

Northwestern University MPH Student Handbook Academic Year 2025-2026



NORTHWESTERN
UNIVERSITY

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****The Program in Public Health reserves the right to change without notice any statement in this publication concerning but not limited to, rules, policies, tuition, fees, curricula, and courses.***

Mission

The mission of the Northwestern University (NU) Program in Public Health (PPH) is to prepare future public and population health professionals in an environment of innovative education, research and service that engages our communities and improves health and health equity.

Land Acknowledgement

We recognize and acknowledge that Northwestern University Feinberg School of Medicine sits on the land of multiple Native nations. We acknowledge and honor the original peoples of the Chicagoland area - the Three Fires Confederacy, Potawatomi, Odawa and Ojibwe Nations, as well as other Tribal Nations that know this area as their ancestral homeland, including the Menominee, Ho-Chunk, Miami, Peoria, and Sac and Fox.

These lands were the traditional birthright of Indigenous peoples who were forcibly removed and who have faced two centuries of struggle for survival and identity in the wake of dispossession. We acknowledge the ground on which we stand so that all who come here know that we recognize our responsibilities to the peoples of that land and that we strive to address that history so that it guides our work in the present and the future.

We further acknowledge that this land is the current home to one of the largest urban Native American communities in the United States. Native people are part of Chicago's past, present, and future, and it is our responsibility to acknowledge these Nations and to work with them as we move forward as a more inclusive institution

*Land acknowledgement by the **Association of Native American Medical Students***

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Overview

The Program in Public Health (PPH) began at Northwestern in 1996 and received its first accreditation by the Council on Education for Public Health (CEPH) in 2000. Since its inception, the program has spanned boundaries between public health and medicine.

PPH was developed as an in-person program. The program requires in-person activity for students to make timely progress towards their degree.

PPH is located within the Feinberg School of Medicine (FSM). The administrative home for the PPH is the Center for Education in Health Sciences (CEHS) within the Institute for Public Health and Medicine (IPHAM). IPHAM was established in 2012, pursuing the mission of *advancing collaborative research and education to improve the health and well-being of individuals and their communities*. The Graduate School (TGS) at Northwestern provides the academic administrative structure for the PPH. Like IPHAM, TGS collaborates with PPH to guide and sustain an institutional culture that facilitates excellence in teaching, innovation and rigor in research, and the personal and intellectual growth of its diverse student population.

MPH Education

Northwestern's public health education is competency-based. The Master of Public Health (MPH) degree is accredited by the Council on Education for Public Health (CEPH). PPH ensures that all MPH graduates are grounded in foundational public health knowledge, MPH-level foundational competencies, and degree concentration competencies.

Graduate-Level Foundational Public Health Knowledge

- D1.1. Explain public health history, philosophy and values.
- D1.2. Identify the core functions of public health and the 10 Essential Services.
- D1.3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
- D1.4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program, with attention to disparities among populations, e.g., socioeconomic, ethnic, gender, racial, etc.
- D1.5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.
- D1.6. Explain the critical importance of evidence in advancing public health knowledge.
- D1.7. Explain effects of environmental factors on a population's health.
- D1.8. Explain biological and genetic factors that affect a population's health.
- D1.9. Explain behavioral and psychological factors that affect a population's health.
- D1.10. Explain the cultural, social, political and economic determinants of health and how the determinants relate to population health and health inequities.
- D1.11. Explain how globalization affects global burdens of disease.
- D1.12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health).

MPH Foundational Competencies

- D2.1. Apply epidemiological methods to the breadth of settings and situations in public health practice.
- D2.2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
- D2.3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
- D2.4. Interpret results of data analysis for public health research, policy or practice.
- D2.5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
- D2.6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.
- D2.7. Assess population needs, assets and capacities that affect communities' health.
- D2.8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs.
- D2.9. Design a population-based policy, program, project or intervention.
- D2.10. Explain basic principles and tools of budget and resource management.
- D2.11. Select methods to evaluate public health programs.
- D2.12. Discuss the policy-making process, including the roles of ethics and evidence.
- D2.13. Propose strategies to identify relevant communities and individuals and coalitions and partnerships for influencing public health outcomes.
- D2.14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
- D2.15. Evaluate policies for their impact on public health and health equity.
- D2.16. Apply leadership and/or management principles to address a relevant issue.
- D2.17. Apply negotiation and mediation skills to address organizational or community challenges.
- D2.18. Select communication strategies for different audiences and sectors.
- D2.19. Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy.
- D2.20. Describe the importance of cultural humility in communicating public health content.
- D2.21. Integrate perspectives from other sectors and/or professions to promote and advance population health.
- D2.22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative.

Community Health Research & Evaluation (CHRE) Concentration Competencies

- CHRE1. Describe the factors that influence the health and wellbeing of communities.
- CHRE2. Engage communities as partners in health research, intervention, and evaluation.
- CHRE3. Apply relevant theories and methods to conduct community health research.
- CHRE4. Design, implement, and evaluate evidence-based community health interventions.
- CHRE5. Translate and disseminate research findings in collaboration with communities.
- CHRE6. Optimize health equity across communities through centering minoritized voices.

Data Science (DS) Concentration Competencies

- DS1. Critically Evaluate quantitative data and methodology in public health communications.
- DS2. Achieve proficiency in the use of a software package that promotes sharing of data, analysis, and methods.
- DS3. Use data to create and test hypotheses relevant to public health.
- DS4. Formulate tests of health disparities in data related to public health.
- DS5. Explain ethical challenges in the interpretation of data related to public health.

Epidemiology (EPI) Concentration Competencies

- EPI1. Critique the feasibility of study design as it pertains to sampling, data collection, and resource requirements
- EPI2. Assess biological mechanisms of disease by applying knowledge of behavioral sciences and human and environmental biology
- EPI3. Critique the validity of epidemiologic data, findings, and publications by applying knowledge of epidemiologic principles and methods.
- EPI4. Describe molecular techniques commonly used in epidemiologic studies
- EPI5. Formulate and apply plans for data cleaning and management using statistical analysis software

Global Health (GLO) Concentration Competencies

- GLO1. Critique major global public health priorities and the reasons for their prioritization
- GLO 2. Apply demographic, epidemiologic and anthropologic methods to assess health disparities at local and global levels.
- GLO 3. Develop systems to monitor progress toward targets, objectives, and goals and evaluate programs and their operational components.
- GLO 4. Operate in partnership with local, national and international organizations engaged in the health and social sectors.
- GLO 5. Apply systems thinking to promote integrative global health across different disciplinary domains and organizational levels.

Generalist Concentration (GEN) Competencies

Students enrolled in the generalist concentration choose five (5) competencies from the following:

- CHRE1. Describe the factors that influence the health and wellbeing of communities.
- CHRE2. Engage communities as partners in health research, intervention, and evaluation.
- CHRE3. Apply relevant theories and methods to conduct community health research.
- CHRE4. Design, implement, and evaluate evidence-based community health interventions.
- CHRE5. Translate and disseminate research findings in collaboration with communities.
- CHRE6. Optimize health equity across communities through centering minoritized voices.

DS1. Critically Evaluate quantitative data and methodology in public health communications.

DS2. Achieve proficiency in the use of a software package that promotes sharing of data, analysis, and methods.

DS3. Use data to create and test hypotheses relevant to public health.

DS4. Formulate tests of health disparities in data related to public health.

DS5. Explain ethical challenges in the interpretation of data related to public health.

EPI1. Describe molecular techniques and laboratory resources commonly used in epidemiologic studies

EPI2. Evaluate current knowledge of causes of disease to guide epidemiologic practice

EPI3. Assess biological mechanisms of disease by applying knowledge of behavioral sciences and human and environmental biology.

EPI4. Critique the validity of epidemiologic data, findings, and publications by applying knowledge of epidemiologic principles and methods

EPI5. Formulate and apply plans for data cleaning and management using statistical analysis software

GLO1. Critique major global public health priorities and the reasons for their prioritization

GLO2. Apply demographic, epidemiologic and anthropologic methods to assess health disparities at local and global levels.

GLO 3. Develop systems to monitor progress toward targets, objectives, and goals and evaluate programs and their operational components.

GLO4. Operate in partnership with local, national and international organizations engaged in the health and social sectors.

GLO5. Apply systems thinking to promote integrative global health across different disciplinary domains and organizational levels.

MCH1. Determine how different strengths, needs, values and practices of diverse cultural, racial, ethnic, and socioeconomic groups affect health status, health behaviors and program design.

MCH2. Evaluate theories and principles of individual and family growth and development from an intergenerational and lifespan perspective.

MCH3. Apply appropriate research methods to the evaluation of MCH program and practices.

MCH4. Evaluate evidence-based methods that contribute to the translation of research into MCH programming and practice.

MCH5. Recognize and apply principles of ethical conduct in program management, research and data collection and storage

MSB2. Use computer-based statistical analysis package(s) to manage data;

MSB3. Develop visualized data using computer-based statistical analysis package(s);

MSB4. Analyze data employing computer-based statistical analysis package(s);

MSB5. Implement sample size and power calculations for a range of experimental designs;

MSB8. Calculate epidemiological measures of association between risk factors and disease;

MSB11. Apply ethical and regulatory standards to human subjects research.

Maternal Child Health (MCH) Concentration Competencies

MCH1. Determine how different strengths, needs, values and practices of diverse cultural, racial, ethnic, and socioeconomic groups affect health status, health behaviors and program design.

MCH2. Evaluate theories and principles of individual and family growth and development from an intergenerational and lifespan perspective.

MCH3. Apply appropriate research methods to the evaluation of MCH program and practices.

MCH4. Evaluate evidence-based methods that contribute to the translation of research into MCH

programming and practice.

MCH5. Recognize and apply principles of ethical conduct in program management, research and data collection and storage.

MD/MPH Joint Degree Concentration Competencies

MD1. Demonstrate knowledge about behavioral, environmental, socioeconomic, organizational and cultural dynamics that can affect individual, community, public or global health.

MD2. Demonstrate knowledge of epidemiology, biostatistics and the principles of primary, secondary, and tertiary prevention of disease to make medical decisions

MD3. Describe healthcare finance and delivery in various healthcare systems, and demonstrate the ability to effectively call on system resources to provide care that is of optimal value.

MD4. Construct clinical and research questions and apply information to solve them. Retrieve, analyze and critically appraise literature.

MD5. Facilitate difficult health care conversations with patients and colleagues. Display awareness of barriers including language, health literacy and psychosocial needs.

DPT/MPH Joint Degree Concentration Competencies

Students enrolled in this concentration choose five (5) competencies from the following:

CHRE 1.1 Describe the factors that influence the health and wellbeing of communities.

CHRE1.2 Engage communities as partners in health research, intervention, and evaluation.

CHRE1.3 Apply relevant theories and methods to conduct community health research.

CHRE 1.4 Design, implement, and evaluate evidence-based community health interventions.

CHRE1.5 Translate and disseminate research findings in collaboration with communities.

CHRE1.6 Optimize health equity across communities through centering minoritized voices.

DS 1.1 Critically evaluate quantitative data and methodology in public health communications.

DS 1.2 Achieve proficiency in the use of a software package that promotes sharing of data, analysis, and methods.

DS 1.3 Use data to create and test hypotheses relevant to public health.

DS 1.5 Explain ethical challenges in the interpretation of data related to public health.

EPI1.1 Describe molecular techniques and laboratory resources commonly used in epidemiologic studies.

EPI1.2 Evaluate current knowledge of causes of disease to guide epidemiologic practice.

EPI1.3 Assess biological mechanisms of disease by applying knowledge of behavioral sciences and human and environmental biology.

EPI1.4 Critique the validity of epidemiologic data, findings, and publications by applying knowledge of epidemiologic principles and methods.

EPI1.5 Formulate and apply plans for data cleaning and management using statistical analysis software.

GLO1.1 Critique major global public health priorities and the reasons for their prioritization.

GLO1.2 Apply demographic, epidemiologic and anthropologic methods to assess health disparities at local and global levels.

GLO1.3 Develop systems to monitor progress toward targets, objectives, and goals and evaluate programs and their operational components.

GLO1.5 Apply systems thinking to promote integrative global health across different disciplinary

domains and organizational levels.

MCH1. Determine how different strengths, needs, values and practices of diverse cultural, racial, ethnic, and socioeconomic groups affect health status, health behaviors and program design.

MCH2. Evaluate theories and principles of individual and family growth and development from an intergenerational and lifespan perspective.

MCH3. Apply appropriate research methods to the evaluation of MCH program and practices.

MCH4. Evaluate evidence-based methods that contribute to the translation of research into MCH programming and practice.

MCH5. Recognize and apply principles of ethical conduct in program management, research and data collection and storage

MSB 1.1 Use computer-based statistical analysis package(s) to manage data.

MSB 1.2 Develop visualized data using computer-based statistical package(s).

MSB 1.3 Analyze data employing computer-based statistical analysis package(s).

MSB 1.4 Implement sample size and power calculations for a range of experimental designs.

MSB1.5 Calculate epidemiological measures of association between risk factors and disease.

MSB 1.6 Apply ethical and regulatory standards to human subjects' research.

MPH Systems and Procedures

MPH Student Advisors

MPH students are assigned a faculty advisor who provides academic, career advising and counseling, and assists with course selection based on the student's professional goals. The program assigned advisor will also assist in planning related to the Applied Practice Experience (APEX) and Culminating Experience (CE) to ensure that the student is making progress towards degree completion. In addition, Maureen Moran, Director of Admissions and Graduate Affairs, is available for assistance with course selection and guidance on graduation requirements.

Advisees should communicate with their advisor by phone, email, and/or in person as often as necessary and not less than once per quarter.

Graduate Student Tracking System (GSTS)

<https://gsts.northwestern.edu/site/login>

GSTS allows students, advisors, and MPH Program administration to effectively track academic progress. GSTS use helps guide advising sessions. The MPH Program focuses on the following areas:

1. **Plan of Study:** This tab will automatically populate to show courses you are enrolled in now or have taken in the past.
2. **Documents:** This tab can be used to upload PDF documents. Following orientation, new students will complete their initial plan of study worksheet, save it as a PDF and upload it into the Documents section of GSTS. Students are expected to review their plan of study with advisors quarterly. Students should save the plan of study worksheet in case an updated pdf is needed due to changes in the coursework taken. In the event of changes to the uploaded plan of study, a new plan of study should be uploaded after consulting with an advisor.
3. **TGS Forms:** This tab provides a place to "create new form" including the forms required to take a leave of absence, apply for the degree, and note details of degree completion.

4. **Academic Progress:** This tab collects baseline information about anticipated graduation year/quarter and CE plans.

Research Topic: Under this heading, record information about CE project plans (see below example from GSTS).

Please describe your current **Culminating Experience** plan including:

1. Potential quarter of completion
2. Potential topics or areas of interest
3. Potential mentors

If you are unsure of any of these items please state "unsure"

Student Involvement

Student Representation on Committees

Students are recruited during orientation and via email to join the following committees: Community Advisory Board, Curriculum Committee, Evaluation Committee, Health Equity Advancement Committee, and Executive Committee. Interested students are asked to rank their choice of committee and assigned appropriately by the Accreditation Tak Force leadership. A maximum of three student representatives are appointed to each committee, except for the Community Advisory Board which may include up to five current students. Students may join up to two committees, assuming there are spaces available. The program prioritizes selecting an array of students that enable our committee membership to be representative of each of our degree programs, concentrations, and graduation year cohorts.

Northwestern Public Health Review

Founded in 2013, the Northwestern Public Health Review (NPHR) endeavors to stimulate the exchange and cross-pollination of public health ideas, resources, and opportunities across the Northwestern community and beyond. Through multiple channels, including a journal, blog, and special events, the student-run NPHR offers opportunities for learning and reporting on public health issues. For more information and to get involved, see <https://sites.northwestern.edu/nphr/>

Degree Requirements

The MPH is a 16-unit degree. Generally, 1 unit equals 1 course. The following tables detail the curriculum requirements for each MPH concentration.

Generalist Concentration:

Total Units Required: 16

| Course | Title |
|--------|-------|
|--------|-------|

Core & Required Courses

| | |
|-----------------------------|--|
| PUB_HLTH 301 | Behavior, Society & Health |
| BIOSTAT 302 OR PUB_HLTH 302 | Introduction to Biostatistics |
| PUB_HLTH 304 OR BIOSTAT 301 | Introduction to Epidemiology |
| PUB_HLTH 306 | Health Literacy, Communication, and Systems Change |
| PUB_HLTH 418 | Applied Practice Experience I |
| PUB_HLTH 419 | Applied Practice Experience II |
| PUB_HLTH 560 | Culminating Experience |

Health Equity Requirement (choose one)

| | |
|--------------|-------------------|
| PUB_HLTH 323 | Health Equity |
| PUB_HLTH 446 | LGBTQIA Health |
| PUB_HLTH 447 | Structural Racism |

Intermediate Level Course Requirement (choose one)

| | |
|--------------|----------------------------|
| PUB_HLTH 421 | Intermediate Biostatistics |
| PUB_HLTH 422 | Intermediate Epidemiology |

Methodology Requirement: One of the following courses in addition to one of the intermediate level courses listed above

| | |
|----------------|----------------------------|
| PUB_HLTH 416-0 | Program Evaluation |
| PUB_HLTH 421-0 | Intermediate Biostatistics |
| PUB_HLTH 422-0 | Intermediate Epidemiology |

| Course | Title |
|----------------|--|
| PUB_HLTH 425-0 | Introduction to GIS and Spatial Analysis for Public Health |
| PUB_HLTH 435-0 | Health Services Research Design & Analysis Strategies: Technology Assessment |
| PUB_HLTH 438-0 | Survey Design & Methodology |
| PUB_HLTH 439-0 | Qualitative Research Methods |
| BIOSTAT 446 | Design, Conduct, and Analysis of Clinical Trials |
| PUB_HLTH 460 | Data Visualization |
| ANTHRO 362-0 | Advanced Methods in Quantitative Analysis |

Electives

8 units * Students should consult with their advisor regarding course selections that will help them to meet the five competencies they have chosen for their generalist concentration.

Community Health Research & Evaluation Concentration:

Total Units Required: 16

| Course | Title |
|----------------------------------|--|
| Core and Required Courses | |
| PUB_HLTH 301 | Behavior, Society & Health |
| BIOSTAT 302 OR PUB_HLTH 302 | Introduction to Biostatistics |
| BIOSTAT 301 OR PUB_HLTH 304 | Introduction to Epidemiology |
| PUB_HLTH 306 | Health Literacy, Communication, and Systems Change |
| PUB_HLTH 317 | Seminar in Community Health Research I |

| Course | Title |
|--------------|---|
| PUB_HLTH 318 | Seminar in Community Health Research II |
| PUB_HLTH 319 | Seminar in Community Health Research III |
| PUB_HLTH 320 | Community Engaged Research |
| PUB_HLTH 323 | Health Equity |
| PUB_HLTH 411 | Assessment, Planning & Evaluation in Community Health |
| PUB_HLTH 418 | Applied Practice Experience I |
| PUB_HLTH 419 | Applied Practice Experience II |
| PUB_HLTH 560 | Culminating Experience |

Intermediate Level Course Requirement (choose one)

| | |
|-----------------|----------------------------|
| PUB_HLTH 421 | Intermediate Biostatistics |
| or PUB_HLTH 422 | Intermediate Epidemiology |

Methodology Requirement: One of the following courses in addition to one of the intermediate level courses listed above

| | |
|--------------|---|
| PUB_HLTH 416 | Program Evaluation |
| PUB_HLTH 421 | Intermediate Biostatistics |
| PUB_HLTH 422 | Intermediate Epidemiology |
| PUB_HLTH 425 | Introduction to GIS and Spatial Analysis for Public Health |
| PUB_HLTH 435 | Health Services Research Design & Analysis Strategies: Technology Assessment |
| PUB_HLTH 438 | Survey Design & Methodology |
| PUB_HLTH 439 | Qualitative Research Methods |
| PUB_HLTH 460 | Data Visualization |

Community Health Selective (choose one)

| | |
|----------------|--|
| PUB_HLTH 330-0 | Global Tobacco: Control and Prevention |
|----------------|--|

| Course | Title |
|----------------|---|
| PUB_HLTH 414-0 | Injury and Violence Prevention |
| PUB_HLTH 415-0 | Disease Prevention and Health Promotion: Principles and Application |
| PUB_HLTH 417-0 | Public Health Law: Promoting Healthy Youth Development |
| PUB_HLTH 448-0 | Introduction to Maternal Child Health |

Electives

4 Units

Data Science Concentration:

Total Units Required: 16

| Course | Title |
|---|--|
| Core and Required Courses | |
| PUB_HLTH 301 | Behavior, Society & Health |
| PUB_HLTH 302 | Introduction to Biostatistics |
| PUB_HLTH 304 | Introduction to Epidemiology |
| PUB_HLTH 306 | Health Literacy, Communication, and Systems Change |
| PUB_HLTH 360 | Seminar in Data Science |
| PUB_HLTH 418 | Applied Practice Experience I |
| PUB_HLTH 419 | Applied Practice Experience II |
| PUB_HLTH 460 | Data Visualization |
| PUB_HLTH 560 | Culminating Experience |
| Health Equity Requirement (choose one) | |
| PUB_HLTH 323 | Health Equity |

| Course | Title |
|--------------|-------------------|
| PUB_HLTH 446 | LGBTQIA Health |
| PUB_HLTH 447 | Structural Racism |

Intermediate Level Course Requirement (choose one)

| | |
|--------------|----------------------------|
| PUB HLTH 421 | Intermediate Biostatistics |
| PUB_HLTH 422 | Intermediate Epidemiology |

Methodology Requirement

| | |
|-------------|---------------|
| BIOSTAT 306 | R Programming |
|-------------|---------------|

Concentration Requirements

| | |
|----------------|--|
| PUB_HLTH 425-0 | Introduction to GIS and Spatial Analysis for Public Health |
| BIOSTAT 445-0 | Introduction to Statistical Learning |
| PUB_HLTH 441-0 | Ethical Issues in Clinical Research |

Electives

| |
|-----------|
| 3.5 units |
|-----------|

Epidemiology Concentration:

Total Units Required: 16

| Course | Title |
|----------------------------------|------------------------------|
| Core and Required Courses | |
| BIOSTAT 301 | Introduction to Epidemiology |
| BIOSTAT 401 | Intermediate Epidemiology |
| BIOSTAT 501 | Advanced Epidemiology |
| BIOSTAT 306 | R Programming |

| Course | Title |
|-----------------------------|--|
| BIOSTAT 305 | Programming for Statistical Analysis |
| PUB_HLTH 301 | Behavior, Society & Health |
| PUB_HLTH 302 or BIOSTAT 302 | Introduction to Biostatistics |
| PUB_HLTH 306 | Health Literacy, Communication, and Systems Change |
| PUB_HLTH 418 | Applied Practice Experience I |
| PUB HLTH 419 | Applied Practice Experience II |
| PUB_HLTH 421 | Intermediate Biostatistics |
| PUB_HLTH 560 | Culminating Experience |

Health Equity Requirement (choose one)

| | |
|--------------|-------------------|
| PUB_HLTH 323 | Health Equity |
| PUB_HLTH 446 | LGBTQIA Health |
| PUB_HLTH 447 | Structural Racism |

Methodology Requirement (choose one)

| | |
|--------------|---|
| PUB_HLTH 416 | Program Evaluation |
| PUB_HLTH 425 | Introduction to GIS and Spatial Analysis for Public Health |
| PUB_HLTH 435 | Health Services Research Design & Analysis Strategies: Technology Assessment |
| PUB_HLTH 438 | Survey Design & Methodology |
| PUB_HLTH 439 | Qualitative Research Methods |
| PUB_HLTH 460 | Data Visualization |
| BIOSTAT 446 | Design, Conduct & Analysis of Clinical Trials |

| Course | Title |
|--------|-------|
|--------|-------|

Epidemiology Selective (choose two)

| | |
|--------------|---|
| PUB_HLTH 412 | Infection Disease Epidemiology and Prevention |
| PUB_HLTH 525 | Cancer Epidemiology |
| PUB_HLTH 524 | Cardiovascular Disease Epidemiology |

Electives

| |
|---------|
| 2 units |
|---------|

Global Health Concentration:

Total Units Required: 16

| Course | Title |
|--------|-------|
|--------|-------|

Core and Required Courses

| | |
|-----------------------------|--|
| PUB_HLTH 301 | Behavior, Society & Health |
| PUB_HLTH 302 OR BIostat 302 | Introduction to Biostatistics |
| BIostat 301 OR PUB_HLTH 304 | Introduction to Epidemiology |
| PUB_HLTH 306 | Health Literacy, Communication, and Systems Change |
| PUB HLTH 418 | Applied Practice Experience I |
| PUB HLTH 419 | Applied Practice Experience II |
| PUB_HLTH 560 | Culminating Experience |
| PUB_HLTH 390 | International Public Health I |

| Course | Title |
|-----------------|-------------------------------------|
| PUB_HLTH 490 | Advanced Global Public Health |
| or PUB_HLTH 391 | Global Health Care Service Delivery |
| PUB_HLTH 387 | Seminar in Global Health I |
| PUB_HLTH 388 | Seminar in Global Health II |
| PUB_HLTH 389 | Seminar in Global Health III |
| PUB_HLTH 430 | Global Health Research Practicum |

Health Equity Requirement (choose one)

| | |
|--------------|-------------------|
| PUB_HLTH 323 | Health Equity |
| PUB_HLTH 446 | LGBTQIA Health |
| PUB_HLTH 447 | Structural Racism |

Intermediate Level Course Requirement (choose one)

| | |
|--------------|----------------------------|
| PUB_HLTH 421 | Intermediate Biostatistics |
| PUB_HLTH 422 | Intermediate Epidemiology |

Methodology Requirement: One of the following courses in addition to one of the intermediate level courses listed above

| | |
|--------------|--|
| PUB_HLTH 421 | Intermediate Biostatistics |
| PUB_HLTH 422 | Intermediate Epidemiology |
| PUB_HLTH 416 | Program Evaluation |
| PUB_HLTH 425 | Introduction to GIS and Spatial Analysis for Public Health |
| PUB_HLTH 438 | Survey Design & Methodology |

| Course | Title |
|--------------|------------------------------|
| PUB_HLTH 439 | Qualitative Research Methods |

Global Health Selective (choose two)

| | |
|--------------|---|
| PUB_HLTH 330 | Global Tobacco: Control and Prevention |
| PUB_HLTH 393 | Introduction to Health and Human Rights |
| PUB_HLTH 412 | Infection Disease Epidemiology and Prevention |
| PUB_HLTH 448 | Introduction to Maternal Child Health |
| GBL_HLTH 302 | Global Bioethics |
| GBL_HLTH 303 | Gender and Global Health |
| GBL_HLTH 305 | Global Health & Indigenous Medicine |
| GBL_HLTH 306 | Biomedicine and Culture |
| GBL_HLTH 307 | International Perspectives on Mental Health |
| GBL_HLTH 308 | Global Health in Human History |
| GBL_HLTH 309 | Biomedicine and World History |
| GBL_HLTH 310 | Supervised Global Health Research |
| GBL_HLTH 320 | Qualitative Research Methods in Global Health |
| GBL_HLTH 321 | War and Public Health |
| GBL_HLTH 390 | Special Topics in Global Health |

Electives

2 units

Maternal Child Health Concentration:

Total Units Required: 16

| Course | Title |
|----------------------------------|----------------------------|
| Core and Required Courses | |
| PUB_HLTH 301 | Behavior, Society & Health |

| | |
|-----------------------------|--|
| PUB_HLTH 302 OR BIOSTAT 302 | Introduction to Biostatistics |
| BIOSTAT 301 OR PUB_HLTH 304 | Introduction to Epidemiology |
| PUB_HLTH 306 | Health Literacy, Communication, and Systems Change |
| PUB_HLTH 370-1 | Maternal Child Health Seminar I |
| PUB_HLTH 370-2 | Maternal Child Health Seminar II |
| PUB_HLTH 370-3 | Maternal Child Health Seminar III |
| PUB_HLTH 418 | Applied Practice Experience I |
| PUB_HLTH 419 | Applied Practice Experience II |
| PUB_HLTH 448 | Introduction to Maternal Child Health |
| PUB_HLTH 470 | Perinatal Mental Health |
| PUB_HLTH 471 | Advancing Population Health through Medicaid |
| PUB_HLTH 560 | Culminating Experience |

Health Equity Requirement (choose one)

| | |
|--------------|-------------------|
| PUB_HLTH 323 | Health Equity |
| PUB_HLTH 446 | LGBTQIA Health |
| PUB_HLTH 447 | Structural Racism |

Intermediate Level Course Requirement (choose one)

| | |
|--------------|----------------------------|
| PUB_HLTH 421 | Intermediate Biostatistics |
| PUB_HLTH 422 | Intermediate Epidemiology |

Methodology Requirement: One of the following courses in addition to one of the intermediate level courses listed above

| | |
|--------------|----------------------------|
| PUB_HLTH 421 | Intermediate Biostatistics |
| PUB_HLTH 422 | Intermediate Epidemiology |

| | |
|--------------|---|
| PUB_HLTH 416 | Program Evaluation |
| PUB_HLTH 425 | Introduction to GIS and Spatial Analysis for Public Health |
| PUB_HLTH 438 | Survey Design & Methodology |
| PUB_HLTH 435 | Health Services Research Design & Analysis Strategies: Technology Assessment |
| PUB_HLTH 439 | Qualitative Research Methods |
| PUB_HLTH 460 | Data Visualization |

Electives

4 units

MD/MPH

Total Units Required: 11

| Course | Title |
|--------|-------|
|--------|-------|

Core and Required Courses

| | |
|--------------|--|
| PUB_HLTH 301 | Behavior, Society & Health |
| PUB_HLTH 302 | Introduction to Biostatistics |
| PUB_HLTH 306 | Health Literacy, Communication, and Systems Change |
| PUB_HLTH 310 | Public Health Practice for Physicians I |
| PUB_HLTH 311 | Public Health Practice for Physicians II |
| PUB_HLTH 312 | Public Health Practice for Physicians III |
| PUB_HLTH 418 | Applied Practice Experience I |

| Course | Title |
|--------------|--------------------------------|
| PUB_HLTH 419 | Applied Practice Experience II |
| PUB_HLTH 560 | Culminating Experience |

Health Equity Requirement (choose one)

| | |
|--------------|-------------------|
| PUB_HLTH 323 | Health Equity |
| PUB_HLTH 446 | LGBTQIA Health |
| PUB_HLTH 447 | Structural Racism |

Intermediate Level Course Requirement (choose one)

| | |
|--------------|----------------------------|
| PUB_HLTH 421 | Intermediate Biostatistics |
| PUB_HLTH 422 | Intermediate Epidemiology |

Methodology Requirement: One of the following courses in addition to one of the Intermediate level courses listed above

| | |
|--------------|---|
| PUB_HLTH 416 | Program Evaluation |
| PUB_HLTH 421 | Intermediate Biostatistics |
| PUB_HLTH 422 | Intermediate Epidemiology |
| PUB_HLTH 425 | Introduction to GIS and Spatial Analysis for Public Health |
| PUB_HLTH 435 | Health Services Research Design & Analysis Strategies: Technology Assessment |
| PUB_HLTH 438 | Survey Design & Methodology |
| PUB_HLTH 439 | Qualitative Research Methods |
| PUB_HLTH 460 | Data Visualization |
| BIOSTAT 446 | Design, Conduct & Analysis of Clinical Trials |

| Course | Title |
|--------|-------|
|--------|-------|

Electives

3 units

DPT/MPH

Total Units Required: 12.5

| Course | Title |
|--------|-------|
|--------|-------|

Core and Required Courses

| | |
|-----------------------------|---|
| BIOSTAT 302 or PUB_HLTH 302 | Introduction to Biostatistics |
| BIOSTAT 301 or PUB_HLTH 304 | Introduction to Epidemiology |
| PUB_HLTH 306 | Health Literacy, Communication, and Systems Change |
| PUB_HLTH 350 | Topics in Public Health for the Physical Therapist (0.05 units/quarter) |
| PUB_HLTH 418 | Applied Practice Experience I |
| PUB_HLTH 419 | Applied Practice Experience II |
| PUB_HLTH 560 | Culminating Experience |

Health Equity Requirement (choose one):

| | |
|--------------|-------------------|
| PUB_HLTH 323 | Health Equity |
| PUB_HLTH 446 | LGBTQIA Health |
| PUB_HLTH 447 | Structural Racism |

Intermediate Level Course Requirement (choose one)

| | |
|--------------|----------------------------|
| PUB_HLTH 421 | Intermediate Biostatistics |
|--------------|----------------------------|

| Course | Title |
|--------------|---------------------------|
| PUB_HLTH 422 | Intermediate Epidemiology |

Methodology Requirement: One of the following courses in addition to one of the Intermediate level courses listed above

| | |
|--------------|--|
| PUB_HLTH 416 | Program Evaluation |
| PUB_HLTH 421 | Intermediate Biostatistics |
| PUB_HLTH 422 | Intermediate Epidemiology |
| PUB_HLTH 425 | Introduction to GIS and Spatial Analysis for Public Health |
| PUB_HLTH 435 | Health Services Research Design & Analysis Strategies: Technology Assessment |
| PUB_HLTH 438 | Survey Design & Methodology |
| PUB_HLTH 439 | Qualitative Research Methods |
| PUB_HLTH 460 | Data Visualization |
| BIOSTAT 446 | Design, Conduct & Analysis of Clinical Trials |
| ANTHRO 362 | Advanced Methods in Quantitative Analysis |

Electives

5 units

* In conjunction with the 3rd clinical experience, DPT/MPH students complete an Applied Practice Experience at the same site.

**Students complete the Culminating Experience in conjunction with the DPT synthesis project. Students begin the synthesis project during DPT year 1 (winter trimester) and present their research team's poster during year 2 (winter trimester). Students continue this line of research independently as a Culminating Experience supervised by both a DPT and MPH advisor.

Professional Experiences

The Applied Practice Experience (APEX) and Culminating Experience (CE), collectively referred to as the "Professional Experiences," provide students with the opportunity to apply what they learn in the classroom to address real-world public health issues. **Both experiences are requirements in any CEPH-**

accredited MPH degree. Successful completion of the APEX and CE are required to complete the MPH degree program. Additional details about the APEX and CE can be found in the APEX Handbook and CE Handbook.

Applied Practice Experience

The Applied Practice Experience (APEX) is comprised of three components, PUB HLTH 418, a minimum of 100 hours of work on an approved applied practice project, and PUB HLTH 419.

PUB HLTH 418: Applied Practice Experience I: Students learn about the role of community engaged approaches in public health, receive APEX placement planning and support, and engage in career readiness and networking activities. Students interact with local and national public health practitioners to examine real-world aspects of public health practice. This course is offered every Summer and Fall quarter. It is recommended that most students take this course in the first quarter of enrollment.

Applied Practice Work (100 hours minimum): Students gain real-world public health practice experience by working with public health leaders to develop at least two non-academic products. The real-world public health experience is guided by the student's selection of at least five competencies and the needs and capacities of the preceptor and organization. Students complete a minimum of 100 hours of practice work with an approved PPH community partner organization (45+ sites). An APEX Information Session outlining requirements, timelines and program details is scheduled during one of the early sessions of PUB_HLTH 418. **Attendance at one of these sessions is mandatory.** Following participation in the APEX Information Session, students will be given access to the APEX Portal in Canvas and can begin working with their faculty advisor to identify their placement.

PUB HLTH 419: Applied Practice Experience II: Students register for this asynchronous course **once they have completed a minimum of 100 hours of work on an approved APEX project and completed all assignments in the APEX Portal Canvas site.** The course is offered in the Fall, Spring, and Summer quarters. Assignment deadlines, instructions, rubrics, and examples are posted in the PUB HLTH 419 Canvas site. As part of this course students participate in a formal presentation event where they will present their APEX project. Students are required to submit the products they develop. Faculty evaluate the products for competency attainment and the appropriate application of relevant public health theories, models and frameworks. Students are also evaluated on the professionalism they've exhibited during the APEX experience and in the PUB HLTH 419 course.

The Applied Practice Experience (APEX) Abroad

Students interested in conducting their Applied Practice Experience (APEX) with an international site should contact their faculty advisor to determine if they are eligible to complete this type of experience. Students must be available a minimum of 4 weeks to complete their APEX abroad. Because of the accelerated nature of the one-year MPH, one-year students will not be able to participate in an APEX abroad unless they are an Accelerated Public Health Program (APHP) student in the Global Health or Generalist concentrations. After receiving approval from their faculty advisor and the Director of Applied Practice and Community Engagement, students should review the list of potential global health sites. Students will then be connected with a representative from the Institute for Global Health. All international experiences must be approved through the Institute for Global Health Center for Global

Health Education. Students pursuing an International APEx placement will need to complete IGH's pre-departure Canvas course.

The Culminating Experience

The Culminating Experience (CE) is a capstone-style extensive scholarly inquiry, research or practice-related project in the area of public health. The CE is an integrative learning experience that demonstrates synthesis of foundational and concentration competencies. It provides the structure that allows the student to take responsibility for and to succeed in the development, conduct, and completion of the project. Students also gain experience in writing and publicly presenting the CE project. Faculty review and evaluate the CE projects based on the synthesis of competencies and application of appropriate research or scholarly inquiry frameworks

- Students are required to produce an analytically rigorous written product which can take a variety of forms (research paper, policy brief, legislative testimony, program evaluation, etc.) and give a presentation of their Culminating Experience.
- Students should enroll in **PUB_HLTH 560 Culminating Experience** in the quarter in which they plan to submit the CE paper and deliver the presentation. Typically, presentations are made in Spring Quarter. Students names will appear in the CANVAS site before registration for PUB_HLTH 560. Students must enroll in PUB_HLTH 560 though CEASAR as a requirement for the MPH degree.
- Students enrolled in combined degree programs (e.g., DPT/MPH, MD/MPH, PhD/MPH) may register for PUB_HLTH 560 and present the CE earlier in their graduate careers, but the MPH degree will not be awarded until the other degree is conferred.

For more information regarding the CE, including relevant documents, resources and completion timelines, please visit: <https://www.feinberg.northwestern.edu/sites/mph/degree-options/mph/culminating-experience.html>

Registration Policies

Students register online; registration opens 6-8 weeks before the quarter begins for students who are continuing their studies; students in their first quarter of study may not register until the week before classes begin.

Use CAESAR (Computer Assisted Electronic Student Access Route) available at <http://www.registrar.northwestern.edu/> (accessible using your NU NetID and password) to register for classes.

The Registrar's office has a tip sheet, available at http://ses.northwestern.edu/documentation/SC_Registration_Tip_Sheet_v9.pdf.

Students will be notified via a quarterly registration email if specific MPH courses require a permission number. To obtain a permission number, email pphregistration@northwestern.edu

Continuous Registration

As a Program in Public Health student, you are enrolled in The Graduate School (TGS) at Northwestern. TGS guidelines and policies apply to all students in the Program in Public Health. One such policy is that

all students in TGS must be registered in their graduate program at Northwestern University in each of the fall, winter and spring terms until all degree requirements have been completed and the degree has been awarded. This is called “continuous registration”. See [Continuous Registration Policy](#) for more information.

Students enrolled in Continuous Registration must be making progress toward their degree. Combined degree students demonstrate this by continued enrollment in their other degree program. Students not enrolled in a combined degree program who enroll in Continuous Registration must demonstrate through regular (at a minimum, monthly) check-ins with the program director or the director’s designee that they are actively making progress toward the degree. Making progress toward the degree might be demonstrated by completion of assignments for which a grade of incomplete was assigned, agreed upon interim steps toward completion of the CE, and/or completion of an agreed upon number of APEx hours between check-ins.

Failure to make academic progress over two quarters will result in academic probation of one quarter after which the student may be dismissed.

Students who are not registered for classes (or CE or Thesis) but unable to make progress toward the degree during a given quarter (excluding summer), should apply for a leave of absence.

See <https://www.tgs.northwestern.edu/academic-policies-procedures/policies/leaves-of-absence.html> for more information about TGS leave of absence policies.

A non-registered student will be deactivated. A student who is deactivated must apply for readmission to TGS and pay a \$250 readmission fee as well as any fees associated with “continuous registration” for the quarters the student was absent. See [Leaves, Withdrawal & Readmission](#).

Please note that the registration (“course”) number is different depending on your student type and your reason for not taking courses:

TGS 512

Available to students who completed the program coursework and are continuing in their degree program (writing a thesis or dissertation and/or performing research required for the degree) but **not** receiving University or external funding. TGS 512 is a full-time registration intended for students who are continuing to work in a full-time capacity toward degree completion.

TGS 512 is \$100/quarter and allows for:

- Continuation of the student's Net ID and email account
- Access to University facilities such as libraries, labs, and sports facilities
- Maintenance of one's visa status
- The ability to defer student loans
- The ability to take additional cost-of-living loans (federal and alternative) as determined by their financial state; and
- Ability to enroll in NU-SHIP (Northwestern University Student Health Insurance) and be charged the annual premium

Note that students enrolled in TGS 512:

- are not eligible for TGS Activity Fee or its attendant services, including legal services and U-Pass
- are not eligible for the health insurance subsidy
- may not register for any additional units of study
- must be making progress toward degree completion

To register for TGS 512 send a request by email to gradservices@northwestern.edu and copy pphregistration@northwestern.edu

Independent Studies

Students may meet the need for specific instruction not otherwise offered in the curriculum through an individual independent study directed by a member of the faculty. Requests for an independent study must be discussed first with your academic advisor and the chair(s) of the Curriculum Committee (Maureen Moran and Kwang-Youn Kim) PRIOR to submission of an independent study request form. This ensures that the student is connected to appropriate faculty and minimizes overlap with existing scheduled courses. Deadlines for Independent Study Requests Forms are:

- Fall Quarter: September 1st
- Winter Quarter: December 1st
- Spring Quarter: March 1st
- Summer Quarter: June 1st

Leave of Absence

Leave of Absence is defined as a temporary separation from the University for a minimum of one quarter and a maximum of one year. Students who wish or need to interrupt their progress towards the degree may petition for a leave of absence. During a leave of absence, students are not permitted to enroll at the University and will not be considered active students. For more information visit, <https://www.tgs.northwestern.edu/academic-policies-procedures/leaves-withdrawal-readmission.html>.

Student Resources

Student Lab

All students in the Program in Public Health can use the student study space located in the 633 N. Saint Clair building, 20th Floor. You will need a 633 N. Saint Clair building access card; contact PPH staff to request an access card.

The lab has computers (some with STATA, SAS, GIS, and ArcInfo) and study space. All students in the Center for Education in Health Sciences share this space.

633 North Saint Clair Street Building Access Card

To access the 633 building, including the Student Lab and Program in Public Health administrative offices, you need an access card and elevator fob which will be provided for you at orientation. Both the access card and elevator fob are registered to you and you should not share it with others. The access card and elevator fob must be returned before you leave the program – whether you are graduating or taking a Leave of Absence. If you lose your access card and/or key fob please notify a PPH administrative staff member immediately.

Library Services

There are two libraries on the Chicago Campus: The Galter Health Sciences Library, and the Pritzker Legal Research Center.

The Galter Health Sciences Library

The Galter Health Sciences Library, located in the Ward Building, is the primary resource for students in the Program in Public Health. Many resources are available electronically through <http://www.galter.northwestern.edu/>. You may need to use the NU VPN (virtual private network) to access some library resources from off campus.

The Pritzker Legal Research Center

Located within the law school at 357 East Chicago Avenue, the Center's hours, policies and holdings are described at: <http://www.law.northwestern.edu/lawlibrary>. Resources available at the Center that may be of special interest to public health students include AccessUN, a database that provides access to current and retrospective United Nations documents and publications.

Wildcard and Building Access

The Wildcard is the Northwestern University identification card. This card serves as your University ID card, your library card, and a key card for access to *some* campus buildings. [The Wildcard Office](#) on the Chicago campus is located at 345 E Superior Street, 15th Floor, Chicago IL 60611.

For more information about retail store discounts and other benefits of your WildCard check out

<http://www.univsvcs.northwestern.edu/WildCard/>

If your WildCARD does not work with the card reader for access to campus buildings, please contact a member of the administrative team for assistance.

Tuition and Billing

Due to tuition agreements with various graduate and training programs, tuition for the MPH Program varies depending on student type.

MPH Students (1-Year and Part-time)

An MPH student is billed on the first of the month after registering for a class. Tuition bills must be paid before the student will be permitted to register in a subsequent quarter. Questions about tuition bills should be addressed studentaccounts-ev@northwestern.edu

Tuition rates for MPH students can be found at:

<http://www.northwestern.edu/sfs/tuition/graduate/the-graduate-school.html>

MD/MPH Students

MD/MPH Students pay an annual surcharge on medical school tuition. The surcharge is billed in two installments per year for four years. This surcharge permits MD/MPH students to take an unlimited number of TGS courses during the period of enrollment in the MD/MPH program.

All MD/MPH Students are required to pay the first surcharge installment, regardless of whether they elect to remain enrolled after the first quarter. Any MD/MPH Student enrolled in the MPH program after the drop/add date for Summer Quarter will be charged the first surcharge. The second annual surcharge is billed at the end of Fall quarter.

Current surcharge rates for MD/MPH students can be found at:

<http://www.northwestern.edu/sfs/tuition/graduate/feinberg-school-of-medicine.html>

DPT/MPH Students

DPT/MPH students pay an annual surcharge on their DPT program tuition year.

Current surcharge rates for DPT/MPH students can be found at:

<https://www.northwestern.edu/sfs/tuition/graduate/feinberg-school-of-medicine.html>

Additional Charges

Full-time graduate students are billed per quarter for an activity fee. The bulk of the activity fee covers the cost of the CTA UPass. This pass provides unlimited rides for the student on CTA trains and buses. The fee also funds the cost of an attorney that assists students with issues such as landlord-tenant disputes and traffic violations, as well as graduate school community-building activities.

Part-time graduate students are not charged the activity fee and are not eligible for the UPass.

Students interested in completing an APEX abroad must assess the total cost of travel expenses for their trip (e.g., housing, transportation to the site and while at the site, food, etc.). Students will be expected to fund a portion of their trip. For more details contact your Concentration Director.

The Graduate School (TGS) Important Policies

This information applies to the current academic year and is updated periodically. Graduate programs may have additional requirements. In addition to TGS and program policies, graduate students are subject to and should be aware of [University policies pertaining to students](#).

Failure to read this information does not excuse a student from knowing and complying with its content.

The link below contains the policies of The Graduate School. You may click on each policy to see detailed requirements and procedures:

<https://www.tgs.northwestern.edu/academic-policies-procedures/policies/#gsc.tab=0>

Withdrawals and Refunds

Students who wish to withdraw from the university must inform the Director of Admissions and Graduate Affairs (Maureen Moran) and email TGS Student Services immediately (gradservices@northwestern.edu). International graduate students should also contact the International Office.

The amount of tuition refunded depends on when during the quarter the withdrawal request is made. View the refund schedule (<http://www.northwestern.edu/sfs/payments/withdrawing-from-the-university/withdrawal-calculator.html>) to determine how much tuition will be refunded based on what percentage of the quarter has elapsed.

Grievances and Conflict Resolution

Graduate students sometimes experience important disagreements and problems regarding program policies and/or their professional relationships with faculty. Should the student wish to seek assistance and/or state a grievance regarding such a problem, the student should consult first with his or her academic advisor.

If the issue involves the advisor, the student should seek assistance at the next level up:

| | | |
|--|--|---|
| Maureen Moran <i>Director Graduate Affairs (level 1)</i> | Dr. Andrew Naidech <i>MPH Director (level 2)</i> | Dr. Neil Jordan, <i>CEHS Director (level 3)</i> |
|--|--|---|

The student is encouraged to take the grievance first to the lowest level of the hierarchy and then, if necessary, move up from one level to the next.

At the same time, students should know that one of the main responsibilities of the Center for Education Director is to monitor the progress and work to assure the well-being of all graduate students in the Center, across all Programs. Therefore, students may, in some cases, wish to skip over the first two levels and appeal immediately to the Center for Education Director if they feel that discussing the problem with faculty in their Program (e.g., advisor, Program Director) is too uncomfortable or threatening. Finally, the student may wish to talk with a higher administrator in TGS. At the present time, the Associate Dean of Student Services in TGS fills this role.

Graduation

To graduate, you must complete an “Application for Degree” and the “Master’s Completion Form” in **GSTS (TGS Forms Tab)** approximately 8 weeks before the graduation date (dates are specified at <http://www.tgs.northwestern.edu/academics/academic-services/calendar/index.html>).

When you have successfully completed all final requirements and barring any problems or holds (e.g., X or Y grades, bursar balances), graduation will be approved. You will receive emails notifying you of form submission and final approval.

Specific dates and details are available at <http://www.tgs.northwestern.edu/academics/academic-services/masters/degree/index.html>

The Program in Public Health holds two Graduation Celebrations each year, one in May for the MD/MPH graduates and another in June for all other graduates of the public health program. In addition, graduating students are encouraged to attend the Commencement activities held in Evanston during the third week in June. Information on tickets, caps and gowns, and other pertinent information about Commencement activities in Evanston is posted online at: <http://www.northwestern.edu/commencement/>.

Approximately 8 weeks after commencement, your diploma will be mailed to the address indicated on the “Application for Degree”. If your diploma mailing address changes after you submit your “Application for Degree”, please contact gradservices@northwestern.edu to update your mailing address.

Policy on Non-PPH Elective Courses

Students need the approval of the PPH Curriculum Committee to enroll in elective courses that are not listed by the Program in Public Health (PPH). A student may take no more than THREE non-PPH courses as electives. Note: This policy does not apply to non-degree, special students.

Proposals must be submitted to PPHregistration@northwestern.edu by the first of the month and BEFORE registration.

Quarterly deadlines are:

September 1 for Fall quarter enrollment

December 1 for Winter quarter enrollment

March 1 for Spring quarter enrollment

June 1 for Summer quarter enrollment

Proposals must include the course syllabus and the “Request for Approval of a Non-PPH Elective Course” Form. In cases where the instructor’s permission is needed to enroll in a non-PPH course, the student is responsible for obtaining the permission.

Final approval must be given by the PPH Curriculum Committee by way of the Request Form BEFORE the student registers. If a student enrolls in a non-PPH elective course without receiving prior approval from the PPH Curriculum Committee, the student risks not receiving credit for the course towards the PPH degree.

At the end of the course, the student will be asked to complete a course evaluation of the non-PPH elective course.

Transfer Credit and Course Placement Policy

1. Transfer Credit

Requires transcript review by the Director of Graduate Affairs and documentation in GSTS of the coursework for which transfer credit is being applied.

A. From a Public Health School or Program:

- i. Graduate level coursework taken from a CEPH accredited school or program.
- ii. Grade of B or higher (if graded).
- iii. Taken within the past 5 years.
- iv. Maximum units that can be transferred equals number of units needed to earn the degree minus 9.

B. From a Graduate or Professional School:

- i. Graduate or professional level coursework taken at an accredited school or university.
- ii. Grade of B or higher (if graded).
- iii. Taken within the past 8 years.
- iv. Up to 2 units may be transferred.

2. Placement

NOTE: placing out of a course does not change the number of credits required for graduation.

A. Placing Out of Introductory Biostatistics:

- i. Students will be offered a placement exam and must receive a grade of 80% or higher to place out of the introductory course.

B. Placing Out of Introductory Epidemiology:

- i. Students will be offered a placement exam and must receive a grade of 80% or higher to place out of the introductory course.