Faculty Advising
(Student Handbook Addendum)

2012-2013
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Introduction

Welcome to the Oregon MPH (OMPH) Program handbook addendum for faculty advisors of graduate students enrolled in the Oregon Master of Public Health Program. This guide is designed in conjunction with the OMPH Student Handbook to help answer questions and address common concerns of our students. It should also serve as a resource for faculty in offering up-to-date information on OMPH Program requirements and for addressing issues in a consistent and formalized manner.

This addendum is not meant to replace or repeat information found in official university publications, quarterly Schedule of Classes, or the OMPH Student Handbook. Faculty should refer to these publications for updated general information and university-wide policies and procedures.

The following matrix is included to show how each OMPH track fits into the larger university units and hyperlinks to the applicable faculty policies and procedures are listed.

<table>
<thead>
<tr>
<th>OMPH Track</th>
<th>Department/Unit</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epidemiology &amp; Biostatistics</td>
<td>Public Health &amp; Preventive Medicine Department/ School of Medicine</td>
<td>OHSU <a href="http://www.ohsu.edu/xd/education/student-services/about-us/executive-vice-provost/faculty-services.cfm">http://www.ohsu.edu/xd/education/student-services/about-us/executive-vice-provost/faculty-services.cfm</a></td>
</tr>
<tr>
<td>Health Promotion</td>
<td>School of Community Health/ College of Urban &amp; Public Affairs</td>
<td>PSU <a href="http://www.pdx.edu/hr/policies-contracts-forms">http://www.pdx.edu/hr/policies-contracts-forms</a></td>
</tr>
<tr>
<td>Health Management &amp; Policy</td>
<td>Division of Public Administration/ College of Urban &amp; Public Affairs</td>
<td>PSU <a href="http://www.pdx.edu/hr/policies-contracts-forms">http://www.pdx.edu/hr/policies-contracts-forms</a></td>
</tr>
<tr>
<td>Biostatistics Epidemiology Environmental and Occupational Health &amp; Safety International Health</td>
<td>School of Biological and Population Health Sciences/ College of Public Health and Human Sciences</td>
<td>OSU <a href="http://oregonstate.edu/main/faculty-staff/policies-procedures">http://oregonstate.edu/main/faculty-staff/policies-procedures</a></td>
</tr>
<tr>
<td>Health Management &amp; Policy Health Promotion</td>
<td>School of Social and Behavioral Health Sciences/ College of Public Health and Human Sciences</td>
<td>OSU <a href="http://oregonstate.edu/main/faculty-staff/policies-procedures">http://oregonstate.edu/main/faculty-staff/policies-procedures</a></td>
</tr>
</tbody>
</table>
Guidelines for Advising

All graduate students entering the OMPH Program are assigned an academic advisor who provides periodic counseling regarding curriculum, career options and campus resources, as well as on-going monitoring of academic progress. Students are encouraged to contact their advisors as soon as possible during their first term of enrollment. If a student fails to contact his or her advisor within two weeks of the start of class, the advisor should attempt to contact the student by telephone or email.

A first meeting may include many of the following areas:

- Discuss your role as an academic advisor, the importance of the relationship and how you will be of assistance throughout the student’s adjustments to the student’s program plan.
- Exchange or update contact information.
- Give a student an overview of decisions that will need to be made in advance of your next meeting (if any) so that he or she can be prepared for the next time you speak.
- Emphasize email as an expected method of regular communication.
- Probe for any student concerns such as time commitment involved for the academic program and balancing school and family/work obligations, especially in relation to time management for terms likely to be heaviest for students.
- Discuss issues of special significance such as how many hours can the student reasonably expect to work while in the program.

A follow-up meeting during the fall term might include the following discussion and activities:

- Develop a tentative course plan and timeline for the entire program.
- Introduce students to potential contacts or resources, i.e. faculty members who specialize in students’ areas of interest.
- Exchange ideas about opportunities for professional development.
- Suggest that students take advantage of resources and activities outside of their courses within the university and community that may enhance the overall educational experience.
- Other questions that might be useful to discuss include:
  1. What are the student’s career goals?
  2. Why did the student choose public health and this track?
  3. Any concerns for the first quarter?
  4. What are the student’s background and relevant experiences?

General advice that might be helpful for some students:

1. Mention that other resources are available, on the campus, in the department, with the Oregon MPH staff, and with Oregon MPH Student Representatives.
2. Encourage early participation in student government, attending Friday public health seminars, and the spring student symposium.
3. Mention that there are resources for dealing with stress or personal concerns if needed.
4. Early on in the students’ program, encourage participation in the career planning workshops offered by Oregon MPH and at the campus career centers.
5. Following each meeting with an advisee, compile a few summary notes to which you can refer when the student meets with you again. This will help you remember what interests the student has, what his or her field experience will be, etc. Summary notes are also helpful if the student runs into a problem and you need to reconstruct a meeting that the two of you had together.
6. Provide the students with your contact information and the name and contact information for the department secretary or administrative assistant.
7. If you will be unavailable for a significant amount of time, let all your advisees know in advance.
Guidelines for Advising Returning Students

Graduate advising during the normal course of enrollment in the OMPH program should incorporate at least one session per term between graduate students and their advisors. Under normal circumstances, the following guidelines might be applied for each occasion listed.

During each quarter:

• Review transcripts and outline a registration plan for the following term.
• Discuss any problem areas and brainstorm solutions.
• Offer guidance in professional development.

After completion of the first year:

• Discuss evolution of future career and professional goals.
• Help students identify strengths and weaknesses and suggest strategies to enhance skills and overcome challenge areas.
• Make adjustments to the progression of study if necessary.
• Help students decide on and find appropriate field placements and/or thesis topics as appropriate.

Guidelines for Advising Graduating Students

In the quarters prior to graduation, there are several procedures that must be undertaken by graduate students that require close oversight and involvement by advisors. In preparation for graduation, it will be necessary in most cases for students to meet with their advisors on several occasions. These sessions should include the following areas:

• Determine that all course requirements have or will be satisfied in time for graduation.
• Submit all necessary forms with all required signatures.
• Encourage participation in the Oregon MPH career workshops or the campus career centers.
• Discuss faculty member’s polices on writing letters of recommendation.
• Offer to look over the students CV/resume.
• Discuss post-graduation education or job opportunities.
• Discuss career planning resources available for Oregon MPH students, i.e. workshops offered by Oregon MPH each spring quarter, support services at the campus career centers.
• Encourage all graduating students to obtain an electronic copy of the Oregon MPH Program Career & Job Search Guide, available free from the program office.

Faculty Expectations

The quality and reputation of the Oregon MPH and compliance with accreditation standards depend on all faculty and staff at each of the collaborative universities. The following are the expectations for faculty that help to fulfill the mission of Oregon MPH: “to provide innovative leadership, education, research, and service in public health throughout Oregon, regionally, nationally, and internationally. The OMPH Program is committed to providing students with a competency-based graduate education that prepares them for professional careers in public health and health services.”
- Be available to meet with advisees on a regular basis, at least once per quarter
- Post office hours on your door for each quarter
- Use the OMPH syllabus template for all OMPH courses
- Each quarter emphasize the importance for students to fill out course and competency evaluations
- Sign up for the OMPH listserv
- Encourage and support students to submit presentations to the annual spring symposium
- Refer students to colleagues or to the program office for questions you are not sure about, e.g. ideas for field experience, policies, etc.
- Let your advisees know in advance if you are planning a sabbatical and tell them who is taking your place for advising
- If on an extended vacation, leave, or sabbatical, place an “out of office” message on your email with instructions for advising options for students
- Respond to emails within a couple of days
- If the student initiates a conversation about changing advisors, openly discuss the student concerns, support this problem solving, and let the student know this is acceptable in our program
- Encourage students to plan ahead with classes and to stay flexible should selected classes be filled or are not offered
- When meeting with students continually check in with them on their progress to graduation
- Encourage students to regularly look at the OMPH website and take responsibility for knowing all requirements for graduation that are explained in university guidelines and the OMPH handbook
- Maintain a file on each student
- Act as a contact person for the student and help direct the student to appropriate resources in your track, department, or university
- Discuss mutual responsibilities. Unlike undergraduate advising, in graduate school we do expect students to take more responsibility for asking questions, planning their program, and taking the initiative as needed to get information. Discussing the differences between the undergraduate role and the graduate role as advisee can be helpful.

**Student Responsibilities**

Graduate students are expected to be accountable for their learning and career development. A part of the graduate school experience is assuming a portion of the responsibility for maintaining a productive relationship with his/her advisor.

- Initiate contact with his/her advisor at least once per quarter.
- Be sure they are signed up for the OMPH listserv as well as any specific track communications
- Check email regularly.
- Inform one’s advisor immediately on change of status or potential problems with a course or field experience.
- Get involved in the graduate school experience, through attending seminars, serving as a student representative or volunteering to be on a committee.
- Notify both their advisor and the department of address or other changes in contact information.
- Understand and know University, Oregon MPH, and Track policies and procedures for completion of the degree.
- When meeting with his/her advisor, come prepared with written questions.
- Find and maintain financial support for the program of study.
Contact Information for OMPH Tracks

Listed below are the faculty leaders from each of the Oregon MPH tracks, in case you do need to coordinate or communicate with other tracks in advising your students:

Primary Health Care and Health Disparities Track at OHSU-School of Nursing
Deb Messecar is both Track Coordinator and a member of the Coordinating Council, mailto:messecar@ohsu.edu
John Jessup coordinates field experience, mailto:jessupj@ohsu.edu
Admin: Heather Collin-Gajewski, mailto:collin@ohsu.edu

Epidemiology & Biostatistics Track at OHSU-School of Medicine
Bill Lambert coordinates field experience and is a member of the Coordinating Council, mailto:lambertw@ohsu.edu
Rochelle Fu is Track Coordinator and a member of APC, mailto:fur@ohsu.edu
Tom Becker is Department Chair of Public Health Preventive Medicine, mailto:beckert@ohsu.edu
Admin: Tree Triano, mailto:trianot@ohsu.edu and Natalie Chin, mailto:chinn@ohsu.edu

Health Management and Policy Track at PSU Department of Public Administration
Sherril Gelmon coordinates field experience and is a member of the Coordinating Council, mailto:gelmons@pdx.edu
Neal Wallace is Track Coordinator and member of the APC, mailto:nwallace@pdx.edu
Admin: Rebecca Fidler mailto:rfidler@pdx.edu

Health Promotion Track at PSU-School of Community Health
Liana Winett coordinates field experience and is Track Coordinator, mailto:lwinett@pdx.edu
Carlos Crespo is Director of School of Community Health and a member of the Coordinating Council, mailto:ccrespo@pdx.edu
Admin: Elizabeth Bull bulle@pdx.edu and Andrew Wyman mailto:wymaa@pdx.edu

Biostatistics Track at OSU
Adam Branscum, Track Coordinator, mailto:adam.branscum@oregonstate.edu
Anna Harding, Co-Director School of Biological & Population Health Sciences, member of Coordinating Council, mailto:anna.harding@oregonstate.edu
Admin: Nancy Creel, mailto:nancy.creel@oregonstate.edu; Eileen Kaspar, mailto:Eileen.kaspar@oregonstate.edu

Epidemiology at OSU
Sue Carozza, Track Coordinator, mailto:susan.carozza@oregonstate.edu
Anna Harding, Co-Director School of Biological & Population Health Sciences, member of Coordinating Council
Admin: Nancy Creel, mailto:nancy.creel@oregonstate.edu; Eileen Kaspar, mailto:Eileen.kaspar@oregonstate.edu

Health Promotion at OSU
Donna Champeau, Track Coordinator, mailto:Donna.Champeau@oregonstate.edu
Sheryl Thorburn, Co-Director of School of Social & Behavioral Health Sciences, Sheryl.Thorburn@oregonstate.edu
Admin: Nancy Creel, mailto:nancy.creel@oregonstate.edu; Eileen Kaspar, mailto:Eileen.kaspar@oregonstate.edu
Health Management and Policy at OSU
Stephanie Bernell, Track Coordinator, mailto:stephanie.bernell@oregonstate.edu
Sheryl Thorburn, Co-Director of School of Social & Behavioral Health Sciences, mailto:Sheryl.Thorburn@oregonstate.edu
Admin: Nancy Creel, mailto:nancy.creel@oregonstate.edu; Eileen Kaspar, mailto:Eileen.kaspar@oregonstate.edu

International Health at OSU
Chunhuei Chi is Track Coordinator, mailto:chunhuei.chi@oregonstate.edu
Anna Harding, Co-Director, School of Biological & Population Health Sciences, member of Coordinating Council, mailto:anna.harding@oregonstate.edu
Admin: Nancy Creel, mailto:nancy.creel@oregonstate.edu; Eileen Kaspar, mailto:Eileen.kaspar@oregonstate.edu

Environmental and Occupational Health & Safety
Anthony Veltri is Track Coordinator, mailto:Anthony.Veltri@oregonstate.edu
Anna Harding, Co-Director of School of Biological & Population Health Sciences, member of Coordinating Council, mailto:anna.harding@oregonstate.edu
Admin: Nancy Creel, mailto:nancy.creel@oregonstate.edu; Eileen Kaspar, Eileen.kaspar@oregonstate.edu

Website
You can find the most current information about the Oregon MPH Program on the website at www.oregonmph.org. Here you will find information on each of the ten tracks, the curriculum and competencies, a list of OMPH faculty, registration and admissions information, academic calendars, and links to important sites.

Along with program information the Oregon MPH website includes a current list of job announcements, field experience and volunteer opportunities, scholarship and GRA announcements, a list of current events, and news. The website is updated regularly.

To send a posting to the OMPH Website email it to mailto:post_it@oregonmph.org

Program Office
Questions regarding OMPH policies and procedures should be directed to the Program Office, a resource for both advisors and students. The Oregon MPH staff:

Program Director: Greg Lee, PhD
OMPH Program Office
506 SW Mill St., 670B (PSU)
Tel. 503-725-5106
Fax 503-725-5100
mailto:greglee@oregonmph.org

Program Coordinator: Alison Schneiger
506 SW Mill St., Suite 450 (PSU)
Portland, OR 97201
Mail Code: OMPH-SCH
Tel. 503-725-5186
Fax 503-725-5100
mailto:alison@oregonmph.org or mailto:aschneig@pdx.edu
Committees of the Oregon MPH Program

Student engagement in the governance and operation of the Oregon MPH is important and valuable for planning and communications. Student who do get more involved often tell us that working on a committee with staff and faculty enhances their overall experience. In advising students, encourage students to participate in the governance and planning of the program; this is always an enriching opportunity for students and an easy way to meet peers and faculty outside one’s track. Contact the Program Office to join a new committee.

- Diversity
- Workforce/Continuing Education
- Field Experience
- Symposium Planning
- Academic Program Committee (for Student Campus Representatives)

Program Calendar

The OMPH Program Office maintains an annual calendar that includes student events such as orientation, symposium, committee meeting schedules, public health seminars, community events, and local and national conferences. The Program Office also maintains a calendar of all religious holidays, so no program events and meetings are scheduled in conflict with any major religious event. This calendar is available on the Oregon MPH website.

Symposium

Each spring the Oregon MPH sponsors a Student Symposium that invites students to present their work. Posters and oral presentations by students provide low-risk opportunities to present their work from research, field experiences, group projects in classes, case studies, or other individual projects that address a public health issue. Students do not have to have a formal research topic, nor do they need to have quantitative data to submit a proposal/abstract. As advisors it is critical to encourage students to participate and to act as faculty mentors. Students who participate gain the experience of public speaking, and organizing and presenting information to colleagues.

Faculty members are needed for various roles with the symposium:
- Act as Faculty Mentors
- Serve on planning committee with students and OMPH staff
- Serve on the Abstract Review Subcommittee
- Serve as poster and oral presentation judges
- Lead discussions at lunchtime roundtables
OMPH Program & Track Policies

Policies and procedures that guide students through the Oregon MPH Program are included in the annually updated Student Handbook. Each track has their own handbook with current information, contacts, and procedural information from the university where the track is housed. The handbooks are available on the Oregon MPH website: [http://www.oregonmph.org/content/tracks](http://www.oregonmph.org/content/tracks) covering topics such as:

- Track Competencies
- Degree Requirements
- Sample Course Sequence
- Field Experience (Internship/Organizational Experience) and Minimum Standard Guidelines
- Track Minimum Standards for Field Experiences
- Grading and GPA Requirements
- Incomplete grades
- Grievances/disagreements
- Non-Degree Students Application for Admission
- Transfer & Pre-Admit Credits
- Required Course Waiver Policy
- Course evaluation completion
- Leave of Absence & Continuous Enrollment Policies
- Time to Degree Completion
- Additional University or Department Specific Policies

Registration

One of the enhanced features of the Oregon MPH Program is the option for students to take classes at different campuses through the intercampus registrations process. Full information about registering for classes at a different campus than one’s home university are described on the OMPH website: [http://www.oregonmph.org/content/registration#IntercampusRegistration](http://www.oregonmph.org/content/registration#IntercampusRegistration)

In general students are advised to take the bulk of their classes at their home university, and then supplement their program of study with selected courses that may not be available at their home site or with a particular faculty of interest. It is important for students to register early and always have several backup options for classes to take. In advising students be sure to remind them that we cannot guarantee that every class at every university will always be available because classes fill up and there are limits on class size to maintain quality of the educational experience. While we encourage students to map out their course planning for the full two years, please advise them to stay flexible and always have backup course options.

Admissions

The Oregon MPH Program is a collaborative graduate program in public health, accredited by CEPH (Council on Education for Public Health) since 1996. The OMPH Program offers ten specific tracks across the three participating universities: Oregon Health & Science University, Oregon State University, and Portland State University. For admission to the Oregon Master of Public Health Program prospective students must apply directly to one of the partner Universities offering the specialty track of interest. Specific admission requirements vary depending upon the institution and the track to which the student is applying. Once prospective students have identified the track of interested they must follow the proper admission process for their track and university (see below for links). If there are any questions about this process please contact Alison Schneiger, the Program Coordinator, at alison@oregonmph.org or contact the admissions contact listed
for the university of interest. Students will attend classes primarily at that university location and follow the curriculum path for their chosen track.

The Oregon MPH Program supports equal opportunity in admissions, education, employment, housing, and use of facilities by prohibiting discrimination in those areas based on age, color, disability, marital status, national origin, race, religion or creed, sex or gender, gender identity or gender expression, sexual orientation, veteran status, or any other basis in law.

Students applying to the OMPH Program apply to the track and to the respective partner university hosting the track. Specific admissions procedures are therefore managed at the institutional level using the criteria established by the OMPH Program.

Oregon MPH applicants are evaluated based on their overall application package that must include:

- Graduation from an accredited four year college or university;
- Narrative statement of intent
- Letters of reference from academic and professional contacts; and
- Official academic transcripts
- TOEFL scores (as required)
- Successful completion of an undergraduate course in statistics. A college-level biology class is recommended for some areas of concentration in public health, but not required.
- Recommended minimum GPA 3.0. For the HMP track at PSU, a GPA of 3.25 is generally required.
- Scores from either the Graduate Record Examination (GRE)* or the Medical College Admission Test (MCAT); Prospective students who already hold master degrees from accredited US institutions do not need to take the GRE. Students applying to the Health Management and Policy tracks may submit GMAT scores in lieu of the GRE.
  - GRE recommended minimums: 4.5 on the Analytical, 500 (153 on the new GRE scoring system) on the Verbal, and 500 (144 on new) on the Quantitative. If you are applying to the OHSU Epidemiology & Biostatistics track, a minimum GRE score on the quantitative portion of 600 (148 on new) is strongly encouraged.
- Other information used to assess an applicant includes relevant professional or volunteer experience, specific public health area of interest, and undergraduate course work in public health or a related field.

All tracks exercise the option to grant conditional admission if an applicant shows strong potential but has failed to satisfactorily meet one or more of the admissions criteria. The condition of admission would either specify completion of a deficient requirement or a pre-determined number of OMPH Program credits with a GPA of 3.0 or better in those courses. Conditional admissions must be resolved in order to graduate.

Specific requirements for each track are listed in the table below:

<table>
<thead>
<tr>
<th>Track</th>
<th>GRE min.</th>
<th>GPA min.</th>
<th>TOEFL min.</th>
<th>Required course</th>
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</thead>
<tbody>
<tr>
<td>Epidemiology &amp; Biostatistics @OHSU</td>
<td>V153</td>
<td>3.0</td>
<td>83</td>
<td>College Statistics</td>
</tr>
<tr>
<td></td>
<td>Q148</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A 4.5</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Primary Health Care &amp; Health Disparities @OHSU</td>
<td>V153</td>
<td>3.0</td>
<td>87</td>
<td>College Statistics</td>
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<tr>
<td></td>
<td>Q144</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>A 4.5</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Track</td>
<td>GRE min.</td>
<td>GPA min.</td>
<td>TOEFL min.</td>
<td>Required course</td>
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<td>All tracks at OSU</td>
<td>V153</td>
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<td>79</td>
<td>College Statistics</td>
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<tr>
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<td>Q144</td>
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<td></td>
<td></td>
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<tr>
<td>Health Management &amp; Policy @PSU</td>
<td>V153</td>
<td>3.25</td>
<td>79</td>
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<td>Health Promotion @PSU</td>
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<td>Q144</td>
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<tr>
<td></td>
<td>A 4.0 (changing to 4.5 admissions 2014)</td>
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**Core Curriculum (Required of All OMPH Program Students)**

The Oregon MPH Program offers the MPH degree with emphases in ten specialty areas, all of which include requirements in the five core areas of public health. The OMPH Program assures that students have a broad understanding of the areas of knowledge basic to public health by requiring that all students satisfactorily complete five core courses in biostatistics, epidemiology, environmental health, health systems organization, and health behavior. These courses present students with knowledge and skills basic to the practice of public health, and are coordinated by teams of instructors across the program to include the same competencies and foci per subject area. Core course concepts and general content are the same, regardless of where the course is offered, and students may take these courses at any of the partner campuses. In the Epidemiology & Biostatistics Track specialty more in-depth courses substitute for the epidemiology and biostatistics core courses.

Advanced study in each track flows from the OMPH core courses to the track required courses. Supporting or elective courses within each track allow students to further develop and apply the foundational knowledge and advanced practice attained from core and required courses to additional areas of particular interest.

Between 58 and 61 quarter credits are required, dependent upon the track chosen. All students must take a common MPH core of five courses (16 credits) in the areas listed below. Core courses are shared between OHSU and PSU in Portland, and OSU in Corvallis.

The OMPH Core Courses listed below (click each to open the course competency matrix).

- Epidemiology
- Biostatistics
- Health Systems Organization
- Environmental Health
- Principles of Health Behavior

Additionally, each track has a specific core required concentration, electives, and some form of applied Field Experience (Internship/Organizational Experience). The links to the Oregon MPH website are below:

- The OMPH curricula by Track
- Field Experience
The Oregon MPH (OMPH) Program – An Overview

OMPH Program Mission
The mission of the collaborative Oregon Master of Public Health Program is to provide innovative leadership, education, research, and service in public health throughout Oregon, regionally, nationally, and internationally. The OMPH Program is committed to providing students with a competency-based graduate education that prepares them for professional careers in public health and health services.

OMPH Program Goals
The OMPH program has defined goals with respect to leadership, education, research, and service:

Leadership
Provide leadership and serve as a resource to our communities in addressing and communicating current and emerging public health problems and issues.

Education
Provide excellent education & professional preparation to all students in the substantive areas of public health, including epidemiology, biostatistics, social and behavioral sciences, health management & policy, and environmental health sciences.

Serve the region by offering a range of specialized areas of public health including health promotion, epidemiology, biostatistics, health management and policy, health disparities, environmental safety and health, and international health.

Provide community-based or experiential learning opportunities to develop skills and competencies required to be effective public health practitioners.

Provide educational information and modeling of ethical conduct of public health research and service activities.

Provide educational information and experiential opportunities for the development of cultural competency in research and service activities.

Service:
Provide, enhance, or support service activities to meet the public health needs of urban and rural populations in cooperation with appropriate community professionals, organizations, and governmental agencies.

Research:
Conduct, teach, and communicate collaborative research and scholarship among faculty, students, practitioners, and members of the community affiliated with the MPH program.

OMPH Program Values & Ethics
1. Creating a rich and relevant learning experience for students.
2. Enhancing the general health, welfare, and safety of populations and communities.
3. Demonstrating excellence and integrity in all we do.
4. Integrating public health principles into health care policies and delivery systems.
5. Promoting sustainability as a critical part of public health practice.
7. Enhancing cultural diversity and fostering an environment conducive to the recruitment, training, and success of diverse students and faculty.
8. Developing partnerships for learning, service, and research to meet communities' health needs.
9. Resolving and preventing conflicts of interest.

Program Learning Competencies

Upon completion of the OMPH program, students will be able to:

1. Apply evidence-based knowledge of health determinants to public health issues.
2. Select and employ appropriate methods of design, analysis, and synthesis to address population-based health problems in urban and rural environments.
3. Integrate understanding of the interrelationships among the delivery, organization, and financing of health services.
4. Communicate public health principles and concepts through various strategies across multiple sectors of the community.
5. Employ ethical principles and behaviors.
6. Enact cultural competence and promote diversity in public health research and practice.
7. Apply public health knowledge and skills in practical settings.

Accreditation

The Oregon Master of Public Health (OMPH) Program is a collaborative entity established in 1994 offering ten specialty tracks across three partner institutions: Oregon Health & Science University (OHSU), Oregon State University (OSU), and Portland State University (PSU). Oregon Health & Science University and Portland State University are both located in Portland, and Oregon State University is located in Corvallis, approximately 90 miles to the south. Each of the three institutions that sponsor the OMPH brings unique strengths to the program by virtue of its mission. The three sponsoring institutions are each accredited by the Northwest Commission on Colleges and Universities, the official accrediting agency of the region.

The Council on Education for Public Health (CEPH) accredits the Oregon MPH Program. The Oregon MPH was first accredited by CEPH in 1996 and is currently accredited through December 31, 2013. CEPH is an independent agency recognized by the US Department of Education to accredit schools of public health and public health programs offered in settings other than schools of public health. These schools and programs prepare students for entry into careers in public health. The primary professional degree is the Master of Public Health (MPH) but other master's and doctoral degrees are offered as well.

To maintain accreditation, all public health programs are required to collect and report on a range of student, faculty, curriculum, and program activities. The Program Office annually collects the following information:

- Current faculty CV
- Syllabi for all core and required classes taught in the Oregon MPH
- Sites where students have completed field experience is in the previous year
- Annual student survey on all dimensions of the student experience
- Participant evaluation survey after each fall orientation
- Participant evaluation survey after each student symposium
- Alumni survey (every other year)
- Faculty research (Current objectives are listed)
  A. Each year 50% of faculty research projects will demonstrate collaboration with government, community, organizational, or private groups.
  B. Each year 90% of core faculty will communicate scholarship to the public via scholarship presentations and/or publications.

- Faculty service—this is to show what and how much faculty members are involved in the community
A. Each year 80% of OMPH core faculty will provide service to community public health and health-related organizations.

- Student research—how they are involved with faculty in research endeavors.
  A. Annually at least 30% of active students will participate in the OMPH Student Symposium.
  B. 10% of all active students will participate in faculty research projects each year.
  C. Each year 100% of graduating students will demonstrate research competence appropriate to their areas of specialization, including conducting, consuming, and applying research data.

- Student service—this is to show that as students they are also involved in serving the community, either through organized events with Oregon MPH, their track, or university.
  A. 25% of active students will report community service or community-based learning activities outside of the field experience.

- Student evaluation data on course and required courses

For faculty less familiar with the accreditation of graduate public health programs, the following brief information describes the role of CEPH (Council on Education for Public health):

CEPH Mission
CEPH assures quality in public health education and training to achieve excellence in practice, research and service, through collaboration with organizational and community partners.

CEPH Goals and Objectives
The goal of the Council is "to enhance health in human populations through organized community effort." The Council's focus is the improvement of health through the assurance of professional personnel who are able to identify, prevent and solve community health problems. The Council's objectives are:

1. to promote quality in public health education through a continuing process of self-evaluation by the schools and programs that seek accreditation;
2. to assure the public that institutions offering graduate instruction in public health have been evaluated and judged to meet standards essential for the conduct of such educational programs; and
3. To encourage - through periodic review, consultation, research, publications, and other means - improvements in the quality of education for public health.

CEPH Values
CEPH protects the interests of students and the public by supporting the development of successful public health schools and programs. We value the following:

- Quality and innovation in process and outcomes;
- Consistency, fairness and transparency; and
- Collaboration and inclusion to support positive environments in our own organization and in those we accredit.

Full information about accreditation of schools and programs can be found at: [http://www.ceph.org/](http://www.ceph.org/)
OMPH Confidentiality

Student records, including materials related to advisees, are protected under Federal Educational rights and Privacy Act (FERPA) (20 U.S.C. & 1232g; 34 CFR Part 99; 1974) and the Student Data Privacy Act. Student information should be secure and not left in an unlocked location. If advisors have a major concern about a particular student, only student support staff, appropriate Division or Department Chairs should discuss the situation and have access records. Any confidential information shared by a student with a faculty member must remain confidential, whether the student approaches you as an advisor, instructor, Department or Division chair. Talking about individual students in hallways and other public places should be avoided.

If a faculty member feels he/she must consult with another faculty member about a student, consider talking about the issue without providing the name of the individual student. If the student’s name must be shared, tell the student ahead of time that you intend to talk with the Department or Division chair (or other appropriate person) about the issue in question. Some issues such as sexual harassment are governed by law and require faculty members to report the problem to the Division Head or other appropriate authorities. In these situations, explain to the student what you are required to report the incident/problem.

Diversity of Student body

Increasingly the students entering the Oregon MPH mirror the diversity of our communities. The diversity of our study body includes workers returning to school, gay, lesbian, bisexual, transgender students; economically disadvantaged students; students from different racial/ethnic backgrounds; students with a range of religious/personal belief systems. As advisors it is imperative that we be sensitive to these differences and supportive of challenges students may face in their movement through our programs. We want all our students to have the opportunity to succeed. Resources exist to help students from specific populations, as well as to help you better advise and support students.

Resources:

PSU: International Student and Scholar Services
503-725-4094  www.oia.pdx.edu

OSU:  International Student Advising Services
www.oregonstate.edu/international/atosu/students
Exams of possible interest to students: CHES and CPH

**CHES**: Certified Health Education Specialist (primarily for Health Promotion students)

A CHES is an individual that has:
1. Met academic eligibility
2. Passed a written examination
3. Has an ongoing commitment to continuing education

The Certified Health Education Specialist (CHES) exam is a competency-based test that measures the possession, application and interpretation of knowledge related to the Seven Areas of Responsibility; a comprehensive set of Competencies and Sub-competencies defining the role of an entry-level health education specialist. These responsibilities were verified through a role delineation and a job analysis process. The CHES exam has met national standards in credentialing and received National Commission of Certified Agencies accreditation. The CHES exam consists of 165 multiple-choice scored questions (15 pilot tested) and is administered in paper-and-pencil format. Seven Areas of Responsibility:

- Area I: Assess Needs, Assets and Capacity for Health Education
- Area II: Plan Health Education
- Area III: Implement Health Education
- Area IV: Conduct Evaluation and Research Related to Health Education
- Area V: Administer and Manage Health Education
- Area VI: Serve as a Health Education Resource Person
- Area VII: Communicate and Advocate for Health and Health Education

For complete information: [http://www.nchec.org/exam/overview/ches/](http://www.nchec.org/exam/overview/ches/)

**CPH**: Certificate in Public Health

The following is the current position taken by Oregon MPH faculty leadership on the exam:

“The primary objective of the faculty members in the Oregon MPH Program is to ensure that graduates receive the highest quality education in public health. The faculty members reviewed the objectives of the exam and do not support the need to further test individuals who have already demonstrated their competencies in the five basic core competencies in public health evidenced by their successful completion of their MPH degree. Although we respect the right and desire of any individual to take the examination, the Oregon MPH Program does not support the need for the examination nor does it encourage students and graduates of our program to take the exam.”

Some faculty leaders are concerned about the initial and ongoing cost of the exam. Other faculty members “believe the MPH degree is a more than sufficient demonstration of public health knowledge and skills and the most important credential for employers.” Each year a small number of OMPH graduates take the exam, but the exam is still fairly new and remains to be seen if this added credential is helpful to graduates.

The National Board of Public Health Examiners (NBPHE) offers the Certified in Public Health (CPH) credential as the only voluntary core credential for public health professionals. The CPH designation demonstrates that an individual graduate from a CEPH-accredited school or program of public health has mastered foundational competencies in public health. CPH professionals raise the bar and enhance the public health profession through their exemplary academic and leadership skills. There are two parts to the CPH credentialing process:

1. The CPH Exam which is the entry-point and
2. A bi-annual recertification process which maintains the credential

The Certified in Public Health (CPH) exam covers the **five core areas** of knowledge offered in CEPH—accredited schools and programs as well as **cross-cutting areas** relevant to contemporary public health. The examination
was crafted to assess a person’s knowledge of these competencies, regardless of his or her academic concentration.

<table>
<thead>
<tr>
<th>Five Core Areas</th>
<th>Cross-Cutting Area</th>
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<tbody>
<tr>
<td>Biostatistics</td>
<td>Communication and Informatics</td>
</tr>
<tr>
<td>Environmental Health Sciences</td>
<td>Diversity and Culture</td>
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<tr>
<td>Epidemiology</td>
<td>Leadership</td>
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<tr>
<td>Health Policy and Management</td>
<td>Public Health Biology</td>
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<tr>
<td>Social and Behavioral Sciences</td>
<td>Professionalism</td>
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<td></td>
<td>Programs Planning</td>
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<td>Systems Thinking</td>
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For complete information:  [http://www.nbphe.org/examinfo.cfm](http://www.nbphe.org/examinfo.cfm)

**Requesting letters of support or reference**

The following are common tips for students facing the need to obtain letters of reference for jobs, internships, and scholarships fellowships. While advice for students, this is included as reminders for advising conversations, especially in the final year before graduation.

1. **First contact: e-mail is ok.** Make the e-mail brief. Mention the opportunity for which you are applying, the deadline, what you are requesting, and what you are willing to send for further information (e.g., CV, bullet points, a draft letter). If there is a chance the faculty member will not remember you, mention where you have met.

2. **Think ahead.** Many faculty members may have 10 or more advisees, so they may not be able to respond immediately to student requests. If they receive a request with short notice, they may not be able to respond positively, so contact them well ahead of deadlines so they can schedule your request. Deadlines: Clearly convey the deadline for the materials you are requesting. It is also fine to re-contact the faculty member a week before the deadline as a gentle reminder. Such contact should include, in addition to the reminder about the deadline, your reiteration that you are happy to provide additional information about yourself, or the opportunity and details about where and how to submit the reference (in case the original contact information was misplaced).

3. **Request letters from people who know you.** A letter from someone who does not know you well may not be a strong letter, as the lack of familiarity is usually reflected in the text. Many requests for references also require individuals to specifically indicate how well they know an applicant. Reviewers may not give much weight to a referral from someone who does not know the applicant well—and they may wonder why the applicant did not select someone who knows her/him well. For example, they could think that either the applicant does not know anyone well OR everyone who knows the applicant well would write a lousy letter—both imagined scenarios are bad. Try to gauge if the person can write a “good” letter for you. A strategy is to ask this question directly: don’t ask “will you write a letter for me?” Instead, ask “will you write a supportive letter for me?” A hard life lesson is that some faculty members may be unable to strongly recommend you, and it is best to find that out—and respect it—before you agree that the person will write a letter. Most faculty members will reveal any hesitation they have and it is important to listen to it and accept it. A tentative, or a poor, letter can have a strong negative impact on an application.

4. **If you contact someone who does not know you well.** An exception to item #3 is when you have to ask
Chairs or Division Heads for letters of support because their support is a requirement of the application. In such cases, error on the side of formal communications, so address the Chair or Dean as “Dr. or Dean ______.” Oregon culture is informal in most places, but your professionalism in communicating will be noticed.

5. Don’t assume that faculty members know anything about the applicant organization. There are hundreds of fellowships scholarships, etc. for which faculty members are asked to write letters. Faculty members have little or no connection with many organizations beyond writing letters for students. Don’t rely on acronyms or assume any knowledge about the opportunity for which you are applying, even if it is in the Oregon area. To inform faculty members, it is fine to e-mail them urls and pdfs about the applicant organization, but also include a 1-page synthesis of relevant information. You are asking the faculty member to volunteer time: don’t ask him/her to also go to a website and/or open multi-page pdfs. Those materials can be optional—your one-pager should be all your letter writer needs, along with your CV and some guidance about the text of the letter.

6. Don’t assume faculty members know you well enough to write a great letter or that they have time for a 1-hour interview to prepare for the letter. A great strategy is to offer to provide bullet points about your qualities, eligibility, and interest in the opportunity that can be used by the faculty member to frame the letter. You may even offer to write a draft letter. You are in the best position to draft a successful letter and it is not uncommon to provide such help for letters of reference.

7. Make sure faculty members have contact information. Clearly indicate where the letter or rating sheet should be sent! One of the most common—and frustrating—mistakes made by students is to omit this information, resulting in unnecessary contacts, delays, and poor impressions.

8. Make sure you are eligible for the opportunity and that you intend to apply before you ask for a letter. Unfortunately, it is common for faculty members to write letters, only to be told by students that they found out they were ineligible or decided not to apply after all.

9. Make sure the materials you provide do not have typos and grammatical errors. The written word is influential: we often base our impressions about someone’s intellectual qualities on the quality of his/her writing. You are asking for a laudatory letter of reference, so make sure that your CV, 1-pager, bullet points/draft letter, are clearly and properly written.

10. Thank the faculty member for writing the letter and follow-up. It is surprisingly common for students to not thank a faculty member after an application is complete and even less common for students to let faculty members know if they received the scholarships, fellowships, internships, jobs, etc. Faculty members commit time to letters of reference because they want students to succeed and appreciate and feel rewarded by hearing both a thanks and an update on the outcome.
Frequently Asked Questions about the Oregon MPH Program

What are the prerequisite requirements for statistics?

All students are required to have successfully completed at least one undergraduate statistics course to be admitted to the program. Students without such a course can still be admitted but must take an acceptable course before starting the program. Once here students are required to take courses that assume some basic knowledge of statistics and this is why we have this as a prerequisite for starting the program.

When can I apply for each track and for each school?

Portland State University
- Health Promotion track (Apply Here): Fall admission only. Materials due February 1.
- Health Management & Policy (Apply Here): Rolling admissions offered. Materials due approximately four months before start of enrollment term. (International students have earlier deadlines, please check the school webpage and allow sufficient time.)
  - Fall Admission deadline: April 1
  - Winter Admission deadline: September 1
  - Spring Admission deadline: November 1

Oregon Health & Science University
- Epidemiology & Biostatistics (Apply Here): Fall admission only. Materials due February 1.
- Primary Health Care and Health Disparities (Apply here!) Fall admissions. Contact admissions for deadline information.

Oregon State University
- All specialty tracks (Apply Here): Fall admission only. Materials due May 1
- Application must be submitted by December 1 to be considered for teaching assistantships and scholarships.

What is the process for international applicants?

The OMPH Program tracks require TOEFEL score minimums:
- EPI BIO 83
- PHCHD 87
- All others 79

Further university-specific admission and application requirements for international students are available the following web sites:
- Oregon Health Sciences University- Epidemiology & Biostatistics*
- Oregon Health Sciences University- Primary Health Care & Health Disparities
- Oregon State University
- Portland State University
What is the total duration of the MPH program?

The OMPH Program is designed to appeal to students at a variety of stages of professional development. As such, it caters to part-time and full-time students, working and non-working, returning and continuing. Degree completion can range from two to seven years. The average time it took to degree completion is 2.5 years.

Is it possible to complete the program while working?

Yes it is possible to complete the program while working. This success of this depends on the individual student. Many students still maintain their full-time or part-time jobs, taking classes in the evenings, online, or on days off.

How do I learn about scholarships and grants?

Scholarship and grant information will be posted and updated periodically on the Oregon MPH website: here and here. These two pages will also direct you to information regarding school-specific financial aid options.

- OSU Health and Human Sciences Fellowships and Scholarships
- PSU School of Community Health Fellowships and Scholarships (Health Promotion Track, PSU)
- PSU Hatfield School of Government Fellowships and Scholarships (Health Management & Policy Track, PSU)
- OHSU School of Nursing Fellowships and Scholarships
- OHSU Public Health and Preventive Medicine Fellowships and Scholarships

What is the total cost of the program?

Prospective students apply directly to the campus that hosts the track in which they are interested. Tuition and fee schedules, financial aid, scholarships, and fellowships are administered by each host campus. For each of the tracks (noted in parentheses, below) please visit the following links to see the most current information on costs:

- OSU Tuition and Fees (All OSU Tracks)
- OSU Health and Human Sciences Fellowships and Scholarships
- OSU Financial Aid
- PSU Tuition and Fees
- PSU School of Community Health Fellowships and Scholarships (Health Promotion Track, PSU)
- PSU Hatfield School of Government Fellowships and Scholarships (Health Management & Policy Track, PSU)
- PSU Financial Aid
- OHSU Tuition and Fees, School of Nursing (Primary Health Care & Health Disparities Track) Note: click on "GR-Nursing MPH"
- OHSU Tuition and Fees, Public Health and Preventive Medicine (Epidemiology & Biostatistics Track) Note: click on "MD-PhD or MPH".
- OHSU registrar
- OHSU School of Nursing Fellowships and Scholarships
- OHSU Public Health and Preventive Medicine Fellowships and Scholarships
- OHSU Financial Aid
Are there any information sessions for prospective students?

The Oregon MPH Program does not offer a general information session at this time. However, some of the departments and specialty tracks do offer information sessions. You need to contact the Track Coordinator (see above) to inquire directly.

What do most MPH students do with their MPH?

Public Health is a wonderful and extremely broad field. We recommend that students take a look at job listings for the Oregon Public Health Division, as well as county and local health departments, to see the wide array of currently available positions. We also recommend students search The American Journal of Public Health and The Nation's Health, both published monthly, for national employment listings. There are also a wealth of community organizations dedicated to addressing public health issues, please be certain to look at those working in the arenas that interest you most. Finally, you may wish to search www.publichealthjobs.net, as well as our own Oregon MPH website postings, for currently available position descriptions.

How many MPH courses can I take before I am admitted? OR I am a transfer student from another MPH program. How many credits may I transfer in?

OMPH students may transfer in up to 1/3 of the number of credits required for their degree. This number includes any pre-admission credits (up to 12) taken in the OMPH Program as well as transfer credits from other institutions:

• If a student transfers from another MPH degree program/school they can transfer up to 1/3 of their credits to the OMPH Program (20-21 credits total depending on the track).
• If a student is not admitted or matriculated in to any MPH degree program/school, then any OMPH classes they take are "pre-admit" and the limit is currently 12 credits. {Note: Students may take the core classes as “pre-admits” only as room allows.}
• If a student transfers from another MPH degree program or school and they have also taken OMPH classes, the limit is still 1/3 of the total credits.

All pre-admission and transfer credits must be graduate level and meet the following requirements: 1) must be letter graded B- or higher; 2) must not be graded Pass (or similar grading method); 3) must not be used for any other degree at any institution; 4) must be no older than seven years at the time the MPH degree is awarded; 5) must be applicable to a master degree at originating institution without qualification; 6) must not be correspondence credit.

Note: OMPH Graduate Certificate students are allowed to transfer all 19 of their certificate-required credits once admitted in to the OMPH Program. (Approved by CC/TCC 4/22/08 and 2/11/09)

Are there any courses offered on-line? Which tracks are offered on-line?

Currently only the Primary Health Care & Health Disparities Track may be completed entirely online. However, students admitted to other tracks within the OMPH Program may have access to the five core courses offered online through the PHCHD Track.

Is it recommended to complete the Graduate Certificate Program prior to application for the MPH degree? Where can I find information about the certificate?

Not if you are sure you want to obtain the MPH degree. The certificate was established to offer an option for continuing education for public health professionals who lacked the graduate degree. Some students take the classes to earn the certificate, while others use the certificate to try out graduate school without making the full commitment to a degree. The certificate works well for both purposes, as some students are completely satisfied earning the certificate, while others decide to go beyond the certificate and apply for one of the MPH tracks.

What are the SOPHAs? Do you all require this?
SOPHA is the Schools of Public Health Application Service. The Oregon MPH Program does not participate in this application service.

Where can I find the admission packet online?

The most current admission information for the Oregon MPH is on the website:

http://www.oregonmph.org/content/admissions

I am interested in more than one specialty track; can I apply to both?

Yes, you may apply to more than one specialty track. Please remember that you will need to apply directly to the university and department which houses the specialty track(s) you are interested in attending. Also remember that it is recommended that you narrow your focus of interest prior to applying.

Is it possible to transfer from one track to another if I change my area of interest?

Yes, though infrequent there are students who start in one track and decide that a different track is where they want to concentrate their study. The first step is to speak with one’s advisor and assess the pros and cons of a change, e.g. it might take longer to graduate since one would need to take all the required courses in the new track. Any transfer needs to be approved by both the track coordinator in one’s original track and the new track. If the transfer involves moving to a track at a different university, then departmental approvals at both ends are necessary.

Are there any dual masters programs with the MPH program?

- MPH/MURP (Master of Urban and Regional Planning) at PSU
- MPH/MD (OHSU)
- MPH/MSW (Master of Social Work) at PSU

Please see here for this information.

Can the MCAT be used instead of GRE?

Yes, the Medical College Admission Test (MCAT) can be considered in lieu of GRE scores.

At what times of day are classes offered?

We offer courses throughout the day. For the exact class offerings for each track and school, please consult the class schedule for your university.

How do students know which term a class is being offered?

Students should always check the online schedule of classes for the most up-to-date information on class offerings and class cancellations. Links to the complete schedule for each university can be found online at: http://www.oregonmph.org/content/registration

Do I need to complete the field experience?

Yes, all students need to complete the field experience, please see here for more information.
What do I need to know about ONLINE graduate public health classes?

At OSU and PSU, online classes are delivered and paid for differently than at OHSU. At PSU, tuition and fees are paid directly to the Center for Public Service, a self-support unit within the Hatfield School of Government. PSU’s six online classes are intended as continuing education for health professionals and are not for admitted students. A prospective student could take the classes and then apply and transfer them in once admitted to the MPH program. At OSU, tuition and fees are paid directly to the E-Learning division. Anyone may enroll and take the online classes at OSU, but for MPH students, the intercampus registration is not available. At OHSU, online classes are available and delivered through the departments directly, so classes are priced and coordinated the same as classroom offerings.

So, what does this mean?
To take a class online at PSU or OSU, you register and pay for the class separately from your usual classes. If you are a PSU or OSU student, and sign up for a class at OHSU that is online, you can use the intercampus registration process and therefore pay your regular tuition amount to your home university.

What if I am a PSU student, can I take a PSU online class and pay my regular tuition?
No, the online class is paid for separately to the Center for Public Service and the cost will be different. Classes in the Certificate in Health Systems and Public Health Management are not intended for enrolled MPH students.

What if I am an OSU student, can I take an OSU class and pay my regular tuition?
No, your situation is the same as the PSU student, since the online class has to be paid for separately to the E-Learning division.

What else do I need to know about taking a class online at OSU or PSU?
Online courses are totally supported by tuition and fee revenue. Tuition and fees for these courses are set at levels necessary to cover the direct costs of providing the courses. Graduate tuition remission (GTA, GRA) and staff rates cannot be applied to online courses. Some scholarships also may not be applicable to online tuition and fees. Online courses are full price regardless of the number of other credits that students take during the term.

If I take an online class that is the same as a regular campus class, will there be any problem applying those credits to my program?
No, as long as you make sure the credits are transferred in toward your degree and that you have not already exceeded the maximum number of transfer credits allowed toward your graduate degree. So before taking an online class, make sure you know how many credits you are eligible to transfer in toward your MPH degree, to be sure this will work for you. You may want to check with your academic advisor.

Are students allowed to change advisors?
Yes, a student may switch advisors by informing the assigned advisor of his or her desire to do so and by finding another faculty member to assume the advisor position.

What is the difference between full-time and part-time students?
Full-time students are enrolled in a minimum of nine credit hours of classes each term. Part-time students take up to eight credit hours each term. Both full and part-time students may be enrolled in the OMPH program. Full-time status as a graduate student is defined by the Oregon University System as enrollment in 9 credits per term. The maximum load for a full-time graduate student is 16 credits. A student may exceed this limit only with the approval of the Graduate School. Students receiving approval to exceed 16 credits will be assessed a per-credit overload fee. Full-time status (i.e., a minimum of 9 credits per term) may be sufficient to qualify for purposes of veterans’ benefits, visa requirements, external fellowships, and federal financial aid.

Can students substitute other comparable courses for required courses in the program?
Any and all substitutions from the required courses constitute a waiver and must be approved in writing by the required course instructor, the advisor, and the track director before taking the course. The approval will be kept with the student’s records.

**How do students arrange Reading and Conferences credits?**

If a student has a topic that s/he would like to explore in depth outside a regular class, the student can talk with a potential faculty member who is interested in the topic about signing up for a Reading and Conference class. If the faculty member agrees, the student can register for the class online with his/her CRN number. The student will be expected to do reading in this area and to write a paper on the topic.

**Who can I consult with about advising/supporting a student who is having personal problems?**

- At OSU, 541-737-2131 [http://oregonstate.edu/counsel/](http://oregonstate.edu/counsel/)
- At PSU, 503-725-2800 [http://www.pdx.edu/shac/](http://www.pdx.edu/shac/)

**Where do I refer a student who needs help with writing/study skills?**

- At OSU, 541-737-5640 [http://cwl.oregonstate.edu/](http://cwl.oregonstate.edu/)
- At PSU, usuccess@pdx.edu [http://www.pdx.edu/tutoring/academic-coaching-0](http://www.pdx.edu/tutoring/academic-coaching-0)

**Where do I refer a student who may need accommodation for a disability?**

- At OSU, 541-737-4098 [http://ds.oregonstate.edu/prospective/](http://ds.oregonstate.edu/prospective/)

**Where do I refer students who want to file a grievance or formal complaint?**

- Or Office of the Dean of Student Life, 541-737-8748

**Where do I refer a student who reports sexual harassment or some other discrimination?**

- At OSU, 541-737-8748 [http://oregonstate.edu/deanofstudents/brt.html](http://oregonstate.edu/deanofstudents/brt.html)
OMPH Faculty and Staff Contact Information List

For a complete faculty list, see the OMPH program website:  www.oregonmph.org

Deans Oversight Council:
• Chair: Tom Becker, MD, PhD Department Chair-Public Health & Preventive Medicine, School of Medicine, OHSU
• Kris Henning, PhD, Associate Dean, College of Urban and Public Affairs, PSU
• Marie Harvey, DrPH, Associate Dean for Research and Graduate Studies, College of Public Health and Human Sciences, OSU

Coordinating Council:
• Sherril Gelmon for PSU PA
• William Lambert for OHSU SoM
• Deborah Messecar for OHSU SoN
• Carlos Crespo for PSU SCH
• Anna Harding for OSU
• Sheryl Thorburn for OSU
• Greg Lee, Director

Academic Program Committee
• Liana Winett for PSU HP
• Anthony Veltri (representing all OSU tracks)
• Rochelle Fu for EB at OSHU
• Neal Wallace for PSU HMP
• Deborah Messecar for PHCHD

Track Coordinators:

Primary Health Care and Health Disparities track at OHSU-School of Nursing
 Deb Messecar is Track Coordinator, member of Coordinating Council, mailto:messecar@ohsu.edu

Epidemiology and biostatistics track at OHSU-School of Medicine
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Thank you

This faculty advising handbook is an ongoing project and with your help and input will be updated annually. As you address advising challenges and requests, please keep the Program Office informed of gaps in the handbook or let us know of suggestions for improvements (8-2012).