NYU | SCHOOL OF GLOBAL PUBLIC HEALTH

GPH-GU 2106, Section 001: Epidemiology
FALL 2021

INSTRUCTOR INFORMATION

Professor:	Farzana Kapadia, PhD MPH
Phone:	212-998-5223
Email:	farzana.kapadia@nyu.edu
Office:	708 Broadway, Room 729
Office hours:	Thursdays, 2 – 4pm (via zoom)

COURSE INFORMATION:

Lecture: Tuesdays, 4:55 – 6:35pm
Location: Cantor Hall, 36 East 8th Street, Room 200

Discussion Sections:

Section 2: Tuesdays, 6:45 – 8:25pm, Location: online
Instructor: Nicole Hosseinipour, MPH   email: nhosseinipour@gmail.com

Section 3: Tuesdays, 6:45 – 8:25pm, Location: online
Instructor: Jason (Samuel) Wolfe, MPH   email: jwolfefsm14@gmail.com

Section 4: Tuesdays, 6:45 – 8:25pm, Location: online
Instructor: Yasmin Barrios, PhD   email: yasminv@email.unc.edu

Section 5: Tuesdays, 6:45 – 8:25pm, Location: online
Instructor: Celia Wright, MPH   email: celiawright10@gmail.com

COURSE DESCRIPTION

Epidemiology is the study of the distribution and determinants of health and disease in different human populations and the application of methods to improve disease outcomes. As such, epidemiology is the basic science of public health. This course is designed to introduce students in all fields of public health to the background, basic principles and methods of public health epidemiology. Topics covered in this course include: basic principles of epidemiology; measures of disease frequency; epidemiologic study designs: experimental and observational; bias; confounding; outbreak investigations; screening; causality; and ethical issues in epidemiologic research. In addition, students will develop skills to read, interpret and evaluate health information from published epidemiologic studies.

COURSE OVERVIEW

This course has two main components: a lecture and a discussion section; attending both lecture and discussion sections are equally important to ensuring success in the course. All students are required to attend lecture sessions and participate in their discussion sections.

The discussion sections will be led by one of the instructors noted above. All discussion sections will be conducted via Zoom and a link to the Zoom classroom is available through your NYU BrightSpace site for the discussion section

you are enrolled in – please only attend the discussion section you are enrolled in and do not attend another discussion for which you are not registered.

The main goal of the discussion sessions is to enhance familiarity and confidence in the concepts covered in the lectures. In order to meet this goal, student will work in small groups on 'hands on' exercises developed to provide a fuller understanding of concepts covered in previous lectures and homework assignments. In addition, these weekly sessions provide another opportunity for students to clarify any concepts presented in the online lecture materials, as well as review prior and/or upcoming homework assignments.

PRE-REQUISITES

No pre-requisites

LEARNING OBJECTIVES & FOUNDATIONAL COMPETENCIES

Learning Objective	Foundational Competencies	Lecture Assessment
1. To explain the role of epidemiology in the field of public health.	- *Apply epidemiological methods to the breadth of settings and situations in PH practice*	Lecture 1 Quiz 1
2. To identify appropriate measures of morbidity and mortality used to examine the major causes and trends of morbidity and mortality in the US and other populations.	- *Apply epidemiological methods to the breadth of settings and situations in PH practice* - *Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software as appropriate*	Lecture 2 - 4 Hwk 1 Quiz 1
3. To distinguish between the role and application of quantitative versus qualitative methods in describing and assessing a population's health.	- *Select quantitative and qualitative data collection methods appropriate for a given public health context* - *Apply epidemiological methods to the breadth of settings and situations in PH practice*	Lectures 5 Hwk 2
4. To describe epidemiologic study designs used to examine the health status of a population and be able to evaluate the strengths and limitations of each.	- *Apply epidemiological methods to the breadth of settings and situations in PH practice*	Lecture 5 – 8 Hwks 2-3 Quiz 2
5. To identify and describe the impact of bias, including confounding, in epidemiologic studies.	- *Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software as appropriate* - *Interpret results of data analysis for PH research, policy, or practice*	Lectures 9, 10 Hwk 4 Quiz 3
6. To identify the different roles of mediators and effect moderators and identify appropriate techniques to evaluate the presence of each.	- *Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software as appropriate* - *Interpret results of data analysis for PH research, policy, or practice*	Lectures 11 Quiz 4
7. To describe the key characteristics of an outbreak and the key steps to identifying the cause of the outbreak.	- *Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software as appropriate* - *Interpret results of data analysis for PH research, policy, or practice*	Lecture 12 Hwk 5 Quiz 4
8. To review the epidemiological criteria needed to establish causal relationships.	- *Interpret results of data analysis for PH research, policy, or practice*	Lecture 11 Quiz 4
9. To discuss the role of primary, secondary, and tertiary prevention in	- *Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software as appropriate*	Lecture 13 Quiz 4

| population health with a focus on screening. | - *Interpret results of data analysis for PH research, policy, or practice* | |
| 10. To read and evaluate epidemiologic studies in the medical and public health literature to explain the critical importance of evidence in advancing PH knowledge. | - *Interpret results of data analysis for PH research, policy, or practice* | Lectures 5-8 Hwks 2-3 |

COURSE REQUIREMENTS AND EXPECTATIONS

A. READINGS

Required course texts:

The following resources are available to provide more background information:

1. Principles of Epidemiology in Public Health Practice, 3rd Edition: An Introduction to Applied Epidemiology and Biostatistics can be accessed at: https://www.cdc.gov/csels/dsepd/ss1978/index.html
2. All ERIC Notebook readings listed below can be accessed at: https://sph.unc.edu/epid/eric/
3. All Lancet Series readings can be accessed at: http://www.thelancet.com/series/epidemiology-2002
4. Additional required readings will be assigned to supplement the main textbook or as part of various homework assignments; a list of these is provided on the next page. Readings that are published, journal articles can be accessed via the NYU Library's journal access that is located under the Research tab of NYUHome. I also reserve the right to add readings during the course of the semester as appropriate.

Additional resources:

1. If you would like to purchase or borrow a textbook from the library, we recommend either:
    a. Epidemiology 6th Edition (2019) by Leon Gordis.
    b. Aschengrau A & Seage GR. Essentials of Epidemiology in Public Health. 3rd Edition (2014).

And this is just the beginning. There are many, many, many textbooks based on content area, level of expertise, etc. as well several websites, and articles. If you have a specific area of interest in mind, please let me know and I will be happy to provide additional resources.

B. REQUIREMENTS & EXPECTATIONS

1. Students are expected to attend all lecture sessions. Students are expected to come to class on time to prevent disrupting the lecture and classroom activities.
2. Attend online discussion sections**:** Discussion sessions will be held on a weekly basis to review course content. Attendance is mandatory. Active participation in the discussion sessions is also expected and highly encouraged. If you cannot attend a certain discussion session, it is your responsibility to notify the appropriate course assistant beforehand, or in the case of an emergency, immediately upon return. All other absences from the discussion section will be considered unexcused.
    - Any student who has more than 2 unexcused absences from the scheduled discussion section meetings will lose points from their discussion section grade**.**
3. Technology Policy for lecture sessions:
    - Mobile device (e.g., smart phones, pagers, etc.) ringers will be turned off or placed on vibrate prior to class.
    - Laptops and tablets can ONLY be used in the classroom to take notes, make calculations, and download/read course materials. There are studies that indicate that non-academic use of the Internet

is associated with poorer learning outcomes.[1,2] PLUS, it really does distract your fellow classmates seated near you!

4. <u>Complete reading assignments prior to class.</u> Readings are listed in the course schedule on pages 6 – 8 and additional readings may be assigned as needed.

5. <u>Complete homework assignments (5):</u> Homework assignments are due on the dates noted below. They will be available one week before the due date and should be completed on NYU BrightSpace by the due date and time – *late homework will not be accepted*. You can rely on your class notes or other supplemental materials to complete your assignment, but it is an individual effort so **do not share answers with others**!

Hwk	Topic	Due
1	- Calculate key measures of morbidity and mortality (incidence and prevalence), mortality (various mortality rates); conduct direct and indirect age-adjustment. Explain how these measures provide information on the health status of a given population at a given time. *(Course Learning Objective 3, 10)*	**9/24**
2	- Compare and contrast qualitative and quantitative data collection methods to (1) select methods appropriate for a given public health context, (2) understand factors impacting the health of populations, and (3) ensure on-going surveillance of the health within and across populations. - Analyze qualitative data by coding interview transcripts into key themes *(Course Learning Objective 4)*	**10/15**
3	- Read a peer-reviewed, published paper describing findings from a cohort study and randomized controlled trial (RCT); identify key study design characteristics as presented in the paper; identify key strengths and limitations of the study. *(Course Learning Objective 5)* - Calculate and compare measures of association and impact *(Course Learning Objective 3, 10)*	**11/5**
4	- Review descriptions of study findings to identify sources of selection and information bias *(Course Learning Objective 6)* - Calculate unadjusted and adjusted measures of association to understand how confounding may bias observed study results *(Course Learning Objective 6)* - Read a peer-reviewed, published paper and identify key design characteristics that may have introduced sources of bias. *(Course Learning Objective 3, 10)*	**11/30**
5	- Review steps in an outbreak investigation. *(Course Learning Objective 8)*	**12/10**

6. **Quizzes:** There will be 4 multiple-choice quizzes over the course of the semester covering topics described in the course. The quizzes will be administered via NYU BrightSpace and will be available for a 24-hour period, from 12:00am-11:55pm EST, on the following dates:
    Quiz 1 (covers lectures 1 – 4): **Oct 8th**
    Quiz 2 (covers lectures 5 – 8): **Nov 12th**
    Quiz 3 (covers lectures 9 – 10): **Dec 3rd**
    Quiz 4 (covers lectures 11, 12, 13): **Dec 17th**

7. **Grading Components:**
    1. Homework assignments (5):   40%
    2. Participation in discussion section: 10%

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[1] Ravizza SM, Hambrick DZ, Fenn KM. Non-academic internet use in the classroom is negatively related to classroom learning regardless of intellectual ability. Compu Educ. 2014;78:109-114.
[2] Gaudreau P, Miranda D, Gareau A. Canadian university students in wireless classrooms: What do they do on their laptops and does it really matter? Compu Educ. 2014;70:245-255.

3. Quizzes (4)   50%

Grading Scale:

A	94-100	C+	77-79
A-	90-93	C	73-76
B+	87-89	C-	70-72
B	83-86	D+	67-69
B-	80-82	D	60-66
		F	<60

****NOTE: If you have questions about grades on any assignment or exam, speak to Dr. Kapadia within 3 days of receiving said grade. After this time, I will not entertain grading disputes. ****

8. **NYU BrightSpace:**
    NYU BrightSpace will be used extensively throughout the semester for assignments, announcements, and communication. NYU BrightSpace is accessible through at https://home.nyu.edu/academics

COURSE SCHEDULE			
Class	Date	Lecture Topic	Reading Assignment Due
1	9/7	- Introduction to Epidemiology - History and basic principles of epidemiology	**Required:** 1. CDC Epi. Lesson 1, Sections 1- 3 2. CDC Epi. Lesson 1, Section 6 **Recommended:** 1. Morabia A. Has epidemiology become infatuated with methods? A historical perspective on the place of methods during the classical (1945–1965) phase of epidemiology. Annual review of public health. 2015 Mar 18;36:69-88. 2. Blettner M, Heuer C, Razum O. Critical reading of epidemiological papers. A guide. Eur J Public Health. 2001 Mar;11(1):97-101.
2	9/14	- Measures of morbidity	**Required:** 1. CDC Epi. Lesson 3, Section 2 2. ERIC Notebook: Incidence vs. Prevalence 3. ERIC Notebook: Calculating Person-Time **Recommended:** 1. Gershon A, et al. Trends in asthma prevalence and incidence in Ontario, Canada, 1996 – 2005: A population study. *AJE*. 2010;172:728-736. 2. For information on Cancer Incidence in the US, see: SEER website, State Cancer Profiles at: https://statecancerprofiles.cancer.gov/ (*incidence rate data*)
3	9/21	- Measures of mortality - Direct & Indirect age adjustment - Common Mortality and Health Indicators	**Required:** 1. CDC Epi. Lesson 3, Section 3 2. WHO, Global Health Observatory (GHO) data: Top 10 causes of death 3. CDC, NCHS: Deaths and Mortality in the US 4. *CDC Stat Notes: Klein, Age Adjustment* **Recommended:** 1. *The Introduction and findings from:* Roth GA, Abate D, Abate KH, Abay SM, Abbafati C, Abbasi N, Abbastabar H, Abd-Allah F, Abdela J, Abdelalim A, Abdollahpour I. Global, regional, and national age-sex-specific mortality for 282 causes of death in 195 countries and territories, 1980–2017: a systematic analysis for the Global Burden of Disease Study 2017. The Lancet. 2018 Nov 10;392(10159):1736-88. 2. Browse: SEER website, State Cancer Profiles at: https://statecancerprofiles.cancer.gov/data-topics/mortality.html (*mortality data*)
4	9/28	- Measures of Association - Measures of Impact	**Required:** 1. CDC Epi. Lesson 3, Section 5 2. CDC Epi. Lesson 3, Section 6 3. ERIC Notebook: Risk and Rate Measures **Recommended for upcoming readings:** *In this course you will be asked to read, and in some cases, critique various study methods, the following article provides a framework for how to read and evaluate such studies (scroll to page 5):* 1. Greenhalgh T. How to read a paper: Assessing the methodological quality of published papers. BMJ. 1997 Aug 2;315(7103):305-8. 2. Greenhalgh T. How to read a paper: getting your bearings (deciding what the paper is about). BMJ. 1997 Jul 26;315(7102):243-6.
5	10/5	- Descriptive Studies:	**Required:**

		- Qualitative vs. Quantitative studies - Cross-Sectional studies	1. Grimes DA, Schulz KF. Descriptive studies: what they can and cannot do. The Lancet. 2002 Jan 12;359(9301):145-9. 2. ERIC Notebook: Cross-Sectional Studies 3. ERIC Notebook: Ecologic level Studies 4. Bradley EH et al KJ. Qualitative data analysis for health services research: developing taxonomy, themes, and theory. Health Services Research. 2007 Aug;42(4):1758-72. **Recommended:** 1. *(scroll down to page 740!)*: Greenhalgh T, Taylor R. How to read a paper: papers that go beyond numbers (qualitative research). BMJ. 1997 Sep 20;315(7110):740-3. 2. Roberts et al. Cross-sectional association between perceived discrimination and hypertension in African-American men and women. *AJE*. 2008;167:624-632. 3. Li Y. Understanding health constraints among rural-to-urban migrants in China. Qualitative health research. 2013 Nov;23(11):1459-69.
			*Note: As per the NYU Academic Calendar, 10/12 will operate on a Monday schedule, so there is no class on 10/12*
6	10/19	- Cohort studies	**Required:** 1. ERIC Notebook: Cohort Studies 2. Grimes DA, Schulz KF. Cohort studies: marching towards outcomes. The Lancet. 2002 Jan 26;359(9303):341-5. **Recommended:** 1. Oh et al. Dietary fat intake and risk of coronary heart disease in women: 20 years of follow-up of the Nurses' Health Study. *AJE*. 2005;161:672-679. 2. The International Journal of Epidemiology has a section devoted to describing cohort studies called "Cohort Profiles." Here is an example of one of their published Cohort Profiles: Pourshams A, Khademi H, Malekshah AF, Islami F, Nouraei M, Sadjadi AR, Jafari E, Rakhshani N, Salahi R, Semnani S, Kamangar F. Cohort profile: the Golestan Cohort Study—a prospective study of oesophageal cancer in northern Iran. International journal of epidemiology. 2010 Feb 1;39(1):52-9. You can find others here.
7	10/26	- Case-Control studies	**Required:** 1. ERIC Notebook: Case-Control Studies 2. Schulz KF, Grimes DA. Case-control studies: research in reverse. The Lancet. 2002 Feb 2;359(9304):431-4. 3. Grimes DA, Schulz KF. Compared to what? Finding controls for case-control studies. The Lancet. 2005 Apr 16;365(9468):1429-33. **Recommended:** 1. Vineis et al. Environmental tobacco smoke and risk of respiratory cancer and chronic obstructive pulmonary disease in former smokers and never smokers in the EPIC prospective study. *BMJ*. 2005;330:1-5.
8	11/2	- Randomized Trials	**Required:** 1. CONSORT guidelines: http://www.consort-statement.org/ 2. ERIC Notebook: Randomized Controlled Trials 3. Grimes DA, Schulz KF. An overview of clinical research: the lay of the land. The lancet. 2002 Jan 5;359(9300):57-61. **Recommended:**

			1. Padian et al. [Diaphragm and lubricant gel for prevention of HIV acquisition in southern African women: a randomized controlled trial](#). *Lancet.* 2007;370:251-261.
			2. Schulz KF, Grimes DA. [Sample size slippages in randomised trials: exclusions and the lost and wayward](#). The Lancet. 2002 Mar 2;359(9308):781-5.
			3. Schulz KF, Grimes DA. [Blinding in randomised trials: hiding who got what](#). The Lancet. 2002 Feb 23;359(9307):696-700.
			4. Schulz KF, Grimes DA. [Allocation concealment in randomised trials: defending against deciphering](#). The Lancet. 2002 Feb 16;359(9306):614-8.
			5. Schulz KF, Grimes DA. [Generation of allocation sequences in randomised trials: chance, not choice](#). The Lancet. 2002 Feb 9;359(9305):515-9.
9	11/9	- Selection & Information Bias	**Required:** 1. ERIC Notebook: [Selection Bias](#) 2. ERIC Notebook: [Information Bias & Misclassification](#) 3. Grimes DA, Schulz KF. [Bias and causal associations in observational research](#). The lancet. 2002 Jan 19;359(9302):248-52. **Recommended:** 1. Wilcox AJ et al. [Folic acid supplements and risk of facial clefts: national population based case-control study](#). *BMJ.* 2007; 334:464-469. 2. Bruneau J, Lamothe F, Franco E, Lachance N, Désy M, Soto J, Vincelette J. [High rates of HIV infection among injection drug users participating in needle exchange programs in Montreal: results of a cohort study](#). American Journal of Epidemiology. 1997 Dec 15;146(12):994-1002.
10	11/16	- Confounding	**Required:** 1. ERIC Notebook: [Confounding, Part 1](#) 2. ERIC Notebook: [Confounding, Part 2](#) 3. Grimes DA, Schulz KF. [Bias and causal associations in observational research](#). The lancet. 2002 Jan 19;359(9302):248-52. **Recommended:** 1. Wilcox AJ et al. [Folic acid supplements and risk of facial clefts: national population based case-control study](#). *BMJ.* 2007; 334:464-469. 2. Bruneau J, Lamothe F, Franco E, Lachance N, Désy M, Soto J, Vincelette J. [High rates of HIV infection among injection drug users participating in needle exchange programs in Montreal: results of a cohort study.](#) American Journal of Epidemiology. 1997 Dec 15;146(12):994-1002.
	11/24	**THANKSGIVING BREAK – No Class**	
11	11/30	-Causal inference -Effect Modification - Mediation	**Required:** 1. ERIC Notebook: [Causality](#) 2. Hill AB. [The environment and disease: association or causation?](#) Journal of the Royal Society of Medicine. 2015 Jan;108(1):32-7. **Recommended:** 1. Chae, D. H., Nuru-Jeter, A. M., & Adler, N. E. (2012). [Implicit racial bias as a moderator of the association between racial discrimination and hypertension: A study of midlife African American men](#). *Psychosomatic Medicine, 74*(9), 961–964.
12	12/7	- Outbreak investigations	**Required:** 1. CDC Epi. [Lesson 6](#) 2. Reingold A. [Outbreak investigations – a perspective.](#) **Recommended:**

			1. Christian MD, Poutanen SM, Loutfy MR, Muller MP, Low DE. Severe acute respiratory syndrome. Clinical infectious diseases. 2004 May 15;38(10):1420-7. 2. Schrag SJ, Brooks JT, Van Beneden C, et al. SARS surveillance during emergency public health response, United States, March-July 2003. *Emerg Infect Dis*. 2004;10(2):185-194. doi:10.3201/eid1002.030752 3. CDC. Updated information on the epidemiology of Middle East Respiratory Syndrome Coronavirus (MERS-CoV) infection and guidance for the public, clinicians, and public health authorities, 2012-2013. *MMWR*. 2013;62(38);793-6. 🎧 4. Podcast: Unraveling the Mysteries of Middle East Respiratory Syndrome Coronavirus 5. Szablewski CM. SARS-CoV-2 Transmission and Infection Among Attendees of an Overnight Camp—Georgia, June 2020. MMWR. Morbidity and mortality weekly report. 2020;69.
13	12/14	- Screening	**Required:** 1. ERIC Notebook: Assessment of Diagnostic & Screening Tests 2. Grimes DA, Schulz KF. Uses and abuses of screening tests. The Lancet. 2002 Mar 9;359(9309):881-4. 3. Mathur G, Mathur S. Antibody Testing For Covid-19: Can It Be Used as a Screening Tool in Areas With Low Prevalence?, *American Journal of Clinical Pathology*. 2020;154(1);1–3. 🎧 Listen to a podcast from the author here. **Recommended:** 1. Andersson et al. Mammographic screening and mortality from breast cancer: the Malmo mammographic screening trial. *BMJ*. 1988;297:943-949.

University Policies
Please be sure to read the University Policy on Religious Holidays and the policy on safety, weather emergencies, and disruptions.

GPH DIVERSITY, EQUITY, and INCLUSION (DEI) STATEMENT:
The NYU School of Global Public Health (GPH) is committed to maintaining and celebrating a diverse, just, and inclusive environment for our students, faculty, and staff around the world. To foster this atmosphere and ideals of Diversity, Equity, and Inclusion (DEI), GPH promotes a welcoming learning environment that embraces cultural humility, and respects and values differences. These differences can include race, ethnicity, religion, gender identity, sexual orientation, physical, mental and emotional abilities, socioeconomic status, and other aspects of human diversity. In this course, we encourage students to share and discuss different perspectives, beliefs, and experiences while treating all with dignity and respect.

Students with Disabilities:
Students with disabilities should contact the Moses Center for Students with Disabilities regarding the resources available to them, and to determine what classroom accommodations should be made available. More information about the Moses Center can be found here. must appear on the syllabus. Information about the center can be found here: https://www.nyu.edu/life/safety-health-wellness/students-with-disabilities.html. Students requesting accommodation must obtain a letter from the Moses Center to provide to me as early in the semester as possible.

Statement of Academic Integrity:
The NYU School of Global Public Health values both open inquiry and academic integrity. Students in the program are expected to follow standards of excellence set forth by New York University. Such standards include respect, honesty and responsibility. The SGPH does not tolerate violations to academic integrity including:

- Plagiarism
- Cheating on an exam
- Submitting your own work toward requirements in more than one course without prior approval from the instructor
- Collaborating with other students for work expected to be completed individually
- Giving your work to another student to submit as his/her own
- Purchasing or using papers or work online or from a commercial firm and presenting it as your own work

Students are expected to familiarize themselves with the SGPH and University's policy on academic integrity as they will be expected to adhere to such policies at all times – as a student and an alumnus of New York University.

Plagiarism
Plagiarism, whether intended or not, is not tolerated in the SGPH. Plagiarism involves presenting ideas and/or words without acknowledging the source and includes any of the following acts:

- Using a phrase, sentence, or passage from another writer's work without using quotation marks
- Paraphrasing a passage from another writer's work without attribution
- Presenting facts, ideas, or written text gathered or downloaded from the Internet as your own
- Submitting another student's work with your name on it
- Submitting your own work toward requirements in more than one course without prior approval from the instructor
- Purchasing a paper or "research" from a term paper mill.

Students in the SGPH and SGPH courses are responsible for understanding what constitutes plagiarism. Students are encouraged to discuss specific questions with faculty instructors and to utilize the many resources available at New York University.

Disciplinary Sanctions
When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action is as follows:

- The Professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).
- If the Professor confirms that violation(s), he/she, in consultation with the Chairperson or Program Director may take any of the following actions:

  o Allow the student to redo the assignment
  o Lower the grade for the work in question
  o Assign a grade of F for the work in question
  o Assign a grade of F for the course

        o   Recommend dismissal

Once an action(s) is taken, the Professor will inform the Chairperson or Program Director and inform the student in writing, instructing the student to schedule an appointment with the Associate Dean for Academic Affairs, as a final step. The student has the right to appeal the action taken in accordance with the SGPH Student Complaint Procedure.