DG under certain circumstances. These circumstances will be determined by course instructor and program administrator. The permanent grade is submitted later when the grading process is completed.

### **Incomplete (I)**

Students who are unable to complete a course in the time frame established by the program will receive an “INCOMPLETE (I)” rather than a DG. Prior to the issuance of the “I”, the student should have been in contact with the instructor to process the form, to explain the circumstances necessitating this. The student is required to establish a timeframe that he/she will be able to complete the work by, with the course instructor. Once this has been established, the student **must** adhere to this timeline. Failure to do so will result in the grade defaulting to the percentage earned up to the point of the missing work. All “I”s must be cleared within a 1 year time period.

### **Access to Grades**

Course grades are available one week after graduation through your **Vault account**.

Please contact instructors regarding your grades or about changing your grade, **NOT** the Office of Academic Records.

## 20. Academic Integrity

### **Master of Public Health students are expected to submit all work in compliance with Andrews University's Code of Academic Integrity**

*Academic Integrity "University learning thrives on the rigor of individual investigation, the authentic exchange of ideas, and a corporate commitment to integrity and mutual respect. It requires all members of the academic community to behave honestly—speaking truthfully to colleagues, co-learners and teachers and completing all homework, tests, papers and projects with integrity. Andrews University anchors its practices in the teachings of the Bible as well as in widely established and honorable academic traditions. Much as the apostle Paul calls us to authenticity in our Christian walk, so the educational institution demands of its participant's true and accurate self-representation. In Ephesians, Paul invites believers "to be renewed in the spirit of your minds, and to clothe yourselves with the new self, created according to the likeness of God in true righteousness and holiness" (Eph. 4:23–24, NRSV).*

*As scholars and as Christ's servants, we build His living body through our honesty in all things, both small and great. To that end, Andrews University's students pledge to learn and grow together, committing to the following standards and affirming honesty as a core component of an Andrews University education." Andrews University Bulletin 2014-2015 Online.*

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#### **Academic dishonesty includes but is not limited to the following:**

- ❖ Falsifying or presenting falsified documents
- ❖ **Plagiarizing**
- ❖ Misusing copyrighted material and/or violating licensing agreements
- ❖ Using media from any source or device, including the internet, in ways that mislead, deceive or defraud
- ❖ Presenting another person's work as one's own
- ❖ Using materials other than those specifically allowed by the teacher or program during a quiz or examination
- ❖ Stealing, accepting or studying from stolen quizzes or examination materials
- ❖ Obtaining information from another student or any other source during a regular or take-home test or quiz
- ❖ Assisting others in acts of academic dishonesty, such as falsifying attendance records or providing unauthorized course materials

## 21. General Principles

The University is committed to principles of trust, accountability, clear expectations and consequences. It is also committed to redemptive efforts, which are meaningful only in light of these principles. Students will be granted due process and the opportunity for an appeal.

Academic dishonesty offenses generally are subject to incremental disciplinary actions. Some first offenses, however, receive severe penalties, including dismissal from the University or degree cancellation. Some offenses are subject to legal action, in addition to university disciplinary action.

Discipline may be retroactive if academic dishonesty becomes apparent after the student leaves a course, a program, or the University.

If evidence of academic dishonesty becomes apparent after a degree has been granted, the degree may be annulled and a notification affixed to the student's official transcript record.

## 22. General Disciplinary

The following is a non-comprehensive list of possible actions apart from dismissal from the University: denial or revocation of admission; warning from a teacher, a department chair, program director or academic dean; a lower or failing grade on an assignment, test or course; suspension or dismissal from the course; suspension or dismissal from the academic program.”

For further details please visit:

[http://www.andrews.edu/academics/academic\\_integrity.html](http://www.andrews.edu/academics/academic_integrity.html).

## 23. Writing and Referencing

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. Referencing in papers, presentations and other formats using outside sources should follow the APA format. **It is strongly recommended that students purchase an APA publication manual for**

**detailed guidance regarding proper writing and referencing.** Proper referencing is essential for maintaining academic integrity. The use of APA writing style communicates a high level of professionalism in one's academic work.

## 24. Grievance Procedure

The student grievance policy, which was created by the faculty to protect students' rights and give them an opportunity to defend themselves against unfair criticism and treatment.

The following protocol has been established to address potential problems should a student feel that his/her academic or personal rights have been violated.

- ❖ The student should first address his/her concern with the person thought to have made the violation (e.g. faculty, other student, field liaison, field instructor, or advisor). Students are encouraged to make every attempt to use professional discretion, integrity, respect and impartial judgment in resolving issues amongst themselves and colleagues.
- ❖ If, after talking to the individual involved, the problem continues and the student's concern is with:
  - o A faculty member or another student, the student should then discuss the matter with his/her advisor
- ❖ If the problem remains unresolved, the student may request a meeting with the Department of Public Health, Nutrition and Wellness' faculty, whose responsibility it is to resolve the issue or make a formal recommendation regarding the handling of the problem.
- ❖ The Dean of the School of Health Professions will be notified of the faculty's decision. If the student questions the committee's decision, he/she can discuss the matter with the Dean. However, the decision of the School of Health Professions committee is final.
- ❖ Records of the proceedings and the committee's decision will be sealed and placed in the student's file. These records cannot be shared with others without the student's written permission.
- ❖ A Grievance can be filed online at:  
<https://docs.google.com/forms/d/1KLcnI-8RHW83nPPBfehTTq-WXBPbU1eJ3SSSh8XmK48/viewform?formkey=dHRPY3B4dnICQ0V1S2plQkhS U1g3YWc6MQ>



- ❖ A Confidential Complain Form can be accessed online at:

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<http://www.andrews.edu/services/auditor/report.html>

## 25. Policies for Online Classes

Students are expected to participate in all instructional activities. Online courses are no different from classroom courses in this regard. **Student "attendance"** in online courses will be defined as **active participation** in the course as described in the individual course syllabus.

Online courses will, at a minimum have weekly mechanisms for student participation, which can be documented by any or all of the following methods: student tracking records in Moodle, submission of assignments; and communication with the instructor (example: email). Discussion boards are example of online activity designed to facilitate student participation and engagement

**Students who do not log on to the course within the drop/add period for the course will be dropped from the course. (Drop/add and withdrawal dates are listed in the published semester schedule and College Catalog).**

**Students who fail to maintain active participation in an online course as defined in the course syllabus will be processed in accordance with the College's current attendance policy.**

Course orientations are required (mandatory) in some courses. Refer to the course syllabus for specific information. Class meetings are required (mandatory) in some courses. Refer to the course syllabus for specific information about class or lab meetings requirements.

## 26. Procedures for Scheduling Online Proctored Exams

### **Examination Scheduling & Proctoring**

#### **When to Schedule**

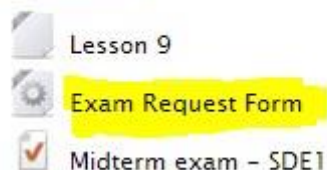
- ❖ For self-paced online courses, request the next exam as soon as you have submitted all assignments preceding the exam request link. Be prepared to take the exam within two weeks.
- ❖ For interactive online courses, the course lists a date by which you need to send in the request for each exam. Be prepared to take the exam by the deadline stated in the course.

#### **How to Request**

- ❖ Log in to your course in <http://learninghub.andrews.edu>

- ❖ Find the exam request link, which should be in the module you have just completed, or the very next one. Click on the Exam Request link (see example below).

## Module 9



- ❖ Fill out the form. Make sure the Andrews ID number, proctor's e-mail and name are correct before submitting.

### Who Can Proctor

- ❖ If you live near Andrews University, come to the School of Distance education to take exams. Exams will not be released to proctors with addresses within 25 miles of Andrews University.
- ❖ If you live at or near a school, college, or university, arrange to use their testing center or request the registrar to be your testing proctor.
- ❖ If you live away from a school, select and contact a teacher, church officer, or other professional to proctor your exam(s). No relative, fellow student, or fiancé (e) is acceptable as a proctor, regardless of qualifications.
- ❖ It is your responsibility to check with the proctor that the testing site will have a computer available with high-speed Internet access.

### Length of Time to Receive Exam

If you have not received an e-mail confirming your exam release within 2-3 business days, call 269.471.6566 or email [sdeexams@andrews.edu](mailto:sdeexams@andrews.edu) to check the request was received.

### How to Take the Exam

It is your responsibility to arrange the time and place to take the exam before your deadline, in the presence of your proctor.

- ❖ Present a photo ID if the proctor does not know you personally.
- ❖ Log in to [learninghub.andrews.edu](http://learninghub.andrews.edu)
- ❖ Select the course you are taking the exam in.
- ❖ Click on the exam link which is in the module directly below the exam request form you filled in (e.g. Midterm exam in Module 9).
- ❖ Click Attempt Quiz
- ❖ Click Start Quiz
- ❖ Your Proctor will now enter the password and click Start.

- ❖ Note how much time you have, and what materials are allowed, if any. □

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Save often and pace yourself to finish within the time allowed.

### **Kicked Out of Exam Procedure**

If the exam time has not expired you can go back into the exam and continue taking it.

You work will be saved up to the last item saved. If the time has expired, call 269 471 6566, or email [sdeexams@andrews.edu](mailto:sdeexams@andrews.edu) to have the exam reset. An expired exam cannot be reopened to finish. It must be retaken.

### **How Long Does It Take to Receive Grades**

Griggs aims for a one week turn-around time for grading. If it has been longer than a week and you do not see the grade on Moodle, please first contact the instructor.

### **Retaking Exams**

- ❖ **If you are eligible to retake an exam**, fill in the same exam request form, checking the option to request an alternate exam.
- ❖ There is a \$50 fee for an alternate exam. Follow payment instructions on the exam request form in your course space.

## 27. Field Practicum

The field practicum allows students to develop public health concepts and skills to demonstrate the application of these skills through a practice experience relevant to the students' areas of specialization. In addition, students are expected to develop competencies which may assist in the preparation for the Certified Public Health and Certified Health Educator Specialist Exams.

This field practicum will be planned, supervised, evaluated and will serve as the practice experience. A student qualifies for practicum after they have 1) completed all the course work (or concurrently during their last semester of course work on a case-by-case basis), 2) passed the final exam in Program Planning and Evaluation (PBHL 545), and 3) MPH faculty have discussed and approved the readiness of the student. The field practicum consists of 200 hours.

Practicum requirements must be completed prior to graduation either on a full-time or part-time basis. Completing the practicum experience on a full-time basis in a concentrated block of time is ideal but not always feasible. Students must plan accordingly and discuss their readiness with an academic advisor.

Completing the practicum experience on a full-time basis in a concentrated block of time may be ideal but not always feasible. Therefore, students may

begin their practicum experience after Public Health and Nutrition and Wellness core courses have been completed. Generally, this will be at the end of the spring semester of the 2<sup>nd</sup> year. Students should plan accordingly and discuss their readiness with an academic advisor. Practicum requirements must be completed prior to graduation.

More information about the practicum experience can be found in the **Student Practicum Handbook**

## 28. Capstone Research Project

The **Capstone Research Project** meets partial fulfillment of the requirement for the master's degree and is part of the requirements for the **MPH** culminating activities within the **Nutrition and Wellness Concentration**. This culminating experience is intended to provide the opportunity for students to address a public health question or issue of their interest that draws from their academic experience. It provides students with the opportunity to apply, integrate, and synthesize knowledge and experience obtained during their academic course of study to a question or problem of public health relevance.

**In some cases, the Capstone Research Project idea or opportunity may evolve from the student's field practicum.**

The Capstone Research Project must be completed near the end of the program so that students have the advantage of drawing on and synthesizing their academic experience. However, students should develop ideas as soon as possible. Students should look for opportunities while completing their coursework to develop their ideas and plan projects. It is strongly recommended that students discuss project ideas with their academic advisor during the spring or summer semester of their second year.

The project must meet the *Andrews University Standards for Written Work*. One copy of each report is submitted to the instructor under whose supervision it was prepared. The report then becomes the property of the Department of Public Health, Nutrition, & Wellness.

Completed and signed approval forms for the project(s) must be filed in the Office of Academic Records no later than 12:00pm EST (noon) on Friday, one week before graduation, unless an earlier time is specified by the Department of Public Health, Nutrition, & Wellness.

Students should complete their Capstone Research Project before writing the comprehensive examinations.

If students need time for project preparation beyond the semester(s) when regular

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project credits are accumulated, they may register for project continuation. Project continuation is a non-credit enrollment status that requires a small fee for each semester of registration.

More information on the Capstone Research Project can be found in the **Capstone Project Handbook**.

## 29. Service Activities

Students are expected to engage in service activities either as part of their class assignments or on a voluntary basis. Each activity needs to be evaluated by the audience using the Student Service Evaluation Form shown toward the end of this document. A summary report of Student Service Evaluation Form for each service activity should be included among the culminating activities of the Student's Portfolio.

## 30. Student Portfolio

Each student is expected to organize a portfolio of their educational activities to document how they have acquired the MPH competencies throughout the MPH program. The portfolio must contain a summary of relevant activities, a reflection of the learning process and the acquisition of MPH competencies. In addition, the portfolio must include supporting documents to providing concrete evidence that the MPH competencies have been met by the student. This Student Portfolio also can be used to provide evidence of your competencies to potential employers.

## 31. Capstone Research Project for the Joint Degree

The **Capstone Research Project** meets partial fulfillment of the requirement for the master's degree and is part of the requirements for the joint degree. The **MDiv/MPH** culminating experience is intended to provide the opportunity for students to address a public health question or issue of their interest that draws from their academic experience. It provides students with the opportunity to apply, integrate, and synthesize knowledge and experience obtained during their academic course of study to a question or problem of public health relevance.

**In some cases the Capstone Program Project idea or opportunity may evolve from the student's field practicum.**

The Capstone Program Project must be completed near the end of the program so that students have the advantage of drawing on and synthesizing their academic experience. However, students should develop ideas as soon as possible. Students should look for opportunities while completing their coursework to develop their ideas and plan projects. It is strongly recommended that students discuss project ideas with their academic advisor during the spring or summer semester of their first year.

The project must meet the *Andrews University Standards for Written Work*. One copy of each project is submitted to the instructor under whose supervision it was prepared. The report then becomes the property of the Department of Public Health, Nutrition, & Wellness.

Completed and signed approval forms for the project(s) must be filed in the Office of Academic Records no later than 12:00pm EST (noon) on Friday, one week before graduation, unless an earlier time is specified by the Department of Public Health, Nutrition, & Wellness.

Students should complete their Capstone Program Project before writing the comprehensive examinations.

If students need time for project preparation beyond the semester(s) when regular project credits are accumulated, they may register for project continuation. Project continuation is a non-credit enrollment status that requires a small fee for each semester of registration.

More information on the Capstone Program Project can be found in the **Capstone Project Handbook**.

## 32. Comprehensive Examination

Comprehensive Examination (CE): Degree candidates must take and pass the written comprehensive examinations to graduate (>70% on overall exam). Students are required to take the comprehensive exam during their last semester in the program. Students are not permitted to sit for these examinations until they have been officially advanced to degree candidacy.

The comprehensive exam consists of two parts. The first part assesses the domains of the concentration area. The second section includes questions aimed to apply and integrate the five core areas of public health which include: Biostatistics, Epidemiology, Environmental Health, Health Behavior, and Health Management and the concentration areas in the development of a program plan to address a

public health problem in a community. The second part of the exam also requires application of knowledge of the concentration areas.

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The MPH faculty reviews the comprehensive exam from time to time. The MPH students receive information about the comprehensive exams during orientation and on the MPH Student's Handbook. Students need to register for the comprehensive exam and must be completed by the due date set by the Registrar for Graduate Programs.

Master's Degree students are not permitted to sit for the CE until they have officially advanced to degree candidacy.

The CE is written between two days. The first day will take approximately four (4) hours and the second day will take approximately five (5) hours.

## Overview

The Master in Public Health (MPH) Comprehensive Exam is the last step in completing the Culminating Experience. This exam allows you to combine the knowledge that you have gained throughout your program in order to apply it to real world situations. The Comprehensive Exam also allows the MPH faculty to gauge whether or not each a student is ready to graduate from the program and represent themselves, as well as the program, as a public health professional.

The Comprehensive Exam is listed as class FDNT 670 and is a Satisfactory/Unsatisfactory course. Each student who wishes to take the Comprehensive Exam must register for this course along with the other courses for their final semester. **Late registration could cause delay in completion of the program and graduation.**

The following is a guide that will help you prepare for your Comprehensive Exam. It will explain the how the exam is to be taken, the format, what you will need to do prior, as well as questions for areas that you may be asked to apply during the Comprehensive Exam. If you have any questions, please contact your Academic Advisor.

## Guidelines

The MPH Comprehensive Exam will take place over two days. The first day will cover the concentration area. Each student will be give four (4) hours to complete the first day. The second day will focus on a comprehensive application of the

competencies acquired during the MPH program to solve a public health problem. Each student will be given five (5) hours to complete the second day. The Comprehensive Exam is an essay exam that will ask you to apply the knowledge that you have gained throughout your MPH program. To make sure that you receive the maximum amount of points, please remember to fully answer each question to the best of your ability. This will allow the faculty to better understand whether or not you truly understand the material. In order to answer each question completely, it is advised that when opening the Comprehensive Exam, you take a moment to read each question carefully. This will allow you to know which questions will need more time than others. Comprehensive Exams can be (1) type written using the computer, or if there is special circumstances, can (2) hand written, scanned, and emailed to Dr. Dixon Anjejo, [anjejo@andrews.edu](mailto:anjejo@andrews.edu).

Dr. Dixon Anjejo and Dr. M. Alfredo Mejia will score the Comprehensive Exams with the aid of Dr. Sherine Brown-Fraser. Please speak to your Academic Advisor to find out when you will be able to find out if you have passed the Comprehensive Exam.

Each student is allowed up to three attempts at passing the Comprehensive Exam. If two or more papers on either of the days are evaluated as Unsatisfactory, the student will receive a Fail for the day and must rewrite that particular day on the next scheduled time.

**First Attempt:** Each student is allowed up to one (1) paper per day rated as “Unsatisfactory”. The student will be given the opportunity to rewrite the question(s) within two (2) weeks after receiving notice from the Program Director. A rewrite will receive a rating of either “Satisfactory” or “Unsatisfactory”. If the question(s) is rated “Unsatisfactory” the student will receive a Fail for that particular date.

**Second Attempt:** If a student must rewrite either or both of the days at the next scheduled exam time, all questions must be rated as Satisfactory. No opportunities will be given to do a rewrite on any questions that receive an “Unsatisfactory” rating.

**Third Attempt :** Students who fail one or more questions the second attempt must submit a remediation plan to the Program Director and petition the graduate school for permission to retake days one, two, or both a third time.

If permission is granted, and the student fails the third attempt, the student will be dropped from the program.



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## Brief Overview of the Domains of Study

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### **Comprehensive Exam Paper 1 (3 ½ - 4 Hours):**

The students are expected to demonstrate sound knowledge of the content relevant to core areas in the program. The core areas include introduction to public health, epidemiology, biostatistics, behavioral theories and models, health administration and environmental health.

### **Comprehensive Exam Paper 2 (5 Hours):**

**MPH in Nutrition and Wellness concentration.** Students are expected to demonstrate sound knowledge of the MPH core courses and integrate this knowledge with the knowledge of their specialty domain to solve public health problems. This section of the test is intended to allow each student creatively demonstrate his/her overall understanding the competencies acquired in the MPH program while solving specific public health problems in a target population. Students need to integrate their knowledge in Program Planning and Evaluation, Principles of Health Administration, Epidemiology, Principles Health Behavior, Principles of Environmental Health, Health Research Methods, with their knowledge of the area of specialization in nutrition and wellness to develop a culturally sensitive, cost effective, feasible program to solve a specific public health problem in a given population. The section of the test provides the students an opportunity to demonstrate full integration of all their public health skills and creativity to solve public health issues.

## Comprehensive Examination Part 2 Grading Rubric

Scores	1	2	3	4	5	Multiply weight by score
Comprehensiveness	The response to questions was extremely limited.	The response to questions was limited.	The response to questions was partial.	Answer addressed questions but not comprehensively.	Answer addressed questions comprehensively.	4 x score =
Focus on important issues	Answer failed to include important points	Answer did not stress important points	Answer reflects important points but with some glaring omissions	Answer reflects important points but not extensively	Answer reflects important points with up-to-date information	4 x score =
Supportive evidence	Answer is against current evidence	Answer is not supported with evidence	Answer is documented with limited evidence	Answer is documented with adequate evidence	Answer is documented with abundant evidence.	4 x score =
Understanding	Answer reflects poor understanding of the issue	Answer reflects partial understanding of the issue	Answer reflects moderate understanding of the issue	Answer reflects good understanding of the issue	Answer reflects throughout understanding of the issue	4 x score =
Flow-Coherence	Answers flow with lack of coherence and clarity.	Answers flow with limited coherence and clarity.	Answers flow mostly with coherence and clarity.	Overall, answers flow with coherence and clarity.	Answers flow with coherence and clarity.	2 x score =
Grammar-style spelling	Answers written with very poor grammar, writing style and spelling.	Answers written with poor grammar, writing style and spelling.	Answers written with fair grammar, writing style and spelling.	Answers written with good grammar, writing style and spelling.	Answers written with excellent grammar, writing style and spelling.	2 x score =
TOTAL SCORE (100 MAXIMUM) Passing grade is 70% or above						

### 33. Who is in the Department?

#### School of Health Professions

Dean, School of Health Professions  
 Assistant to the Dean  
 Administrative Assistant

Dr. Emmanuel Rudatsikira  
 Deby Andvik  
 Carmelita Arthur

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## Department of Public Health, Nutrition, & Wellness

Department Chair

Dr. Sherine Brown-Fraser

Administrative Assistant

Ms. Tanya Thomas

## Master of Public Health

Master of Public Health Program Director

Dr. Dixon Anjejo

MDiv/MPH Liaison

Dr. M. Alfredo Mejia

MPH Faculty Member

Dr. Padma Upalla

MPH Graduate Assistant

Ms. Nicole A. Walker

## 34. Appendix A Academic Standards

Students enrolled in graduate programs governed by the School of Graduate Studies & Research should note the following standards of scholarship.

**Minimum Standards of Scholarship.** Candidates for graduate degrees must satisfactorily fulfill the course of study for the degree program they select subject to these standards:

- ❖ A minimum GPA of 3.00 (4.00 system) is required in those courses that apply to the degree.
- ❖ No course with a grade of C- or lower may count toward a graduate degree. Some departments may require a higher satisfactory grade in certain courses.
- ❖ If a student receives an unsatisfactory grade as defined by the School of Graduate Studies & Research, the course may be repeated once. The credits and quality points earned in the most recent course will be used to calculate the GPA.
- ❖ Credit by examination is not accepted toward a graduate degree.
- ❖ Candidates for a master's degree must pass comprehensive examinations and/or formally defend a master's thesis or an acceptable alternative for a particular program as approved by the Graduate Council. Candidates for specialist and doctoral degrees must pass comprehensive examinations.

**Standards for Progression.** In addition to the following standards, master's students should consult the appropriate section of the Andrews University bulletin and their respective handbook.

- ❖ The cumulative GPA must be at least 3.00 calculated using all graduate work taken at Andrews University including courses taken for other degrees, courses taken prior to the time limits for degrees, and courses taken PTC. Exceptions to this standard must be recommended by the dean/graduate program coordinator and approved by the dean of the School of Graduate Studies & Research.

- ❖ A student whose cumulative GPA drops below 3.00 in any given semester is placed on **academic probation**. Such a student must work with the advisor to develop a schedule of courses that ensures the student will raise his/her cumulative GPA above the required 3.00 in a timely manner—normally, the following semester. The dean/graduate program coordinator of the school/college must approve such a plan.
  - A student who does not meet such a plan may not continue except by the recommendation of the dean/graduate program coordinator and approval by the dean of the School of Graduate Studies & Research.
- ❖ **Normally, students who accumulate more than 12 semester credits below B (Including U) are not allowed to continue.** Petitions for exceptions must include a plan to maintain the required GPA for the degree and be approved by the appropriate dean/graduate program coordinator of the college/school and the dean of the School of Graduate Studies & Research.
- ❖ **Students who have been accepted provisionally to a degree program must meet the planned schedule for removing any deficiencies or earning a minimum GPA.**
  - English-language deficiencies must be met by the time the student has completed no more than 50% of his/her course work for a master's or specialist degree or 25% of his/her course work for a doctoral degree.
  - **Undergraduate deficiencies, specifically missing prerequisites must be completed within the first two semesters after starting the program.**
  - A minimum GPA equal to the GPA requirements for graduation from the program must be met by the time the student has completed 9 graduate credits.
  - A student who does not meet this schedule is not allowed to continue except by the recommendation of the dean/ graduate program coordinator and approval by the dean of the School of Graduate Studies & Research.
- ❖ Students on **academic probation** or provisional status may not:
  - Register for project credit except by permission from the dean/graduate program coordinator of the college/school.
  - Advance to degree candidacy or take comprehensive examinations.

### 35. Appendix B Probationary Contract

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## PROBATIONARY CONTRACT

Student's Name: \_\_\_\_\_

Instructor: \_\_\_\_\_

The following conditions must be met:

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Professor's name (Please print)

Professor's signature/Date

## [36.Appendix C Graduation Requirements](#)

### **Advancement to Candidacy** <https://www.andrews.edu/grad/resources/>

Upon completion of 50% of course work, a student must apply for advancement to degree candidacy. Forms are available at the office of the appropriate dean or graduate program coordinator. The forms should be completed by the student, approved by the advisor and the department chair, and returned to the office of the dean or graduate program coordinator.

- ❖ At the time a student files an application for advancement to degree candidacy, he/she must have:
  - Received regular admission status
  - Applied for graduation
  - Completed all curriculum and English-language deficiencies that may have existed
  - Demonstrated foreign-language proficiency where required.
- ❖ A student who has completed 75% of his/her program is not allowed to register for further course work until the advancement to degree candidacy forms have been filed with the appropriate dean or graduate program coordinator.
- ❖ After a student has been advanced to degree candidacy, he/she may then request to take the comprehensive examinations.
- ❖ An application form for the comprehensive examinations is sent to the student at the time of notification of advancement to degree candidacy.

Students are required to complete all outstanding prerequisites based on the timeline given to them at the time of admission and complete the required coursework of 42 credits.

### **Application for Graduation** <https://www.andrews.edu/grad/resources/>

Submit this form online as part of qualifying for advancement to candidacy.

### **Application for Comprehensive Examination**

<https://www.andrews.edu/grad/documents/compexam.pdf>

Submit this form to your advisor.

### **Complete Culminating Activities**

Students are also required to complete the culminating activities which include:

- 1) **Field Practicum**
- 2) **Capstone Research Project or Capstone Program Project**
- 2) **Comprehensive Examination**

### 37. Appendix D Student Service Evaluation Form

## **Student Service Evaluation Form**

Date of evaluation: Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_

Name of person providing service: \_\_\_\_\_

Type of service: \_\_\_\_ Lecture Presentation \_\_\_\_ Educational Service \_\_\_\_

Other (specify): \_\_\_\_\_

This service activity was delivered at:

\_\_\_\_\_

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Undecided</b>	<b>Agree</b>	<b>Strongly Agree</b>
The <i>quality</i> of service provided was excellent.					
The service provided was <i>relevant</i> for the audience.					
The service provided was <i>timely</i> to meet the needs of the audience.					
The person who provided the service was very <i>engaged</i> in serving.					
The person who provided the service was <i>competent</i> .					
The service provided reflected careful <i>preparation</i> .					
The service was delivered at the scheduled <i>time</i> .					
The audience <i>embraced</i> the service.					
The service had a significant <i>benefit</i> to the audience.					
The service provided needs improvement (if so, please fill out the line below).					

**Ideas to improve this service:** \_\_\_\_\_

### 38. Appendix E – Discrimination and Harassment

#### **Discrimination and Harassment - Including Sexual Harassment**

Andrews University affirms that every human being is valuable in the sight of God. The University expects students, employees and guests to treat each other and the wider

community with respect and dignity, and will not tolerate discrimination of harassment. Students have the right to supportive academic, work and residential settings that are free from conduct that could create a hostile, intimidation or offensive environment. Students and employees should report inappropriate, erratic, harassing, threatening or violent behavior, no matter how mild or severe, that may jeopardize the health or safety of an individual or community or that disrupts the mission/ or normal processes of the University. This allows the University to address behavioral concerns in a timely manner

### **Discrimination:**

Andrews University prohibits discrimination against any student on the basis of race, color, national origin, sex, religion, age, disability or any other legally protected characteristic. Discrimination that occurs because of a legally protected characteristics may violate the policies of the University even if the discriminatory behavior is not unlawful.

Sexual orientation, which is not a legally protected characteristics, is regarded by the University in a manner consistent with the position of the Seventh-day Adventist Church, which makes a distinction between orientation and behavior. Sexual orientation is not to be consideration in issue related to academic, work or residential environments except as necessary to upholding the University's commitment to moral propriety as understood by the Seventh-day Adventist Church. However, promoting or engaging in certain behaviors is prohibited in the University Cod of Student Conduct.

### **Harassment:**

Andrews University prohibits harassment of any kind. Harassment is often based upon an intentional intolerance or disparagement of personal characteristics such as race, color, national origin, sex, sexual orientation, religion, age or disability, or any legally protected characteristic. Harassment occurs when a person or group engages in unwelcome conduct so severe and/ or pervasive that is unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile or offensive academic, work or residential environment. Harassment is prohibited whether it takes place on campus, off campus, or in cyberspace. This definition of harassment should not be construed to infringe on the right of faculty, staff and students to discuss, inquire, express and petition within the limits.

### **Sexual Harassment:**

Like other forms of harassment that are based on an individual's legally protected characteristic, sexual harassment is a form of discrimination, and it is strictly prohibited. Unlawful sexual harassment takes one of two forms: 1) quid pro quo harassment or 2) hostile environment harassment. Quid pro quo harassment typically involves an exchange of sexual favors for some benefit, and it most often occurs where there is a power differential (e.g., professor and student or boss and employee). Hostile environment harassment can



occur when conduct is so severe and/ or pervasive that it unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile or offensive work or academic environment. Both kinds of harassment are prohibited. The following are types of behavior which may constitute sexual harassment:

- ❖ Unwelcome sexual advances or requests for sexual favors
- ❖ Unwelcome touching
- ❖ Showing/displaying sexually suggestive or objectifying pictures or words
- ❖ Sexually suggestive jokes

Other unwanted verbal, visual or physical conduct of a sexual nature may constitute sexual harassment when:

- ❖ Submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment, academic achievement or advancement
- ❖ Submission to or rejection of such conduct is used, threatened or insinuated as the basis for decisions affecting employment, wages, promotion, assigned duties or academic standing of an individual.
- ❖ Such conduct has the purpose or effect of interfering with an individual's ability to carry out his or her responsibilities.

### **What to do about Discrimination or Harassment**

If you witness or experience behavior which you think is inappropriate, you should do something about it. The following steps are suggestions you may want to consider. Every circumstance is different, however, and the important thing is that you do take some steps to correct the behavior.

- ❖ Indicate assertively to the alleged harasser that such conduct is offensive, unwelcome and should be stopped immediately (studies show that most harassers will stop if they know their behavior is offending someone).
- ❖ Document a written report of the incident noting date, time, location; identifying alleged harasser and witnesses; and giving a detailed description of the unwanted behavior incident.
- ❖ Submit the report to one of the following: academic advisor or dean (if classroom related), work supervisor or human resources director (if work-related), residence hall dean or Student Life (if peer-related or you are unsure who to report to).

Andrews University takes seriously any reports it receives of sexual and other forms of unlawful harassment or discrimination. A process is available for an investigation to be conducted and, where necessary, for corrective action to be taken. Any student who makes, in good faith, a complaint/ report.

### 39. Appendix F – Safety of Students

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

### 40. Appendix G – Complaint Procedure

If a candidate feels that his/her academic rights have been violated, he/she should speak directly with the relevant professor. If the candidate is unsatisfied with the professor's response, he/she may appeal to the department chairperson. Following a decision by the department chairperson, the candidate (or professor) may appeal to the appropriate academic dean, followed by an appeal to the Office of the Provost (based on 2010-2011 Student Handbook).

#### **Resolution of Grade Complaints**

In keeping with the Andrews University Working Policy (2:437:6), candidates who dispute a grade received for a course (providing that the candidate believes the grade was assigned as a result of carelessness, arbitrariness, or capriciousness) should seek a resolution through the following steps:

- ❖ The candidate should seek a resolution in person with the instructor of the course. If this does not result in a satisfactory resolution, the candidate may seek resolution through the instructor's immediate supervisor.
- ❖ If this step fails to resolve the dispute, the candidate may file a written grade complaint with the instructor's immediate supervisor, normally the department chair. The chair must render a written report of his/her findings.
- ❖ A candidate who does not receive a report or remains dissatisfied may file a written grade grievance with the Dean of the School of Health Professions.
- ❖ After reviewing all the facts about the case, the Dean may choose to issue a final decision in the case or appoint a Grade Review Committee of three faculty members, who will investigate the matter and recommend a resolution to the Dean.
- ❖ The Dean will then issue a final decision, taking into account the recommendations of the Grade Review Committee.

#### **Resolution of Conflict with a University or SHP Academic Policy**

If a candidate feels that he/she has been adversely affected by a policy, he/she should follow this protocol:

- ❖ The candidate should discuss the policy with his/her faculty advisor.
- ❖ If the advisor is unable to help resolve the conflict, the candidate should discuss it with the department chair.

- ❖ If this does not yield satisfactory results, the candidate should take the matter to the Dean of the School of Health Professions.
- ❖ If this does not yield satisfactory results, and the conflict is with an academic policy, the candidate may take the matter to the SHP Academic Policies and Curricula Committee.
- ❖ If the problem remains unresolved, the candidate may discuss the matter with the Provost. The Provost's written decision will be considered final.
- ❖ At any step along the way a candidate may consult with either of two University Ombudspersons. The University Ombudspersons facilitate understanding, communication, and resolution of conflicts. The University Ombudsperson may help by identifying and explaining relevant university policies, procedures, and problem-solving channels. The Ombudsperson will also help the candidate to explore options or help identify University programs and resources that might be helpful. The Ombudsperson does not get involved in the following situations:
  - If the candidate wants legal advice or legal representation
  - If the candidate has a non-University related disagreement or problem
  - If the candidate wants to file a grievance or make a formal complaint
  - If the candidate wants someone to represent him/her in formal University procedures. (See "Ombudspersons" in the current Student Handbook.)

### **Resolution of a Conflict with a Faculty Member**

If a conflict arises between a candidate and a faculty member, the protocol below should be followed:

- ❖ The candidate should first seek resolution with the faculty member.
- ❖ If the candidate feels that this may affect him/her adversely, he/she should consult with his/her advisor.
- ❖ If the candidate feels that either 1 or 2 would be counterproductive, he/she may take the conflict directly to the Dean of the School of Health Professions.
- ❖ If the above procedures fail to resolve the situation, the candidate may take the problem to the Provost.
- ❖ If this does not bring a satisfactory resolution, the candidate has the right to take the matter to the President of the University. The President's decision is final in this type of conflict.
- ❖ At any step along the way a candidate may consult with either of two University Ombudspersons. The University Ombudspersons facilitate understanding, communication, and resolution of conflicts. The University Ombudsperson may help by identifying and explaining relevant university policies, procedures, and problem-solving channels. The Ombudsperson will also help the candidate to explore options or help identify University programs and resources that might be helpful. The Ombudsperson does not get involved in the following situations:
  - ❖ If the candidate wants legal advice or legal representation
  - ❖ If the candidate has a non-University related disagreement or problem

- ❖ If the candidate wants to file a grievance or make a formal complaint
- ❖ If the candidate wants someone to represent him/her in formal University procedures. (See “Ombudspersons” in the current Student Handbook.)

### **Record of Formal Appeals**

The office of the Dean of the School of Education keeps a record on file of formal appeals that have arisen in the SHP.

## [41. Appendix H – Student Services](#)

### **Online Resources**

- ❖ **VAULT** is the secure campus account system which contains registration, and financial information. Please access Vault to do the following:
- ❖ **preVue:** enrollment profile
- ❖ **finVue:** all financial elements
- ❖ **iVue:** complete student profile

### **School of Distance Learning**

The following are resources available through the School of Distance Education to support your learning.

#### **Technology Help**

- ❖ Contact Center: [Live Chat Online](#) or call (269) 471-6016 o *password, email, general AU online service access questions*
- ❖ Andrews Moodle: [dlit@andrews.edu](mailto:dlit@andrews.edu) or (269) 471-3960 o *Moodle login, course navigation or technical questions about doing assignments*

#### **Academic Help**

- ❖ Consortium Admissions and Registration Support: [sderegister@andrews.edu](mailto:sderegister@andrews.edu) or (269) 471-6323
- ❖ Undergraduate Distance Degree Advising: [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) or (269) 4713432
- ❖ Graduate Distance Degree Information: [gradenroll@andrews.edu](mailto:gradenroll@andrews.edu) or (269) 471-6013

#### **Specific Course Questions**

- ❖ Contact course instructor, using email or phone included on the course home page. This includes *questions about assignments, grades and feedback, scheduling, incompletes.*

## General Questions

- ❖ School of Distance Education: [sde@andrews.edu](mailto:sde@andrews.edu) or (800) 782-4769

## Tips for Best Service

- ❖ Include your full name, student ID, course name and specific lesson or course page.
- ❖ Details such as the type of computer (MAC or PC) and browser (Chrome, Firefox, Safari, etc.) used, or a screen shot/image can expedite solutions

## Library

All registered students have free (login required) access to the James White Library via phone, fax, e-mail or the Internet. Services include:

- ☐ Access to the James White Library Catalog and other library catalogs.  
<http://www.andrews.edu/library/libcatalogs.html>

## Guest Services

Phone: (269) 471-3360

Fax: (269) 471-6659

E-mail: [lodging@andrews.edu](mailto:lodging@andrews.edu)

## [42. Appendix I – Frequently Asked Questions \(FAQs\)](#)

### **How long do I have to finish my degree?**

Andrews University allows students up to six (6) years or eighteen (18) semesters to complete a Master's degree. However, because courses are only offered during specific semesters, it is advisable to stay on track and complete your program within the scheduled time as listed above in the sample course schedule.

### **How long do I have to finish an online class?**

*Self-paced courses (for prerequisites)* must be completed within 180 days, which is nearly six months after the selected start date. Students have both the privilege and responsibility of setting their own pace; they may finish within as little as one or two months if studying intensely. Remember that graduation or financial aid accepted may impose earlier deadlines. It is the student's responsibility to plan a pace of study to meet their personal deadline. (**Applies generally to prerequisites offered by the School of Distance Education**).

**Applies to MPH Nutrition and Wellness Concentration**

***Interactive online courses*** have fixed start and end dates listed in the 8 week online calendar for the MPH in Nutrition and Wellness concentration. Most follow the Andrews four-month semester; summer courses are often offered as intensives within one or two months. If you cannot meet the deadlines for assignments and exams listed in the course space and syllabus, withdraw before the drop/add date.

### **How much time is needed to complete a course online?**

Schedule 35 hours of focused study time for every semester credit. For example, to complete a 3-credit class successfully, schedule 100+ hours. This time will be spent reading assigned pages, watching videos, completing assignments, projects, discussions online, or exams, or communicating with your instructor. If you want to finish a 3-credit class in 8 weeks, 12+ hours are needed per week; to finish a 3 credit class in 24 weeks, 3+ hours per week will do it.

### **How does financial aid impact my course end date?**

Andrews' degree students using financial aid must complete courses within the semester they register for any type of course, including self-paced online courses. For Pell Grants specifically, students must complete at least 50% of all lessons in all enrolled self-paced courses before their Pell Grant can be disbursed. It is the student's responsibility to meet this requirement, which supersedes the end date automatically given for self-paced courses.

### **What if I can't finish before the course end date?**

An Incomplete grade may be issued at a course end date in the event of (documented) illness or unavoidable circumstances, NOT because of negligence or inferior performance.

### **How do Incompletes work?**

Students with extenuating circumstances may contact the course instructor prior to the course end date to request an incomplete grade. The instructor will arrange an Incomplete Contract with the student that should include:

- ❖ a list of work to be completed
- ❖ the date by which each assignment will be submitted
- ❖ revised course completion date, prior to the last day of the next semester, on which the instructor will calculate the grade based on all work received by that date

The Incomplete Contract is processed on behalf of the students by the Instructor/MPH director in case the students need to withdraw from a class, in the course of the semester by the following process.

1. Student will e-mail the instructor with a request to drop the class. \*Date of request will determine if any refund is given.
2. Instructor or MPH director will complete Drop form on behalf of student.

Students should save a copy of the email in which the incomplete contract terms are established with the instructor. As there will be no reminders about the changed end date, the student takes full responsibility for handing in any outstanding work by this date, and if not done, accepting the contracted grade issued. Remember that the number of I's on a student's record affects the student's class and workload, and must be removed before graduation. See the Andrews current bulletin for more information.

### **Is there a fee for an Incomplete?**

The student's Andrews University account will be billed the Incomplete **fee of \$32**. Payment is required before a transcript can be released. Degree students will see this posted to their account. Guest students may call the Cashier at (269) 471-3326 to pay during business hours. Be sure to state your name, Andrews ID#, and that you are paying an Incomplete fee.

In the event of illness or unavoidable extenuating circumstances, students may be issued an Incomplete (I) grade. The course instructor must be contacted and an Incomplete Contract Form must be submitted. The instructor will assign a timeline with a finish date for the student to complete the required work for a final grade. The student will see an "*I*" *for incomplete* on their grade summary/transcripts until, in the event the required work and deadlines are finished, the instructor submits the final grade to Academic Records.