

**Course Title:** *Food and Mediterranean Culture*

**Course Number:** TBD

**Course Pre- and Co-requisite(s):** *None*

**Course Location:** **Harokopio University, Athens Greece**

**Course Date & Time:** June 11-27, 2020

**Course Instructor:** Shauna Downs, PhD  
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**Office Hours:** *By Appointment Only*

**Course Assistant:** *None*

**Course Website:** [canvas.rutgers.edu](https://canvas.rutgers.edu)

**Required Course Text:** *None*

**Additional/Supplemental Readings/Resources:** The class readings consist of articles and/or book chapters. Readings will be posted on the Canvas system for the course. If this is not possible, some readings will be distributed in class, via e-mail, or through links to electronic journals or other web sites.

**Course Description:** This course will provide in-depth knowledge and analysis of food production and consumption in the Mediterranean region using a food systems approach. Students will learn about the various components of the Mediterranean Diet pattern, its health, economic, social and environmental considerations and trade-offs, as well as how to measure its adherence. Through a combination of in-class lectures and experiential learning, students will gain a deep understanding of the historical, cultural and culinary aspects of food production and consumption in the Mediterranean region.

**Selected Concentration Competencies Addressed:** Each Concentration identifies competencies for each degree offered. The competencies addressed in this course include:

For MPH in Public Health Nutrition:

- Analyze local and global food systems
- Utilize culturally appropriate assessment methodologies to identify and prioritize diet and nutritional problems for diverse population groups

For MPH in Epidemiology:

- Critique epidemiologic literature, assess its strengths and weaknesses, and determine if conclusion(s) are supported

For MPH in Global Public Health

- Analyze the role of individual, biological, social, economic, political, and environmental factors that influence the health status of urban populations
- Demonstrate an understanding of the economic, educational, political, sociocultural, environmental, ecological and biological conditions that represent obstacles to attaining global health

For MPH in Social and Behavioral Health Sciences

- Develop and critique health education materials, methods, and programs

Please visit the Concentration webpages on the School of Public Health's website at [sph.rutgers.edu](http://sph.rutgers.edu) for additional competencies addressed for other degrees and concentrations.

**Course Objectives:** By the completion of this course, students will be able to:

- Identify the historical, cultural and culinary aspects of food consumption within the Mediterranean region
- Describe the Mediterranean Diet model and its health and environmental implications
- Measure and critically analyze adherence to the Mediterranean Diet model
- Analyze the ways in which local food systems can better support the production and sale of food resources in accordance to a Mediterranean lifestyle
- Formulate strategies to promote a Mediterranean lifestyle in both Greece and the United States

**Course Requirements and Grading:** Over the course of the semester, students will have the opportunity to earn 100 points. The course grades will be based on reflections, group work, a final paper and class participation. A detailed description of the assignments and their grading criteria will be posted on Canvas. Students are required to actively participate in class lectures, group activities and the field tasks and read the material provided by the instructors.

**Reflection:** Each student will be responsible for writing one brief essay (~1000 words) based on course readings. Appropriate citations and APA or AMA formatted references are required for all essays.

- Students will reflect on how the Mediterranean diet pattern, as a conceptual approach and also, as a way of life, and compare and contrast it to other healthy eating models promoted by the public health sector and/or by lay people and media, such as the Healthy diet, The New Scandinavian diet, the Pure diet, the Paleo diet, the Vegan diet etc. Students should also reflect on the potential use of the Mediterranean diet pattern as a healthy eating model for populations living outside of the Mediterranean region.
  - DUE: June 19<sup>th</sup> at 11.59pm

**Group presentations:** The aim of the assignment is to examine Mediterranean diet recipes and menu items and compare them to the [NOVA classification](#) (degree of food processing). Students will be assigned to one component of the Mediterranean diet (i.e., cereals/grains, dairy, fruits and vegetables, fats and oils, fish and seafood, etc.) and select at least 10 recipes/menu items for that component of the Mediterranean Diet and compare and contrast it to the NOVA classification. Students will discuss how these recipes/menu items compare and contrast to how the foods are depicted within the Mediterranean Diet pattern literature. Students will also propose strategies for better promoting the Mediterranean Diet in the United States and in Greece within their presentation. Students will work in small groups (~4 students) with students from Rutgers and HUA and will present a ~15 minute presentation to the class.

- DUE: Student presentations will take place on Jun 22<sup>nd</sup>

**Final paper:** The aim of this paper is to examine different aspects of key foods/food groups included in the Mediterranean Diet pattern. Each student will select one of the “value added” foods/food groups of the Mediterranean Diet (e.g., fish, olive oil, black currants, etc.) and provide a general overview of the food, discuss its culinary use, nutritional value, health benefits and sustainability. The final paper will be written individually. The paper should be no more than 2000 words. Appropriate citations and APA or AMA formatted references are required for all essays.

- DUE: July 13<sup>th</sup> at 11.59pm (~2 weeks after the course completion)

**Class Participation:** This course is designed to be highly interactive. Class participation is expected from everyone during in-class group work, activities and discussions. Students will be given a grade out of 2 for participation every day that the course is in session.

The above assignments contribute to course grade as follows:

1. <i>Reflection</i>	<i>20 pts.</i>
2. <i>Group presentations</i>	<i>20 pts.</i>
3. <i>Final paper</i>	<i>40 pts.</i>
4. <i>Class Participation</i>	<u><i>20 pts.</i></u>
<i>Total:</i>	<i>100 pts.</i>

<b>Competency</b>	<b>Course Objectives(s)</b>	<b>Lessons</b>	<b>Assessment(s)</b>
Analyze local and global food systems	Analyze the ways in which local food systems can better support the production and sale of food resources in accordance to a Mediterranean lifestyle	<ul style="list-style-type: none"> <li>• An overview of the sustainability and the Mediterranean Diet pattern</li> <li>• Food systems and the Diet in Greece</li> <li>• Activity: Examining the food environment in Athens</li> <li>• Production practices and sustainability</li> <li>• Culinary aspects of the Mediterranean food</li> </ul>	<ul style="list-style-type: none"> <li>• Final paper</li> </ul>
Utilize culturally appropriate assessment methodologies to identify and prioritize diet and nutritional problems for diverse population groups	Measure and critically analyze adherence to the Mediterranean Diet model	<ul style="list-style-type: none"> <li>• Measure and critically analyze adherence to the Mediterranean Diet model</li> </ul>	<ul style="list-style-type: none"> <li>• In class activity: Students will complete various Med Diet adherence tools and compare and contrast them.</li> </ul> <p>Note: This in class activity will be assessed but no grades provided</p>
Critique epidemiologic literature, assess its strengths and weaknesses, and determine if conclusion(s) are supported	Describe the Mediterranean Diet model and its health and environmental implications Measure and critically analyze adherence to the Mediterranean Diet model	<ul style="list-style-type: none"> <li>• The Mediterranean Diet pattern: A model constructed by scientists</li> <li>• Measuring adherence to the Mediterranean Diet pattern</li> <li>• An overview of the Mediterranean Diet pattern and health</li> <li>• Fats and oils and health</li> <li>• Alcohol and health</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection</li> </ul>
Develop and critique health education materials, methods, and programs	Formulate strategies to promote a Mediterranean lifestyle in both Greece and the United States		<ul style="list-style-type: none"> <li>• Group presentations</li> <li>• Reflection</li> </ul>
Demonstrate an understanding of the economic, educational, political, sociocultural, environmental, ecological and biological conditions that represent obstacles to attaining global health	An overview of the main environmental cultural impacts of food consumption in the Mediterranean	<ul style="list-style-type: none"> <li>• Food habits in the Mediterranean area, their history and evolution</li> <li>• Culinary aspects of the Mediterranean food</li> </ul>	<ul style="list-style-type: none"> <li>• Final paper</li> </ul>

The above assignments contribute to course grade as follows:

94 – 100	A
90 – <94	A-
87 – <90	B+
84 – <87	B
80 – <84	B-
77 – <80	C+
70 – <77	C
<70	F

**Course Schedule:**

Week 1: Athens

**Day 1 – Monday, June 15<sup>th</sup>**

Readings:

- Tourlouki E, Matalas A-L, Panagiotakos DB., 2011. Cultural, social and environmental influences on surviving dietary patterns of the past: a case study from the Greek island of Karpathos in the Aegean Sea. *Nature and Culture* 6 (3): 244-262.
- Matalas AL, Tourlouki E., Lazarou C., 2011. *Fasting in the Eastern Orthodox Church*. In Eden T. and Albala K. eds. *Food and Faith in Christian Culture* Columbia University Press, NY pp. 191-203.

8.45-9am: Registration

9-9.30am: Seminar expectations and introduction

9.30-10.30am: Defining the Mediterranean Diet pattern (group discussion)

- To discuss how students from Greece and the US view the Mediterranean Dietary pattern
- To discuss the similarities and differences in what the Mediterranean Diet means to students

10.30am-11am: Coffee break

11am-12pm: An overview of the main environmental and cultural impacts of food consumption in the Mediterranean

- To examine the Mediterranean diet pattern in relation to natural resources
- To examine the constantly evolving Mediterranean lifestyle

12-12.30: Ice breaker activity

12.30-1.30pm: Lunch – End of Day 1

2-4pm: Activity: National Archaeological Museum

4-5pm: Lecture: Foods of ancient times based on archeological findings

**Day 2 – Tuesday, June 16<sup>th</sup>**

Readings:

- Davis, C., Bryan, J., Hodgson, J. and Murphy, K., 2015. Definition of the Mediterranean diet; a literature review. *Nutrients*, 7(11), pp.9139-9153.

- Serra-Majem, L., Trichopoulou, A., de la Cruz, J.N., Cervera, P., Álvarez, A.G., La Vecchia, C., Lemtouni, A. and Trichopoulos, D., 2004. Does the definition of the Mediterranean diet need to be updated?. *Public Health Nutrition*, 7(7), pp.927-929.
- Annia Ciezadlo, "Does the Mediterranean Diet Even Exist?", *The New York Times*, 1 April 2011. <https://www.nytimes.com/2011/04/03/magazine/mag-03YouRHere-t.html>
- Crotty P, 1998. The Mediterranean Diet as a food guide. A problem of culture and history, *Nutrition Today* 33:.227-252.
- Dernini, S. and Berry, E.M., 2015. Mediterranean diet: from a healthy diet to a sustainable dietary pattern. *Frontiers in Nutrition*, 2, p.15.

9.00-10.30am: The Mediterranean Diet pattern: A model constructed by scientists

- Examine the Seven Countries Study, its implications in preventive nutrition and how it introduced the model of the «Mediterranean diet»
- Provide an overview of the Mediet guides (pyramids) and how they progressed over the past few decades
- Describe the main dietary components of the Mediterranean Diet pattern

10.30-11.30am: Group work + discussion: Compare and contrast Med Diet pyramid with US Dietary Guidelines

11.30am-12pm: Coffee break

12-1.30pm: An overview of sustainability and the Mediterranean Diet pattern

- To describe sustainable diets and food systems
- Define the NOVA classification
- To examine the sustainability of the Mediterranean Diet pattern and compare it to alternative eating patterns
- To compare the carbon and water footprints of the different components of the Mediterranean Diet pattern

2.30pm: Lunch – End of Day 2

## Day 3 – Wednesday, June 17<sup>th</sup>

Readings:

- [Panagiotakos DB](#) et al. 2007. Adherence to the Mediterranean food pattern predicts the prevalence of hypertension, hypercholesterolemia, diabetes and obesity, among healthy adults; the accuracy of the MedDietScore. *Prev. Med.* 44(4):335-40.
- Trichopoulou, A., Costacou, T., Bamia, C. and Trichopoulos, D., 2003. Adherence to a Mediterranean diet and survival in a Greek population. *New England Journal of Medicine*, 348(26), pp.2599-2608.
- Martínez-González, M.A., García-Arellano, A., Toledo, E., Salas-Salvado, J., Buil-Cosiales, P., Corella, D., Covas, M.I., Schröder, H., Arós, F., Gómez-Gracia, E. and Fiol, M., 2012. A 14-item Mediterranean diet assessment tool and obesity indexes among high-risk subjects: the PREDIMED trial. *PLoS one*, 7(8), p.e43134.
- Zaragoza-Martí, A., Cabañero-Martínez, M.J., Hurtado-Sánchez, J.A., Laguna-Pérez, A. and Ferrer-Cascales, R., 2018. Evaluation of Mediterranean diet adherence scores: a systematic review. *BMJ open*, 8(2), p.e019033.
- Dinu M, Pagliai G, Casini A, Sofi F. Mediterranean diet and multiple health outcomes: an umbrella review of meta-analyses of observational studies and randomised trials. *European Journal of Clinical Nutrition* 2018 72:30-43.

- Estruch, R., Ros, E., Salas-Salvadó, J., Covas, M.I., Corella, D., Arós, F., Gómez-Gracia, E., Ruiz-Gutiérrez, V., Fiol, M., Lapetra, J. and Lamuela-Raventos, R.M., 2018. Primary prevention of cardiovascular disease with a Mediterranean diet supplemented with extra-virgin olive oil or nuts. *New England Journal of Medicine*, 378(25), p.e34.

9.00-10.30am: Measuring adherence to the Mediterranean Diet pattern

- Examine the Seven Countries Study, its implications in preventive nutrition and how it introduced the model of the «Mediterranean diet»
- To compare tools used to measure adherence to the Mediterranean Diet pattern
- To apply tools to assess adherence to the Mediterranean Diet pattern

10.30-11.30am: Activity: Students use different Med Diet Adherence tools to assess their diets

11.30am-12pm: Coffee break

12-1pm: Group discussion: Compare and contrast different Med Diet Adherence tools

1-2.30pm: An overview of the Mediterranean Diet pattern and health

- To examine the health outcomes associated with consuming a Mediterranean Diet pattern
- To examine the strength of the evidence linking the Mediterranean Diet pattern and health

2.30pm: Lunch – End of Day 3

## Day 4 – Thursday, June 18<sup>th</sup>

Readings:

- White Paper Mediterranean food consumption patterns. *Diet, environment, society, economy and health*, FAO, Rome 2015
- Duquenne M-N, Vlontzos G, 2014. The impact of the Greek crisis on the consumers' behaviour: some initial evidences? *Br Food J*, 116:890-903.
- Nestle M., 1999. Meat or wheat for the next millennium?' *Proc Nutr Soc* 58, 211–218

9.00-10.30am: Food systems and the Diet in Greece

- Provide a brief overview of the food system and its components (e.g., drivers, supply chain, food environment, etc.
- To examine the sources of food and how it moves throughout the food system in Greece
- To analyze how Greeks interface with their food system
- To examine the evolution of agri value chain from ancient times until now
- To examine how Greek food became internationally recognized

10.30-11.30am: An overview of “value added” foods in Greece

- To define “value added” foods in the Greek diet
- To provide an overview of these foods and their nutrition and health benefits
- To examine the importance of “value added” foods in Greek diets and culture

11.30am-12pm: Coffee break

12-2.30pm: Group activity: Comparison of dietary patterns between countries in the Mediterranean region and other regions worldwide

- Student will work in pairs and use the Global Dietary Database to compare the diets of one country in the Mediterranean region with a country outside of the region

- Students will compare and contrast the diets and examine how they compare to the med diet pattern.
- <https://www.globaldietarydatabase.org/our-data/data-visualizations/country-comparisons>
- Students will have about an hour to work on this and then will briefly report back to the larger group some of their key findings.

2.30pm: Lunch – End of Day 4

## Day 5 – Friday, June 19<sup>th</sup>

Readings: TBD

9.00-10am: Fats, oils and health: Part A

- To examine the evidence associated with the consumption of fats and oils To examine the sources of food and how it moves throughout the food system in Greece

10.00-11.30am: Activity: Examining the food environment in Athens

- Students will work in groups and examine the food environment in Athens.
  - They will assess:
    - What types of food outlets (supermarkets, wet/farmer's markets, bodegas, etc.) that people have access to within a given pre-determined radius
      - Qualitatively describe the types of foods sold
      - Qualitatively assess price differentials

11.30am-12pm: Coffee break

12-1pm: Group discussion: Food environment in Athens

- Students will report back on their observations from the food environment

1-2pm: Fats, oils and health: Part B

- To examine the evidence associated with the consumption of fats and oils To examine the sources of food and how it moves throughout the food system in Greece

2-2.30: Wrap up of week 1 and overview of week 2 activities and logistics

2.30pm: Lunch – End of Day 5

## Day 6 – Saturday, June 20<sup>th</sup>: Free Day

Week 2: Nafplion & Kalamata

## Day 7 – Sunday, June 21<sup>st</sup>

10am: Travel to Nafplion

Free day

Stay in Nafplion

## Day 8 – Monday, June 22<sup>nd</sup>

10-12.30 pm: Student presentations at hotel (all presentations will be done then)

5-8pm: Activity: Visit the site of Epidauros (Ancient theater and Asklepion)

Stay in Nafplion

**Day 9 – Tuesday, June 23<sup>rd</sup>**

9am: Departure for Mani (Kalamata region): Settle at the Marini ArtFarm in Megali Mantinea, south of Kalamata

Activity: Guided tour at a local winery (including a mini lecture on site)

Lecture: Alcohol and health

- To examine the evidence associated with the consumption of alcohol and health
  - Wood, A.M., Kaptoge, S., Butterworth, A.S., Willeit, P., Warnakula, S., Bolton, T., Paige, E., Paul, D.S., Sweeting, M., Burgess, S. and Bell, S., 2018. Risk thresholds for alcohol consumption: combined analysis of individual-participant data for 599 912 current drinkers in 83 prospective studies. *The Lancet*, 391(10129), pp.1513-1523.

Burton, R. and Sheron, N., 2018. No level of alcohol consumption improves health. *The Lancet*, 392(10152), pp.987-988.

Activity: Visit to olive oil packaging; exporting to US

Lunch at the farm ~2pm

Free time

**Day 10 – Wednesday, June 24<sup>th</sup>**

9am-12pm. 3 groups: 1 group cooks, 1 collect herbs, 3<sup>rd</sup> group hiking (too hot) traditional baker

12-12.45 Lecture: Food habits in the Mediterranean area, their history and evolution

- To understand the historical origins and context that has influenced the Mediterranean Dietary pattern and its evolution over time
  - Haber, B., 1997. The Mediterranean diet: a view from history. *The American journal of clinical nutrition*, 66(4), pp.1053S-1057S.
  - Matalas AL. Disparities within traditional Mediterranean food patterns: an historical approach of the Greek diet. *International Journal of Food Sciences and Nutrition*, 2006, 57:529-536.

12.45-1.30: Lecture: Production practices and sustainability

- To examine the impact of different production practices on sustainability (including animal welfare, labor issues, etc.) and how they apply to the Mediterranean Diet
- To analyze the trade-offs between different aspects of sustainability
  - Downs, S.M., Payne, A. and Fanzo, J., 2017. The development and application of a sustainable diets framework for policy analysis: A case study of Nepal. *Food policy*, 70, pp.40-49.

Lunch

BEACH

## Day 11 – Thursday, June 25<sup>th</sup>

Activity: Visit Nestors Palace at Pylos (An archaeologist from the American Archaeological School in Athens will introduce students to the site and to their findings from the ongoing excavations) + BEACH

Evening Lecture: Culinary aspects of the Mediterranean Diet + Video

## Day 12 – Friday, June 26<sup>th</sup>

Activity: Sparta (Mystras) & Olive oil museum

Dinner in the town of Kardamili

Activity: Visit the town of Kardamili

(<https://www.greecetravel.com/peloponessos/mani/index.htm>)

## Day 13 – Saturday, June 27<sup>th</sup>: Departure

9am: leave for Athens

11am: Stop at Nemean Games (ancient stadium functioning)

Need to be at airport 2.30pm

**Learning Management System:** Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support ([help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu)). Canvas is accessible at [canvas.rutgers.edu](https://canvas.rutgers.edu).

**School of Public Health Honor Code:** The School of Public Health Honor Code is found in the School Catalog ([sph.rutgers.edu/academics/catalog.html](https://sph.rutgers.edu/academics/catalog.html)). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

**Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at [ods.rutgers.edu](https://ods.rutgers.edu). The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

**Commitment to Safe Learning Environment:** The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An

enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

**Reporting Discrimination or Harassment:** If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the [RBHS Title IX Office](#) or to the School of Public Health's [Office of Student Affairs](#). Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's [Office of Student Affairs](#). The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the [RBHS Title IX Coordinator](#). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University [Policy 10.3.12](#). For more information about your options at Rutgers, please visit [Rutgers Violence Prevention and Victim Assistance](#).

**Graduate Student Computer Policy:** Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: [sph.rutgers.edu/student-life/computer-support.html](http://sph.rutgers.edu/student-life/computer-support.html)

**Policy Concerning Use of Recording Devices and Other Electronic Communications Systems:** When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

**Policy Concerning Use of Turnitin:** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

**Withdrawal/Refund Schedule:** Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: [sph.rutgers.edu/academics/academic-calendar.html](http://sph.rutgers.edu/academics/academic-calendar.html)