

# I-MPH Student Handbook 2024-2025

Updated September 2024



# MPH specialized in the field of Health Systems Administration and Global Health Leadership

## Faculty of Social Welfare and Health Sciences

### University of Haifa

#### Contents

|   |    |
|---|----|
| Welcome to the University of Haifa!                             | 3  |
| The Program   | 3  |
| Our Vision  | 4  |
| Our Mission   | 4  |
| Our Objectives  | 4  |
| Our Values  | 5  |
| Program Outline   | 5  |
| Content and Courses   | 5  |
| Timelines and important dates                                   | 7  |
| I-MPH Academic Calendar 2024-2025                               | 7  |
| Course Descriptions   | 8  |
| Core Courses  | 8  |
| Concentration Courses   | 9  |
| Elective Courses  | 10 |
| Other Required Courses  | 11 |
| Grading Policy  | 13 |
| Academic Information - University of Haifa International School | 13 |
| Grading Policy – I-MPH  | 13 |
| Academic Advising   | 14 |
| Career Advising   | 15 |
| Student and Faculty Committees                                  | 16 |
| Admissions Committee  | 16 |
| APE committee   | 17 |
| Assessment Committee  | 17 |
| Curriculum Committee  | 17 |
| Completion of the I-MPH   | 17 |
| Deadlines   | 17 |
| Deadlines from grading perspective:                             | 17 |
| Deadlines from administrative perspective:                      | 18 |
| Diplomas and transcripts  | 18 |

|                                   |    |
|-----------------------------------|----|
| General Information.....          | 20 |
| Documentation .....               | 20 |
| Program Schedule .....            | 20 |
| Housing.....                      | 20 |
| Campus Life.....                  | 21 |
| Social Activities .....           | 21 |
| Cultural Immersion .....          | 21 |
| On-Campus Student Resources.....  | 22 |
| Formal Complaint Procedures ..... | 22 |
| I-MPH Level .....                 | 22 |
| University level.....             | 23 |

## **Welcome to the University of Haifa!**

Situated at the top of the Mount Carmel, amidst the Carmel National Forest, with breathtaking views of the Mediterranean Sea and the Galilee, the University of Haifa provides the perfect setting for your international graduate studies.

The University of Haifa is one of Israel's seven research universities, and the largest in the north. It is a microcosm of Israeli society dedicated to academic excellence and social responsibility. An exciting and inspiring cultural mosaic, the university has a diverse population of 18,000 students made up of secular and religious Jews, Christian and Muslim Arabs, Druze and Bedouin, new immigrants and native Israelis and a growing number of students from around the world. We invite you to become one of them.

### **The Program**

As a culturally diverse society, Israel, and specifically the city of Haifa, is a unique environment for a program whose goal is to enable students to understand how discrepancies in health status, health systems, and health leadership unfold. Israel's successful health system combines technologically advanced health care, universal access to health care, and comprehensive public health infrastructures and its locations "between East and West" make the University of Haifa an exciting and unique place to pursue a Master of Public Health (MPH) degree. Indeed, Israel is a real-time, hands-on working laboratory for advanced international and Israeli students, offering encounters with ongoing public health initiatives designed to improve health equity in multicultural contexts.

The University of Haifa's English-language Master's program is dedicated to providing students with a strong foundation from which to critically examine current global health challenges. The next generation of healthcare leaders will need to understand the multifaceted nature of society and how it relates to public health issues. These individuals will need to develop, seek and promote best practices of health care and health care delivery for all members of society, regardless of ethnicity, religion, gender, and age. They will also need to have sophisticated leadership skills to serve an ever more complex society, and to manage cross-cutting, multi-sectoral, top-down and bottom-up comprehensive programs, within and beyond the health services per-se. Certainly, in an increasingly integrated world marked by growing disparity, public health leaders will need to be aware of how global and national forces affect health within and between national borders. The Health Systems Administration and Global Health Leadership program will nurture high levels of sophistication, excellent communication skills, and a deep knowledge of public health and global health, as well as prepare future public health practitioners and researchers for leadership roles in settings across the globe.

The School of Public Health is currently a member of the Association of Schools of Public Health in the European Region (ASPHER).

The program is directed by Dr. Tair Ben-Porat and Dr. Shirra Freeman.

### **Our Vision**

Empowering visionary leaders to transform global health, bridge disparities, and build resilient health systems across all countries and all sectors within health systems.

### **Our Mission**

To cultivate future public health leaders by equipping our students with training in all the core public health competencies, multidisciplinary expertise and concrete problem-solving skills needed to address diverse public health challenges in multicultural contexts.

### **Our Objectives**

- Prepare students to work in all areas of public health practice, and global health in particular.
- Endow students with the knowledge of public health at a global level.
- Produce a cadre of future leaders in global health, health systems, and administration.
- Endow students with the theoretical background professional skills and tools for managing multicultural issues in public health and addressing the needs of diverse populations.
- Prepare students to apply their learnings to plan, implement, and evaluate policies and programs to improve public health outcomes.
- Provide students with the opportunity to learn about health inequalities resulting from social, economic, and cultural differences and disparities around the world.
- Engage students in field experience that builds skills, knowledge, and unique perspectives, which can be applied to future careers.
- Strengthen evidence-based public health with knowledge exchange and translation.
- Help students understand the conditions for the protection and promotion of the health of communities in diverse settings.
- Develop students' capacity to organize, analyze, interpret and communicate knowledge in an applied and contextualized manner.
- Develop and enhance personal and organizational leadership skills.
- Familiarize students with international organizations active in public health (WHO, UNICEF, UNFPA, UNAIDS, ECDC, CDC, Red Cross and civil society organizations).

## Our Values

- Promote health as a human right.
- Health equity, social justice, and reductions in health disparities within and across nations.

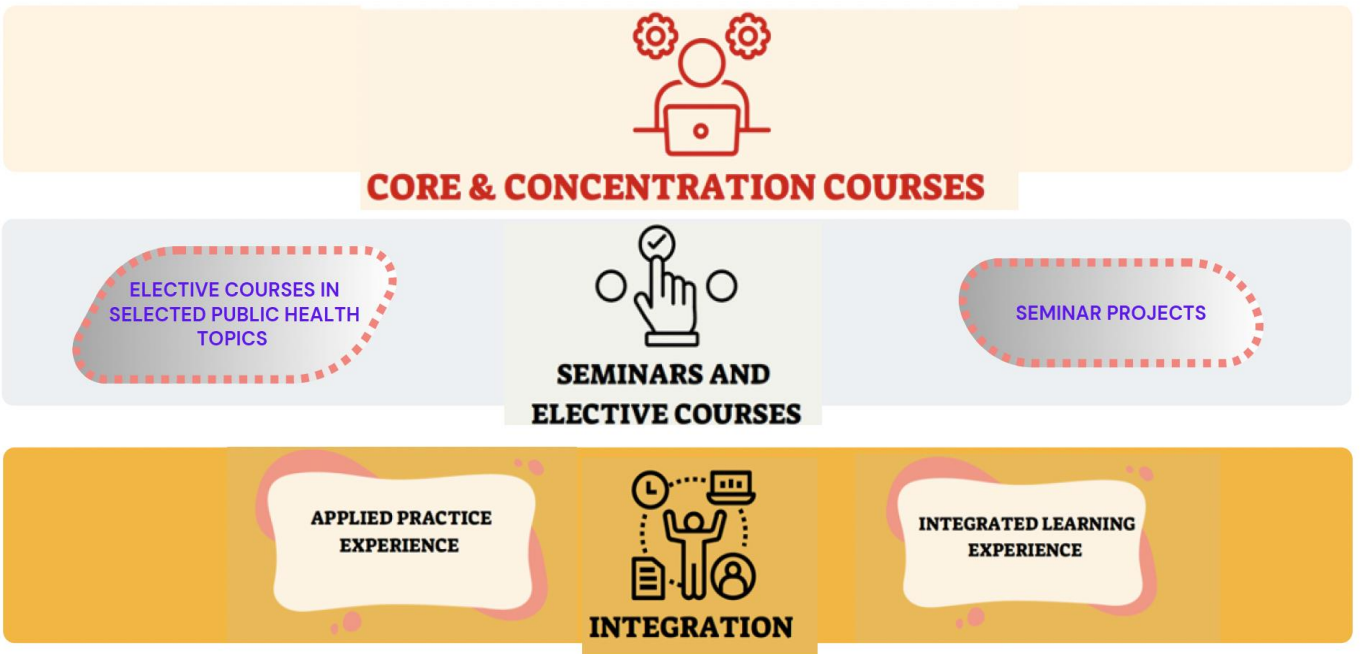
## Program Outline

### Content and Courses

To achieve its aims, the program has three units: one aimed at providing students with courses in core public health competencies and specific concentrations needed for global health; the second focused on leadership skills and elective courses in several areas; and a third focused on applying these skills in practice settings and in developing an independent multidisciplinary (capstone) project. Students are also required to complete two seminar projects. These projects are based on two courses, the Leadership Series Seminar (286.4744) and another chosen from a selection of courses those marked with [Seminar\*] in the table below. Seminar places in these courses is limited and student should approach the lecturer of their choice as soon as possible regarding their choice.

The focus of each unit and links among them are illustrated in the figure below and a full list of courses is provided in the table.

## CURRICULUM OVERVIEW



| <b>COURSE REQUIREMENTS FOR I-MPH DEGREE</b>       |  |                |
|---|--|----------------|
| <b>Course number</b>                              | <b>Course name*</b>  | <b>Credits</b> |
| <b>Core Knowledge Areas (Mandatory)</b>           |  |                |
| <b>286.4706</b>                                   | Biostatistics A  | <b>2</b>       |
| <b>286.4708</b>                                   | Biostatistics B  | <b>2</b>       |
| <b>286.4720</b>                                   | Epidemiology   | <b>2</b>       |
| <b>286.4721</b>                                   | Environmental & Occupational Health [Seminar*]                       | <b>2</b>       |
| <b>286.4700</b>                                   | Introduction to Global Public Health                                 | <b>2</b>       |
| <b>286.4734</b>                                   | Theories & Models of Health Behavior [Seminar*]                      | <b>2</b>       |
| <b>286.4722</b>                                   | Global Healthcare Systems: Comparative Analysis with Focus on Israel | <b>2</b>       |
| <b>286.4738</b>                                   | Human Rights, Ethics, and Public Health [Seminar*]                   | <b>2</b>       |
| <b>286.5700</b>                                   | Applied Practice Experience (APE) [Practicum]                        | <b>4</b>       |
| <b>286.5711</b>                                   | Integrative Learning Experience (ILE) [Capstone Project]             | <b>4</b>       |
|   | <b>Total</b>   | <b>24</b>      |
| <b>Required Concentration Courses (Mandatory)</b> |  |                |
| <b>286.4725</b>                                   | Research Methods   | <b>2</b>       |
| <b>286.4740</b>                                   | Health Economics   | <b>2</b>       |
| <b>286.4746</b>                                   | Financial management for health systems                              | <b>2</b>       |
| <b>286.4742</b>                                   | Leadership & Management  | <b>3</b>       |
| <b>286.4744</b>                                   | Leadership Series Seminar  | <b>3</b>       |
|   | <b>Total</b>   | <b>12</b>      |
| <b>Elective Courses (Choose 3 out of 4)</b>       |  |                |

|                 |   |           |
|-----------------|---|-----------|
| <b>286.4709</b> | Nutrition Role in Public Health [Seminar*]                  | <b>2</b>  |
| <b>286.4660</b> | Grant Proposal Preparation                                  | <b>2</b>  |
| <b>286.4659</b> | Health Impact Assessment (HIA)                              | <b>2</b>  |
| <b>286.4701</b> | Obesity: Prevention, Treatment, and Intervention Strategies | <b>2</b>  |
|                 |   | <b>6</b>  |
|                 | <b>TOTAL CREDITS</b>  | <b>42</b> |

\* Students are required to complete seminar papers as part of two courses, one as part of the Leadership Series Seminar (286.4744) and one as part of another chosen from a selection of courses (those in the table marked with [Seminar\*] in the table above. Places in these courses is limited and student should approach the lecturer of their choice as soon as possible regarding their choice.

## Timelines and important dates

### [I-MPH Academic Calendar 2024-2025](#)

The program has three trimesters (Fall, Spring, and Summer) during which all coursework, seminar projects, and the Applied Practice Experience must be completed. The course syllabi provide all details of the type of assignments and exams including deadlines. The following specific deadlines also apply:

- Seminar projects are due by the last day of the following semester in which they are offered.
- The practicum work for the Applied Practice Experience should be completed by the end of the Spring Semester. This includes the practicum placement and all required reports.
- The Integrated Learning Experience (capstone project) must be submitted by the end of the first semester of the academic year 2025-6.

All key dates (e.g., start and end of each semester, exam periods, statutory holidays) are contained in the [Academic Calendar](#) distributed by the International School. The class and exam schedules for each semester are distributed by the School of Public Health. Both are subject to change and every effort is made to inform students in a timely fashion of changes. Several dates each semester are set aside for teaching on Zoom. The table below contains the relevant dates for the current academic year.



| Dates on which classes may be held on Zoom* |             |
|---|-------------|
| Fall Semester                               | 03-04/12/24 |
|   | 18-19/12/24 |
|   | 26/12/24    |
|   | 01-02/01/25 |
| Spring semester                             | 02/04/25    |
|   | 21/05/25    |
|   | 28/05/25    |

\*Students video cameras must be on for the entire Zoom lesson, unless there is a reason to turn them off briefly. If cameras are off without a clear reason, this can be regarded as absence from the lecture.

## Course Descriptions

### Core Courses

- **Biostatistics A/B (4 credits total):** These courses will cover fundamental statistical concepts related to the practice of public health: descriptive statistics; probability; sampling; statistical distributions; estimation; hypothesis testing; chi-square tests; simple and multiple linear regression; one-way ANOVA. The courses will also include an introduction to statistical analysis and data management software.

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- **Epidemiology (2 credits):** This course offers an introduction to the principles, concepts, and methods of epidemiologic research. The course will introduce the basic measures used in epidemiology and will discuss epidemiologic study design and analysis. The course will also address special topics such as outbreak investigations, screening, and the role of epidemiology in public health.

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- **Environmental & Occupational Health (2 credits):** This course provides an overview of the long-term effects of environmental and occupational health risks. The course examines a variety of environmental hazards and influential factors and interactions with public health. The course also addresses workplace, community, home, regional, and global problems

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- **Introduction to Global Public Health (2 credits):** This course examines major global health challenges and introduces students to core concepts and theories

in global health. Students will be introduced to the diversity of determinants of health and disease including those related to the social and physical environmental and health care systems.

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- **Theories & Models of Health Behavior (2 credits):** This course will provide an overview of the psychosocial determinants of behavioral risk factors that affect health. The course will address the major psychosocial models and theories used in the field of health promotion and the role of psychosocial factors in predicting a range of health-related behaviors
- 
- **Global Healthcare Systems: Comparative Analysis with Focus on Israel (2 credits):** The course is designed to provide students with a basic understanding of the roles of the healthcare system, its main components, and the interactions between stakeholders in the system while comparing different healthcare systems worldwide. The course will examine the main components that guide various countries in managing healthcare systems, emphasizing the presentation of different models for organizing and financing health services, decision-making in other healthcare systems, and the challenges of health professions in various healthcare systems. After presenting the different models that characterize healthcare systems, we will examine the operation of the healthcare system in Israel and address the main challenges facing healthcare systems in an international comparison.
- 
- **Human Rights and Public Health (2 credits):** This course will address a range of issues in public health ethics concerning human rights. The first part of the course will introduce key ethical frameworks and concepts relevant to the interactions between human rights and public health. The remainder of the course will examine the impact of health policies and programs on human rights and will consider ethical dilemmas in several areas, including: 1) questions of autonomy and paternalism; 2) communicable diseases – screening, treatment, notification, quarantine; 3) health promotion & disease prevention; 4) Non-communicable diseases – smoking and obesity; and 5) research ethics.

### **Concentration Courses**

- **Research Methods (2 credits):** This course will provide students with an introduction to research and survey methods and the critical skills to conceptualize, design, conduct, and analyze data from health studies. The course will introduce the choice of research topics, evidence synthesis and systematic literature reviews, defining research objectives and hypotheses, choice of research designs, sampling methods and sample size computation, validating research tools, data

collection techniques, addressing potential biases in the analyses, and the principles of writing a research proposal.

- 
- **Health Economics (2 credits):** This course aims to expand students' understanding of key concepts, tools and theories in health economics. Understanding economic incentives and behaviors of key stakeholders in health systems and their influence on decision making is an important part of the course. By the end of the course students will be able to apply an economic lens to a variety of issues in the management of health systems. Topics will include health care delivery, health insurance in market and non-market settings, health behaviors the determinants of health, and the economic evaluation of interventions.
- 
- **Financial management for health systems (2 credits):** This course introduces the basics of financial management at the macro (e.g., national) and micro (e.g., enterprise) levels. The first part of this course introduces basic concepts and tools in finance such as government spending on health systems and discount rates and the use of net present value. The second part addresses the unique elements in finance which are relevant to healthcare systems such as managing risk, budgeting, financial reporting, approaches to healthcare financing, and the significance of for-profit versus not-for-profit business models.
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- **Leadership & Management (3 credits):** Students will learn to differentiate and analyze different leadership styles, their strengths and weaknesses, demonstrate skills in leading change efforts and running meetings. Students will attend a bi-weekly seminar to meet with leaders (both within the healthcare system and in other fields) to learn about the challenges, successes, and practical applications of leadership.

## Elective Courses

- **Nutrition Role in Public Health (2 credits):** This course explores the vital role of nutrition in public health, covering topics such as food environments, population's nutritional surveillance, nutritional-related interventions development and their implementation at the community and population levels. Students will examine how nutrition intersects with public health practice to address global health challenges, and practice interventions designed for real-world settings.
- 
- **Grant Proposal Preparation (2 credits):** The course will provide a hands-on approach funding research projects and evidence-informed interventions.

projects. The structure and requirements of major public funding programs in Europe and North America as well as philanthropic foundations will be presented. Students will be guided through the process of searching and selecting the appropriate programs and Requests for Proposals (RFPs), developing partnerships and consortia, and preparing proposals. All stages of proposal preparation including scientific excellence, expected outcomes, impact, and budgets will be analyzed in detail.

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- **Health Impact Assessment (2 credits):** Health Impact Assessment (HIA) is a stepwise approach that anticipates the potential health effects of a policy, program or project in non-health fields such as education, natural resource development, and infrastructure. At the end of the course students will be familiar with all stages, methods and stakeholder engagements involved in the HIA process.

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- **Obesity: Prevention, Treatment, and Intervention Strategies (2 credits):** This course will provide a comprehensive examination of obesity as a multifactorial public health issue, exploring preventive measures, treatment options, and interventional strategies. It will examine the mechanisms and epidemiology of obesity, and students will evaluate evidence-based interventions and discuss different approaches to obesity prevention and management

### Other Required Courses

- **Leadership Seminar Series:** A specific curriculum in Global Health Leadership will be conducted throughout the entire 3-semester experience. This program will focus on personal professional development of future leaders in global health. The graduates of this program will have a sophisticated understanding of global health care organizations – governmental, non-governmental, and international. They will seek to develop the personal skills needed to play leadership roles in these and other organizations.
- 
- **Integrated Learning Experience (Capstone):** All I-MPH students are required to complete the Capstone as part of their MPH curriculum. The Capstone is a culminating experience that focuses on integrating public health concepts, course content, and knowledge gained throughout the three-semester degree program. This three-credit experience allows for a variety of options, but most often is completed in the form of a project, policy analysis, or professional report in which students ask a question about a global health or global health leadership problem or issue and seek an answer. In the

process, students will demonstrate the use of at least 4 program-based competencies that show the synthesis of skills and knowledge that are consistent with a fully prepared MPH candidate. Sample student projects can be found on the program website.

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- **Applied Practice Experience (Practicum):** The Applied Practice Experience prepares students for employment in the field of public health and offers students the opportunity to synthesize and integrate knowledge acquired through their academic studies and apply that knowledge. It is a structured and supervised professional experience with an approved agency for which students receive academic credit. Students will work typically as a member of a team. Although observation of the team's efforts may be an essential aspect, is it not adequate; they must be actively involved, as a team member, in a health process in a global setting.

Students are required to complete at least 150 hours of hands-on practical experience at an organization, institution or program that is engaged in the prevention of disease, health promotion, health policy development, health service delivery or research in a global context. Student placement is based on his/her career interests, and students are given assignments and projects of significant responsibility under the guidance and mentorship of a supervisor.

*Examples include:* Working at the Israeli Ministry of Health regional office; conducting interviews/research at a health plan hospital or clinic; developing a health intervention program; working at a community-based organization.

#### **APE Course Objectives or Expected Learning Outcomes:**

1. Observe – The student will observe the activities of the team to learn the mission of the organization, how that mission is operationalized, how the team interacts, and how successfully it accomplishes its goals
2. Reflect – The student will put the team's activities in the context of what they have already learned in a traditional didactic setting. They will compare the reality of the internship versus the theory-based approaches learned didactically.
3. Participate – the student will participate actively in the team's process. They will have assigned tasks and be responsible for completing those tasks.
4. Perform - As a team member in a global health program, the student will be expected to contribute to the advancement of the team's efforts. This contribution must be within the existing skill set held by the student; the

student should not be expected to have responsibilities they are not prepared to accomplish properly. Passive observation is not an adequate level of involvement on the team.

5. Report – Upon reflection, the student will take the experience of the GH Practicum and correlate it to the learning that has occurred didactically. They will report this – in a “Portfolio Approach” – to their academic supervisor. The student’s efforts will be confirmed by the on-site supervisor who will also submit a brief report to the academic supervisor on the student’s activities.
6. Students may become involved at more than one site/project to accomplish the APE.

## Grading Policy

### Academic Information - University of Haifa International School

The following is the grading system in the International School at the University of Haifa:

- A+ = 97-100; A = 93-96; A- = 90-92;
- B+ = 87-89; B = 83-86; B- = 80-82;
- C+ = 77-79; C = 73-76; C- = 70-72;
- D+ = 67-69; D = 63-66; D- = 60-62;
- F = Below 60.

### Grading Policy – I-MPH

I-MPH courses are assessed using a variety of methods (e.g., homework assignments, in class, on-line, and take-home exams). These are detailed in the course syllabi. All enrolled students are expected submit their work and attend quizzes, tests, and exams on the dates specified. If a student receives a failing grade on a scheduled final exam (less than 60%), a second attempt may be permitted. Similarly, if a student has been unable to attend a scheduled final exam, the student may be permitted to take the exam on an alternate date. Exceptions to this include cases in which the student has failed to meet conditions required such as attending 80% of the course lessons.

**The grade obtained in the second attempt will be the final grade.**

A student who receives a **failing grade** (less than 60%) overall in any course may be required to undertake **remedial work at the discretion of the course lecturer or may be permitted to retake the course in the following academic year.**

**If a student receives less than 60% in one course, the student may be permitted to retake the course the following academic year.**

***Failing grades in two compulsory courses will result in suspension from the program.***

A student who receives a **final course grade of 60% - 69%** in any course also may be required to undertake **remedial work at the discretion of the course lecturer.**

In the I-MPH, is graded on a scale from 0 – 100 with 100 being the highest score.

Grades are characterized as follows:

- 97 - 100      Exceptional
- 93 - 96      Outstanding
- 90 - 92      Excellent
- 87 - 89      Very Good
- 80 - 86      Good
- 70 - 79      Satisfactory
- 60 - 69      Unsatisfactory. Remedial work may be required at the discretion of the course director.
- < 60      Fail. A remedial work or retaking the course may be permitted at the discretion of the course lecturer.

## **Academic Advising**

Students can interact with Dr. Ben-Porat and Dr Freeman or both throughout their studies. Dr. Ben-Porat and Dr. Freeman consult closely on all matters related to student advising.

Advising takes place formally and informally:

- By scheduling an appointment.
- Informally during courses taught by Dr. Ben-Porat and Dr. Freeman.
- During meetings regarding the APE and ILE

Finally, as a cohort model with only one concentration, advising generally concerns choices related to the APE, ILE, elective course selection and continued studies. Advising is also recommended for students whose academic performance is problematic or for students having personal issues that may be affecting their studies. While advising is not mandatory, it is advisable.

## Career Advising

Formal Career Advising / Counseling is done by the Program Director and the Co-Director. During the 3<sup>rd</sup> (final) semester, the Co-Director (Dr. Freeman) meets by appointment with each of the students and reviews their Career Planning. This service is not mandatory but is strongly encouraged.

The student is expected to complete the form below before the meeting. This serves as the basis for a career planning discussion.

| <b>UH - I-MPH Career Planning Form</b>                    |   |
|---|---|
| What career do you want to have:                          |   |
|   | Upon completion of the MPH?   |
|   | 5 years after completion of the MPH?  |
|   | 10 years after completion of the MPH?   |
| Competencies:   |   |
|   | What competencies did you have before starting the MPH?                           |
|   | What added or strengthened competencies will you have upon completion of the MPH? |
| Skills:   |   |
|   | What skills did you have before starting the MPH?                                 |
|   | What added skills will you have upon completion of the MPH?                       |
| How will you use your leadership skills & competencies?   |   |
| Where do you want to be working (geographically)?         |   |
| What type of institution would you like to be working in? |   |
| What contacts / connections do you have?                  |   |
| What contacts / connections do you need?                  |   |

In addition to this structured career planning meeting, both the Program Director and the Co-Director meet with the students routinely before and after the formal career planning



meeting. The I-MPH faculty are certainly welcome to provide additional career counseling; they do this with some frequency, but that is not measured. Some students choose to have several meetings.

The school or program provides accessible and supportive career advising services for students. Each student, including those who may be currently employed, has access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to his or her professional development needs and can provide appropriate career placement advice. Career advising services may take a variety of forms, including but not limited to individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations and online job databases.

The program provides such resources for both currently enrolled students and alumni. The I-MPH alumni Facebook group regularly features job opportunities shared by the Program Coordinator as well as alumni.

The university's [Center for Career Development](#) is also available to students, however services are primarily provided in Hebrew and oriented towards the Israeli job market.

## **Student and Faculty Committees**

As future global health leaders, in addition to your formal classroom-based learning, you will receive training in a variety of skills needed to develop your career. Students may volunteer for committees that assess the curriculum, courses, candidates for admission, and other functions. They may also be invited to undertake roles within committees. See committee descriptions below. Students with specific interests or requests should contact Dr. Ben-Porat or Dr. Freeman.

### **Admissions Committee**

The Admissions Committee reviews all applications. There are at least two students on the Committee and each rotates reviews. Based on University rules, the Program Director and Co-Director review all transcripts and judge if the applicants are academically qualified. Then the transcript information is removed from the application and forwarded to the student committee member reviewing the application. The student may interview the candidate after reviewing the file. A majority vote results in acceptance to the Program. Any member of the committee can propose changes. The Committee does not

formally meet to make admission decisions. Admissions decisions are made generally by electronic communication.

### **APE committee**

This Committee reviews the Applied Practice Experience (APE) or Practicum. It reviews the individual experiences the students have and helps to identify potential APE sites. There is one student committee member. The Committee meets once a year.

### **Assessment Committee**

The Assessment Committee reviews the feedback provided to the Program from student evaluations. There are always two students on this committee. The University Student Association has a standardized, computerized form that students complete upon completion of a course. This information is compiled and sent to the faculty member and the program leadership. In addition, individual faculty are encouraged to create their own evaluations and they are likewise reviewed by the Committee. Finally, there is a Program Evaluation that is conducted by the Committee mid-way through the program and at the end of the Program; it is likewise reviewed by the Committee and potentially modified in the Committee process. The Committee meets about twice per year. Decisions are made by majority vote (when a vote is needed) and the students have equal votes to faculty.

### **Curriculum Committee**

This Committee reviews the curriculum of the I-MPH and may change or adjust courses and their content. The Committee's decisions are informed by pedagogic assessments and input from student and other evaluative information. The committee is composed of faculty members who teach the mandatory and two current students. The entire non-elective I-MPH faculty constitutes a "Committee of the Whole". Any member of the Committee (including students) can present issues of concern or proposals for change. The Committee meetings take place 2 to 3 times a year.

## **Completion of the I-MPH**

### **Deadlines**

#### **Deadlines from grading perspective:**

August 30, 2025 for APE; October 30 2025, for ILE presentation End of Autumn Semester of the academic year 2025-6, for ILE final paper submission. The course

syllabi contain additional information on intermediate deadlines. Late submissions of assignments may be subject to grading penalties.

### **Deadlines from administrative perspective:**

Students who fail to submit all required assignments by the end of the autumn semester of the academic year following their one for which they enrolled must register for additional semesters. Registration for the additional semesters usually does not involve additional fees, unless the student has outstanding debts with the Finance Department, which must be paid before registering. Registration for the additional semester only allows submission of additional assignments, it does not allow taking additional courses. I-MPH students can register for a maximum of one academic year following the completion of their coursework to submit outstanding assignments.

Students who submit their assignments following the end of the autumn semester of 2025 will receive their diplomas one year after the rest of the students in their cohort.

Registration for additional semesters is done by the School of Public Health coordinator, Maria Liberzon.

**Students who expect/realize that they will require additional time should let Maria know in advance to enable their registration. In parallel they should ensure there is an agreement with the Program Directors in order to avoid grading penalties.**

*Always check updated dates for the next academic year.*

## **Diplomas and transcripts**

The graduate's diploma will be available in July the year after completing the program. Students needing an official transcript prior to receiving their diploma can request one from Certification department.

Unofficial grades can be downloaded directly from the student portal:

<https://stud.haifa.ac.il/irj/portal> (the interface is in Hebrew but can be translated to English using the Google Translate extension. Go to: Forms and printouts → Print grades → select the year). Note that the grades list that is generated will be mostly in Hebrew, except for the names of the courses.

## **Alumni Relations and Networking**

The program does its best to keep track of alumni's current positions and locations and facilitating connections between current students and alumni is strongly encouraged as part of our attempt to create a global network. Updating and maintaining this network is

ongoing and any student interested in being involved in this is welcome to contact the program Director and Co-Director.

### **Social Media**

The program coordinator manages an alumni Facebook group. Jobs are periodically posted by alumni or the program coordinator, and alumni can share articles, developments, and successes. We also maintain a LinkedIn page, where alumni can keep up to date on the program's happenings.

### **Community Networking**

This Initiative began during the Covid-19 pandemic as a way for current students, alumni, local public health leaders, and guest speakers to learn from each other, keep in touch, and network. The initiative is flexible and changes from year to year depending on the interests of the current cohort. The Webinars may be held several times a year, and typically include two speakers (at least one of which an I-MPH alum), followed by some open Q&A and socializing time. The webinar format allows for individuals from across countries and time zones to join.

## General Information

### Documentation

All applicants must provide their original undergraduate and any other diplomas and original undergraduate and any other academic transcripts (hard copies) by the end of their first semester of studies.

### Program Schedule

**The Program sets its own schedule based to some degree but not absolutely on the University Schedule. It is critical for students to confirm the exact dates with the program administration. The Academic year begins with the Orientation dates planned by the University of Haifa International School.**

The Program has its own orientation at the time of the International School Orientation and courses begin as the others do at the University. Dates published by the International School for the END of the semester do not include exam dates. Students must confirm the conclusion of the exam schedule, not just the International School posted “End of Semester” dates before planning their own schedules.

The program’s Autumn and Spring semesters begin on the date’s as the University’s.

The Summer Semester I-MPH Summer semester is longer than the University’s (i.e., earlier start date and later end date)

Students *may* complete their Integrated Learning Experience (ILE) after leaving the University at the end of the I-MPH summer classes. [See the ILE Syllabus for details on completion of the ILE.] The ILE must be completed (as well as all other course requirements) prior to graduation.

### Housing

All international students who are enrolled in a full-time program of study are eligible to live in the campus dormitories alongside other international and Israeli students. The University of Haifa offers apartments of three or six single rooms, each with its own bathroom, and a shared kitchen and living space. The dormitories provide many facilities for student’s use.

The Dormitory Administration office is located in the Federman Dorms, one floor above

the entrance. The House Mother's office is located there as well. Office hours are 9:00 – 14:00, Sundays through Thursdays. The office is closed on Fridays and Saturdays. Tel: 04-824-0621.

## **Campus Life**

The manageable size of the campus exposes international students to the full range of events and activities taking place throughout the academic year. Students at the International School are strongly encouraged to participate in the variety of activities including concerts, fitness classes, salsa and Israeli folk dancing, lectures and conferences on various topics and sports competitions. In the International School, we promote the diverse religious and ethnic self-expression of all our students and help them find their own unique connection to Israel. The campus is a mix of secular and religious Jewish native Israelis, new immigrants from the former Soviet Union, Ethiopia, North and South America and Europe, and Israelis whose religious and ethnic backgrounds are Muslim, Christian, Druze and Bedouin.

## **Social Activities**

The University of Haifa International School offers a range of optional co-curricular activities for students participating in the various international programs. An experienced staff of student activity coordinators prepares an extensive itinerary of trips and tours, which offer students an enlightening view of Israel, its people, natural beauty and cultural sites. Visiting lecturers come to speak on various aspects of life in Israel, including politics, security, religion, culture and other topics of interest to the students. Some activities may require additional fees.

## **Cultural Immersion**

The International School makes every effort possible for students to experience Israeli society. Israeli students will be enrolled in the program with international students, and international students will live alongside Israeli students in the campus dormitories. Students can take advantage of volunteer opportunities both on and off campus. Students may request to join a local family for a festive meal on holidays and the Sabbath, which is rewarding for both the student and the families involved.

## On-Campus Student Resources

- In case of emergencies during the day, please call UHaifa's International Office at 04-8288730.
- In case of emergencies after office hours, please contact Mrs. Michal Morgenstern-Laor at [mmorgen1@univ.haifa.ac.il](mailto:mmorgen1@univ.haifa.ac.il).
- For Magen David Adom (paramedics), dial 101.
- For the Police, dial 100.
- Dormitory Guard: The dormitory guard is stationed at the entrance to the dormitories 24 hours a day, seven days a week. Tel: 04-824-0720.
- University Security: 04-824-0386 or extension 2386 from a campus phone
- University First Aid: 04-824-0703, 04-824-0237 or extension 2703, 2237 from campus
- University Sexual Harassment Commission: 04-8288045 or extension 8045 or email address: [rlev@univ.haifa.ac.il](mailto:rlev@univ.haifa.ac.il)
- Tech Support for students (for issues pertaining to Moodle, internet on campus, etc.): [helpdesk@campus.haifa.ac.il](mailto:helpdesk@campus.haifa.ac.il)
- Dean of Students, for contact regarding learning disabilities and academic accommodations: [Lda@univ.haifa.ac.il](mailto:Lda@univ.haifa.ac.il)

Head of international graduate programs: Julie Ratio - [jrautio@univ.haifa.ac.il](mailto:jrautio@univ.haifa.ac.il)

Certificates Department: (for official transcripts or other official forms):  
[akan1@univ.haifa.ac.il](mailto:akan1@univ.haifa.ac.il)

## Formal Complaint Procedures

### I-MPH Level

The Program Director of the I-MPH meets with students. The Program Director generally holds one or two meetings a year for the express purpose of allowing students a forum in which to give their feedback, and so that the Program Director can address their questions and/or complaints on a variety of subjects. The Program Director resolves any issues that are within his/her authority to handle, based on their judgment. In the event that a complaint refers specifically to a lecturer or style of teaching, the

complaint is brought to that lecturer, who is given the opportunity to rectify the situation.

Note that students are surveyed each semester, as well as at Mid-Year and End of Year to provide their anonymous feedback on the program and its courses.

## **University level**

Students are invited to approach the Dean of Students (by appointment).

The Program Director of the Student Referrals Section has student office hours every day, but students can also contact this office by phone or in writing. Every appeal is checked with the party dealing with the particular situation and a response is conveyed to the student.

The Students Ombudsman handles petitions that have previously been clarified at the levels entrusted with operating the systems at the University (including the Office of the Dean of Students) but have not found a satisfactory solution. The Student's Ombudsman is authorized by the University President and the Rector to take action.