University of Global Health Equity
Master of Science in Global Health Delivery
Student Handbook 2015

UGHE

A Note from the Executive Director

Dear Class of 2017,

Congratulations on your acceptance to the Master of Science in Global Health Delivery (MGHD) at the University of Global Health Equity (UGHE). Owned and operated by Partners In Health (PIH), this University—the first of its kind—emerges from over 30 years of experience delivering high-quality health care to some of the world's most marginalized communities, including over a decade in Rwanda.

During the next two years at UGHE, you will be taught and mentored by an accomplished faculty spanning the Rwandan Ministry of Health, Harvard Medical School, Tufts University, and beyond. You will experience a deep conceptual and practical immersion in the science of global health care delivery that is rooted in the quest for health equity.

The curricular content is just one piece of the MGHD experience; innovative, evidence-based, and technologically valuable tools and methods will be employed to foster high-impact lessons and active engagement. Learning at UGHE will move beyond traditional training and actively challenge the status quo.

While our faculty and staff have dedicated many hours to developing a rigorous program, your most rewarding experiences at UGHE, we believe, will come from your fellow classmates. We look forward to your contributions to making UGHE a global leader. Your inaugural class spans multiple professions, from veterinarian to program manager; affiliations, from public hospitals to influential NGOs; and geographies, from urban Kigali to rural corners of Rwanda. The diversity and perspective that each of you brings to this institution will unquestionably be its greatest assets.

We are thrilled to welcome you to UGHE as the very first degree candidates. We look forward to accompanying you in your journey to improve health care delivery and equity around the world. Welcome, Lions!

Best wishes,

Peter Drobac, MD, MPH
Executive Director

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About UGHE

Over the past decade, there have been significant advancements in global health, scientific and biomedical discovery, as well as financial investment to combat transnational health challenges. However, to effectively reach individuals, these advancements must be accompanied by effective delivery systems. This requires clinical and public health knowledge, an understanding of social forces, the ability to marshal political will, and the capacity to manage and refine dynamic, multifaceted operations.

For nearly thirty years, Partners In Health (PIH) has focused on delivering high-quality health care and social services in some of the world's poorest communities. By partnering with governments to strengthen public health systems, collaborating with communities to design and deliver sustainable programs, and working with leading academic institutions to disseminate knowledge, PIH has emerged as a leader in global health delivery. In recent years, PIH, along with its academic partners at Harvard Medical School and Brigham and Women's Hospital, has endeavored to establish an intellectual framework for this emerging field.

Nowhere has the impact of this approach—linking an equity agenda to research, training, and service delivery—been as profound as in Rwanda. Over the last decade, Rwanda achieved the most dramatic gains in population health and poverty reduction in the world. Rwanda's health sector has developed a reputation for innovation and a strong brand in global health delivery.

The confluence of these advances led to the conception of a new type of university, one that is rooted in the principle of equity and that seeks to advance the science of health care delivery. These factors have required rethinking every aspect of a university—from the curriculum and research priorities to the location and design of the campus.

Mission

As a global forum for delivery-focused teaching, research, and clinical care, UGHE will create an intellectual hub for the world's best thinkers and innovators in health care delivery. The University will train a cadre of transformational leaders who possess the vision to tackle big challenges and the pragmatic leadership skills to build effective systems and drive change. UGHE is well poised to become a leader in the rapidly evolving field of global health education, accelerating the dissemination of both important new scientific discoveries and proven health care interventions.

Guiding Principles

The University will be guided by four founding principles:

Emphasis on Delivery and Equity - The University will have a unique focus on delivery science: the complete range of clinical and programmatic skills needed to deliver care effectively and improve health outcomes, particularly among disadvantaged populations.

Innovative Pedagogy - The institution will harness the best new ideas in higher education and integrate cutting-edge technology platforms with immersion in health care delivery systems spanning rural communities and research laboratories.

Leadership in Implementation Research - The University's research agenda will embrace the multidisciplinary, biosocial nature of global health delivery, integrating clinical science and public health with contextual analyses derived from the social sciences.

Global Focus, International Reach - The University will become a global center of excellence in delivery science, leveraging strong academic partnerships to develop and disseminate delivery innovations across borders, national and social.

Looking Ahead for UGHE

Following the launch of the MGHD in September 2015, UGHE will continue to grow rapidly. Construction of our first dedicated facilities in Butaro will begin in early 2016 and continue over the following two years to become a fully operational, residential campus with academic, administrative, housing, and support infrastructure. Upon opening in Butaro, UGHE will launch its first two clinical programs - an undergraduate medical degree and a post-graduate veterinary degree. Each will be rooted in the core content of the MGHD program, allowing students the advantage of graduating with a joint degree (e.g. MD/MGHD). After 2018, nursing, dentistry, and PhD programs will be launched, and construction will begin on a Kigali campus. It is expected that by the end of UGHE's first decade, over one thousand full-time students will be enrolled across the two campuses in Butaro and Kigali.

UGHE Leadership

Agnes Binagwaho, MD, M(Ped), PhD
Professor of the Practice of Global Health Delivery; Minister of Health of Rwanda

Peter Drobac, MD, MPH
Executive Director; Instructor of Medicine at Harvard Medical School

Paul Farmer, MD, PhD
PIH Co-Founder and Chief Strategist; Harvard University Kolokotrones Professor of Global Health and Social Medicine

UGHE Faculty

Hellen Amuguni, MA, PhD
Visiting Faculty; Research Assistant Professor in the Department of Infectious Disease and Global Health at the Cummings School of Veterinary Medicine, Tufts University

Bethany Hedt-Gauthier, PhD
Course Developer and Course Director, MGHD Research Methods; Assistant Professor in the Department of Global Health and Social Medicine at Harvard Medical School

Yvonne Kayiteshonga, PhD Psych
Lecturer, Faculty of Global Health Delivery; Manager – Mental Health Division, Rwanda Biomedical Center

Michelle Morse, MD, MPH
Visiting Faculty and Co-Course Director, Foundations of Global Health; Clinical Instructor at Harvard Medical School

Mugwaneza Placidie, MD, MPH
Lecturer, Faculty of Global Health Delivery; Director of HIV Prevention Unit- HIV/AIDS, STIs and OBBI Division, Rwanda Biomedical Center

Joia Mukherjee, MD, MPH
Visiting Faculty; Associate Professor at Harvard Medical School

Jean Pierre Nyemazi, MD, MSc, MHCDS
Lecturer, Faculty of Global Health Delivery; Manager - Planning, M&E and Business Strategy Division, Rwanda Biomedical Center

Joseph Rhatigan, MD
Visiting Faculty; Assistant Professor at Harvard Medical School

UGHE Honor Code

As members of the UGHE academic community, we are tenacious and resolute in our drive to attain social justice, we make common cause with those in need, we listen to learn from others, and we operate with honesty and humility as we uphold academic integrity and intellectual curiosity.

Master of Science in Global Health Delivery

The MGHD will provide a one-of-a-kind learning experience fundamentally rooted in the principles of global health, One Health, epidemiology, policy, biosocial analysis, management, and leadership. Students will have diverse opportunities to connect and work with global health professionals and colleagues. The program enables working professionals to leverage academic resources rooted in implementation science to solve complex global health challenges in their current professions. It will train leaders skilled in multifaceted and evidence-based approaches to improve the health of Rwanda and beyond.

Program Learning Objectives

Interdisciplinary collaboration is essential to improve health outcomes and to achieve greater equity within a given population. This approach emphasizes transnational health issues through strategies such as prevention, disease detection, systems management, and individual and population-based interventions. The curriculum of the MGHD will address many of these issues, focusing not just on the absence of disease, but also on the promotion of healthy families, communities, and ecosystems. It will incorporate leadership training to develop graduates with the ability to both implement well-designed programs and skillfully manage people. The MGHD is based on the following curricular objectives:

Knowledge and Understanding - At the end of the program, students should demonstrate knowledge and understanding of:

- Historical, political, scientific, and practical approaches to existing and emerging global health problems
- Cultural, social, economic, and environmental determinants of global health and health disparities
- Principles of measurement and analysis, including applied research
- Ethical issues involving global health practice, research, and governance

Application of Knowledge - At the end of the program, students should be able to:

- Identify and assess factors influencing health care delivery
- Utilize leadership and strategic thinking skills to define problems and to set priorities for improvement
- Design action plans and implement solutions to address challenges faced by health service delivery organizations
- Use data to identify, to prioritize, to design, and to evaluate the impact of interventions on the quality of care

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills - At the end of the program, students should demonstrate:

- The application of fundamental analytic and investigative tools including epidemiology, biostatistics, and qualitative research methods

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- The ability to write clear and compelling programmatic reports, funding proposals, and health education materials for colleagues and for public audiences
- The ability to provide constructive feedback to subordinates, peers, and superiors

General Transferable Skills – At the end of the program, students should be able to:

- Employ the principles of evidence-based implementation to translate research into practice to improve health care delivery and financing systems
- Demonstrate leadership to promote organizational development
- Train and mentor others in the field of global health delivery
- Address complex operational challenges effectively and efficiently
- Engage in practices that lead to lifelong learning, as well as personal and professional development

Courses

	Year One	Year Two
Fall	Principles of Global Health	Managing Global Health Care Delivery
Winter	Case Studies in Global Health Care Delivery	Health Policy and Political Economy in a Global World
Spring	Research Methods; Leadership Seminar Series	Global Health Delivery Practicum

Practicum

The MGHD will incorporate both fieldwork opportunities and practicum project preparation throughout the two-year program. Students will meet with international and Rwandan global health delivery experts, including Harvard Medical School faculty, as they undertake diverse site visits. These site visits will augment course content to inspire and to foster professional connections and networking opportunities. Additionally, site visits will provide practical examples of problem solving and project development.

Practicum preparation will begin as students' build management, leadership, scientific, and strategic problem-solving skills. Students will thoroughly realize a relevant, professionally beneficial, and academically challenging practicum project during the second half of the MGHD program.

Professional Development

Each student will be placed with an academic advisor. Additionally, all students will receive tailored mentorship from the MGHD Program Director. Students are encouraged to participate in diverse professional development skills workshops. The program will facilitate networking opportunities for students, as well as individual career planning and goal setting.

Academic Standing

At the end of each semester, a student's academic standing is designated as one of the following: Excellent, Good, Fair, Probation, or Poor. The criteria for academic standing, defined below, is based on a combination of the student's past performance (Cumulative Percentage) and current semester performance (Term Percentage). A cumulative percentage is a calculation of the average of a student's grades for all of his or her completed MGHD coursework. All students will start the first semester in good standing. Academic standing is recorded on the student transcript.

Academic Standing	Cumulative Percentage	Term Percentage
Excellent	Above 90%	Above 90%
Good	Above 70%	Above 70%
Fair	Above 70%	Above 60%
Probation*	Cumulative Percentage above 70%; Term Percentage below 60% OR Cumulative Percentage below 70%; Term Percentage above 60%	
Poor**	Below 70%;	Below 60%

*Probation
All students with this academic standing will be required to appear before the Academic Council (defined later), which may prescribe one of the following:

Cumulative Percentage above 70%; Term Percentage below 60%
1. Student must retake the class that was failed.
2. Student must regularly meet with the MGHD Program Director and Supplementary Instructors to discuss academic progress in the following semester.

Cumulative percentage below 70%; Term percentage above 60%
1. Student must regularly meet with the MGHD Program Director and Supplementary Instructors to discuss academic progress in the following semester.
2. Student must finish next term with cumulative percentage higher that 70%. Failing this, the student will be considered in Poor Standing.

**Poor Standing (Temporary Status)
All students with this academic standing will be required to appear before the Academic Council, which may prescribe one of the following:

1. Student is allowed to enter the following semester on Probation.
2. At the end of the following semester, student must have cumulative percentage over 70%. Failing this, the student will be automatically disqualified from the program.
3. Student is disqualified from the program.

Grading Policies

All students are assigned grades and percentages at the end of every course in keeping with the following provisions:

Letter Grade	Percentage	Definition
A	Above 90	Outstanding work, highly meritorious
B	Above 80	Very good but not outstanding
C	Above 70	Good
D	Above 60	Barely passing. Student not required to retake class.
F		Failure. The course must be repeated with a fair standing or higher in order to graduate.
I		Incomplete work is work not complete due to extenuating and hardship circumstances that prevent the completion of the work assigned within the regular time of the term. Each incomplete grade assigned must be accompanied with a contract statement agreed to by instructor, MGHD Program Director, and student as to: A) what work remains to be completed, B) how it is to be evaluated, and C) a time indicated for completion within but no later than six calendar months after the last day of class. If work is not completed within these stipulated times, the instructor can indicate a grade in lieu of the F. All incompletes must be made up before the last day of the semester in which the student intends to graduate. Incomplete is not an option during the fourth semester of the MGHD program.
W		Authorized withdrawal from courses before prescribed date. Student will not have to pay tuition to retake.

Repetition of a Course

If a student fails a course the first time the student takes the course, the course must be repeated and the student must pay the full cost of the course based on the number of course credits to retake the course.

If a student takes an Incomplete in a course the first time the student takes the course, the course must be repeated and the student must pay 25% of the full cost of the course based on the number of course credits to finish the course.

Students must appear before the Academic Council in order to seek approval to repeat a course more than once during their academic enrollment at UGHE. If the Academic Council allows the student to repeat the course more than once, s/he will be required to pay the full

tuition based on the number of credits for that course, and no UGHE scholarship support will be available.

Academic Council

The UGHE Academic Council is comprised of UGHE faculty, administrators, and student representatives. The Council will review all academic and co-curricular issues of concern related to academic policies, incomplete course attendance, tuition negligence, and behavior at odds with the UGHE Honor Code. The Council's role in the University is both one of mediator and ombudsman.

Attendance Policy

Students are required to regularly attend class. Attendance policies are provided in MGHD course syllabi.

Final Examinations

Students are required to take all scheduled exams. Matters of grading and testing procedures are the responsibility of individual instructors. If the instructor chooses to give a final examination, it must be scheduled during the time specified by the MGHD Program Director for the final examination for that course.

Graduation Requirements

In order to graduate, students must meet all of these conditions:

1. Academic: Maintain an academic standard of Fair or higher
2. Financial: Meet all financial responsibilities
3. Conduct: Comply with all guidelines found in the UGHE Code of Conduct and the UGHE Honor Code

Withdrawal from a Semester or the University

Students who intend to completely withdraw from a semester or from the University must initiate the process in the MGHD Program Director. If a student intends to withdraw from a semester after the last day to withdraw (withdraw date will be noted in the course syllabus), s/he must receive approval from the Academic Council. Courses the student registered (through intare.org) for occurring after the last day to drop will appear on the student's transcript with the notation "W"; however, these will not count toward credits earned nor be used in the calculation of the Cumulative Percentage. If a student only withdraws from a semester, s/he has one more semester to keep his/her continuing active status (i.e. permitted to enroll without having to re-apply for admission). If a student has completely withdrawn from the University, s/he must file a Return to Active Status application with the MGHD Program Director.

Education Records

UGHE will calculate and maintain student academic records throughout the duration of the program. MGHD students can access individual education record data through the learning management system. Upon graduation, students can request academic records, diplomas, and transcripts by contacting UGHE administration and submitting a formal request.

Student Advising and Counseling

Tutoring Sessions
There are several services available to support students in mastering the academic content of the program. Faculty and Supplementary Instructors will hold regular office hours where students can come to discuss problems and challenges including, but not limited to, course material and evaluation. Office hours will be communicated to students in the course syllabus.

For longer or more intensive support, students may directly contact the Supplementary Instructors to schedule a meeting outside of office hours.

Writing Workshops
Strong writing skills are essential to be a global health leader. If students are interested in developing their writing skills, they are welcome to:

- Attend extra-curricular writing workshops offered twice a semester to learn tools and practices for strong writing

- Request an appointment with Supplementary Instructors for review and coaching focused on submitted writing materials

Student Policies

Code of Conduct

UGHE aims to foster an environment in which all members work productively and equitably in pursuit of academic, professional, and personal excellence. The community supports expression, inquiry, intellectual honesty, respect for the dignity and diversity of others, and openness to constructive change.

The community will be tolerant and supportive, characterized by civility and consideration for others. All community behavior must be in accordance with Rwandan law.

Non-discrimination and Anti-harassment Policy

University of Global Health Equity is committed to maintaining an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the University is committed to enforcing this Non-Discrimination and Anti-Harassment Policy in order to create an environment free from discrimination, harassment, retaliation and/or sexual assault. Discrimination or harassment based on race, gender and/or gender identity or expression, color, religion, age, national origin, ethnicity, disability, veteran status, sex, sexual orientation, pregnancy, genetic information, marital status, citizenship status, or on any other legally prohibited basis is unlawful and undermines the character and purpose of the University. Such discrimination or harassment violates University policy and will not be tolerated. This applies to all areas, including, but not limited to, recruitment, admission, academic evaluation, and financial assistance.

Consistent with its Code of Conduct, UGHE strives to provide a safe and productive platform for academic study, extracurricular engagement, and respectful dialogue and exchange. For this reason, UGHE does not tolerate any form of verbal or nonverbal harassment or retaliation. UGHE will take prompt and appropriate action to (a) thoroughly investigate complaints of discrimination described in this policy; and (b) prevent, correct and, if necessary, discipline individuals who engage in behavior that violates this policy in accordance with existing University policies.

UGHE is committed to providing equal opportunity and will make all academic decisions without regard to factors such as race, color, religion, gender, national origin, ancestry, age, disability, veteran status, marital status, and sexual orientation. This applies to all areas, including, but not limited to, recruitment, admission, academic evaluation, and financial assistance.

Laptop Policy

Each student must comply it the following agreement when using the UGHE IT Equipment:

> I understand that this laptop (and all corresponding hardware and software) is the property of UGHE and is temporarily being entrusted into my care for the purpose of using it for UGHE work and activities.

I agree to the following terms:

1. I will care for this laptop to the best of my ability. Should it receive damage of any kind or be lost while under my care, I understand that I may be responsible for the cost of its repair or replacement.

2. I will use this laptop and the UGHE network in a professional, lawful, and ethical manner, and I recognize that failure to do so may result in disciplinary action, including possible termination and civil and/or criminal liability.

3. I will not download any unauthorized or illegal software on this laptop.

4. I will only utilize this laptop and the UGHE network for personal purposes such that it does not:

   a. Interfere with my or any other UGHE employee's job performance
   b. Have any undue effect on this laptop or the UGHE network's performance
   c. Violate any other policies, provisions, guidelines, or standards of this or any other UGHE agreement.

5. I recognize that electronic messages and documents stored on this laptop and on the UGHE network are not private.

6. I agree to maintain this laptop and ensure it performs effectively and efficiently by doing all recommended updates as advised by the IT manager.

7. I will take caution when downloading files to this laptop from external sources.

8. Upon termination of my position, I will return this laptop (and all corresponding hardware and software), and I understand that failure to do so promptly may subject me to legal action.

Drugs and Alcohol Policy

The unlawful possession, use, or distribution of illicit drugs or alcohol is strictly prohibited on UGHE property or during any UGHE instructional or extracurricular activity.

UGHE also expect students to use their discretion when exercising lawful possession or use of alcohol or other substances. Excessive and/or disruptive use of alcohol will not be permitted.

Plagiarism Policy

As iterated in the UGHE Honor Code, academic integrity is of utmost value to our University community. The crux of any learning endeavor is the exchange of ideas, and the learning model at UGHE aims to expose students to many voices - not just through reading, but through dynamic classroom discussions and interactive field visits. Within all coursework, it is vital that the work of others is fairly attributed. The UGHE faculty and administration will make it a priority to train students on standard citation practices. We expect students display similar commitment to carrying out these practices in all work within the program.

The plagiarism policy of Harvard College is quite comprehensive and in line with UGHE's perspective on this issue. UGHE has adopted this version of Harvard College's policy as articulated below:

> All homework assignments, projects, written work, examinations and any other work submitted for academic credit will be the student's own. Students should take great care to distinguish their own ideas and knowledge from information derived from sources. The term "sources" includes not only primary and secondary material published in print or online, but also information and opinions gained directly from other people. Quotations must be placed properly within quotation marks and must be cited fully. In addition, all paraphrased material must be acknowledged completely. Whenever ideas or content are derived from a student's research or writing, the sources must be indicated.
>
> When collaboration is permitted within a course, students must acknowledge any collaboration and its extent in all submitted work. However, students need not acknowledge discussion with others of general approaches to the assignment or assistance with proofreading. If a policy on collaboration has not been made explicit, students must assume that collaboration in the completion of assignments is not permitted.
>
> Intellectual honesty is vital to maintaining the integrity of the UGHE intellectual community, work submitted without clear attribution will be investigated and appropriate action will be taken under the guidance of the UGHE administration and Academic Council. In extreme or repeated cases, plagiarism violations may result in disciplinary action, up to and including requirement to withdraw from the University.

Financial Information

Tuition and Fees

The total cost of the two-year, part-time program is $15,000 USD ($7,500 per academic year). This includes room and board during residential portions of the course and a computer that is equipped with a unique UGHE learning management system to be used during the MGHD program that students will have to return at the end of the program

Tuition for the MGHD class of 2017 is paid per the schedule below:
Deposit: $500 on the 7th of August 2015
Year 1 Payment 1: $3,500 on the 7th of September 2015
Year 1 Payment 2: $3,500 on the 30th of December 2015
Year 2 Payment 1: $3,750 in September 2016
Year 2 Payment 2: $3,750 in December 2016

Payment Methods

Students will deposit all tuition into the UGHE bank account. Account Details:

Institution: Bank of Kigali
Account number: 00040 0681326 31 USD
Account name: University of Global Health Equity

Financial Support

Scholarships: Select scholarships will be awarded on a case-by-case basis to outstanding candidates; students are encouraged to seek external funding.

Student Loans: Students may pursue loans through private banks or other appropriate funding institutions. UGHE does not offer educational loans.

Acknowledgments

In preparing this student handbook, the University of Global Health Equity drew inspiration from similar handbooks, protocols, and policies published by several institutions of higher education. We would like to thank and acknowledge the following institutions:

Boston College
Harvard College
Kepler
University of the Pacific
Yale University

The UGHE MGHD Student Handbook is a living document that will be refined and updated frequently and thoughtfully as UGHE matures. UGHE students and faculty are welcome to provide feedback and make recommendations as the Handbook is regularly modified to make it more useful, relevant, and response to the UGHE community. The latest version of the Handbook will always be available at intare.org.