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Institute for Global Health Sciences (IGHS)

Location

UCSF Mission Bay Campus
Mission Hall: Global Health & Clinical Sciences Building
550 16th Street
San Francisco, CA 94158

IGHS Education Offices: 3rd Floor

Classrooms: The majority of classes take place in Mission Hall, but some may take place in other buildings on campus or off-site.

Program Contacts

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Faculty

An extensive network of faculty, researchers, and global health practitioners works with the Institute for Global Health Sciences to teach, advise, and mentor students in the Master of Science program. Many of the faculty and mentors are leaders in their field. They come from the UCSF Schools of Medicine, Nursing, Dentistry, and Pharmacy, as well as from other UC campuses, Bay Area universities, and the wider global health community. Faculty biographies are available via the [IGHS website](#).

In addition to coursework, students will have many opportunities to meet and work with a broad network of faculty and advisors through courses and other activities. The program works with students to develop skills to build out their broader network by identifying areas of growth and synergy. Students are encouraged to engage with their faculty and staff in the program and IGHS as a whole to seek a broad advising network.

Capstone Mentors

The capstone mentor is typically a UCSF faculty member or a close associate with topical or methodological expertise in the focus area of the student's research project. The capstone mentor is assigned based on the student's project and is specifically responsible for assisting with the design of the project in the fall and winter quarters and execution of the project in the spring and summer quarters, including:

- helping students prepare the capstone proposal for the qualifying examination;
- liaising with the capstone site and assisting with the coordination of site research, supervision, budget, logistics, and human subjects review (if appropriate);
- supervising the students during and after their capstone assignment to collect and manage data, analyze results, and prepare a capstone product for review; and
- acting as primary point of contact for any issues arising while students conduct the capstone project.

The program makes its best effort to assign mentors based on student interests. The student may also build out a mentorship support team for their capstone project to help with technical, topical, or other components.

Course Assistants

Course Assistants (CAs) are IGHS staff responsible for assisting the Master of Science in Global Health course leaders in the development, conduct, and evaluation of the courses in each quarter. The CAs are similar to traditional teaching assistants. As exceptional students from previous cohorts, the CAs may assist with writing and grading assignments and exams, hold office hours, lead breakout sessions, and give lectures. By assisting in multiple classes each term, the CAs provide a unique link across the program for faculty, staff, and students alike.

Getting Your Bearings

Welcome to UCSF. Here is a checklist of things to complete by the end of the first week of the program, described in further detail below.

	Action item	Student handbook section
<input type="checkbox"/>	Sign onto MyAccess	Getting Your Bearings: MyAccess
	Check out: <ul style="list-style-type: none">• The Student Portal• Collaborative Learning Environment (CLE)• Wireless Internet Access• The Virtual Private Network (VPN)• The Financial Aid portal (if applicable)	Getting Your Bearings: Student Portal
<input type="checkbox"/>	Get student ID	Getting Your Bearings: Student ID
<input type="checkbox"/>	Encrypt laptop	Getting Your Bearings: Encryption
<input type="checkbox"/>	Get transcripts from previous institutions	Getting Your Bearings: Transcripts from Previous Institutions
<input type="checkbox"/>	Register for classes	Registration and Course Enrollment: Registration
<input type="checkbox"/>	File a study list	Registration and Course Enrollment: Filing a Study List

MyAccess

MyAccess is a single sign-on service used for UCSF online systems and services, including the [student portal](#), the [financial aid portal](#), the [Collaborative Learning Environment \(CLE\)](#), [wireless internet access](#), and the [Virtual Private Network \(VPN\)](#). Log into MyAccess at <https://myaccess.ucsf.edu>.

Student Portal

The [student portal](#) provides access to important information, including fees, registration holds, grades, and course enrollments (study list filing).

Student ID

Student ID cards are required for daily access to campus buildings and all campus activities. The Office of the Registrar provides details about [how to obtain your ID card](#). Program staff will arrange

to pick up your ID card on your behalf and provide it to you during Orientation. In case of a lost or stolen ID card, please visit the [WeID website](#) for replacement instructions. Students are responsible for costs associated with replacing their ID card.

Encryption

All students must encrypt and protect personal laptop computers. Please encrypt your computer prior to orientation by following [instructions](#) from UCSF Information Technology (IT); note that MyAccess login is required. Before you begin, make sure your laptop has enough memory and the minimum requirements. If you would like help with the encryption process or have other IT questions, please contact the [UCSF IT Service Desk](#). They are available 24 hours a day, 7 days a week by phone, email, and chat.

Transcripts from Previous Institutions

All students must provide proof of successful completion of at least an undergraduate degree (equivalent to a bachelor's degree) in order to matriculate into the MS program.

Each student's admissions status is contingent upon receipt and evaluation of all official transcripts and bachelor's degree conferral. A degree conferral transcript is an official copy of your transcript that includes the following:

- Degree earned (BA, BS, MS, etc.)
- Subject in which the degree was earned (e.g., Biological Sciences, Art History)
- Date the degree was awarded
- Final grades for all terms attended

If the transcript does not include all of the information listed above, it is not considered a degree conferral transcript.

Transcripts from institutions outside the U.S. and parts of Canada must be accompanied by a [World Education Services \(WES\)](#) course-by-course credential evaluation, even if the transcripts are in English. The WES evaluation must indicate that you earned a degree.

The program prefers to receive official electronic transcripts emailed to education@globalhealth.ucsf.edu or delivered by a third party vendor, such as Parchment, to the University of California, San Francisco Graduate Division and Nursing. Electronic transcripts must meet the following requirements:

- The transcript originates from a secure site formally linked to the sending institution.
- The institution is located in the United States.

If your institution is not currently sending transcripts electronically or is not a U.S. institution, please email education@globalhealth.ucsf.edu to arrange delivery of your official transcript.

Emergency Contact Information

IGHS will request emergency contact information for the times students are 1) residing in California and 2) traveling abroad. By providing IGHS with emergency contact information, students are granting permission to release medical information to the emergency contact in the case of an emergency. Please make a specific note if there is certain medical information.

Student Success and Wellness

Success in graduate school requires care and attention to all aspects of student life: health and wellness, community, career development, personal and professional relationships, and security and safety. UCSF is committed to providing a full range of resources and services to help students succeed. Learn more about these resources by visiting the [Student Success website](#).

Student Disability Services (SDS) is available to assist students in obtaining the services and accommodations they require to ensure equal access to all aspects of the UCSF experience. Early communication with the relevant administrators is critical to successful partnership in arranging accommodations. SDS will coordinate communications and procedures with students and the graduate faculty and programs.

Students are encouraged to register with SDS as soon as they accept admission into the program and before they arrive on campus. Although students can start the registration process at any time, accommodations are not provided retroactively, so being timely in requesting accommodation is extremely important, especially at the beginning of the school year when SDS is particularly busy. Please note that students are not eligible to receive accommodations until the registration process is complete.

Students granted accommodations must discuss their accommodation needs directly with the instructors in the classes in which they wish to apply the accommodation. Students are advised to discuss their approved accommodation needs with their instructors prior to the start of the quarter, or within a reasonable amount of time in advance of a scheduled activity (exam, quiz, etc.). We highly recommend that students make requests no less than two weeks before a scheduled activity, because requests made close to the scheduled activity (e.g., within 24 hours) may be denied. Please note that faculty are only able to make accommodations based on the letter provided by SDS at UCSF and cannot accept letters from prior institutions.

Please visit the Student Disability Services (SDS) [website](#) and review their [information sheet](#) to learn more.

Students with SDS granted accommodations of extra time for course work assignments (including homework and papers) who wish to use them for a given assignment must reach out to the Course Faculty as early as possible to request and propose a reasonable extension. In requesting the extension, the student must include a reasonable proposed adjusted timeline for the submission (e.g., three days). As per SDS guidelines, the instructor may request to see a current iteration of the assignment and/or propose adjustments to the timeline. This adjusted timeline should be adhered to unless otherwise changed following the same procedures listed above. Please note, that many assignments “build” on each other and an extension on one deadline may shorten the

time to work on the next iteration. This should be considered in the initial request and adjustments to subsequent deadlines proposed as/if needed.

The program suggests that Course Faculty provide an extension of up to three days for self-reported illness reported prior to a deadline elapsing. If an extension greater or equal to four days is needed, they should be referred to the Program Director. Frequent health issues resulting in extensions may also be discussed with the Program Director or SDS.

Diversity, Equity, and Inclusion

In keeping with UCSF's commitment to diversity, equity, inclusion, and antiracism (DEIA), the IGHS Master of Science program is committed to fostering a culture of diversity, equity, inclusion, and anti-racism for our applicants, students, faculty, staff, and community. This commitment includes:

- recognizing, valuing, and affirming that broadly-defined diversity within our program enhances the quality of life for our campus community, as well as the impact of our work in global health;
- actively practicing cultural humility and anti-racism/ anti-oppression in the provision of education and student support within the program;
- providing an environment of open communication to generate mutual trust and transparency; and
- rejecting all acts of discrimination as affirmed by the UC Diversity Statement.

We strive to adhere to the principles of diversity, equity, and inclusion during the admissions process, which is reflected in the makeup of our cohorts of students, who hold many different identities, and all arrive with a rich history of experience. The work done by our students, faculty, staff, and graduates is interdisciplinary and focused on furthering equity to promote the highest possible standard of health for every individual. The IGHS Diversity, Equity and Inclusion committee also recruits one MS student representative each year. That person will serve as a point person for the cohort, who can represent student voice(s) and bring priorities and perspectives from the cohort to the department for consideration and potential action, and can reflect the department committee's interests to the cohort. Our principles align with those promoted by UCSF, as expressed by our [Office of Diversity and Outreach](#) and [IGHS](#).

Registration and Course Enrollment

Registration

Students are required to [pay fees](#) and [file a study list](#) to be considered a registered student. The Office of the Registrar sends students an email notice when registration is open each quarter (approximately six weeks before the quarter begins). The Office of the Registrar provides detailed instructions about [how to register](#) with accompanying [registration deadlines](#).

Filing a Study List

Each quarter, students enroll in courses by [filing a study list](#) by the posted [deadlines](#). Students will be assessed a late fee of \$50 if they do not accept their study list by the specified deadlines.

Students will be pre-enrolled in all required courses by the Graduate Affairs Officer (GAO). Students will need to verify that the courses are correct and accept them before the courses are added to their study list. Students will need to add their own winter elective course to their study list. Please note, as a self-supporting program, the University does not allow IGHS master's students to take additional courses outside of the program.

Students will need to clear any [holds](#) in order to complete their study list filing. The student portal will provide hold details, including contact information for the office that placed the hold.

Students must select the letter grade option for all courses except for the capstone period courses (GHS 204A and 204B), which are the only courses graded as satisfactory/ unsatisfactory (S/U).

Leave of Absence or Withdrawal

IGHS follows the [registration policies](#) outlined by the Graduate Division about leaves of absence and withdrawal.

If students do not register, they must petition for either a leave of absence or a withdrawal. Otherwise, the Graduate Division will instruct the registrar to change the student status to “administrative withdrawal.”

A leave of absence may be granted for up to one academic year, and is subject to approval by the program directors and the dean of the Graduate Division. After one year has passed, if students want to stay on leave, they must submit a request for an extended leave, which the program directors must approve. Extensions are limited to no more than one additional academic year. No further extension can be granted, and students must return to registered status or forfeit their place in the program.

Students may request a leave of absence at any time, but should have some idea of when they intend to return to graduate study. Approval of the petition for a leave of absence implies that the student will be readmitted to the graduate program. Students should petition for withdrawal if they have no intention of returning to UCSF.

Readmission

IGHS follows the [registration policies](#) outlined by the Graduate Division about readmission.

A student on leave of absence must petition for readmission in order to register again as a student. The petition for readmission is available online from the [Office of the Registrar](#). Readmission requires the approval of the program directors and the dean of the Graduate Division. The student must pay a non-refundable fee (as set by the Office of the Registrar) when filing the

readmission form. Students must observe the registrar's deadlines for filing a petition for readmission.

Courses and Grades

Course Listing

Coursework includes lectures, seminars, case studies, debates, and team-based projects. All courses are required. Students will have the opportunity to select one winter elective from a list of options announced in early December. The Office of the Registrar's [Course Catalog](#) lists detailed information about each course.

Fall Quarter

Course	Teaching Faculty
Foundations of Global Health (GHS 201A)	Starley Shade, PhD, MPH
Qualitative Research Approaches in Global Health (GHS 201C)	Wayne Steward, PhD, MPH Carol Camlin, PhD, MPH
Global Health Practice Seminar (GHS 203A)	Alden Blair, PhD, MSc Tracy Lin, PhD, MSc Lucia Abascal, PhD, MD, MS
Introduction to Epidemiology (GHS 206)	Mohsen Malekinejad, MD, DrPH
Introduction to Biostatistics (GHS 207)	Ali Mirzazadeh PhD, MD, MPH Alexander Marr, MPH

Winter Quarter

Course	Teaching Faculty
Global Health Economics (GHS 201B)	Tracy Lin, PhD, MSc Calvin Chiu, PhD
Communicable Diseases of Global Importance (GHS 202A)	Vivek Jain, MD, MAS Christina Yoon, MD, MPH
Social Determinants of Health (GHS 202D)	Naomi Schoenfeld, MS, PhD
Global Health Practice Seminar (GHS 203B)	Alden Blair, PhD, MSc Tracy Lin, PhD, MSc Lucia Abascal, PhD, MD, MS
Fundamentals of Implementation Science (GHS 204)	TBD
Global Health Policy (GHS 205)	TBD
Electives (subject to change):	
Strategic Information in Global Health (GHS 202F)	Ali Mirzazadeh, PhD, MD, MPH
Women's Health and Empowerment (GHS 208)	Anke Hemmerling, MD, PhD, MPH Mara Decker, DrPH, MHS
Conflict, Health and Human Rights (GHS 210)	Alden Blair, PhD, MSc Rohini Haar, MD, MPH

Systematic Reviews for Global Health Decision-Making (GHS 213)	Mohsen Malekinejad, MD, DrPH
Principles of Global Health Quality Improvement (GHS 262)	Sujatha Sankaran, MD

Spring Quarter

Course	Teaching Faculty
Health, the Environment, and Chronic Disease (GHS 202B)	Sujatha Sankaran, MD Janet Wojcicki, PhD, MPH
Global Health Practice Seminar (GHS 203C)	Alden Blair, PhD, MSc Tracy Lin, PhD, MSc Lucia Abascal, PhD, MD, MS
Global Health Capstone, Part I (GHS 204A)*	Alden Blair, PhD, MSc Tracy Lin, PhD, MSc Lucia Abascal, PhD, MD, MS
Comparative Health Systems (GHS 209)	Lucia Abascal, PhD, MD, MS

Summer Quarter

Course	Teaching Faculty
Global Health Practice Seminar (GHS 203D)	Alden Blair, PhD, MSc Tracy Lin, PhD, MSc Lucia Abascal, PhD, MD, MS
Global Health Capstone, Part II (GHS 204B)*	Alden Blair, PhD, MSc Tracy Lin, PhD, MSc Lucia Abascal, PhD, MD, MS

**Please note that 204A and 204B include 9-10 weeks of research in the U.S. or another country. Details are provided at the time of matriculation.*

Class Schedule

Students should refer to course syllabi at the beginning of each quarter for the final schedule. On occasion, class schedules will change due to holiday make-up sessions or special events. Please note that self-structured time is for students to attend faculty and course assistant office hours, meet with faculty advisors and capstone mentors, attend review sessions and professional development workshops, etc. In addition, students are expected to attend all IGHS Grand Rounds over the course of the year. Please refer to students' Google calendar for the course schedule for the current academic year. Course dates are subject to change.

Course Material

The [Collaborative Learning Environment](#), also known as the CLE, is an online system the program uses to manage course information and resources. Each course will have its own CLE link containing the course syllabus, materials, assignment information, and announcements. Because changes may occur during the quarter, students should rely on the daily schedule posted on the

CLE, and NOT on the original syllabus. If students detect discrepancies between the published syllabus and the daily course calendar, they should use the latter as their guide.

“General Information & Resources” on the CLE contains links to all courses and houses information about program resources, events, and announcements. This serves as the primary source for program information and is regularly updated throughout the year.

Usage Policy

All CLE courses and materials contained within are intended solely for the individuals who are permitted access to the curriculum by the Institute for Global Health Sciences, and may not be reproduced or disseminated. Sharing of accounts, course files, web links, or other materials with anyone other than an enrolled or authorized individual is a violation of the usage policy. CLE materials may be protected by copyright, and any other use of these materials may be in violation of federal copyright law and University of California policies. Students may read more about the [ownership of course materials](#).

Course Evaluations

Students are **required** to complete course evaluations each quarter and at the end of the academic year. Evaluations are brief and distributed via Eval25, an online evaluation system. Students are encouraged to provide constructive and professional feedback for each course, course director, course assistant, and guest speaker (if requested). Students must complete course evaluations by the announced deadlines. The program directors review course evaluations at the end of each quarter. Evaluations are very important for strengthening the program and are required for faculty who are applying for professional advancement in academic programs.

Students should always feel free to give feedback directly to the course director(s) or the program directors, either informally or by appointment during office hours.

Grading Policy

The MS program follows the [Graduate Division grading policy](#). Letter grades (without + or – addendums) are assigned for all courses except for the capstone period courses (GHS 204A and 204B), which are graded satisfactory/unsatisfactory (S/U).

The grading rubric for each class is provided as part of its syllabus which is available via CLE. At the beginning of each quarter, the course director(s) will explain the criteria and rubric for grades. Grading cutoffs are determined by each course director and are not subject to debate or influence by the Program Directors. The final decision of grades, including but not limited to, individual assignments, quizzes, exams, and overall course grades, are **to the course faculty and not to the course assistants**. These questions should take the form of seeking to understand the underlying reasons for the deductions and not focus on requests for regrading.

Additionally, course assistants are not involved in grading disputes. Students are encouraged to meet early with the course director (and faculty advisor) if they are experiencing academic difficulty

or do not understand the course requirements. Students may also request to meet with the Program Directors and/or Student Affairs Officer at any point to discuss overall academic concerns.

Letter grades are reported as follows:

A = excellent, B = good, C = fair, D = barely passing, F = failure, I = incomplete, S= satisfactory, U= unsatisfactory, IP = in progress

Please note: Final grades are not negotiable. Academic Senate policy permits grade corrections only for procedural or administrative errors.

Failing Grades

A course in which a student receives a grade of D or F cannot count toward a graduate degree, but is calculated as part of the grade point average. If a student repeats a course in which a D or F was reported, the original grade will remain on the student's record along with the new grade from the repeated class. **Please note that IGHS master's classes are offered only once per year;** therefore, repeating a course would likely require a student to extend the program and return the following year. As described below, students cannot matriculate to candidacy and start their capstone research with a failing grade.

Incomplete Grades

The grade of I is assigned when a student's work is of passing quality but incomplete for good cause and is assigned at the discretion of the course director. An incomplete grade must be removed within one calendar year. If it is not removed, the grade of F will be assigned. As described below, students cannot matriculate to candidacy and start their capstone research with an incomplete grade.

Regrading

In line with UCSF Guidelines, the **IGHS MS Program does not support the re-grading of assignments unless they are subject to technical errors** (e.g., a mistake in tabulating a final score). The program and each course have protocols in place to ensure equity across the grading process. If students feel that a mistake has been made in their evaluation, they are required to reach out to the Course Faculty directly to raise their concerns. Students may also reach out to the Program Director with the understanding that the Program Director cannot directly change grades in a given course.

Transcripts and Grading Reports

Students may access transcripts and grade reports on the [student portal](#).

Course Waiver

Students may request to waive an IGHS core course if they believe they already mastered the

course competencies in a graduate-level course completed elsewhere. To request a waiver for any core course in any quarter, students should contact the program directors no later than the September orientation period. Students will need to provide the course syllabus and proof of completion, via official transcript, to the program directors and course directors for their evaluation.

If the program directors and the course directors determine the prior course meets master's program standards, the student will be required to demonstrate their mastery before the start of the IGHS core course. The student does so by either taking the IGHS course's final exam or, if the IGHS core course does not have a final exam, providing copies of completed assignments from the previous course for review. Additional written or oral evaluation may be required.

If the student receives a passing grade (80% or above) on the final exam, or if the course director deems the previous course assignments to be sufficient, the course waiver will be approved. Then, the student will be required to take an independent study or other course to complete the number of units required for the master's curriculum.

Student Expectations and Professional Conduct

Students are expected to maintain the highest ethical and professional standards in the classroom and throughout the capstone experience. The following section defines student expectations and professional conduct in the program.

Academic Professionalism Standards

See [UCSF Student Conduct and Discipline](#).

Students who are deemed to fall short of Academic Professionalism Standards will be required to meet with the Program Director, Graduate Affairs Officer, and potentially a member of the Graduate Division. This meeting may result in the formalization of a Memorandum of Understanding (MOU) detailing expectations moving forward. Further instances of a student failing to adhere to professional standards following an MOU will result in a formal review of the student's participation in the program as detailed in the Policy on Student Progress.

Attendance

The IGHS Master of Science in Global Health is a **full-time, in-person** degree program during fall, winter, spring, and summer quarters. The learning goals of each course are for graduate-level competency. Students are expected to attend all classes and arrive on time.

If students need to miss class, it is their responsibility to email both the course director(s) **and** course assistant(s) as soon as possible **before** each class to notify them of the reason for absence. It is not appropriate to notify *only* a course assistant about an absence. Please review the policies for excused and unexcused absences below and note that in many instances even when a student notifies course faculty regarding an absence, said absence may be reflected in their course grade.

It is the responsibility of the student to arrange to make up missed quizzes, papers, or exams in a timely manner, *if allowed*, by the course director at a time of the course directors' choosing. As part of their notification of absence, the student should propose a time to make up any missed work. Most often, this will require the student to complete the assignment prior to an expected period of absence. The course directors will determine the impact of unexcused absences on a student's grade. Additional faculty or course assistant time will not be provided to help review the material.

Excused Absences

Class absences are only excused in cases of illness or family emergencies. Both instances require advanced notice unless extenuating circumstances prevent such notice. If a student will be missing three days or less of class, they should communicate with the Course Directors with as much notice as possible. If a student will be missing four days or more, they should also communicate with the Program Director; please note that this may also require approval from Student Disability Services depending on the circumstances.

A physician's note may be required when a student:

- has an extended absence from the program;
- misses a midterm exam, final exam, and/or final presentation because of the illness; or
- does not submit a final paper or assignment by the stated deadline because of the illness.

Unexcused Absences

We recognize that over the course of the year students may have obligations that conflict with their academic schedule (e.g., professional or academic interviews). While these are not considered excused absences, students should schedule these obligations during non-class time in order to minimize the potential impact on grading. We expect students to communicate ahead of time with program directors and affected course faculty to arrange for make-up assignments, if any, and review missed course content. Make-up opportunities will not be offered when missing more than one class per course, the first day of a class, or a class activity that requires in-person attendance.

As noted above, the program expects students to prioritize their academic work in this full time in-person program. Unexcused absences, especially multiple instances in the same course, may result in deductions from the student's grade in a given class in line with the policies and procedures laid out in that class's syllabus. Please note that as with all grading concerns, these are the discretion of the course faculty and not adjustable by the Program Directors.

Cheating

See [UCSF Student Conduct and Discipline](#).

Code of Conduct

See [UCSF Campus Code of Conduct](#).

Communication

Students should use UCSF email for communications related to the program. UCSF's email system is encrypted and is a secure method for transmitting potentially confidential information. Contact Information Technology with any questions.

Students are expected to check their UCSF email at least daily during weekdays for important announcements, program or course changes, and items of interest. As a rule of thumb, faculty and staff are available by phone or email during standard business hours. Students should not expect a response on weekends or holidays.

Students, faculty, and staff alike are expected to respond to communication in a timely manner.

Cultural Humility

Cultural humility is “a lifelong process of self-reflection and learning focused on how we interact with people from different cultures and backgrounds, address our own implicit biases, and create an environment of love and respect between each other regardless of our differences. It is a process that never really ends and fosters personal growth.”¹ Students are expected to practice cultural humility and engage in discussions about the topic throughout the program. There will be formal coursework integrated in the Practice Seminar (GHS 203) to guide students in the learning process.

Deadlines

Assignment and program deadlines are fixed, in fairness to all students. In extenuating circumstances, **students who need to request an extension of any deadline must direct the request *prior to the submission deadline*, to the course director(s) and not the course assistants**. Generally, individual assignment extensions are granted only for health or family emergencies, or based on prearranged accommodations by Student Disability Services (SDS).

Please note that certain deliverables associated with the capstone process (Proposal Part I, Qualifying Exam, Comprehensive Exam) do not allow for extensions regardless of accommodations through SDS.

The course director(s) will determine whether to grant the extension. They will also determine the grading impact of a late assignment or exam submission.

Electronics

Technology & Electronics Policy: In order to actively participate in learning, students are responsible for having a computer, as well as a stable internet connection. If you are facing difficulties in obtaining necessary technology to participate, please contact the Graduate Affairs Officer. The program will provide the statistical software required for the biostatistics class and will guide students on how to download and use the software.

Some classes may have limitations on technology use to facilitate student learning. This may include requests to close all technological devices, setting parts of the classroom as ‘technology free zones. Students with technologically associated accommodations (e.g. transcription services) will still be allowed to use these during such classes. Students who are found to repeatedly be using devices for non-schoolwork activities may be asked to step out of the classroom and/or may be referred to the Program Directors for professionalism discussions.

Please note that students are expected to back up all their academic material and as students at UCSF have default access to a secure cloud service, Box. As accidents happen, and technology can fail, students should save their work in this or other cloud services to prevent loss of their work should their technology fail. Please note that for some capstones, only certain cloud software may be used (e.g. Secure Box).

¹ Lesyna-Mlaponi K, Mohamed D. What is cultural humility? Cultivate 4 Global Health. 2017; published online Jan 25. <https://cultivate4globalhealth.com/2017/01/25/what-is-cultural-humility/> (accessed Aug 15, 2017).

While we recognize the need for some technology, we ask that students avoid using cellular phones, social media, or private chat programs while in class.

Synchronous/live sessions are not routinely recorded. However, certain accommodations provided by Student Disability Services (SDS) include recordings and transcripts of lectures. Students who need this support should reach out to SDS.

Hazing Education, Prevention and Reporting at UCSF

See [Hazing Education, Prevention and Reporting at UCSF](#).

IGHS Policy on Use of AI

1. Principles of AI use

Generative AI, such as ChatGPT, Bard, and Bing refers to computer systems capable of creating content—text, images, other media—in response to natural language inputs. With its growing presence, AI is poised to transform many academic and scientific disciplines. **To engage with AI safely and effectively in global health education and practice, students first require proficiency in the subject area, must accept the responsibility of verifying accurate output of AI models, and should follow processes for documentation of AI use, when appropriate and as instructed.**

The use of AI by students in the IGHS education programs must also adhere to University of California and UCSF policies and procedures. This includes those around data security. Data classified as P3 or P4 cannot be used with AI systems not approved and monitored by UCSF. This applies to all MS capstone and PhD Dissertation data that has not been made publicly available at the time of AI use. See <https://data.ucsf.edu/ssa/step-13-understand-ucsf-data-classification-types-p1-p2-p3-and-p4>.

Proficiency: Learning is not simply memorization of facts—it is building flexible knowledge structures that can be called upon to solve problems and evaluate possible solutions. AI systems represent one source of possible solutions, but to evaluate the value of an AI’s proposed solution, it is necessary to have adequate competency in that domain. Furthermore, as AI systems are currently based on predictive text – that which has been written before, they are subject to replicating sexist, racist, and colonial theories and biases. Users should be well-aware of these limitations and review all output for these underlying issues at the risk of perpetuating them oneself.

Verification: Students must take full responsibility for AI-generated materials as if they had produced them themselves. Facts must be true, and assertions must follow from those facts. Generative AI is well-known to output incorrect, misleading, or entirely fabricated information (‘hallucinations’). This includes creating and citing sources that do not exist to justify statements. This limitation is especially important in health-related education, where knowledge forms the basis for decisions that can impact patient or population health.

Documentation: All ideas that are not originally one’s own have a source, and that source generally must be attributed. (**See Classification Levels of Allowed Use.**) As noted above, generative AI may invent sources. Documentation of AI use is always a best practice and may be required. When documentation is required, students are obligated to follow standard practices for documentation. (See **Appendix.**) The lack of documentation when AI is used will be considered an issue of Academic Misconduct and will be handled according to the program’s policies and procedures.

2. Classification levels of allowed use of AI in assessments and deliverables

The following classification scheme will be used for all course assessments and deliverables required for course completion:

Assessments	Demonstrations of knowledge or skill, whether proctored or un-proctored, such as examinations, quizzes, final presentations, Capstones, Dissertations.
Deliverables	Written, oral, or audiovisual assignments or presentations such as assignments, problem sets, etc. Instructors may provide a blanket classification for all assessments or deliverables for a learning experience or provide separate classification for individual assessments or deliverables.

If an assessment or deliverable does not have a classification provided, it is assumed to be classified **AI-Disallowed**. By submitting an assessment or deliverable for evaluation:

- Students assert that they have respected all specific requirements of the assigned work, in particular requirements for transparency and documentation of process, or have explained themselves where this was not possible.
- When use of AI is allowed, students assert that it accurately reflects the facts and that they have verified the facts, especially if they originate from generative AI resources. The presence

of unverified facts and/or other issues in the writing when AI is used will be subject to deductions per standard grading practices.

- When use of AI is allowed and documentation is required, students assert that all sources that go beyond 'common knowledge' are suitably documented and verified. Common knowledge is what a knowledgeable reader can assess without requiring confirmation from a separate source.

Overview of AI Classifications

AI-DISALLOWED	Any use is academic integrity violation	Example: exam
AI-RESTRICTED	Restriction on type of AI resources or aspects of assessment allowed and documentation required	Example: journal club assignment
AI-DOCUMENTED	No restrictions on AI use but all use must be documented	Example: assisting in reducing word count to meet assignment requirements
AI-UNREGULATED	No restrictions on use and no documentation required	Example: email communication

AI-DISALLOWED

Generative AI tools cannot be used in this assessment or deliverable. In such an assessment or deliverable, students must not use artificial intelligence (AI) to generate any materials or content in relation to the task. Use of AI will be considered an academic integrity violation and will trigger the **Policy on Student Misconduct in Academic Studies**. Examples of assessments or deliverables that might be classified **AI-Disallowed** may include, but are not limited to:

- Formal exams.
- Assessments and quizzes.
- Any data classified as P3 or P4 under UCSF policy (outside of Versa)

AI-RESTRICTED

Generative AI tools are restricted for this assessment or deliverable and require documentation. In such an assessment or deliverable, students are restricted in either the types of AI tools that may be used, or on which aspects of the assignment AI may be employed. All use of AI must be appropriately acknowledged. (**See AI- Documented.**) The nature of the restrictions should be specified by the instructor. Examples of assessments or deliverables that might be classified **AI-Restricted** include, but not limited to:

- Journal article assignments where summarization is performed by AI, but assessment of strengths and limitations is generated by the student.
- Production of summaries of topics that provide a basis for further non-AI-assisted inquiry.
- Creating analytical plans for raw data and/or the interpretation of output.

AI-DOCUMENTED

Generative AI tools may be used in any manner for this assessment or deliverable but require documentation. In such an assessment or deliverable, any AI tools may be used on any aspect of the assignment, but all use of AI must be appropriately acknowledged. Examples of assessments or deliverables that might be classified **AI- Documented** include, but are not limited to:

- Assisting in the editing of prior written work for conciseness, language, and the like when the primary material has been originally written by the learner.

- Troubleshooting analytical code to help in the analysis of data source. Note: this does not include asking AI to construct analytical plans or interpret statistical output.
- Assignments whose goal is to develop skills in using AI-based services.

AI-UNREGULATED

Generative AI tools are not restricted for this assessment or deliverable and documentation of use is not required. In such an assessment or deliverable, any AI tools may be used to assist in any way, and it is not necessary to document or attest to their use. Note that AI products are increasingly integrated into standard software packages (e.g., Microsoft) to provide grammar and spellchecking, and these capabilities will likely increase. Current versions of such products do not require citation.

3. Safe and compliant use of AI

This policy is designed to apply to assessments and deliverables used in the pedagogical process, not as part of direct patient care or human subjects research. Most commercially available AI systems are not compliant with HIPAA or FERPA protections and entry of patient or student information (identified or de-identified) into such systems is a violation of UCSF policies and potentially a crime. Use of AI systems in patient care or research requires direct, positive confirmation from a research mentor or director that such use is allowed and that the system is authorized to work with such information. The use of AI technology for research overseen by UCSF must be documented and approved prior to use.

4. References

- Sentient Syllabus Project
- UNESCO ChatGPT and artificial intelligence in higher education: quick start guide
- Monash University: Policy and practice guidance around acceptable and responsible use of AI technologies
- UCSF Data Protection and Large Language Models (requires MyAccess login)

5. Appendix

Standards for acknowledging use of generative AI, when such use is allowed. When assessments or deliverables are classified as **AI-Restricted** or **AI-Documented**, documentation as to the manner of AI use (if used) must be provided. Documentation may take the form of primary source citations, summary statements, or both. Instructors should specify which type of documentation is expected for the assessment or deliverable.

- Primary source citation
- Summary statement

Assignments may require citation of primary sources. While AI content may include references to primary sources, the AI's output is not reviewed by experts and the source references may not be correct. When primary source citations are specified, all factual statements in the work product that are not common knowledge must have the original source cited per standard citation styles.

Policy adapted with permission from UCSF School of Pharmacy:

<https://pharm.ucsf.edu/current/policies/ai#:~:text=In%20such%20an%20assessment%20or,Student%20Misconduct%20in%20Academic%20Studies%20.>

Normative Time from Matriculation to Degree

Students must complete the written and oral qualifying exam (QE) proposal by the end of winter quarter of their graduating year and complete the capstone project before the end of the final academic year (summer quarter). The capstone mentor, faculty advisor, and GHS 203 faculty will

monitor students' progress toward degree completion.

The Master of Science degree will be awarded to students only after they successfully complete the comprehensive exam, maintain a 3.0 GPA, and have no failing or incomplete grades.

Participation

The courses move swiftly through a large compendium of material. Much of the learning occurs through interactive seminars that require preparation, reading, and oral or PowerPoint presentations. The faculty value the diverse background and skills within the class cohort and encourage cross-disciplinary debate and active, democratic participation. Students will lead some seminars, develop teaching materials, and contribute actively to the learning process. One of the objectives of the MS program is for students to develop clear, articulate, and concise communication skills (both written and oral), which faculty evaluate in periodic reports and assignments. Additionally, participation weighs heavily in the final grade for most classes. Please refer to course syllabi for details and note rules and regulations around attendance.

Plagiarism and Original Work

Plagiarism is the use of another person's ideas, thoughts, theories, or phrasing without proper attribution or credit. In U.S. academia, the accepted view is that all knowledge is derivative, and sources of material from others must be properly cited so that the original work can be both credited and retrieved. Therefore, plagiarism includes both the direct replication of another work and claiming it is your own, as well as the borrowing of conceptual frameworks without attribution to the original source. This includes copying material generated through the use of artificial intelligence (AI) software.

Students are encouraged to utilize peer-to-peer editing support, UCSF Learning Resources support, and external support for purposes of editing their work. This may include topical framing, conceptual flow, phrasing and spelling support for EAL students, and other types of support. However, there is the expectation that such tools are used as a support framework for the student's work and not the creation of the work itself. The student is responsible to ensure that such additional writing support is free of plagiarism as detailed below.

In addition to training on the topic of plagiarism during orientation, the program provides plagiarism software to help students catch and correct unintended instances of plagiarism and to help faculty evaluate students' work. The software, Turnitin, is integrated into the online learning platform and plagiarism reports are provided as part of every written submission. **Students are expected to plan their submission timelines to allow for review of Turnitin reports prior to the official deadline for each assignment. These submissions prior to the submission deadline will not be reviewed by course faculty for plagiarism, though students may utilize these pre-submissions to ask questions of their faculty. After this point, the assignments are considered 'fixed' and subject to review under the guidelines for original work.** Summary scores provided by the software are intended to provide a reference, not defined cutoff points. Ideally, students will use the software to guide correction of any at-risk portions of their work. When in doubt, students are encouraged to **proactively reach out to faculty for support.** An occurrence of plagiarism in any coursework, whether as a single or multiple occurrences, will be

treated equally according to UCSF IGHS policy guidelines. Course directors and program directors will make the final determination about whether plagiarism occurred.

Please note that the presentation of material generated via artificial intelligence (AI), such as ChatGPT and OpenAI, as one's own without attribution is considered a form of plagiarism similar to that of presenting any other individual's work as original material. Students may utilize these software to supplement their learning in other circumstances. When faculty suspect that material has been generated via the use of AI software, they may use AI detection software and request the student(s) revise the submission and/or discuss the topical area of question verbally to clearly show their own work and understanding.

Plagiarism is a serious form of academic dishonesty, and the penalties can be severe within an individual class, within the program, and within UCSF. For each class, the course director(s) will determine penalties and grading consequences when plagiarism has occurred, which will be described in the course syllabus. Additionally, all faculty are required to report the suspected plagiarism case(s) to the program directors. Due to the support and trainings students receive, the program suggests that faculty give a failing grade for any assignment in which plagiarism has occurred, regardless of the percentage value to the overall course grade. The faculty may then offer the student the opportunity to revise their work for a passing grade, though this is not required.

At the programmatic level, once a student is referred for plagiarism by course faculty, the program will take the steps outlined above in the [Policy on Academic Misconduct](#). In the first instance, the student will be required to meet with the Student Affairs Office and Program Director to discuss the issue, identify its roots, and develop tools to prevent it in the future, and may be required to sign an MOU. The student will also be required to complete an approved course/tutorial on avoiding plagiarism as a part of any remediation plan. Further instances will likewise follow the Policy on Academic Misconduct and Policy on Student Progress and may result in an MOU or faculty empaneling with the possibility of dismissal. Please refer to the [Appendix: Plagiarism versus Proper Citation](#) for further guidance about how to avoid plagiarism.

Preparation

Preparation for class requires judicious time management. Reading assignments can be long. Students should allocate time so that readings, written assignments, and exam preparation are completed before class. The UCSF Academic Senate expects that students allocate three hours of preparation for each contact hour of lecture, and two hours of preparation for each contact hour of seminar.

Although there is self-structured time during each quarter, students should note that extracurricular work exceeding 10 hours per week can interfere with academic progress and threaten timely completion of the program. The program makes every effort to distribute the workload, but students should try to anticipate when several assignments are due at once and plan accordingly.

Policy on Student Progress

1. Criteria for satisfactory academic progress

The policy regarding satisfactory academic progress in the Master of Science in Global Health program is as follows:

- a) Students must attend all classes (no more than one unexcused absence per course in a quarter), participate actively in all courses, maintain academic integrity, and complete all requested course/faculty/CA evaluations. Students must follow all UCSF policies: [Campus Code of Conduct](#), [Policy on Student Conduct and Discipline](#), and the Graduate Division's [Policy on Student Progress](#).
- b) Students must meet their capstone mentors at least biweekly once their projects have been chosen.
- c) Students must pass their oral and written qualifying exam at the end of the winter quarter in order to advance to candidacy and work on their capstone project.
- d) Students must advance to candidacy at least two quarters before participating in the comprehensive exam.
- e) Students must maintain the highest standards of academic integrity, professionalism, and cultural humility in the program, as reported by course directors, course assistants, capstone mentor, site mentors, academic advisors, staff, and other faculty.
- f) Students must pass their oral and written comprehensive exam by the end of the summer quarter.
- g) Students must pass all of their courses (grades of C or higher in any given class), and maintain a cumulative GPA of equal to or greater than 3.0. This is equivalent to a B average.

2. Unsatisfactory progress indicators

These may include but are not limited to:

- Failing an exam
- Failing grades in any course
- Falling below a cumulative 3.0 GPA
- Poor attendance
- Failure to achieve milestones of the capstone requirement (where applicable)
- Unprofessional conduct
- Failing the qualifying examination the first time
- Failing the comprehensive examination the first time
- Disciplinary problems and other conduct and professionalism infractions that fall within the scope of UCSF's Code of Conduct (e.g. cheating, plagiarizing, etc.)

3. Process by which failing students will be notified and remediated

Students whose progress is unsatisfactory (according to one or more of the criteria listed above) will be notified and will meet with the program director to develop an individualized remediation plan to address the deficiencies. The meeting may result in a memorandum of understanding (MOU) that clearly outlines specific steps and associated deadlines that the student must fulfill in order to receive a satisfactory report. The report is then signed by the following parties: the student and the program director. At this point, the report is filed in the student's academic file within the program, and a copy is sent to the associate dean for graduate programs. IGHS students also may not be allowed to conduct a capstone project until all issues are resolved.

Should the student be unable to fulfill the expectations according to the timeline outlined in the letter, the student will be subject to dismissal from the program.

If a subsequent instance of unsatisfactory conduct occurs following the MOU, the student will be subject to an in-depth review of their participation in the program. The process for in-depth review of a student's eligibility for dismissal will follow the UCSF [Divisional Procedure for Student Grievance in Academic Affairs, section 4.0](#), and will be conducted by the program's in-depth committee:

- The in-depth review committee shall consist of three faculty members within IGHS who are knowledgeable about the academic program and student performance standards, and may include academic officers of IGHS, as long as they number in the minority of those committee members present at the review hearing.
- Members may include faculty advisors, capstone mentors, course directors, or representatives of the IGHS Graduate Group who serve on the executive, curriculum, or admission committees.

Policy on Academic Misconduct

The Institute for Global Health Sciences education programs emphasize the importance of social justice and equity through a code of ethical behavior and academic honesty. The faculty and students work together to create a learning environment that values academic honesty, protects the integrity of an individual's work, and enhances the integrity of IGHS education programs.

Definition of Academic Dishonesty and Misconduct

Cheating:

- Fraud, deceit, or dishonesty in an academic assignment, using or attempting to use materials that are not authorized, or colluding with others to do so.
- Copying or attempting to copy from others during an exam or on an assignment.
- Communicating answers with another person during an exam.
- Pre-programming an electronic medium to contain answers or other unauthorized information for exams.
- Using unauthorized materials, prepared answers, written notes, or concealed information during an exam.
- Allowing others to do an assignment or portion of an assignment.
- Submission of the same assignment for more than one course without prior approval of all the instructors involved.

- Collaborating on an exam or assignment with any other person without prior approval from the instructor.
- Taking an exam for another person or having someone take an exam in place of the student.

Plagiarism: An author's work is his/her property and must be respected by documentation. Plagiarism refers to the use of another's ideas or words without proper attribution or credit and includes: copying of passages from works of others (e.g., books, articles, films, graphics, websites or other electronic sources) into a student's homework, essay, term paper, examination, qualifying papers, or class project without proper citation or acknowledgment; the use of the views, opinions, or insights of others without acknowledgment; and paraphrasing of a person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment or proper citation. For additional information on plagiarism, please see the [Appendix](#).

False information and representation, fabrication, or alteration of information: Furnishing false information in the context of an academic assignment. Fabricating or altering information or data and presenting it as legitimate. Providing false or misleading information to an instructor or any other University official.

Theft or damage of intellectual property: Sabotaging or stealing another person's assignment, book, paper, notes, experiment, project, electronic hardware, or software. Improper access to, or electronically interfering with, the property of another person or the University via computer or other means. Obtaining a copy of an exam or assignment prior to its approved release by the instructor.

Distribution or sharing of lecture notes or exam items/information to provide undue advantage to others or for commercial purposes: Selling, distributing, website posting, texting, emailing, or publishing course lecture notes, handouts, readers, recordings, exam items, confidential or other information provided by faculty to give advantage to others or for any commercial purpose, without the express written permission of the faculty.

Research and practice: All students are expected to conform to all relevant Institutional Review Board guidelines (IRB), as well as acceptable ethical practices.

The list above is not comprehensive. Other acts not explicitly outlined within each section above, but fitting the spirit of the code, also will be considered if allegations of academic misconduct are made.

More information can be found in the [UCSF Code of Conduct and Integrity of Research](#). The IGHS faculty and administration will respond to alleged acts of academic misconduct in a respectful and supportive manner that emphasizes fairness, timeliness, due process, and transparency. The process for notification and remediation of academic misconduct will follow the steps outlined above in the Policy on Student Progress.

Capstone Research Project

The capstone research project provides a rich opportunity to explore a global health interest area in considerable depth. Students are required to develop a longitudinal project starting in the fall quarter, culminating in a final written and oral presentation at the end of summer quarter. Students

work closely with the Practice Seminar (GHS 203) course faculty to develop an appropriate project based on interest, skills, and an available research site. Students may work in teams of up to two members, provided each team member presents a uniquely defined project and independent written and oral materials.

Students work with their mentors and IGHS international partners to ensure maximum benefit to both the students and the host institutions. The UCSF capstone mentors and program directors oversee the research experience and work with students to achieve specific competencies. Mentorship is an integral part of this experience.

Project Selection

The master's program devotes a considerable proportion of curricular and faculty time to the capstone project. The thoughtful selection of this project is critical to experientially learning about global health. Students should try to select their project early in the fall quarter for the following reasons:

1. The capstone project is the basis for the qualifying and comprehensive examinations that determine students' candidacy (i.e., instead of a thesis, the project serves as a final work product for the MS degree). Capstone "deliverables" are described below.
2. Some capstone projects will involve research on human subjects and will require approvals from both the UCSF Committee on Human Research (CHR) and the relevant Institutional Review Board (IRB) from the host institution. This process may take up many months. Students are required to assess their IRB requirements by the end of the fall quarter and complete relevant IRB submissions prior to spring break in order to be allowed to move forward with their projects in a given academic year.
3. A large block of curricular time in the fall quarter is dedicated to learning the methods of scientific inquiry. Thus, committing early to a project will focus these practical skills on the development and writing of the capstone project protocol.
4. Capstone mentors donate their time to the MS program. Therefore, students should be respectful of the generosity of faculty and colleagues from outside the University and not impose on their goodwill.

Students will discuss their capstone areas of interest with the GHS 203 faculty, who will help facilitate contact with prospective capstone mentors. **Students must NOT contact prospective capstone mentors before approval by the GHS 203 faculty.** Please note that the capstone mentor makes final decisions on whether or not a particular student is the right fit for their project.

When selecting a capstone project, students should consider the following:

1. Specific skills you want to gain from the experience.
2. Compatibility of the capstone experience with your interests in global health: In addition to forming the basis for the qualifying and comprehensive examinations, the project will become part of your global health "portfolio."

3. Finding a niche where your expertise becomes unique and valued: Although it is tempting to choose a familiar area or region, the program encourages you to move away from your comfort zone and challenge yourself in a new global health discipline.
4. Compatibility with the host investigators (e.g., culture, languages spoken), your UCSF capstone mentor, and your onsite supervisor: Your UCSF advisor and mentor will play an important role in the learning process.
5. Cost of the project: Although the program has a small bursary for travel and some research costs, most students electing assignments out of the U.S. should expect to pay some out-of-pocket expenses, especially for food, lodging, and local transport. Remember that the program values local experiences and research as much as international experiences.
6. Scholarship requirements: In some instances, your capstone project should focus on a specific area of inquiry associated with a scholarship you received with admission to the program.
7. Location: For many students, the idea of conducting research in a new setting is exciting and enticing. However, it also can be incredibly challenging socially, physically, and emotionally. IGHS expects all students to practice [cultural humility](#) during their time in the program and during the capstone period.

Capstone travel (abroad or domestic) is not guaranteed, and all travel will be guided by University, local, and federal guidelines. In addition, the program strives to avoid 'parachute projects' of short duration that limit the ability for learners to form partnerships and deeper engagement with their study team and communities. It is expected that unless otherwise discussed and agreed upon with the Program Directors and Capstone Mentors that field-based projects will involve no less than six- weeks of in-country activity.

Please note that the program reserves the right to prohibit students from traveling abroad for their capstone research based on concerns about academic integrity or professional conduct. Refer to the [Student Expectations and Professional Conduct](#) section above. In addition, students considering a capstone project that will require travel outside the United States will need to confirm by the end of the fall quarter that they have a passport that is active (expires **at least six months after** the capstone period) and has enough pages for travel requirements. Students from outside the United States should confirm their ability to travel under applicable visa requirements. Students are required to meet these expectations by the start of the Winter term in order to be eligible to travel for their capstone.

Project Requirements

The capstone project represents the synthesis of all of the master's coursework. Students should be able to ask an important question in global health, approach the question with academic rigor using the appropriate methodologies, and present their findings in a succinct written and oral format. Students address their research question by choosing among seven methodologies (or mixed methods) for their project:

1. Quantitative Study
2. Qualitative Study
3. Policy Analysis
4. Systematic Review/ Meta-analysis
5. Monitoring and Evaluation
6. Cost-Effectiveness Analysis
7. Laboratory Research
8. Additional methods agreed to and approved by the program

The MS program also will consider a rigorous educational research project as another option, which includes educational needs assessments, curriculum development, and educational program evaluation. In general, educational research uses the methodologies listed above.

Reporting formats can vary slightly in terms of the language used. If the program approves an educational research project, the team will work with students to edit the reporting guidelines to align specifically with educational research models.

All projects will have some common elements, including an abstract, detailed background and significance, methods, results, discussion, and references and appendices. In the first quarter, the program will provide an outline of the individual methodology requirements that form the basis for evaluation of the qualifying exam and the comprehensive exam. Exam details are in the next section of the handbook.

Methodologies

Quantitative Study

- Answers a research question that fills a gap in the scientific literature
- Typically used when seeking to measure something or test for associations
- Draws data from a relatively large number of individuals to make conclusions about averages or trends across a population

Qualitative Study

- Answers a research question that fills a gap in the scientific literature
- Typically used when seeking to describe or characterize a phenomenon, a set of people, or a situation
- Draws data from a relatively small number of individuals (or situations or circumstances) to understand the range of experiences and/or to contextualize the phenomenon

Policy Analysis

- Evaluates a policy, either retrospectively (analysis of a policy that was implemented) or prospectively (analysis intended to inform future policy decisions)
- Uses a framework or methodology to systematically study a specific policy, the influences on it, and the outcomes of it, and uses frameworks to guide the specific methodological approach

Systematic Review/ Meta-analysis

- Synthesizes a set of findings in the literature that are all focused on a common scientific question, type of intervention (including medical devices and drugs), or observed association
- May seek to (1) weigh all evidence to answer a dispute in the field, (2) conduct a meta-analysis to establish an average effect size of an intervention or observed association, or (3) summarize the literature and add a new insight or way of viewing the findings
- Systematically identifies relevant literature, extracts relevant findings, and synthesizes/aggregates findings from the extracted literature

Monitoring and Evaluation (M&E)

- Answers a question about the usefulness or outcome of a specific program or set of programs
- Usually motivated by a question from the agency or the individuals who have implemented the program to provide them feedback, as opposed to filling a gap in the scientific literature
- May focus on evaluating process (implementation of the program) and/or outcomes (the effects of the program)
- May use quantitative and/or qualitative research methods and often describes the constructs being measured as “indicators”

Cost-Effectiveness Analysis (CEA)

- Economic analysis that compares the costs and health outcomes of two or more courses of action, e.g., prevention or treatment interventions
- Widely used in health services research and decision analysis
- Expresses results as a ratio: [difference in cost between two courses of action] divided by [difference in health outcomes between two courses of action]
- Measures the health gain by events (e.g., infections or deaths) or a standard health metric (e.g., DALYs, QALYs)

Laboratory Research

- Laboratory-based project that has clear relevance to global health
- Often uses quantitative approaches for analyses
- Some prior experience and/or training in a laboratory setting is recommended for students who propose to execute laboratory experiments during the capstone period

Best Practices

When choosing a capstone project, students should keep in mind these best practices:

1. **Be proactive:** Schedule appointments early in the fall quarter with the GHS 203 faculty and your academic advisor to help narrow down your options and get support through the process. Many students have too many good options and have trouble deciding. A good strategy is focusing on the option that will give you the newest skills to enhance your portfolio.
2. **Be realistic:** Many projects may suit your goals and interests, but nine or ten weeks is a relatively short time in the field, and so you should be realistic in what you can accomplish. Choosing a project earlier and spending time developing it will insure the highest chance of success.
3. **Be informed:** Take advantage of prior students' experiences by reviewing the portfolio of previous student projects and creating a network of informants familiar with the work you propose. IGHS faculty are more than willing to offer their expertise and contacts worldwide.
4. **Be mindful of limitations:** IGHS operates under certain constraints (e.g., safety, logistics, cost, onsite mentorship, research relationships with field site, academic requirements of the program), and your project of choice simply may not be feasible.

Internship Opportunities

For some students (especially those using secondary data), the capstone project requirements may allow time for a concurrent, supervised internship. Internships need to be pre-approved and will only be considered if a student is progressing/meeting expectations with regards to their capstone project. In general, an internship must meet these criteria for approval:

1. The internship is related to a substantive global health project focused on an underserved population or health systems development, either domestically or abroad.
2. The capstone mentor agrees that a concurrent internship is feasible with the capstone requirements.
3. The internship is in a safe location with adequate supervision and infrastructure, preferably nested within an established UCSF program.

The internship should emphasize experiential learning and be at least four weeks in length. Students will need to submit a formal internship proposal describing the background and rationale, scope of work, summary of expected contributions to the site and project, and skills and experiences they will gain. The primary project mentor and program directors must approve the internship proposal. Internships will only be considered once the primary capstone project proposal has been successfully approved after the winter quarter. Travel approval and financial support from the program for internships is subject to the same frameworks of the capstone projects and will be approved following the allocation of funds for capstones.

At the end of the summer quarter, students who have completed an internship will be required to

submit a five-page summary report, in addition to completing a full capstone project using one of the methodologies described above. The report will include background and rationale, scope of work, summary of contributions made to the site, skills gained, and a reflection on the experience. Students' performance during the internship will be assessed for spring and summer quarter grades, but the internship will not count towards the qualifying or comprehensive examinations.

Photography

An important part of the capstone research experience is communicating what you learn to classmates, colleagues, and a wider audience. Photographs and video can help document your project and tell your story, but these may reveal sensitive or private information of an individual or group (e.g., health status). Please follow the guidelines below* for ALL photographs or video that will be used for any purpose other than personal documentation, such as a presentation, publication, or social media or blog post:

- Photographs of people who are recognizable ALWAYS require consent forms signed by hand (or verified digital signature) by all the people pictured, or their guardians. IGHS will provide the consent forms, which indicate that the photo subjects understand the context in which their photograph may be used.
- University of California policy does not accept verbal consent for identifiable or recognizable subjects, except for UC faculty and some staff. Photographs without signed consent forms should not be used for any presentation or publication.
- All photos of children (under 18) in ANY setting require written consent by a guardian.
- The ONLY times you are not required to get a signed photo consent form are when you photograph public figures (e.g., politicians, celebrities), crowds in public (e.g., crowds at a market, concert, or demonstration), or non-recognizable individuals in public (when faces and identifying features are obscured).
- If obtaining written consent on the UCSF form is difficult (e.g., when the photographer's subjects speak a different language or have low literacy), the consent form should be prepared in the local language or orally translated to the photo/video subjects. Then, the subjects or a representative/witness can mark the form to indicate their understanding and consent.

**Adapted from UC policy and [UNAIDS guidelines](#)*

UC Travel Policy

The MS program staff will assist students with ticketing and will provide more information regarding travel options. In the rare event when students need to arrange their own travel, they must adhere to and understand the [UCSF travel policies](#). Students are required to submit formal travel plans to UCSF for approval. For low-risk travel these plans are approved by the Program Director. Any countries or areas of higher risk require the approval of the Director of the Institute for Global Health Sciences and/or the Dean of the Graduate Division. Students may be asked to adjust their travel and/or project plans in order to receive approval for travel as part of their capstone project. Students are expected to review and consider all UCSF travel requirements for students prior to submitting the forms, and a failure to do so may result in a rejection of travel approval.

Students are expected to be engaging in their research full time during the capstone period in the summer. As such if students wish to undertake additional travel either outside of the Bay Area for those working at local projects or to other locations for projects further afield must first receive approval from the capstone mentor and notify the program *prior to traveling*. The program and mentors reserve the right to not approve travel that would occur during normal working days and time. Violations of this policy may result in ending of a capstone project for the student and need to re-take the course the following year.

Program Milestones

Qualifying Examination (QE)

The QE is comprised of two parts; a written protocol and oral presentation that describes all aspects of the proposed capstone project.

If a student fails the first attempt of the QE, the program will allow a single revision submitted up to two weeks after notification of failure. If the QE is revised adequately, the student will receive a maximum of a C grade, which will contribute to the student's capstone seminar course grade.

Written Protocol

Students will develop the capstone project with a specific site in mind, and their proposal will include the context of the problem through a scoping review, the conceptual and theoretical framework guiding the project, and the methodology. Faculty will announce details of the QE proposal format and grading criteria early in the winter quarter.

In the winter quarter, the program directors will appoint an Examination Review Committee to critique and evaluate each student's protocol. The committee may comprise the following: the capstone mentor(s) (non-voting member); a member of the IGHS-affiliated research community; an ad hoc reviewer affiliated with the UCSF IGHS who has familiarity with the program and its requirements.

Oral Presentation

At the end of winter quarter, students will give a ten-minute oral presentation using PowerPoint or a similar visual presentation method to present their capstone proposal. These presentations will include a description of the background and significance of the student's capstone project, a clear research question, and aims. Students will answer questions from the audience for five minutes following their presentation.

If a student fails the first attempt of the QE, the program will allow a single revision submitted up to two work weeks after notification of failure. If the QE is revised adequately, the student will receive a maximum of a C grade, which will contribute to the student's capstone seminar course grade.

Advancement to Candidacy

Students are eligible to advance to candidacy if they meet the following requirements:

- Pass the qualifying exam
- Have a cumulative GPA of at least 3.0
- Have satisfactory progress as defined in the [Policy on Student Progress](#)
- Have no incomplete or failing grades
- Have no unpaid fees

Students must be registered for the quarter in which they advance to candidacy. Students must advance to candidacy at least two quarters before participating in the comprehensive exam.

Candidacy for the master's degree is lapsed if a student has not completed the requirements for the degree within five quarters (exclusive of summer) after advancement to candidacy.

Leaves of absence count against this time. Students must either be registered or on filing fee status for the quarter in which they graduate.

The Graduate Affairs Officer will apply for advancement to candidacy on behalf of all students through the Graduate Division.

Comprehensive Examination

Students will produce a formal written report and give an oral presentation of the capstone project, known as the comprehensive examination, at the end of the summer quarter. The Examination Review Committee (membership defined in the QE section above) will evaluate the report and presentation.

The date(s) of the Comprehensive Examination are provided to all students at the start of the year and occur just prior to graduation. Students are expected to attend the entirety of the comprehensive examinations unless they receive specific approval from the Program Director due to extenuating circumstances. In consultation with Student Disability Services (SDS) as the deadlines for the components of the comprehensive examinations are known from the start of the year and due to the requirements to review them prior to graduation, deadline extensions are not allowed.

If a student fails the first attempt of the comprehensive examination, the program will allow a single revision submitted up to two work weeks after notification of failure. If the comprehensive examination is revised adequately, the student will receive a maximum of a C grade, which will contribute to the student's capstone seminar course grade.

Written Examination

Upon completion of the capstone project, each student will produce a written project report that includes a thorough literature review and a synthesis of the context, framework, methodology, results, discussion, and implications of the project. This report could serve as the basis for a grant application for further research or as an article for publication, depending on the nature of the

capstone project. Students will also include a one-page policy brief and/or one-page op-ed as part of their final submission. The format guidelines are provided at the start of the year and reviewed in GHS 203 during the Capstone Seminar Oral Presentation.

At the end of the summer quarter, students will give a ten-minute oral presentation using PowerPoint or a similar visual presentation method to summarize their projects. These presentations should be succinct and concise, demonstrate the ability to think critically, and display a comprehensive understanding of the global health significance of the topic. Students will answer questions from the audience for five minutes following their presentation.

Program End and Graduation

Degree Conferral and Diplomas

Following the end of summer term on the UCSF academic calendar, the Office of the Registrar will begin the process of verifying degree completion. Diplomas will be available eight to twelve weeks after the end of the term. The Office of the Registrar's website provides details on [how to obtain your diploma](#).

Exit Survey

At the end of the academic year, each student is required to complete an exit survey to gather feedback about the program as a whole.

Graduation Application

The University has implemented a Graduation Application in the [Student Portal](#), which all graduating students must submit. Students will be prompted to submit the graduation application at the beginning of the summer quarter. In order to submit the application, students will need to log into the [Student Portal](#) and navigate to the **Study List & Grades** tab and then select **Graduation Application**. Once the application is submitted, it will get routed to the Graduate Affairs Officer for approval.

Graduation

Students have two opportunities to participate in graduation ceremonies. The first is a commencement ceremony and reception held by the UCSF Graduate Division in late May/ early June. Students who have advanced to candidacy are welcome to participate in this ceremony, although many students will be away from campus conducting their capstone projects at this time.

The Institute for Global Health Sciences will hold its own graduation ceremony and reception on the last Thursday in July. Participation in the ceremony is a privilege for students who have advanced to candidacy, are in good academic standing (at least a 3.0 cumulative GPA), and intend to complete the program by the end of the summer quarter.

Students who will not complete the program by the end of the summer quarter may participate in the ceremony with their cohort if they have advanced to candidacy, are in good academic standing (at least a 3.0 cumulative GPA), and the program directors have approved their plan to complete the program. The final decision about student participation in graduation belongs to the program directors and is not subject to appeal.

Students who do not meet these requirements may participate in the graduation ceremony with the cohort of the academic year in which they complete the program.

UCSF Email Access after Graduating

Students will lose access to their UCSF email six months after the end of the graduation term, or after employment separation from the university. Email forwarding is not available, and students may not receive prior notice or warning of email deactivation. Graduates are eligible to establish an alumni account through the Alumni Office (<https://alumni.ucsf.edu/request-ucsf-alumni-email>).

Student Fees

The Office of the Registrar publishes the [student fees](#) for the MS program. The Global Health Sciences master's program fee is equally divided by quarter (Fall, Winter, Spring, and Summer) and does not reflect workload or course enrollment in that particular quarter.

Fee Payment

To complete registration each quarter, students are required to [pay their fees](#). Check the “Fees” tab in the student portal for balance and payment information.

Financial Aid

Students may apply for financial aid through the [UCSF Student Financial Aid Office](#). Aid is awarded based upon financial need and is usually in the form of loans or federal work-study. Students interested in a work-study position should indicate this in the financial aid application. The program will advertise IGHS work-study positions as they become available; matriculated students may apply for these positions once the school year has started.

Scholarships

IGHS scholarships are awarded at the time of admission, and will be applied toward student fees over the first two academic quarters (unless otherwise determined by the donor guidelines), as long as the student remains in good academic standing as outlined in the [UCSF Policy on Student Progress](#). Awardees will be asked to write articles for the program newsletter or blog posts about

their program experiences, to attend special events, and to help promote the program as needed.

IGHS also encourages students to research and seek scholarships independently. The Financial Aid Office provides links to [scholarship search databases](#).

Capstone Project Costs

IGHS provides financial assistance for some of the costs associated with the capstone project, including air and ground transportation to get to and from the main project site (if it is 100 miles or more outside of San Francisco) and visa costs for single-entry visas. After these costs are covered, the capstone team will review and distribute remaining resources for project costs (e.g., translation/transcription service) based on budget requests made by students in the winter quarter. Per UCSF policies, program funds cannot directly pay for incentives or remuneration for participants in research projects.

The process for payment of expenses will depend on UCSF travel guidelines at the time of the capstone project. Projects that require travel may require students to pay some out-of-pocket expenses and then request reimbursement, but in general the program will work to make purchases directly. A formal training on payment and reimbursement will be scheduled prior to the start of the capstone period.

Students are responsible for paying for their own food, lodging, research subject incentives, and local transportation. If a student requests a flight change for a reason other than health or safety as approved by the program, the student will be responsible for paying for all change fees and associated costs. Students needing to adjust their travel plans for other extenuating circumstances are expected to follow the procedures and policies outlined in the UCSF Travel Guidelines and notify the program as soon as possible – prior to travel unless in emergency situations.

Depending on the project, mentors may have additional funding to support their students. In general, due to limited resources, if a student's flight or core costs are covered, funds may be redistributed to insure equity for all students. Students are encouraged to discuss potential capstone project costs with the GHS 203 faculty and with their specific project mentor **prior to** selecting their final capstone project. The program recognizes that costs might reduce the desirability of certain projects. Please inform GHS 203 faculty as soon as possible during the planning phases if a proposed project presents a financial burden. These topics will be covered during the GHS 203 course.

Professional Conference Travel Funds and Publication Fees

Students who plan to attend a professional conference while registered at UCSF may be eligible for travel funds through the [Graduate Division](#). In general, the program does not have funds to cover conference registration and travel.

The program has a limited amount of funds available to support publication fees for articles resulting from students' capstones. The UCSF Library also has an [Open Access Publishing Fund](#) that helps current UCSF students, faculty, and staff cover open access publication fees.

Reduced Course Fees Policy for Repeat Courses

Students in good academic standing who fail or withdraw from a course prior to a leave of absence may receive approval from the program director to retake no more than two courses to complete the degree.

Fees for repeat courses will be charged accordingly:

1. The student will be required to pay all student fees as approved by the UCSF Budget Office for the quarter(s) in which they re-enroll; **AND**
2. The student will pay the Master's Program Instructional Fees at a reduced rate of \$945 per unit.

In addition to enrolling in the repeat course(s), students will be required to enroll in a one-unit independent study course to engage in capstone project work during the quarter(s) they enroll. The student will be assessed the reduced instructional fee for this additional unit of coursework.

This policy is subject to change at the discretion of the IGHS master's program administration.

Appendix: Plagiarism versus Proper Citation

Purpose of this document

This brief document provides guidance on how to avoid plagiarism by showing examples of proper citation and examples of incorrect citation (plagiarism).

What does plagiarism mean?

Plagiarism is the use of another person's ideas, thoughts, theories, or phrasing as though they were your own. In U.S. academia, the accepted view is that all knowledge is derivative, and sources of material from others **MUST** be properly cited so that the original work can be both credited and retrieved. In essence, if one's presentation of another's work may be mistaken for original material, there is the strong chance that plagiarism (intentional or not) has occurred.

Why is this important to IGHS?

Plagiarism is a serious form of academic dishonesty, and the penalties can be severe. The Institute for Global Health Sciences wants students to understand and avoid plagiarism. Course policies are listed in the student handbook and discussed—along with tools to help avoid plagiarism—during orientation and in the GHS 203 seminar. Below are relatively simple steps to use and cite other people's work appropriately.

Who benefits from this document?

The document will be of value to *all* students in the master's program, but particularly those who may be unfamiliar with the subtleties of scientific writing conventions in U.S. universities. For example, some of you may have been trained in places where it was considered acceptable to use existing materials for your assignments exactly as the materials were written, and you may not have been taught about U.S. conventions on citation.

Examples of plagiarism and proper citation

Dr. William J. Bicknell developed the following "Plagiarism" memo for Boston University School of Public Health students at orientation:

The purpose of this memo is to make clear:

What plagiarism is, how to avoid plagiarism and the consequences of plagiarism

Misunderstanding is widespread about what plagiarism is and whether or not it is a serious offense. It is a serious offense, and should be painstakingly avoided. Acceptable practice on citing sources of information differs as one moves from an academic environment to the world of work. There are also differences in custom between countries and cultures. This memo outlines practices appropriate to a U.S. academic environment.

What is plagiarism? Plagiarism is using someone else's work, words, or ideas without giving them proper credit. An example of plagiarism, and an example of one acceptable way to avoid it, is shown below under the heading of Attachment 1.

How to avoid Plagiarism. Here are some simple guidelines for avoiding plagiarism:

1. If you use a phrase, sentence or more from any source, you must put them in quotation marks and cite the source in footnote.
2. If you recount someone else's ideas in your own words (paraphrasing), you must provide a footnote at the end of the passage citing the source of the ideas.
3. If you draw on someone else's ideas, even though you neither quote nor paraphrase them precisely, one of the following is called for:
 - A footnote crediting the source of the ideas.
 - A direct reference to the source within the text, for example, "Seligman has repeatedly made the point that," with facts of publication (title, etc.) provided in a footnote or bibliography.

Footnotes should be complete enough to enable the reader to accurately identify your sources. In addition to articles and books, sources may be personal communication, unpublished data, working memos and internal documents. A footnote should cite the author (if no author is named, the organization), as well as the title, date, and page number(s). A bibliography, listing your sources but not linking them to specific points in your text, may well be desirable but is not a substitute for footnotes.

The Consequences of Plagiarism

The consequences of plagiarism are serious. Students can be expelled and lose all chance of completing their studies. Even if 99 percent of a student's work has been above reproach, proven plagiarism could easily result in a degree not being granted.

Summary

A good paper typically demonstrates grasp of concepts, originality, and appropriate attention to detail. The person who reads your paper assumes that the words and ideas originate with you unless you explicitly attribute them to others. Whenever you draw on someone else's work, it is your obligation to say so. If you do not, you are operating under false pretenses. That is plagiarism.

Original Source

"Tribal pressures affect Kenyans' behavior more than pronouncements arriving from the national seat of government but what ultimately counts are what an individual perceives as in his or her own best interest. For more than 80 percent of Kenya's people who live and work on the land, children are seen as essential to survival and status. This is particularly true for women. Children and young adults provide an extra labor needed during peak planting and harvest times when everyone in the household must work long hours every day. For women, children are essential to

lessen their heavy workload throughout the year: in a study of the Akamba tribe, three-quarters of the respondents gave this reason for having children.”

From Frank L. Mott and Susan H. Mott, “Kenya’s Record Population Growth: A Dilemma of Development, *Population Bulletin*, Vol. 35, No. 3 (Population Reference Bureau, Inc., Washington, D.C., 1980): 7-8.

Plagiarism

Tribal pressures affect the Kenyan woman’s behavior more than pronouncements from the capital. She will perceive what is in her best interest. She sees children as essential to her survival and status. They provide the extra labor needed during peak planning and harvest times when everyone in the family must work for long hours.

Properly Footnoted Citation

Why do Kenyans have so many children? Mott and Mott write that “tribal pressures affect Kenyans’ behavior more than pronouncements arriving from the national seat of government but what ultimately counts are what the individual perceives as in his or her own best interest.”¹ They point out that children are seen as necessary for a woman’s livelihood as well as her place in society. Children work on the shamba and assist with all kinds of labor: planting, harvesting, fetching firewood and water.²

¹ Frank L. Mott and Susan H. Mott, “Kenya’s Record Publication Growth: A Dilemma of Development, *Population Bulletin*, Vol. 35, No. 3 (Population Reference Bureau, Inc., Washington, D.C., 1980): 7.

² Ibid