

# Graduate Study in the College of Public Health



Student Handbook  
2007-2008



## Preface

This handbook is designed to provide an up-to-date summary of the most important information on requirements, policies, and procedures. The student should, however, be aware that changes in University or program regulations not reflected in the handbook may still be binding. We will make every effort to keep students accurately informed. Final responsibility for insuring that requirements are met always rests with the student.

The codes in square brackets (e.g., [GSH II.2.1]) throughout this handbook refer to sections of the **Graduate School Handbook** where additional information or policy relevant to the topic is found. The *Graduate School Handbook* is updated annually and available on the Graduate School web site ([www.gradsch.osu.edu/](http://www.gradsch.osu.edu/)); citations are based on the most recent edition (2007-08) available at this writing. Policies established by the College of Public Health Graduate Studies Committee and published herein should be understood as supplementing and extending those of the Graduate School. The requirements for the degrees offered in the College of Public Health in some instances exceed the general Graduate School policies (e.g., the minimum number of credit hours required for a master's degree), but are never less demanding. In all cases for which no additional policy has been established in the College of Public Health, the basic Graduate School policies apply.

As is explained in this handbook, graduate study in the College of Public Health is the responsibility of the Graduate Studies Committee (GSC), which administers the programs within rules established by the Graduate Faculty of the University. The current members of the committee, as well as the principal staff of the Office of Academic Programs for the College of Public Health, are listed in Appendix A for reference. It is important to note that the student members of the GSC are appointed each fall, and students will be notified of any changes in the student committee membership.

### Note:

At the time of this revision there are proposals under discussion for some changes in the structure of the Graduate Studies Committee and the organization of the Office of Academic Programs. If any changes are implemented, they will be communicated to all affected parties.

Revised 9/2007

# The Ohio State University College of Public Health

## Mission

The Ohio State University College of Public Health exists for the improvement of the health of the public through the creation, dissemination, and application of knowledge. It prepares students for the challenges of leadership and service in public health and related professions, adds to knowledge through basic and applied research, and serves in the tradition of land-grant universities.

## Vision

To make a difference in the health of the public by advancing knowledge through multidisciplinary research and education and by reaching out with knowledge, service and leadership to Ohio and the world.

## College of Public Health Core Values

**Quality Learning Experience** — Educating women and men to be effective practitioners and professionals to improve the public's health status. Student interests, educational and professional development needs, and outcomes of the educational process are cherished and protected.

**Pursuit of New Knowledge** — Producing and disseminating new knowledge applicable to the College's mission. Encouragement, support, and recognition are also values maintained to sustain the efforts required to pursue new knowledge.

**Respect and Support for Diversity** — Integrating and respecting students, staff, and faculty with diverse ethnic, racial, religious, and ideological backgrounds.

**Interdisciplinary Collaboration** — Stimulating and expanding collaboration between and among the health sciences, particularly public health and medicine, as well as public and private sector organizations to attain better understanding of the mechanisms for improving the public's health status.

**Equality of Health Access** — Supporting policies and programs in the public and private sectors that facilitate equal access to health care services and equal opportunities to achieve maximum possible health outcomes.

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**ABBREVIATIONS USED FREQUENTLY IN THIS HANDBOOK:**

<b>BIO</b>	Biostatistics
<b>EHS</b>	Environmental Health Sciences
<b>EPI</b>	Epidemiology
<b>GSC</b>	Graduate Studies Committee
<b>HBHP</b>	Health Behavior and Health Promotion
<b>HSMP</b>	Health Services Management and Policy
<b>MHA</b>	Master of Health Administration
<b>MPH</b>	Master of Public Health
<b>MS</b>	Master of Science
<b>OAP</b>	Office of Academic Programs
<b>PEP</b>	Program for Experienced Professionals
<b>PhD</b>	Doctor of Philosophy
<b>CPH</b>	College of Public Health
<b>VET</b>	Veterinary Public Health



## Section 1

# Introduction

### 1.1 PURPOSE OF THIS HANDBOOK

This handbook is designed to provide details on graduate study in the College of Public Health at The Ohio State University. It should always be read as a complement to other publications of university policies and procedures, including the following:

- A. *Graduate School Handbook*. (Found at [www.gradsch.osu.edu/](http://www.gradsch.osu.edu/)). This is the primary source of policy and procedure guidelines for all graduate students.
- B. *The Office of the University Registrar website*. This website ([www.ureg.ohio-state.edu](http://www.ureg.ohio-state.edu)) contains course registration, fee, and insurance information, as well as a synopsis of important rules, the academic calendar for the current and several future quarters, and a wide variety of other useful information.
- C. *The Ohio State University Course Bulletin and Master Schedule*. ([www.ureg.ohio-state.edu/courses](http://www.ureg.ohio-state.edu/courses)) The Bulletin is the principal source of information on course content, format, and prerequisites, and the Master Schedule gives the information necessary for course registration each quarter.
- D. *The Ohio State University Student Resource Guide*. (<http://studentaffairs.osu.edu/resourceguide.asp>) Available upon request from the Office of Student Affairs. Although oriented primarily to undergraduates, the *Resource Guide* includes a variety of helpful information about campus life, services, and opportunities. Many practical rules (e.g., traffic and parking) are outlined and discussed.

Students are responsible for understanding and applying to their programs the information contained in these sources, as well as the supplemental information in this handbook. Specific questions should be raised with the student's adviser.

## Section 2

# Governance of Graduate Study

### 2.1 THE GRADUATE SCHOOL

Graduate study in the College of Public Health is conducted under the auspices of the Graduate School, and all students are considered to be enrolled directly in the Graduate School.

The student's primary relationship to the Graduate School is through his or her adviser and the Graduate Studies Committee. The adviser and the Graduate Studies Committee approve course schedules and degree plans, and certify the student's progress to the Graduate School at several important points.

The Graduate School is the administrative unit that oversees policies and procedures established by the Graduate Faculty of the University for all graduate programs. The specific requirements of the College of Public Health outlined in this handbook exist within the environment administered by the Graduate School. Frequent reference will be made in this program handbook to the *Graduate School Handbook*; in general, information already elaborated there is not repeated here.

Questions concerning any Graduate School policy may be directed to the student's adviser, the staff of the Office of Academic Programs, the chairperson of the Graduate Studies Committee, or the Graduate School (292-6031). The Graduate School offices are on the second floor of University Hall, 230 North Oval Mall.

### 2.2 THE GRADUATE FACULTY [GSH IV.3]

The Graduate Faculty is composed of the faculty members of the University approved by their graduate programs and the Graduate School to teach, advise, examine, and direct the research of graduate students. Normally this is not an issue for students, as the appropriate faculty status has been assured by the various departments. There are, however, at least two instances in which a problem may arise:

- a) A course that can be offered for both graduate and undergraduate credit (e.g., many 600 and 700 level courses in the College of Business) may be taught by a person without graduate faculty status, such as a Graduate Teaching Associate. In this case the course is available **only for undergraduate credit**, and should be designated as such in the *Master Schedule* (by the restriction code 15).
- b) Students writing a thesis or dissertation sometimes propose persons as committee members who do not have graduate faculty status. In some situations a person may be granted temporary graduate faculty status for these purposes; this should be discussed with the adviser, who can bring the request to the Graduate Studies Committee if appropriate. Otherwise, such persons may serve informally and assist the student in the thesis research, but may not be regular committee members or play any formal role in examining the student or approving the thesis.

### **2.3 THE GRADUATE STUDIES COMMITTEE [GSH V]**

The Graduate Studies Committee (GSC) concerns itself primarily with policy issues and overall coordination and direction of graduate study in the CPH. The GSC may create subcommittees or other structures and delegate portions of its activity to them, while retaining the final responsibility.

#### **Membership**

- One unique faculty member representing each specialization for a 3-year term. The terms are staggered so that approximately one-third end each year. Members may serve no more than two consecutive terms. The representatives of those specializations that are identical to divisions of the College will be appointed by the Division Chair in consultation with the faculty. Representatives of the other specializations will be appointed by the Dean in consultation with the faculty of the specialization.
- Chair selected by the committee from among the tenured faculty members of the committee.
- Five student members, one from each degree program (MPH, MHA, MPH/PEP, MS, and PhD) selected by the Student Advisory Committee for a one-year term. If any student position is not filled by the Student Advisory Committee in a timely fashion, the Graduate Studies Committee may appoint a student member for the remainder of the current term.
- Associate Dean for Academic Affairs, serving ex officio and non-voting
- Principal graduate studies administrative staff, ex officio and nonvoting

#### **Responsibilities**

- Review and make recommendations to the faculty on major program structure and policy decisions, such as the number of hours required for the degrees and the fields within which degrees may be obtained.
- Review application materials and recommend students for admission
- Establish and coordinate policy in areas having College-wide impact, such as:
  - courses shared by more than one degree program as requirements
  - approval of new graduate courses or substantive changes in existing courses
  - development of sources of student support and establishment of policies for its allocation
  - establishment of policies for Graduate Associate positions funded by the CPH
- Distribute Graduate Associate positions or other financial aid that is allocated to the College (as opposed to funds controlled by researchers or given directly to a specific program or division)
- Monitor student progress and recommend actions to the Graduate School as necessary
- Review student petitions and act or make recommendations
- Coordinate student recruitment efforts
- Promote growth and excellence in graduate education, and visibility of the CPH nationally and internationally.

### **Student Participation on GSC and Program Committees**

Student members of the GSC and its subcommittees are expected to participate fully in the business of the committees. Their participation is the same as any other member, except:

- They may not participate in evaluative discussions or vote in regard to current or prospective students;
- They may discuss and vote on policies governing the allocation of financial aid, graduate associate positions, etc., but may not participate in actual allocation decisions;
- They may participate fully in discussions concerning the content of the academic programs, but only the faculty may vote on any matter that affects the content of the curriculum or requirements for the degrees.

Student members of the GSC and its subcommittees are expected to consult with their constituencies, and are encouraged to serve as a liaison to keep the committees informed of student opinion and issues, including on matters on which there is not consensus.

### **Office of Academic Programs**

The Office of Academic Programs (OAP), located in M006 Starling-Loving Hall, serves as the conduit for the student's contact with the Graduate Studies Committee (see Appendix B). The OAP can provide any necessary forms, information about course offerings and scheduling, and assistance with routine matters concerning student records, procedures, or policies. Some questions will require discussion with the student's adviser or the chair of the Graduate Studies Committee. In some cases it may be necessary to make a formal petition to the GSC or the Graduate School.

## **2.4 ADMINISTRATIVE STRUCTURE OF THE COLLEGE OF PUBLIC HEALTH**

A complete description of the administration of the College of Public Health can be found in the Pattern of Administration document for the College, available in the office of the Dean and in each division office. The material below is a summary of only the most relevant portions for a graduate student.

### **General Administrative Structure of the College of Public Health**

The general administrative line of authority (as opposed to the governance of graduate study, which is explained in sections 2.1-2.3 above) flows from the Executive Vice President for Academic Affairs and Provost to the Dean of the College of Public Health.

The Dean (Stanley Lemeshow) has general administrative responsibility for the College. There are two Associate Deans and two Assistant Deans:

- Associate Dean for Academic Affairs (Robert J. Caswell)
- Associate Dean for Research and Faculty Development (Mary Ellen Wewers)
- Assistant Dean for Finance and Administration (Ann Florentine)
- Assistant Dean for Student Affairs (Teri Roberts)

A Chairperson appointed by the Dean heads each Division. Although the Dean, Associate

Deans, Assistant Deans, and Division Chairpersons have executive authority, the primary responsibility for policy decisions rests with the faculty of the CPH.

### **Standing Committees**

In addition to the Graduate Studies Committee described above, the College has three standing committees.

#### ***Executive Committee***

The Executive Committee advises the Dean, serves as the budget committee for the CPH, and recommends agenda items for meetings of the faculty. The members of the Executive Committee are the Dean, the Associate Deans, the Assistant Deans, and the Division Chairpersons.

#### ***Appointments, Promotion, and Tenure Committee***

The Appointments, Promotion, and Tenure Committee is charged with reviewing all persons recommended for appointment to the faculty of the CPH, or current members of the faculty who are seeking promotion and/or tenure. The Committee shares with the administrative officers of the CPH the responsibility for regular evaluation of the faculty.

#### ***Student Advisory Committee***

The Student Advisory Committee (SAC) is the formal liaison between all students in the CPH and the faculty and administration of the College. At present this role is being assumed by the public health student organization. It is composed of students from all degree programs in the CPH. The SAC may also include representatives of additional student organizations that are deemed relevant by the SAC. The number of students from each program, the proportions of students from each program, terms of office, the means by which representatives are selected, etc., are determined by the SAC itself. The SAC is also responsible for the selection of faculty advisors.

A major role of the SAC is to provide student representation for various committees, excluding the Executive Committee and the AP&T Committee. A representative of the SAC attends all regular meetings of the faculty of the College of Public Health. The SAC also designates student representatives that will attend all regularly scheduled meetings of each Division. In general, these student representatives will serve in an *ex officio* advisory capacity on faculty committees, without vote.

The existence of the Student Advisory Committee does not preclude the establishment of other student organizations. For example, the degree programs or Divisions in the College of Public Health may have separate student committees or organizations at their discretion.

## **2.5 THE COUNCIL OF GRADUATE STUDENTS**

The Council of Graduate Students (CGS) is the official representative body of graduate students enrolled at The Ohio State University. CGS provides academic, administrative, and social programs for the university community in general and for graduate students in particular. CGS provides a forum in which graduate students may present, discuss, and act upon issues related to their roles in the academic and nonacademic aspects of the university community. It has dealt with such issues as the taxation of graduate associate fee waivers, merit pay for graduate associates, and the preservation of students' copyrights and patents on their own creative work. The CPH is entitled to elect representatives and alternates to CGS based on the enrollment in the College.

## Section 3

# Advisers and Examination Committees

### **3.1 ADVISER APPOINTMENT**

Each student in the CPH is assigned an adviser based on a variety of characteristics, including the degree program, the student's stage within the program, and the particular interests or research program of the student. Students in the master's degree programs usually need relatively little assistance early in the curriculum, and are more likely to consult the adviser for professional and career-oriented questions. Students are encouraged to discuss professional decisions, academic problems, or any other matters of interest with their advisers. This should not, however, prevent a student from approaching another member of the faculty when that would be helpful. Students in the MS/PhD program rely more heavily on their advisers from the outset, because the curriculum is more individually tailored. The adviser assignment process reflects these differences.

#### ***Full-time MPH program***

The specialization assigns an appropriate adviser to each incoming student with a view to balancing faculty workload. Students who later wish to change their adviser assignment may do so by obtaining the necessary signatures indicating approval on the Faculty Adviser Assignment Form (see Appendix I).

#### ***MPH Program for Experienced Professionals***

The OAP assigns faculty advisers to incoming students; because PEP students do not have a divisional specialty, the advisers are initially assigned randomly. PEP students are required to complete a final project that involves close work with the adviser, who should ideally be aligned with the student's area of interest. Students who wish to change their adviser assignment at that time may do so by obtaining the necessary signatures indicating approval on the Faculty Adviser Assignment Form (see Appendix I).

#### ***MHA program***

The HSMP Division assigns advisers to incoming students. The initial adviser is responsible for the student's academic program in the first year, as well as any other formal responsibilities of an adviser during that time. This adviser is usually retained during the second year unless the student elects to graduate under the thesis option. In order to pursue the thesis option, the student must contact the preferred adviser and determine whether that person is willing to serve as adviser for the proposed thesis. Faculty members may decline to serve as adviser for any topic that they believe to be unworkable or that lies outside their competence. Some constraint on adviser choice may also be necessary to balance the faculty workload.

#### ***MS/PhD program***

It is generally expected that all MS and PhD students will have a clear specialization at the time of admission, as it would otherwise be difficult to evaluate their applications. In some cases, particularly for PhD students, a clear expectation of working with a particular faculty adviser will have been mutually established during the application process. The division of specialization will assign initial faculty advisers. Students who wish to change their adviser assignment may do so by obtaining the necessary signatures indicating approval on the Faculty Adviser Assignment Form (see Appendix I).

### **3.2 MASTER'S EXAMINATION COMMITTEES [GSH II.5]**

The CPH has a variety of culminating project requirements that vary by degree and path; however, every master's degree student must have some form of Master's Examination, either a written comprehensive examination or one of the other approved options for the student's degree program. The examination is administered and evaluated by the Master's Examination Committee.

The student graduating under the non-thesis option will have a committee composed of the adviser and a second CPH faculty member chosen with the agreement of the student and the adviser. Both committee members must have category M or P Graduate Faculty status.

The committee for a student graduating under the thesis option will guide the thesis and administer the Master's Examination (given orally). The usual committee composition is the student's adviser and a second CPH faculty member chosen with the agreement of the student and adviser. Both committee members must have category M or P Graduate Faculty status. Students are encouraged to add a third faculty member representing another discipline outside the CPH, to complement the skills of the CPH committee members.

### **3.3 DOCTORAL ADVISORY AND EXAMINATION COMMITTEES [GSH II.6]**

Each doctoral student will have an Advisory Committee that must approve the student's curriculum plan and supervise the student's progress through to the Candidacy Examination. Following successful completion of the Candidacy Examination, the student will form a Dissertation Committee to guide the preparation and defense of the dissertation. Detailed guidelines for the composition and duties of these committees are found in Section 8 of this handbook and in the *Graduate School Handbook*.

## Section 4

# Registration

### **4.1 REGISTRATION PROCEDURES [GSH II.2]**

The incoming student's first registration will normally be completed with the assistance of the Office of Academic Programs. Unless the student's adviser has approved a deviation, incoming students will always be registered for the standard full- or part-time schedule.

For **continuing** graduate students, the registration instructions are sent to the student's e-mail address, and registration is completed using a web-based process.

For full-time students, the sequence of required courses is pre-approved, so it is only the elective choices that need adviser approval. Part-time students should also discuss the sequencing of required courses, to insure that courses are not taken in an inappropriate or inefficient order. If the adviser is unavailable and a deadline cannot be met, the problem should be discussed with the Office of Academic Programs before proceeding. Registering or altering registration without the adviser's knowledge and consent can create serious problems and jeopardize the student's progress in the curriculum.

Changes in an approved schedule (dropping or adding courses) also require the adviser's approval. Depending upon timing in the quarter, approval by the instructor and others may also be required. Forms requesting a change are available in the OAP and in the Graduate College offices.

### **4.2 REGISTRATION REQUIREMENT FOR FINANCIAL AID OR GRADUATE ASSOCIATE POSITIONS [GSH II.2, II.8]**

Students receiving graduate fellowships and certain other grants (including some traineeships) are required to enroll in 15 credit hours or more per quarter. Persons holding Graduate Associate positions must meet the applicable registration requirement, usually nine credit hours or more per quarter (see GSH II.8). It is particularly important that students pay attention to these requirements late in their programs when they may need fewer credit hours to meet the requirements of the degree, but are not exempt from the registration required by their funding source.

### **4.3 REGISTRATION FOR INDIVIDUAL STUDY OR RESEARCH CREDIT**

Students who wish to register for individual study with a faculty member, or for research credit for thesis or dissertation purposes, must have the written approval of the faculty supervisor before a call number will be approved for registration. This includes registration for the purpose of the MPH culminating project, which is usually done under an individual study course number. A form for approval of individual study or research credit is included in Appendix I.

## Section 5

# Program for the Master of Public Health Degree

### 5.1 THE FULL-TIME MPH PROGRAM

The curriculum for the traditional MPH consists of a minimum of 60 credit hours organized into five curricular domains:

1. Core courses in areas of knowledge basic to public health (20 credit hours minimum)
2. Courses required for a specialization (20-30 credit hours)
3. Elective courses approved for the specialization (4 credit hours minimum)
4. Practice placement (4 credit hours minimum)
5. Culminating project (2 credit hours minimum)

In all course listings below, students need to be aware that course numbers and titles are subject to change, both in the CPH and elsewhere. If there is any question concerning the identification or equivalency of courses, students should contact the Office of Academic Programs, which will have the most up-to-date information.

#### **Public Health Core Courses**

Every student in the traditional MPH program must complete the courses shown in the areas of knowledge basic to public health:

##### ***Biostatistics***

PUBH-BIO 701	Design and Analysis of Studies in the Health Sciences I	04 credit hours
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##### ***Environmental Health Sciences***

PUBH-EHS 731	Principles of Environmental Health	04 credit hours
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##### ***Epidemiology***

PUBH-EPI 710	Principles of Epidemiology	04 credit hours
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##### ***Social and Behavioral Sciences***

PUBH-HBP 720	Preventing Disease and Promoting Health through Behavioral Science	04 credit hours
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##### ***Health Services Administration***

HSMP 800	Health Care Organization I	04 credit hours
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#### **Required and Elective Courses in the Area of Specialization**

There are six approved areas of specialization in the MPH: biostatistics, environmental health sciences, epidemiology, health behavior and health promotion, health services management and policy, and veterinary public health. A specialization in clinical investigation is also in the process of approval, and may be pursued in the interim as a variation on the general MPH curriculum. The required specialization courses for each area are listed below, and the approved electives are found in Appendix D.

**Biostatistics (PUBH-BIO)**

PUBH-BIO 702	Design and Analysis of Studies in the Health Sciences II	04 cr. hrs.
PUBH-BIO 703	A Problem-Oriented Approach to Biostatistics	04 cr. hrs.
PUBH-BIO 786	Biostatistics Consulting Laboratory	03 cr. hrs.
PUBH-BIO 793	Statistical Programming	02 cr. hrs.
PUBH-EPI 705	Design and Implementation of Health Surveys	04 cr. hrs.
STAT 645	Applied Regression Analysis	05 cr. hrs.

Choose two of the following:

PUBH-BIO 605	Applied Survival Analysis	04 cr. hrs.
PUBH-BIO 606	Applied Logistic Regression	04 cr. hrs.
PUBH-BIO 651	Survey Sampling Methods	04 cr. hrs.
PUBH-BIO 624	Applied Longitudinal Analysis	04 cr. hrs.
PUBH-BIO 625	Multidimensional Data Analysis	04 cr. hrs.

**Environmental Health Sciences (PUBH-EHS)**

Choose eight credit hours from the following courses (others may be used as electives if approved by the faculty adviser):

PUBH-EHS 732	Basic Concepts in Toxicology	04 cr. hrs.
PUBH-EHS 830	Principles of Occupational Health	04 cr. hrs.
PUBH-EHS 831	Principles of Risk Assessment	04 cr. hrs.
PUBH-EHS 794	Exposure Assessment	04 cr. hrs.
PUBH-EHS 794	Introduction to Water and Human Health Risk	04 cr. hrs.

**Epidemiology (PUBH-EPI)**

PUBH-EPI 711	Epidemiology I	04 cr. hrs.
PUBH-EPI 712	Epidemiology II	04 cr. hrs.
PUBH-BIO 702	Design and Analysis of Studies in the Health Sciences II	04 cr. hrs.
PUBH-BIO 703	A Problem-Oriented Approach to Biostatistics	04 cr. hrs.
PUBH-EPI 705	Design and Implementation of Health Surveys	04 cr. hrs.
PUBH-BIO 793	Statistical Programming	02 cr. hrs.
PUBH-EPI 794*	Biological Basis of Disease	04 cr. hrs.

\*Required for students who do not have an MD, DVM, or equivalent clinical degree (temporary number, will change when permanent number is assigned).

Choose two of the following (others may be used as electives if desired):

PUBH-EPI 713	Environmental Epidemiology	04 cr. hrs.
PUBH-EPI 814	Chronic Disease Epidemiology	04 cr. hrs.
PUBH-EPI 815	Infectious Disease Epidemiology	04 cr. hrs.
PUBH-EPI 816	Cancer Epidemiology	04 cr. hrs.
PUBH-EPI 817	Cardiovascular Disease Epidemiology	04 cr. hrs.

**Health Behavior and Health Promotion (PUBH-HBP)**

PUBH-HBP 820	Foundations of Health Behavior and Health Promotion	04 cr. hrs.
PUBH-HBP 821	Community Health Assessment	04 cr. hrs.
PUBH-HBP 822	Settings and Special Populations	04 cr. hrs.
PUBH-HBP 824	Program Evaluation in Public Health	04 cr. hrs.
PUBH-HBP 827	Program Planning and Implementation	04 cr. hrs.
PUBH-BIO 702	Design and Analysis of Studies in the Health Sciences II	04 cr. hrs.

**Health Services Management and Policy (HSMP)**

HSMP 801	Health Care Organization II	04 cr. Hrs.
HSMP 811	Legal Environment of Health Care	04 cr. hrs.
HSMP 817	Leadership in Health Care	04 cr. hrs.
HSMP 821	Health Services Finance II	04 cr. hrs.
HSMP 824	Economic Evaluation of Health Care Programs and Services	04 cr. hrs.
HSMP 870.01	Health Services Research	04 cr. hrs.
HSMP 870.03	Data Analysis	02 cr. hrs.
HSMP 870.05	Human Resources	02 cr. hrs.
HSMP 870.06	Marketing	02 cr. hrs.
HSMP 881	Topics in Health Services Operations Management	04 cr. hrs.
HSMP 882	Information Systems for Health Service Organizations	04 cr. hrs.

*Beginning Autumn 2008, MPH students in HSMP are expected to have a prerequisite introductory course in accounting prior matriculation*

**Veterinary Public Health**

VET PREV 721	Epidemiology of Zoonoses and Diseases Common to Animals and Humans	04 cr. hrs.
VET PREV 722	Food Animal Production Systems, Food-Borne Diseases, and Food Safety	04 cr. hrs.
VET PREV 723	Biosecurity, Environmental Health, and Other Topics of Veterinary Public Health	04 cr. hrs.
PUBH-BIO 702	Design and Analysis of Studies in the Health Sciences II	04 cr. hrs.
PUBH-BIO 703	A Problem-Oriented Approach to Biostatistics	04 cr. hrs.

**Clinical Investigation**

PUBH-EPI 794*	Methods of Clinical Investigation	04 cr. hrs.
PUBH-EPI 711	Epidemiology I	04 cr. hrs.
PUBH-EPI 712	Epidemiology II	04 cr. hrs.
PUBH-BIO 702	Design and Analysis of Studies in the Health Sciences II	04 cr. hrs.
PUBH-BIO 703	A Problem-Oriented Approach to Biostatistics	04 cr. hrs.
PUB HLTH 850**	Seminar in Clinical Investigation	06 cr. hrs.

\*Temporary number, will change when permanent number is assigned.

\*\*Seminar offered every quarter for 1 hour credit; student must accumulate 6 credit hours.

Students with a strong background in epidemiology may petition to waive the PUBH-EPI 710 core course and take additional elective hours.

**MPH Practice Placement**

The College requires a minimum of 4 credit hours of formal practice placement experience for all students in the MPH program. Students must spend at least 120 hours on site in the experience to meet the minimum requirement (30 hours on site equals one credit hour). Each student chooses a practice placement that fits with her/his career goals and is consistent with the area of specialization. An on-site preceptor supervises the student's experience, and the faculty adviser collaborates in designing and approving the learning

content, tracks the progress, consults with the student and preceptor, and evaluates the student learning. The majority of students complete this requirement during the summer following the first academic year, though some may choose to delay it until later in their second year.

Students must be active participants in the arrangements for a practice placement. The Practice Education and Career Services office assists students in locating appropriate field sites and provides support throughout the experience. Students are encouraged to consult with their advisers and other CPH faculty. Complete details on the process for seeking and confirming the placement, as well as the expectations for the practice placement, are found in the *Field Practice Placement Student Handbook*.

### **Culminating Project/Master's Examination\***

The student's field of specialization determines the nature and content of the culminating project. Students in any of the specializations have the option to complete a traditional research-based master's thesis as the MPH culminating project. This option is less frequently chosen, because the great majority of the students intend to go directly into professional practice. However, those students who expect to pursue an academic degree program such as the PhD are encouraged to consider a thesis, and there are of course students who are interested in a topic that is best approached in the thesis format.

For those students who prefer an alternative to the thesis, the options are designated by the specialization division. In most specializations the principal thesis alternative is an applied research project (which might also take the form of a grant proposal). Health Services Management and Policy students undertake an integrative writing project, which may be in the form of an applied research project, policy analysis, or comprehensive case analysis. A variation of this option is also available for students in Veterinary Public Health.

More detailed descriptions of the culminating project requirements for each specialization are available from the division or the Office of Academic Programs.

### **Changes of Specialization in the MPH**

Each applicant for the full-time MPH indicates a desired area of specialization on the supplementary application for the College of Public Health. The admissions committee's review of the application is based on the characteristics desired for that area of specialization, and its capacity in terms of faculty and other resources. Thus the student's admission is effectively to a specialization within the College rather than to the College in general. Students may petition to change their field of specialization after admission, but permission to change is contingent upon review and acceptance by the division into which the student wishes to transfer. This is to prevent students from entering a field for which their academic or other background is not adequate, and also to minimize last-minute changes in the resource demands on a division as its enrollment fluctuates. A student requesting such a transfer must complete the appropriate form (see Appendix I). The proposed new division will review the form and indicate whether it accepts the transfer, denies the transfer, or accepts the transfer conditionally. Denial of a transfer would generally mean that the program is at its capacity and cannot now accept more students, or that the student lacks preparation for the proposed field. Conditional transfer means that the

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\* The Graduate School requires that each student complete a Master's Examination. The "culminating project" for the MPH satisfies this requirement either with a traditional examination or an alternative written product, as explained in this section.

student is potentially acceptable, but must meet some specific criterion such as a prerequisite course before the transfer is finalized. Depending upon the timing, any student transferring between specializations may find that it is necessary to take more than the 60 credit hour minimum for the MPH in order to meet the requirements of the new specialization.

## 5.2 DUAL SPECIALIZATIONS

Most students will find that their objectives are best met by a single specialization and the careful use of their elective time. The option of pursuing two specializations within the MPH is available provided the student meets certain conditions:

- The student must also be admitted by the division or program committee overseeing the second specialization, and must have an adviser assigned for each specialization.
- The student must satisfy all the course requirements for both specializations, which will necessarily extend the program beyond the minimum 60 credit hours. Course waivers or substitutions will not in general be approved simply for the purpose of enabling a second specialization, and the student must be prepared to extend the enrollment to accommodate the requirements.
- The student must either complete two practice placements and two culminating projects, or must have agreement of the two specializations that a single practice placement and/or culminating project is adequate to meet the requirements of both specializations, and both advisers must approve the work.

## 5.3 THE MPH PROGRAM FOR EXPERIENCED PROFESSIONALS

The curriculum for the MPH Program for Experienced Professionals (PEP) is similar to that for the full-time MPH, requiring the same total of 60 credit hours. However, PEP students do not specialize other than through their use of electives and their choices for practicum and culminating project. The specific PEP course requirements recognize the needs and interests of more experienced students, with emphasis on general preparation for positions of leadership in public health. The division of time in the curriculum is as follows:

1. Required courses (40 credit hours)
2. Electives (8-12 credit hours)
3. Practicum (4 credit hours)
4. Culminating project (4-8 credit hours)

### Required Courses

The course listings below are given without specific course numbers. Some courses are undergoing changes in their numbers, titles, and descriptions, and it may be more confusing than helpful to list course numbers that are likely to change soon. Students will be given complete information for registering accurately while we are in this transition process. If there is any question concerning the identification or equivalency of courses, students should contact the Office of Academic Programs, which will have the most up-to-date information.

- |                |   |            |
|----------------|---|------------|
| • PUB-HLTH 741 | Public Health Organization                        | 4 cr. hrs. |
| • PUBH-EPI 700 | Epidemiology for Experienced Health Professionals | 4 cr. hrs. |
| • PUBH-HBP 720 | Preventing Disease and Promoting Health through   |            |

	Behavioral Science	4 cr. hrs.
• PUBH-BIO 601	Statistical Methods for Public Health Practice I	4 cr. hrs.
• PUBH-BIO 602	Statistical Methods for Public Health Practice II	4 cr. hrs.
• PUBH-EHS 731	Principles of Environmental Health Sciences	4 cr. hrs.
• HSMP 800	Health Care Organization	4 cr. hrs.
• PUBH-HBP 824	Program Evaluation in Public Health	4 cr. hrs.
• HSMP 805	Intro to Health Policy	4 cr. hrs.
• HSMP 823	Financial Management of Public Health Programs	4 cr. hrs.

### **Electives**

Eight to twelve credit hours of electives may be applied toward the sixty required for the degree (naturally, students may take more if they wish). Some electives will be offered within the College of Public Health in formats to make them more accessible to PEP students (e.g., evening, weekend, distance education). In addition, students may take approved courses in other departments at Ohio State, or at other universities. Elective courses taken in other departments or other universities must have **prior approval** from the student's adviser and the Graduate Studies Committee chair. A listing of currently approved electives is available through the Office of Academic Programs, and will periodically be updated. The student who wishes to take an elective that is not already on the approved list must submit an elective course approval form (included in Appendix I) together with supporting documentation. In order to receive approval, the course must be at the graduate level, relevant to public health, and contribute to your career goals and objectives. It is essential to obtain advance approval for electives in order to avoid any possibility of a very expensive disappointment.

### **MPH/PEP Practice Placement**

The practicum (field practice placement) may be pursued at any time after completion of the first year of course work. Typically, students complete the practicum during the summer between the first and second years. The practicum must precede the culminating project described in the next section. A workshop offered once per year during an on-campus session explains the requirements and process in more detail.

Each hour of field placement credit requires 30 hours of on-site participation in an approved public health-related activity under the supervision of a public health practitioner serving as preceptor. Thus the full practicum experience requires 120 on-site hours (4 credits times 30 hours). The student works on a project of interest that benefits the sponsoring organization, and prepares a written final report on the experience. The student is also required to give an oral presentation in a seminar session reporting on his/her experiences.

PEP students are encouraged to select a practicum placement in an organization different than their current employment. However, it is permissible to complete the practicum in the student's place of employment. In this case, the experience must be significantly different than the student's regularly assigned duties, must take place outside the student's usual work area, and the preceptor must be someone other than the student's regular work supervisor.

For further details, please refer to the *Field Practice Placement Student Handbook*.

**Culminating Project**

The culminating project is a required learning activity intended to assist each student in synthesizing and applying content from the program. The student, with the guidance of a faculty adviser, will prepare a grant proposal targeted to a particular funding source or conduct an applied research project on a public health issue of interest to the student. This will be completed during the second year of the program, and will incorporate a series of structured assignments to move the students through the process. More complete information concerning the process and requirements is available in the culminating project guidelines document that is distributed to students during a workshop session.

**Class Assignments**

The PEP format imposes time constraints that require special responsibility from the student.

PEP students will need to pay particular attention to the requirements for reading and other assignments that are to be completed before the first class meeting of the quarter and in the intervals between meetings. Each instructor will review these expectations with the class.

**Class Schedule**

The MPH Program for Experienced Professionals consists of a combination of on-campus sessions and a variety of assignments and distance learning activities. The program begins in the Summer Quarter, typically with three two-day weekends. The remaining on-campus sessions are offered on one three-day weekend each month during the Autumn, Winter, and Spring Quarters. Students usually enroll for two courses during each quarter (eight credit hours per quarter, except the initial Summer Quarter of four credit hours). The weekend classes will start at 1:00 p.m. on Fridays and continue through Sunday afternoon, with the sessions evenly divided between the two subjects. The schedule may vary depending upon the subject and the nature of the distance learning components of the courses.

**Attendance Policy**

Students must attend all three weekends in a quarter for credit. Exceptions may be possible for legitimate extenuating circumstances; it is the student's responsibility to discuss this with the instructor in advance. However, no more than the equivalent of one weekend in a quarter may be missed, and in any case all assignments must be completed. Individual instructors may have more specific attendance requirements because of the structure of the course (e.g., a scheduled presentation by the student, a laboratory experience, etc.). Any departures from the standard attendance policy should be in the course syllabus, and any questions should be discussed with the instructor.

Each student must take the full load of eight credit hours per quarter (four in the initial summer), including the electives, practicum, and culminating project, in order to graduate in two years. Because of the sequential nature of the curriculum, missing a course could extend the time to graduation by several quarters. Any student contemplating a reduced schedule should discuss this carefully with her/his adviser and/or the PEP director to be sure that the implications for degree progress are understood.

**5.4 GRADUATION [GSH II.5.5]**

Students must be enrolled for a minimum of three graduate credits during the quarter in which they wish to graduate. An "Application to Graduate" form must be completed by the student, signed by the adviser, and returned to the Office of Academic Programs (OAP) for processing. The deadline for submitting the signed form to OAP each quarter is the first

Friday of the quarter of graduation. Students also are expected to complete an Exit Questionnaire, as explained in Section 13 of this handbook.

### **5.5 TIME LIMIT**

The MPH degree must be completed within 5 years from the date of matriculation into the graduate program of the College of Public Health. The responsibility for academic progress and fulfillment of the time limit rules rest with each student. The OAP sends a letter to students who have not yet completed the degree three years after matriculation to remind them of the time limit and summarize their unfulfilled course requirements. Those who fail to make satisfactory progress toward the degree in the year following this letter will be placed on academic probation. Students who fail to complete the program in five years must reapply to the program by written petition to the Graduate Studies Committee. Advisers of students who fail to meet the 5-year rule will be notified that no further registration will be permitted in the absence of an approved petition. Approval may require the student to complete additional course work.

## Section 6

# Program for the Master of Health Administration Degree

### **6.1 GENERAL DEGREE REQUIREMENTS**

The Master of Health Administration degree may be earned under both thesis and non-thesis plans. Either plan requires a minimum of 84 credit hours of course work, distributed among required courses, electives, and the thesis or non-thesis option. The specific requirements relating to the distinction between the plans are explained in sections 6.2 and 6.3 below.

#### **Prerequisites**

A minimum of four quarter hours (3 semester hours) of financial accounting with a grade of B or better is required. At OSU, we recommend Accounting 310 or 211. Applicants are also strongly encouraged to take a second course in accounting, preferably stressing managerial accounting. Persons who have not met the prerequisite requirement may be admitted to the program to begin coursework, but some required courses may not be taken until the prerequisite has been satisfied. Applicants are urged to plan to complete the prerequisite in advance so that inefficient scheduling is not necessary.

#### **Required Courses**

HSMP 800, 802, 805, 811, 815, 820, 821, 822, 831, 870.02, 870.05, 870.06, 880, 882, PUBH-BIO 701, PUBH-EPI 710, PUBH-HBP 725, and one approved course in environmental health sciences.

#### **Master's Examination**

The student must satisfactorily pass a Master's Examination which is either an oral thesis defense (thesis option) or a written examination in the form of an integrative writing project (non-thesis option) and have the result communicated to the Graduate School by the deadline (approximately two weeks prior to Commencement; the date is published in the *Master Schedule* each quarter).

#### **Graduation [GSH II.5.5]**

Students must be enrolled for a minimum of three graduate credits during the quarter in which they wish to graduate. An "Application to Graduate" form must be completed by the student, signed by the adviser, and returned to the OAP for processing. The deadline for submitting the signed form to the OAP each quarter is the first Friday of the quarter of graduation. Students also are expected to complete an Exit Questionnaire, as explained in Section 13 of this handbook.

#### **Time Limit**

The maximum time allowed for completion of the MHA degree is six years from the date of first enrollment for the degree.

### **6.2 REQUIREMENTS FOR A NON-THESIS OPTION DEGREE**

Each student is encouraged to develop individual areas of expertise. This skill and knowledge development may be achieved by research leading to a thesis or through the

non-thesis option. The student choosing the non-thesis option will use more elective time in additional courses rather than for research credit. The non-thesis option includes the preparation of an integrative writing project (currently in the form of a comprehensive case analysis) that serves as the student's written Master's Examination.

### **6.3 REQUIREMENTS FOR A THESIS OPTION DEGREE**

The thesis is an important option in the curriculum, providing both a synthesizing opportunity for the student and a culminating project that tests the student's ability to apply the knowledge and skills presented in the program. The detail concerning Graduate School policies, including format, typing, deadlines, etc., is found in the *Graduate School Handbook*. In general, a thesis requires:

- identification of a topic area and an adviser willing to guide the preparation of the thesis;
- formation of an examining committee, composed of at least two members of the Graduate Faculty, including the adviser
- where appropriate, selection of a third member of the examining committee, who may be from outside the CPH;
- written and oral presentation of the thesis prospectus to the examining committee for approval (see Appendix I);
- completion of the thesis described in the approved prospectus;
- satisfactory defense of the thesis before the examining committee, and
- deposit of an approved (adviser-signed) copy of the full thesis and abstract in the program office and by electronic submission to the Graduate School.

### **6.4 THE ADMINISTRATIVE RESIDENCY**

Each MHA student is required to satisfy a practice placement requirement, which is ordinarily accomplished through a summer administrative residency placement during the summer between the first and second academic years. Although MHA students are not enrolled for course credit during the residency placement, they are expected to meet the same minimum time allocation as MPH students (120 hours); in practice the time spent is usually considerably more. The student is not registered during the residency period both as an economy measure for the student and because the specific content is established by the residency program rather than the academic program.

Students may petition to substitute practice activities during the academic year for the residency, and those with significant practice experience before entering the program may petition to waive this requirement. However, even students who have substantial health care experience benefit from the opportunity to observe and practice management under the guidance of a preceptor, without the pressure of a regular employment relationship and with the clear expectation that the residency will be tailored to fit individual backgrounds and interests. The detailed policies governing the residency are found in *Guidelines for the Residency Program*, which is provided to students and preceptors prior to the residency.

### **6.5 ADMINISTRATIVE RESIDENCY PLACEMENT**

The residency is intended to be a learning period, rather than a formal employment relationship. A stipend is customarily paid to the resident by the organization in recognition of the expenses involved in foregoing alternate employment and possibly in relocation.

Because of the educational purpose of the residency, the program takes an active role in helping to identify a suitable residency placement for each student who wishes to participate. The student also is welcome to take an active role in the process. Most residency placements are accomplished within the HSMP Division using a process designed specifically for that purpose through the Director of Professional Development. Information on the residency and the placement process is distributed to students in the fall, and a series of informational meetings and individual counseling sessions will guide the student through the process.

## Section 7

# Program for the Master of Science Degree

### 7.1 GENERAL DEGREE REQUIREMENTS

The Master of Science degree is intended for students whose interest is in the academic subject matter of the field rather than in professional practice. It is a natural entry point for many students who will eventually continue for the PhD. Because of this orientation, the emphasis in the MS program is on building a strong foundation in a particular specialty field, along with the research methods important in that field. To reflect this research and academic orientation, the MS ordinarily requires the preparation of a thesis, though it is available under a non-thesis option at the discretion of the division of specialization. The degree consists of a minimum of 60 credit hours, of which a maximum of 12 credit hours may be given for the preparation of the thesis. There is no practice placement requirement for the MS.

### 7.2 COURSE REQUIREMENTS

Even though the MS is not intended for professional practice, the faculty believe that it is important for students to gain an appreciation of the scope of the field of public health. Thus students in the MS are required to show approved coverage in epidemiology and at least one of the other four areas basic to public health. The overall distribution of course work is as follows:

1. Approved courses in areas of knowledge basic to public health (8 credit hours minimum)
2. Approved specialization and elective courses (40-48 credit hours)
3. Thesis (4-12 credit hours)

### Specialization Requirements for the MS

There are presently three approved areas of specialization in the MS: biostatistics, epidemiology, and environmental health sciences. The requirements listed below are in addition to the minimum of 8 credit hours in epidemiology and other core areas of public health. Because of the research orientation of the degree, it is essential that students work closely with their advisers to plan their use of electives to build the expected skills and support their thesis or culminating project.

### ***Biostatistics (PUBH-BIO)***

PUBH-BIO 701	Design and Analysis of Studies in the Health Sciences I	04 cr. hrs.
PUBH-BIO 702	Design and Analysis of Studies in the Health Sciences II	04 cr. hrs.
PUBH-BIO 703	A Problem-Oriented Approach to Biostatistics	04 cr. hrs.
PUBH-BIO 786	Biostatistics Consulting Laboratory	03 cr. hrs.
PUBH-BIO 793	Statistical Programming	02 cr. hrs.
STAT 610	Probability for Statistical Inference	05 cr. hrs.
STAT 623	Theory of Statistical Analysis	05 cr. hrs.
STAT 645	Applied Regression Analysis	05 cr. hrs.

Choose two of the following:

PUBH-BIO 605	Applied Survival Analysis	04 cr. hrs.
PUBH-BIO 606	Applied Logistic Regression	04 cr. hrs.
PUBH-BIO 651	Survey Sampling Methods	04 cr. hrs.
PUBH-BIO 624	Applied Longitudinal Analysis	04 cr. hrs.
PUBH-BIO 625	Multidimensional Data Analysis	04 cr. hrs.

### **Environmental Health Sciences (PUBH-EHS)**

PUBH-EHS 731	Principles of Environmental Health	04 cr. hrs.
PUBH-EHS 732	Basic Concepts in Toxicology	04 cr. hrs.
PUBH-EHS 733	Toxicology of Chemical Agents	04 cr. hrs.
PUBH-EHS 830	Principles of Occupational Health	04 cr. hrs.
PUBH-EHS 831	Principles of Risk Assessment	04 cr. hrs.
PUBH-EPI 711	Epidemiology I	04 cr. hrs.
PUBH-EPI 713	Epidemiology in Environmental Health	04 cr. hrs.
PUBH-BIO 701	Design and Analysis of Studies in Health Science I	04 cr. hrs.
PUBH-BIO 702	Design and Analysis of Studies in Health Science II	04 cr. hrs.

Select two of the following:

PUBH-EHS 794	Exposure Assessment	04 cr. hrs.
PUBH-EHS 794	Introduction to Water and Human Health Risk	04 cr. hrs.
PUBH-EHS 835	Molecular Techniques for Environmental Health Sciences	05 cr. hrs.

Select one of the following:

PUBH-BIO 703	Problem-Oriented Approach to Biostatistics	04 cr. hrs.
PUBH-BIO 794Q	Practical Biostatistics for Biomedical Lab	04 cr. hrs.

### **Epidemiology (PUBH-EPI)**

PUBH-EPI 710	Principles of Epidemiology	04 cr. hrs.
PUBH-EPI 711	Epidemiology I	04 cr. hrs.
PUBH-EPI 712	Epidemiology II	04 cr. hrs.
PUBH-BIO 701	Design and Analysis of Studies in the Health Sciences I	04 cr. hrs.
PUBH-BIO 702	Design and Analysis of Studies in the Health Sciences II	04 cr. hrs.
PUBH-BIO 703	A Problem-Oriented Approach to Biostatistics	04 cr. hrs.
PUBH-EPI 705	Design and Implementation of Health Surveys	04 cr. hrs.
PUBH-BIO 793	Statistical Programming	02 cr. hrs.
PUBH-EPI 794*	Biological Basis of Disease	04 cr. hrs.
PUBH-EPI 810	Epidemiologic Methods	04 cr. hrs.

\*Required for students who do not have an MD, DVM, or equivalent clinical degree (temporary number, will change when permanent number is assigned).

Choose two of the following:

PUBH-EPI 713	Environmental Epidemiology	04 cr. hrs.
PUBH-EPI 814	Chronic Disease Epidemiology	04 cr. hrs.
PUBH-EPI 815	Infectious Disease Epidemiology	04 cr. hrs.
PUBH-EPI 816	Cancer Epidemiology	04 cr. hrs.
PUBH-EPI 817	Cardiovascular Disease Epidemiology	04 cr. hrs.

Choose one of the following:

PUBH-BIO 605	Applied Survival Analysis	04 cr. hrs.
PUBH-BIO 606	Applied Logistic Regression	04 cr. hrs.

Choose two of the following:

PUBH-EHS 731	Principles of Environmental Health	04 cr. hrs.
PUBH-HBP 720	Preventing Disease and Promoting Health through Behavioral Science	04 cr. hrs.
HSMP 800	Health Care Organization I	04 cr. hrs.

Note that Epidemiology has built the required coverage of the areas basic to public health into the curriculum design, and no further courses are necessary for this purpose.

### 7.3 THE THESIS

The thesis is an integral part of the MS degree, allowing the student the opportunity to investigate a topic of personal interest and importance to the field, and to integrate and synthesize from the knowledge and skills presented in the program. The student may petition the division of specialization for permission to pursue the MS under a non-thesis option. If the petition is approved, the division will establish the alternative mechanism to satisfy the Graduate School requirement for a Master's Examination [GSH II.5.2].

The detail concerning Graduate School policies, including format, typing, deadlines, etc., is found in Part III of the *Graduate School Handbook*. In general, a thesis requires:

- identification of a topic area and an adviser willing to guide the preparation of the thesis;
- formation of an examining committee, composed of at least two members of the CPH Graduate Faculty, including the adviser;
- where appropriate, selection of a third member of the examining committee, who may be from outside the CPH;
- written and oral presentation of the thesis prospectus to the examining committee for approval (see Appendix I);
- completion of the thesis described in the approved prospectus;
- satisfactory defense of the thesis before the examining committee, and
- deposit of an approved (adviser-signed) copy of the full thesis and abstract in the program office and electronic submission to the Graduate School.

The student has primary responsibility for topic selection and formation of the Master's Examination Committee. It will usually be the case that the proposed topic area will make clear who could serve as adviser, and the committee will be formed by consultation between the student and adviser. However, the student must be aware that a faculty member may refuse to serve as adviser or committee member for a topic that is thought to be unworkable or that lies outside the faculty member's areas of competence.

The thesis prospectus sets out the plans and methods of the proposed thesis research. It ordinarily includes: a) discussion of the background of the problem and an introductory survey of the relevant literature; b) a statement of the scope of the proposed work, including how the study adds to the stock of knowledge; c) a statement of the hypotheses or objectives of the study; and d) discussion of the data to be collected and the methods to be used in their analysis.

#### **7.4 GRADUATION**

Students must be enrolled for a minimum of three graduate credit hours during the quarter in which they wish to graduate. An "Application to Graduate" form must be completed and signed by the adviser and returned to the OAP for processing. The deadline for submitting the signed form to the OAP each quarter is the first Friday of the quarter. Students are also expected to complete an Exit Questionnaire, as explained in Section 13.

#### **7.5 TIME LIMIT**

The MS degree must be completed within 5 years from the date of matriculation into the graduate program of the College of Public Health. The responsibility for academic progress and fulfillment of the time limit rules rest with each student. The OAP sends a letter to students who have not yet completed the degree three years after matriculation to remind them of the time limit and summarize their unfulfilled course requirements. Those who fail to make satisfactory progress toward the degree in the year following this letter will be placed on academic probation. Students who fail to complete the program in five years must reapply to the program by written petition to the Graduate Studies Committee. Advisers of students who fail to meet the 5-year rule will be notified that no further registration will be permitted in the absence of an approved petition. Approval may require the student to complete additional course work.

#### **7.6 MASTER'S DEGREE ON THE BASIS OF CANDIDACY FOR THE PH.D. [II.5.9]**

The Graduate School offers graduate programs the option to grant the Master of Science on the basis of satisfactory completion of the Candidacy Examination, providing certain conditions are met [II.5.9]. These include: (1) that the individual does not have an equivalent prior master's degree in the same field, and (2) that the degree is recommended by the graduate studies committee. The Master of Science degree is ordinarily granted in the College of Public Health as a degree in course, for which there are specific requirements including a master's thesis. Therefore the College of Public Health has determined that it will only approve awarding the MS degree on the basis of passing the Candidacy Examination under these additional conditions:

- (1) the student must have completed 90 or more credit hours of relevant graduate work at Ohio State; and
- (2) the student chooses not to complete the PhD requirements or fails to complete all PhD requirements within the time limit for the PhD degree.

## Section 8

# Program for the Doctor of Philosophy Degree

### **8.1 GENERAL DEGREE REQUIREMENTS**

The PhD degree requires a significant program of study and research that qualifies the recipient to work independently and contribute to the advancement of the field of knowledge.

Thus the emphasis is on mastery of the field, and particularly on the acquisition of research skills as a basis for original work. The PhD in Public Health can be pursued in five of the specialty tracks within the CPH (epidemiology, biostatistics, environmental health sciences, health behavior and health promotion, and health services management and policy).

### **8.2 CURRICULUM REQUIREMENTS**

Even though the PhD is not intended for professional practice, the faculty believe that it is important for students to gain an appreciation of the scope of the field of public health. Thus all PhD students are required to show that they have coverage at least two areas of knowledge basic to public health, one of which must be epidemiology. Students who have received an MS or MPH from Ohio State will have met this requirement automatically. Others may be required to take selected courses from the master's level offerings for this purpose. Beyond this distribution requirement, the specific courses needed for the PhD are determined by the student's field of specialization and Advisory Committee, as described below.

The Graduate School establishes the minimum course credit requirement within which the specific course requirements exist [GSH II.6.2]. The PhD degree requires a minimum of 135 credit hours of approved course work beyond the baccalaureate degree. If a relevant master's degree has been earned by the student, then a minimum of 90 graduate credit hours beyond the master's degree is required. In either case, a maximum of 45 credit hours may be given for dissertation research. That is, a student who already holds a master's degree would have a minimum of 45 credit hours of course work exclusive of dissertation credit.

#### **Residence Requirement**

In addition to the overall credit requirement, the student must fulfill a residence requirement after the master's degree has been earned or after the first 45 hours of graduate credit have been completed:

1. a minimum of 45 graduate credit hours must be completed at this University
2. a minimum of three out of four consecutive quarters with an enrollment of at least ten graduate credit hours per quarter must be completed while in residence at this University
3. a minimum of 20 graduate credit hours over a period of at least two quarters must be completed after admission to candidacy (ref.II.6.10)

#### **Course Requirements**

Each PhD student must have a specialization ("major") that is drawn primarily from one of the core areas of the College. While the definition of the major field may be responsive to

individual interests, it is the responsibility of the division and the student's Advisory Committee to insure that the student has an adequate grounding in the representative content of the field. In addition, the student is required to show expertise in the research methods appropriate for the major field chosen, and to select a supporting minor field. Fields of specialization may create standardized curriculum requirements to meet the expectations of the discipline, or may permit more discretion by the Advisory Committee. See Appendix G for specific requirements that have already been established for some fields.

The distribution of courses in the student's curriculum is expected to approximate the weights of the portions of the Candidacy Examination, which are as follows:

Major area of study	40%
Research methods	40%
Minor area of study	20%

This percentage allocation means that the 90 hours of required course work (other than thesis research credit), including any transferred from a master's degree, must include at least 36 credit hours in the major area, 36 in research methods, and 18 in the minor area.

### 8.3 ADVISORY COMMITTEE

The Graduate Faculty of the College of Public Health delegates the responsibility for establishing course requirements for the PhD student to the division of specialization and the Advisory Committee. The Advisory Committee, selected with the advice and consent of the GSC chairperson, is composed of a minimum of four persons meeting these criteria:

- All committee members must be category P graduate faculty members. Category M faculty may serve on the committee with approval of the division chair and the Graduate Studies Committee chair.
- The major field is represented by two members, including the student's adviser, who must have faculty appointments in the College of Public Health division containing the student's major area. The adviser's principal appointment must be in the College of Public Health.
- The research methods area is represented by one College of Public Health faculty member appropriate for the curriculum of the student.
- The minor field is represented by one member appropriate for the curriculum of the student, who must come from outside the division containing the student's major field and may come from outside the College of Public Health.

Additional members meeting the criteria stated may be included (e.g., the research methods area could be represented by two persons rather than one). A student who wishes to depart in any other way from the stated criteria must petition in writing with the adviser's support, indicating the justification for the departure. Any departure from the criteria must be approved by the chair of the student's major division and the GSC chairperson.

The adviser serves as chairperson of the Advisory Committee and the Candidacy Examination Committee and is responsible for coordinating the preparation and conduct of both the written and oral portions of the Candidacy Examination. The Advisory Committee continues these activities until the student selects a Dissertation Committee, subsequent to the successful completion of the Candidacy Examination.

Students admitted to the PhD program will work with their advisers to create a tentative curriculum plan during the first quarter of enrollment. The complete Advisory Committee must be formed and the student's complete curriculum plan must be approved within eight quarters of enrollment as a PhD student or within four quarters for students who have received a master's degree in the College of Public Health. In either case, the GSC chairperson must approve the membership of the Advisory Committee and the proposed curriculum (see Doctoral Curriculum Approval Form, Appendix I). In addition, the complete curriculum plan must be approved at least two quarters before the student attempts the Candidacy Examination.

#### **8.4 CANDIDACY EXAMINATION [GSH II.6.4]**

The Candidacy Examination tests the student's knowledge of the major and minor areas, research methods, and in general the capacity to undertake independent research and the ability to think and express ideas clearly. The Advisory Committee determines when the student is ready to take the Candidacy Examination and makes a recommendation to the chairperson of the Graduate Studies Committee. The determination is based upon their assessment of both the student's level of preparation and the completion of required course work. The Candidacy Examination must be scheduled at a time acceptable to all committee members. Students should not assume that faculty will be available during breaks or off-duty quarters. The student must be registered for at least three graduate credit hours during the quarter of the Candidacy Examination, and must submit a "Doctoral Notification of Candidacy Examination" form to the Graduate School for approval at least two weeks prior to the beginning of the exam.

The Advisory Committee constitutes the Candidacy Examination Committee. The Committee oversees the preparation, administration, and grading of the written portion of the Candidacy Examination. Other graduate faculty members may participate in the written portion at the invitation of the Committee. The full Committee reviews the written portion of the examination, conducts the oral portion of the examination, and determines the outcome of the examination as a whole.

#### **Written portion of the examination**

1. The written portion of the examination will cover the three required parts of the student's curriculum plan: the major area, minor area, and research methodology.
2. Each division is responsible for establishing policies within the framework established by the Graduate Studies Committee concerning the basic structure of the Candidacy Examination for students in that division, and communicating these policies to students in writing. See Appendix G for divisional policies. In the absence of specific policies adopted and communicated by the division, the written portion of the examination will be administered over a period not to exceed two weeks. Within that period, eight hours of examination will be devoted to the major area, four hours to the minor area, and eight hours to research methodology.
3. The Advisory Committee will determine the specific form and content of the examination, including the specification of any reference materials (books, tables of values, etc.) or other assistance (calculator, etc.) that are permitted.
4. At the request of the student's Advisory Committee, the Office of Academic Programs staff will be responsible for the actual administration of the examination, including locating a suitable space (and computer, if requested) for the student to use in taking the

- examination, distributing the examination, and collecting the student's work at the end of the allotted time.
5. While the examination should emphasize the student's particular areas of specialization, it is intended to assess overall knowledge of the field including the ability to think and work independently.
  6. Typed answers to the examination are required. If the student chooses to complete the examination initially in handwriting, the OAP will arrange to have the examination typed at the student's expense. Editing of the handwritten work during typing will not be permitted. Graphics that are legible and clearly drawn by hand need not be redone.
  7. At the student's request, the OAP will provide access to a computer with standard word processing software and a blank diskette for use in completing the examination. If the student wishes to supply his/her own computer, any necessary arrangements for space, etc., must be made with the OAP. In addition, the student must sign a statement indicating agreement not to use any software or files on the computer other than those permitted by the conditions specified for the examination.
  8. If the student chooses to complete the examination by computer, it is the student's responsibility to assure that adequate periodic backups are made. Any computer malfunction should be reported to the OAP at once, but no allowance can be given for work lost through such malfunction.
  9. It is the student's responsibility to do any editing for grammar, spelling, etc., before turning in the examination. Once turned in, the examination may not be modified.
  10. With the permission of the Advisory Committee, the Candidacy Examination may be cancelled for reasonable cause before it has begun. However, once the written portion has begun, the student is expected to complete it within the time period specified. If illness or other extraordinary event occurs, the student may petition for a modification of the examination schedule. The Advisory Committee will review the petition and make a recommendation to the Graduate Studies Committee, which must make the final decision.
  11. The examination is still in progress until both the written and oral portions have been completed. Before the examination begins, the Advisory Committee will communicate to the student the extent to which members of the Committee may discuss the examination with the student during the interval between the written and oral portions.
  12. At the conclusion of the written portion of the examination, the chairperson of the Advisory Committee should contact the members and request their initial evaluation of the written portion. If, based on the student's performance on the written portion, the Advisory Committee members "see no possibility for a satisfactory overall performance on the Candidacy Examination," [GSH II.6.5] the chairperson should inform the student of this fact. The student may choose to waive the oral portion and accept an unsatisfactory result, but the student cannot be denied the opportunity to go ahead with the oral portion. The procedures for a waiver are fully described in the cited section of the Graduate School Handbook.

**Oral portion of the examination** [GSH II.6.6]

1. It is the responsibility of the Advisory Committee chairperson to coordinate the scheduling of the oral portion of the examination, and to inform the Graduate School at least two weeks in advance so that a Graduate Faculty Representative may be appointed to the Candidacy Examination Committee. Once scheduled, any postponement must follow the rules in the *Graduate School Handbook*.
2. The oral portion of the Candidacy Examination lasts approximately two hours and normally must be completed within one month of the written portion.

3. The oral portion may include questions based upon the written portion, but may also range more broadly through any subjects included in the student's program.
4. At the beginning of the oral portion, the chairperson should excuse the student briefly so that the Candidacy Examination Committee may reach any necessary procedural agreements, such as the allocation of time and content for questions, the order of questioning, etc.
5. At the conclusion of the oral portion, the chairperson should again excuse the student so that the Committee can evaluate the student's performance.

#### **Result of the Candidacy Examination** [GSH II.6.7]

In order for the examination to be judged satisfactory, the student must perform at a satisfactory level in all three areas (major, minor, and research methodology). There is no specific relative weighting of the written and oral portions of the examination; each committee member reaches a conclusion concerning the student's performance on the examination taken as a whole. Upon completion of the Candidacy Examination, each committee member indicates an evaluation of satisfactory or unsatisfactory by signing the Candidacy Examination Report form that must be submitted to the Graduate School. The student will have successfully completed the Candidacy Examination only if the decision is unanimously affirmative. If the student receives an unsatisfactory, the Candidacy Examination Committee must decide whether to allow the student to take a second examination, and record its decision on the report form.

## **8.5 THE DISSERTATION**

### **Dissertation Committee and Prospectus**

Following successful completion of the Candidacy Examination, the student forms a Dissertation Committee as soon as the student and adviser agree that it is appropriate. The Dissertation Committee is composed of no fewer than 3 Graduate Faculty members of the CPH. The student's adviser, who must be a Category P member of the Graduate Faculty, serves as chairperson. Additional Graduate Faculty members outside the CPH may also serve on the Dissertation Committee. The Committee must approve the Dissertation Prospectus and complete the Prospectus Approval Form (Appendix I). The student is ordinarily expected to prepare an acceptable draft of the Dissertation Prospectus within one year of admission to candidacy.

### **The Dissertation**

The dissertation is intended to be a demonstration of the student's ability to function as an independent scholar. The Dissertation Committee will offer guidance, especially in the design of the study as described in the prospectus, but the student is responsible for the conduct of the research and preparation of the dissertation. While the length of time it takes to complete the dissertation research varies considerably, the faculty generally expects an acceptable draft of the dissertation to be complete within three years of admission to candidacy. The Graduate School requires the Doctoral Dissertation to be completed within 5 years of admission to candidacy [GSH II.6.8]. Doctoral candidates who do not complete the doctoral dissertation within five years after being admitted to candidacy will have their candidacy cancelled. With the permission of the adviser and the Graduate Studies Committee, the student may take a Supplemental Candidacy Examination. If this examination is passed, the student will be readmitted to candidacy and must complete the dissertation within two years.

**Final Oral Examination [GSH II.6.10]**

When the dissertation is complete, the Dissertation Committee together with the Graduate Faculty Representative will conduct the Final Oral Examination. The Final Oral Examination tests originality and independence of thought, the ability to synthesize and interpret research results and the quality of the dissertation research. The Final Oral Examination will include discussion of the dissertation, but may range broadly to determine the student's ability to draw connections, understand perspectives, etc. All members of the Final Oral Examination Committee must be present at all times during the Final Oral Examination, which lasts approximately two hours [see GSH II.6.10.9 for special arrangements for teleconferencing]. The Final Oral Examination may be open to individuals other than the doctoral candidate and Committee members upon the approval of the candidate and the majority of the Committee. However, invited guests will not participate in the examination nor be present during any evaluative discussion of the candidate by the Committee. The student will have successfully completed the Examination only if the evaluation is unanimously affirmative.

**Final Copies of the Dissertation [GSH II.6.12]**

The adviser will indicate final approval of the dissertation, which cannot occur until the Final Oral Examination has been completed satisfactorily, by signing the title page. In addition to the requirements of the Graduate School concerning the final copy, the student must deposit one copy in the Office of Academic Programs of the CPH.

## Section 9

# Combined and Dual Degree

### **9.1 COMBINED AND DUAL DEGREE PROGRAMS DEFINED**

The Graduate School permits students to undertake two simultaneous degree programs. A “combined” degree program involves one graduate degree and one professional degree (e.g., the MPH and MD). A “dual” degree program involves completing two master’s degrees (e.g., the MHA and MBA). Although there are unique features of the various combined and dual degree programs, the basic principle is that the student must apply to each degree program separately and be admitted. If a student applies to two degree programs and is admitted to only one, the student has the option to pursue that degree alone. Admission to any graduate or professional degree does not create a presumption of admission to other degree programs, for which the admission criteria and competition may be quite different.

### **9.2 COMBINED DEGREE PROGRAMS [GSH II.7.1]**

Several options exist for combining the graduate degrees of the CPH with professional degrees. Those listed below are the most frequently pursued, but others may be arranged (e.g., DDS/MPH, DVM/MPH). Additional information, including sample course schedules, is available from the Office of Academic Programs.

#### **Combined MD/MPH**

This program was created for those medical students with a strong interest in public health practice. In the combined MD/MPH, the student takes a leave of absence from the MD curriculum following the completion of the first two years of study and Part 1 of the USMLE. The student then undertakes one academic year of full time study in the College of Public Health, which allows completion of 48 (or more) of the 60 credit hours required for the MPH. The remaining 12 credit hours include 4 credit hours of practice placement, 4 credit hours for the culminating project, and 4 credit hours of elective. The student will usually return to the medical curriculum for one full year (Med III) of clinical rotations, all of which are required, and then complete the MPH requirements during the final year (Med IV) of the medical curriculum, using the MPH work to satisfy some of the Med IV electives.

#### **Combined MD/MHA**

The combined MD/MHA is structured much like the MD/MPH, in that the student completes the first two years of the MD curriculum and Part 1 of the USMLE and then takes a leave of absence. The student usually completes one academic year of the MHA and then returns to the MD curriculum as in the MD/MPH. The MHA is a longer degree (84 credits as opposed to 60 for the MPH), and thus more accommodation is required. The MD curriculum is permitted to count for 24 credit hours normally in the MHA, leaving 60 required hours. To avoid scheduling difficulties, students considering the MD/MHA are urged to consult with the HSMP Division before beginning the program to determine whether it is possible to take a portion of the MHA course work before beginning the MD or during the summer between Med I and Med II. Many MD/MHA students also choose to carry a heavier course load during their year of full-time graduate study.

**Combined MD/PhD**

This combination is administered by the Medical Scientist Program of the College of Medicine. The MD/PhD program was created for those medical students with strong interest in academic public health or public health research. Typically, students attend the first two years of the basic science curriculum of the MD program, followed by a three-year period during which advanced course work and research directed toward the PhD degree is undertaken. Upon award of the PhD, students continue with the two years of clinical experiences required for the MD degree.

**Combined PharmD/MPH**

The PharmD/MPH combination is patterned on the MD/MPH. In the combined program, the student leaves the PharmD curriculum following the completion of the first three years of study. The student then undertakes one academic year of full time study in the College of Public Health, which allows completion of most of the 60 credit hours required for the MPH. The student returns to the PharmD curriculum for the final year, during which any remaining public health requirements are met simultaneously with PharmD course work. The student is permitted to make dual application of 10 credit hours from the PharmD program to satisfy the health administration core requirement, the practice placement requirement, and two hours of elective credit. In order to accomplish this dual application of credit, the student must arrange for a mutually acceptable placement during a portion of the required pharmacy practice experience.

**Combined JD/MHA or JD/MPH**

The JD/MHA or JD/MPH program is quite simple in structure. The student takes one year of full-time course work in each program, in either order (i.e., one year of JD followed by one year of graduate work or vice versa). In the remaining two academic years, the student may take law and graduate course work simultaneously. The only major consideration is the practical complexity introduced by the fact that the law degree is taught in semesters, while the graduate courses are taught on the quarter system.

Some course substitutions are possible, so that the combined degrees take one year less than the two degrees would require if taken separately. JD/MHA students take the entire core of the MHA degree except for the health law course (HSMP 811), for which they substitute a similar course in law. Law courses are permitted to substitute for the MHA electives, and MHA courses count as electives in the JD program. The JD/MPH program is quite analogous, but requires fewer graduate hours and thus less substitution is necessary.

**JD Degree**

First year law courses	30 semester hours
MHA or MPH courses (18 quarter hours)*	12 semester hours
Law electives	<u>42</u> semester hours
Total	84 semester hours

**MHA Degree**

MHA core courses (except HSMP 811)	60 quarter hours
Law courses (16 semester hours)**	<u>24</u> quarter hours
Total	84 quarter hours

MPH Degree

MPH required courses	48-56 quarter hours
Law courses (3-8 semester hours)**	<u>4-12</u> quarter hours
Total	60 quarter hours

\* Courses also counted toward the MHA or MPH

\*\* Courses also counted toward the JD

**9.3 DUAL MASTER'S DEGREE PROGRAMS [II.5.7]**

Students in the MPH or MHA program may also elect to pursue another master's degree simultaneously. The student must apply to, and be accepted by, both degree programs individually. The general rules governing dual degrees have been established by the Graduate School. Although some dual counting of courses is possible, primarily for electives, the student must satisfy the credit hour requirements for each program. A minimum of 50 percent of the hours applied to each degree must be unique to that degree and cannot be used for dual credit.

A specific plan for pursuing the degrees must be approved by the GSC of the College of Public Health and the Graduate Studies Committee of the second degree program. Sample programs for certain combinations most frequently proposed (e.g., the MHA/MBA, MHA/MPA, and the MHA or MPH with the MS in Nursing) are available from the Office of Academic Programs.

## Section 10

# Waiver of Courses and Transfer of Credit

### 10.1 DEFINITIONS

"Waiver of a course" means that the faculty accepts prior work by the student as satisfactory to meet a program course requirement. The waiver excuses the student from taking the required course, but does *not* lessen the hours required for graduation. In effect, a course waiver creates additional elective time for the student.

"Transfer of credit" means that the faculty permits coursework already completed prior to enrollment in the degree program to be counted toward the degree, reducing the additional credit hours required for graduation.

### 10.2 WAIVER OF A COURSE

A student may petition the faculty at any time for waiver of a course requirement. A form for this purpose is in Appendix I. The student should state the action requested and the justification and attach supporting documentation (such as the course outline, the grade received, etc.). The form requires that the request be reviewed and approved by the instructor of the course for which a waiver is sought. Divisions may establish specific criteria, such as waiver examinations, in addition to or instead of the review of other documentation. The Graduate Studies Committee chairperson will review the request for reasonableness and conformance with policy and may consult with other faculty in evaluating the petition. In general, courses will not be waived on any grounds other than equivalent prior or substitute coursework.

### 10.3 TRANSFER OF CREDIT [GSH II.3.2.3]

Students are urged not to assume that coursework already completed can be applied to a degree in the College of Public Health. All transfer credit requests are reviewed by the Graduate School for acceptability, so the recommendations made by the CPH are not final determinations.

For students with prior graduate study in another program at Ohio State, the credit will generally be applicable to the CPH program *to the extent that the coursework would normally have been approved as part of the CPH degree*, and consistent with any policy established for the specific degree program. In other words, courses from unrelated subject areas or courses that were completed so long ago as to be obsolete will not be accepted. In most circumstances, it is reasonable to limit transferred courses to those completed within the last five years, though exceptions may be approved where appropriate. The division or program committee for the student's area of specialization will make the decision concerning transfer credit at the time the student initially enrolls in the CPH program.

Credit also may be transferred to the CPH degree program from other universities. The same standards of applicability and timeliness apply, with three further constraints: (1) the faculty will not approve transfers that would effectively waive a significant portion of the required courses for the degree; (2) the faculty must be satisfied that the transfer credit is of such quality that it does not endanger the integrity of the degree; (3) the transfer must be

consistent with any residence requirements for the degree and any transfer policies established for the specific degree program. Note particularly that the residence requirement for a master's degree stipulates that eighty percent of the required hours must be taken at Ohio State (e.g., for a 60 credit hour degree, at least 48 credit hours must be earned at Ohio State and no more than 12 credit hours transferred from outside Ohio State).

In the case of core or other required courses, the review for approval will be conducted by faculty members teaching those courses. Divisions may establish specific criteria, such as waiver examinations, in addition to review of documentation as conditions for recommending transfer credit. In the case of proposed transfer credit for elective courses, the decision will rest with the division or program committee for the student's area of specialization.

Requests for transfer of credit must be made in writing, following the same guidelines as petitions for course waiver. Please note that section II.3.2.3 of the *Graduate School Handbook* outlines specific rules concerning timing and procedures for transfer credit.

#### **10.4 GRADUATE NON-DEGREE CREDIT [II.1.4.6.3]**

There is a firm Graduate School policy that no more than ten hours of graduate credit accumulated while a student was enrolled in non-degree status at OSU may count towards a graduate degree. The transfer of any graduate non-degree credit into the degree-granting program must be approved by the student's faculty adviser and the Graduate Studies Committee Chair.

## Section 11

# Academic Standards

### **11.1 ACADEMIC CONDUCT STANDARDS**

The underlying principle of academic conduct is the assurance of the integrity of the university's educational mission. Students are expected to abide by this principle in all relevant matters, including those identified below.

#### **Conflict of obligation or opportunity**

The wealth of opportunity available to the student at OSU makes it inevitable that there will be occasions when conflict arises (e.g., between regularly scheduled courses and guest seminars, special activities, employment, etc.). In these situations it is the faculty's expectation that the regularly scheduled course takes priority. Each instructor is free to make the judgment that a particular activity is of sufficient merit to warrant special arrangements. However, regularly scheduled classes should not routinely be expected to accommodate to other activities.

#### **Academic misconduct**

All instances of academic misconduct are serious in their potential for harm to the educational process. The University's Committee on Academic Misconduct is responsible for investigating allegations of academic misconduct and applying appropriate sanctions. The definition and examples below are taken from the OSU Code of Student Conduct ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)).

Academic misconduct [is defined as:]

Any activity that tends to compromise the academic integrity of the university, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;
3. Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment unless such assistance has specifically been authorized;
4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
5. Submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor of the course for which the work is being submitted;

6. Falsification, fabrication, or dishonesty in reporting laboratory and/or research results;
7. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
8. Alteration of grades or marks by the student in an effort to change the earned grade or credit;
9. Alteration of academically-related university forms or records, or unauthorized use of those forms; and
10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

Students should note especially the first example (violation of course rules). For instance, instructors' policies may vary widely concerning the conditions under which assignments are to be completed or the access permitted to examinations or other materials from current or prior offerings of the course. Violating such policies is academic misconduct.

It is the student's responsibility to know and abide by these policies, as it is the instructor's responsibility to announce them. If there is any uncertainty as to the acceptability of an action, the student should confer with the faculty member to clarify the expectation.

All cases of suspected misconduct or concerns about lax or irregular examination procedures should be reported to the instructor or to the Committee on Academic Misconduct (33 West 11<sup>th</sup> Avenue, Room 107; 292-7262). Sanctions imposed in cases of established misconduct range from warnings to suspension or dismissal from the University.

### **Plagiarism**

Plagiarism is a serious form of academic misconduct, even when it occurs due to carelessness rather than as an intentional act. Because of the importance of avoiding plagiarism, additional guidance is given on this subject in Appendix F.

## **11.2 ACADEMIC PERFORMANCE STANDARDS [GSH II.4]**

All students enrolled (either part-time or full-time) are expected to maintain a minimum 3.00 cumulative grade point-hour ratio (CPHR) in all graduate work completed at The Ohio State University and "maintain reasonable progress (ref. II.8.5) toward graduate program requirements." The following policy and procedures apply to all students in degree programs:

1. The faculty of the College of Public Health has determined that no course in which a grade of C- or below is earned may be counted as credit toward completion of the degree. If the student repeats the course in order to earn the hours, the original grade will continue to be in the cumulative point-hour ratio along with the new grade and hours.
2. Students falling below a 3.00 CPHR who have completed fifteen (15) or more hours of coursework will be placed on probation by the Graduate School. Restrictions may be placed upon the registration of any student below the minimum grade point average. Section II.4 of the *Graduate School Handbook* explains in detail the range of consequences that may result from inadequate performance.

3. In addition to the general Graduate School requirement of a cumulative grade average of 3.0 or better, students must meet the following requirements as they apply to their degree programs:
  - The student must achieve a grade of B- or better in all courses required in the area of specialization (even if taught outside the student's division), including the core course in that specialization. Any course in which a grade below B- was received must be repeated and a grade of B- or better earned. The division teaching the course may approve an alternative course as a substitute for retaking the same course. A student who fails to earn a grade of B- or better on a second attempt will be considered to have failed this requirement.
  - Students seeking the MPH or MHA degree must make no more than one grade of C or C+ in the core courses outside the specialization. A grade of B- or better is required in the remaining core courses.

Any student who fails to meet either of these requirements will be reviewed to determine whether the student's progress is satisfactory for continuation in the program, and may be denied further registration.

4. The graduate studies committee will review each student's academic record at the conclusion of each quarter for which the student is enrolled, to determine compliance with the 3.00 CPHR and reasonable progress requirements. Even though the student is in good standing in the Graduate School, there may be circumstances warranting placing the student on probation. These circumstances include: (1) failure to maintain a minimum GPA of 3.0 prior to the completion of 15 credit hours; (2) failure to maintain a minimum GPA of 3.0 in any given quarter; or (3) failure to show "reasonable progress" toward the degree, as determined on a case-by-case basis.
5. A probationary student who does not reestablish good standing within one quarter will be warned that dismissal/denial of further registration is likely if the record does not improve.
6. A student placed on probationary status by the Graduate Studies Committee may petition the Committee for a hearing and reconsideration of the action. In the case that the Graduate Studies Committee does not reverse its decision, the student may direct an appeal to the Dean of the College of Public Health. The Dean will appoint an Ad Hoc Faculty Committee comprised of three faculty members (who at the time do not serve on the Graduate Studies Committee) to hear the case and recommend a course of action.

### **11.3 GRADING STANDARDS IN SPECIFIC COURSES**

In addition to the general grade average standard discussed in the preceding section, standards may be established for satisfactory progress in individual courses or sequences. At present the only such policy applies to the biostatistics sequence PUBH-BIO 701, 702, and 703:

**Biostatistics Sequence Grade Policy**

A grade of B- or better is required in PUBH-BIO 701 in order to enroll in PUBH-BIO 702, and likewise in 702 in order to progress to 703. Any student who does not meet this standard is expected to repeat the course in which the grade was too low. Instructors in 702 and 703 have the option of permitting enrollment by persons who have not met this expectation, but this will only be done if the student has provided evidence to satisfy the instructor that the student is ready to make satisfactory progress in the next course.

**11.4 ANNUAL PROGRESS REVIEW**

During each year a review is made by the graduate studies committee of the progress of each student toward the degree. Full-time master's degree students are normally expected to graduate after no more than seven quarters of study. Part-time students will naturally require longer, but should show evidence of continual and efficient progress. Any student whose progress appears to be less than is desirable will be sent a letter from the Graduate Studies Committee Chairperson expressing concern and directing that an appointment be made with the student's adviser to discuss possible remedies.

Any student whose progress is so inadequate as to extend the program well beyond the normal graduation date (i.e., three or more extra quarters for students whose enrollment was primarily full-time) will receive a letter asking whether he or she should be considered an active degree candidate. To remain active, the student must prepare a written plan for completing the degree that meets with the adviser's approval, and must show clear progress in carrying out the plan according to schedule. If a satisfactory plan is not prepared or if the student does not show evidence of progress on the plan once it has been approved, the student will be considered inactive. Inactive status has these implications:

1. The faculty adviser assignment will terminate, as it is assumed the person is no longer seeking a degree.
2. The person must petition the department for return to active status if that is ever desired, at which time the conditions to be met will be specified.
3. The person may not claim to be a program graduate, and references provided by the faculty will carry that stipulation.
4. Inactive former students are considered alumni and are welcome in the alumni association, but will be designated in the alumni roster as not having received a degree.

## Section 12

# Graduate Associate Appointments

### **12.1 PURPOSE AND GENERAL INFORMATION [GSH II.8]**

Graduate Associate (GA) appointments represent a source of financial support and apprenticeship opportunity. They are awarded to students based on a combination of merit and suitability for the responsibilities of the appointment. Although the College tries to be responsive to student situations, financial need is not a primary criterion for these appointments. The College also employs students from time to time on an hourly basis. This sort of work is viewed differently, responding to needs that are temporary, irregular, or of limited scope, and without the responsibility of an associateship. These persons are not appointed as Graduate Associates, and Graduate Associates are not permitted to work on an hourly basis for the College.

### **12.2 TITLES**

The available titles are Graduate Research Associate (GRA), Graduate Teaching Associate (GTA), and Graduate Administrative Associate (GAA). Students in CPH may also be hired with such titles in other units (e.g., another academic department). Naturally, in such situations the Graduate Associate is subject to the rules of the employing unit.

The substantial majority of Graduate Associates in the CPH are employed as Graduate Research Associates, usually to assist faculty members on large sponsored projects. The variety of responsibilities assigned is great, depending on the nature of the projects and the capabilities of the students.

### **12.3 SELECTION AND APPOINTMENT**

In the College of Public Health, Graduate Associates fall into two basic categories: those funded by the CPH and those associated with specific research grants. Generally, we have only a small number (four to five) of College-funded positions per year. Students admitted to the graduate program on a full-time basis are automatically considered for support to the extent of available College funds. Awards are on the basis of merit as determined by the Graduate Studies Committee. Newly entering students are evaluated based on overall prior academic performance. This is determined by considering the student's GPA, GRE/GMAT scores, and college or universities attended. Doctoral students are generally given priority over first-year master's students.

The research-funded positions vary from year to year depending on the sponsored project activity of the faculty. Usually the majority of Graduate Associate appointments are in this GRA category. The individual faculty members supervising sponsored projects select Graduate Associates to meet their own project requirements. The Office of Academic Programs is responsible for obtaining information on the other sources of financial support likely to be offered to students (e.g., scholarships, etc.) and providing the student's academic record, but does not make these hiring decisions. It is usually counterproductive to have competing offers for the same student to work on different projects, so some effort will be made to coordinate offers by the faculty supervisors.

Any student is free to express interest in GRA positions, and the faculty may also solicit applications. Some research projects require quite specific skills, and thus it is important for students to understand that GRA appointments are not simply a response to financial need or a reward for generally good academic performance (though both can be among the relevant criteria).

The availability of GRA positions depends heavily on research funding. Although it is desirable to announce appointments for the following year in the early spring, it is frequently true that some appointments cannot be finalized until later. The Office of Academic Programs will attempt to expedite this process whenever possible.

#### **12.4 TERMS OF APPOINTMENT [GSH II.8.2]**

Appointment terms in the CPH are usually as shown below. Deviations from this pattern may exist due to student situation, the funding source, or the nature of the project.

1. Appointments are usually for three quarters (Autumn, Winter, and Spring). Exceptions to this would arise either from relatively short projects or because the student will graduate. Summer appointments are not typical for master's students, many of whom will have practice placement or administrative residency obligations.
2. Students may be appointed at either the 25 percent or 50 percent level. The usual appointment will be at 50 percent, unless one of three conditions is met: (1) the appointment is a GRA, and the scale of the project does not require or permit a larger appointment; (2) the student's schedule will not permit a 50 percent appointment without jeopardizing on-time graduation; or (3) the student requests a 25 percent appointment and the project responsibilities can be divided in a way that makes this possible.
3. A graduate student holding a 50% appointment is expected to perform an average of 20 hours of work per week (beginning with the first day of class and ending with the last day of finals week). Each Graduate Associate and faculty supervisor should determine the expected work schedule at the beginning of each quarter, including whether the student is responsible for work during breaks between quarters.
4. The Graduate School stipulates that graduate associates may not be assigned to teach courses in which graduate students are enrolled and they may not be involved in any decision-making processes over other graduate students. Graduate Teaching Associates (GTA) assigned to graduate courses may assist in scoring homework and exams under the instructor's supervision. The professor is responsible for assigning the final grade and responding to any questions or concerns about the grading. A description of the role of the GTA should be included in the syllabus.
5. Every GA appointment is communicated via a Graduate Associate Appointment Document that outlines the terms of the appointment.
6. Any GA who believes that the terms of his or her appointment are unfair or inappropriate (e.g., that more work is being required than is justified by a 25

percent appointment), or who has any other grievance arising out of the appointment, should first discuss this with the faculty supervisor. If resolution is not achieved, the student should bring the matter to the Graduate Studies Committee chair. Should the matter still not be resolved satisfactorily, the student may appeal to the Dean, or to the Council on Research and Graduate Studies [GSH II.8.4].

7. Any student who holds a graduate appointment for three consecutive quarters is eligible for a Fourth Quarter Fee Authorization during the immediately following fourth quarter, without being on an appointment (GSH, II.8.5.3).

Additional information regarding the standard terms of appointment and the benefits available to GAs may be found in the *Graduate School Handbook*.

### **12.5 STIPEND AMOUNTS**

As of Autumn Quarter 2007, the stipend amounts for persons paid from CPH funds are \$1295 per month for master's students and \$1,500 per month for PhD students, plus tuition and fee authorizations (assuming a 50 percent appointment; persons with a 25 percent appointment are paid half these stipend amounts and have half the tuition and fees covered). Persons funded by research grants must be paid at least this much, but their stipends are permitted to be higher if justified by the needs of the project. Graduate Associates must be registered for a least nine credit hours during each quarter, except during the Summer Quarter when the minimum is seven. Doctoral students who have passed the Candidacy Examination must register for at least 12 credit hours each quarter a 50% GA appointment is held, including Summer Quarter.

### **12.6 PROGRESS REQUIREMENT FOR PHD STUDENTS**

Newly entering doctoral students who already hold a master's degree or equivalent are eligible to receive appointments as Graduate Associates for two three-quarter periods at 50 percent time. Additional quarters of support beyond the first six quarters will be dependent upon successful completion of the Candidacy Examination and the completion of an approved dissertation prospectus. Members of the Graduate Studies Committee will make such decisions when the approved prospectus is available for review.

## Section 13

# General Information

### 13.1 CODE OF STUDENT CONDUCT

Students agree to abide by the policies established by the Code of Student Conduct when they enroll at The Ohio State University. It is the responsibility of each student to be familiar with the Code ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)). Disciplinary action may result whenever a student fails to abide by the policies and rules as set forth by the Code.

### 13.2 EVALUATION OF COURSES

The evaluation by students of courses, instructors, and curricula in the College of Public Health is an essential process. Evaluation should be seen as a positive activity, directed toward improving the quality and effectiveness of instruction in the School. The procedures listed below are intended to insure that the evaluation process is neither threatening nor burdensome for the participants.

The College requires that instructors seek evaluation for each course using the University Student Evaluation of Instruction (SEI) form. On occasion, when a course is taught by more than one faculty member, a supplemental form may be used in place of or in addition to the SEI. In the SEI system, data are collected utilizing a standardized questionnaire that is distributed to each student at the end of the course by a student representative. Each student is also given a blank sheet for open-ended comments, and some faculty members may request additional information with a structured questionnaire.

1. Course evaluations are administratively the responsibility of the Office of Academic Programs (OAP), which will usually delegate to specific students the mechanics of distributing and collecting the evaluation forms.
2. Instructors will not distribute nor collect the evaluations, nor remain in the room while they are being completed. The evaluations will be held by the OAP and not available to the instructor until grades have been turned in.
3. Student written comments will be photocopied, with the original held by the OAP and a copy given to the instructor, the division chair, and the dean. Students who do not wish to have their original handwritten comments seen by these persons have two choices:
  - a. Type the comments in advance and bring them to class on the day the evaluations are to be completed; *this option is strongly encouraged because it avoids the delay, cost, and errors introduced by transcription.*
  - b. Write **"PLEASE TYPE"** prominently at the top of the form, indicating a request that the OAP staff have the comments transcribed before they are made available to the instructor.
4. Students are always welcome to provide evaluative comments at other times and in other formats, concerning individual courses or other curriculum elements. The GSC chairperson and staff of the OAP will be happy to meet with students to discuss the range of evaluation opportunities that exist or to respond to special concerns.

### **13.3 PROGRAM REVIEW MEETINGS**

Periodically during each academic year, students are invited to attend general meetings and/or focus group sessions for discussion of critical issues pertaining to the curriculum, course content, teaching performance, the advising system, and other issues of importance in the graduate programs of the College. The meetings are jointly sponsored by the Student Advisory Committee and the Graduate Studies Committee, and may be conducted by students alone or by a mixture of students and faculty. The results of these sessions are prepared and submitted to the Graduate Studies Committee. The Dean in conjunction with the College faculty utilizes the results of these meetings to identify strengths and weaknesses of the graduate programs and teaching activities of the College.

### **13.4 GRIEVANCE PROCEDURE**

From time to time students may be dissatisfied with aspects of the program or may encounter interpersonal problems with other students, faculty or staff. Grievances that are program-related should be addressed to the Student Advisory Committee, which has been established specifically for this purpose. Where problems of interpersonal nature arise, the student is encouraged first to seek resolution with the person or persons involved. Experience suggests that this course of action is effective in most circumstances. If such efforts have been made, but the problem remains unresolved, the student should then consult the Chair of the Student Advisory Committee. In the event the Student Advisory Committee does not resolve the problem to the satisfaction of the student, the matter should be brought to the attention of the Chair of the GSC. We note here that the Graduate School also has an established grievance procedure for certain situations [GSH, Appendix C]. It is the policy of the university that grievances concerning grades may only be considered if the basis for the grievance is procedural (i.e., that a procedural error was made in the evaluation or recording of the grade). Grades are never to be modified using any criteria not applied to all students in the class. The alteration of grades is governed by the Board of Trustees (Rule 3335-8-23, available at <http://trustees.osu.edu/rules8/ru8-22-231.html>).

### **13.5 MAILBOXES AND BULLETIN BOARDS**

Each student enrolled in the graduate programs will have an assigned mailbox. For MPH, MS, and PhD students these are located in M001 Starling Loving Hall. MHA student mailboxes are in 477 Cunz Hall. MPH/PEP students are generally not assigned mailboxes because they are less often on campus; their materials will be sent to them by the most appropriate means. Faculty and staff utilize the mailboxes for student contact, so students should check their mailboxes frequently. Bulletin boards are provided to disseminate Graduate School information, campus information, notices, and career opportunities outside M006 Starling Loving Hall and on the 4<sup>th</sup> floor of Cunz Hall. Students wishing to post information should contact the Office of Academic Programs.

### **13.6 MEDICAL CENTER ID**

All CPH students must obtain a Medical Center ID. This ID enables you to enter areas that will be locked after 5:00 p.m. and on the weekends. Your access will be for Starling Loving Hall outside doors, the 2<sup>nd</sup> floor corridor, the computer lab (PHIL) and the student lounge. Please contact the Office of Academic Programs with any questions.

### **13.7 PUBLIC HEALTH INFORMATICS LABORATORY (PHIL)**

The Public Health Informatics Laboratories are the main computing facilities for the College of Public Health, located in B-212 Starling Loving Hall and 424 Cunz Hall. Access to the PHIL requires a Medical Center ID to operate the lock. For anything related to the CPH computing resources please contact Don Shymanski at: [support@cph.osu.edu](mailto:support@cph.osu.edu) or stop by Room B-201 Starling Loving Hall during normal business hours.

### **13.8 E-MAIL**

All students are automatically assigned a University e-mail address. All students are required to activate their OSU e-mail address and check regularly for messages sent to that address. ***Students who wish to use an e-mail address other than that assigned by the University are responsible for making appropriate arrangements to insure that they do not fail to receive messages sent to the OSU e-mail address.*** Some individual courses have specific expectations with regard to using e-mail, which will be explained by the instructor. The OAP staff can assist students in identifying public sites for computer access, including the Public Health Informatics Laboratories ("PHIL") located in Starling Loving and Cunz Halls.

### **13.9 SMOKING**

Smoking is prohibited in all University buildings except for specific places in some buildings so designated. The goal of the University and the College is to provide a smoke-free atmosphere for our students, faculty, and staff. The College of Public Health has a special commitment to this policy and urges all students to support this effort.

### **13.10 STUDENT FILES**

Student files are maintained in the Office of Academic Programs. They include all application materials and all educational records. In compliance with the provisions of the Family Educational Rights and Privacy Act of 1974 as Amended, students will be granted access to their files for the purpose of inspection and review upon written request to the Office of Academic Programs. This access excludes: (a) confidential letters and statements of recommendation placed in educational records prior to January 1, 1975; and (b) confidential letters and statements of recommendation for admission, employment, or honorary recognition placed in educational records after January 1, 1975, for which a student has signed a waiver of his or her right of access accorded by the Act.

### **13.11 SUPPLIES AND COPYING**

The supplies and copiers located in Starling Loving Hall and Cunz Hall are for office staff and faculty use only. The nearest copying services for students are those in the Prior Health Sciences Library, 376 W. 10<sup>th</sup> Avenue. Students may use their Buck-ID cards to make copies. Coin-operated copiers also are available at \$0.15 per copy.

### **13.12 MESSAGES**

If urgent or emergency telephone messages need to be delivered to a student in our School, persons may contact the Office of Academic Programs at (614) 293-3907 and the staff will attempt to be helpful. It is not possible for the staff to respond to routine requests to contact students; you should make your own arrangements for that purpose.

### **13.13 TUTORING**

Peer tutoring may be provided for those in academic difficulty in a course by contacting the instructor, your adviser or the Office of Academic Programs for assistance.

### **13.14 EXIT QUESTIONNAIRE**

An exit questionnaire is given to each student at the time the student submits the completed "Application to Graduate" form. The student returns the completed exit questionnaire to the Office of Academic Programs for the student's degree program (mail delivery is acceptable).

The responses to the exit questionnaire are tabulated and transcribed by the Office of Academic Programs staff, and a summary of the results is provided to all CPH faculty at the end of each academic year. Individual questionnaire forms are kept confidential.

# Appendix A

## Graduate Studies Committee

### **Graduate Studies Committee Members**

Members for 2007-2008 are listed below; the new membership will be announced when appointments have been completed.

#### *Faculty*

Robert J. Caswell, Chair (Associate Dean for Academic Affairs)\*

Bo Lu (Biostatistics)

Christopher Weghorst (Environmental Health Sciences)

Amy K. Ferketich (Epidemiology)

Mira Katz (Health Behavior and Health Promotion)

Sharon Schweikhart (Health Services Management and Policy)

Phillip Binkley (Clinical Investigation)

Armando Hoet (veterinary Public Health)

\*Also ex officio as Interim Director of the MPH Program for Experienced Professionals

#### *Students*

New student representatives are chosen in the fall from each of the following programs: MPH, MPH/PEP, MHA, MS, and PhD.

# Appendix B

## Office of Academic Programs

### Office of Academic Programs Location and Principal Staff

The primary location for the Office of Academic Programs (OAP) is M006 Starling-Loving Hall with some additional offices in Cunz Hall. OAP staff have responsibility for processes and issues related to admissions, recruitment, orientation, student progress, graduation, practice placements, career services, professional development, alumni affairs, and student data systems.

*Assistant Dean for Student Affairs*

Teri Roberts  
293-4014  
e-mail: [troberts@cph.osu.edu](mailto:troberts@cph.osu.edu))

*Staff*

Lori Bolton  
Practice Education and Career Services  
293-9747  
e-mail: [lbolton@cph.osu.edu](mailto:lbolton@cph.osu.edu)

Sandra Daly  
Admissions, Advising, Recruitment, Orientation, and Graduation  
292-8193  
e-mail: [daly.6@osu.edu](mailto:daly.6@osu.edu)

Judy Dawson  
Admissions, Advising, Recruitment, Orientation, and Graduation  
293-6787  
e-mail: [dawson.6@osu.edu](mailto:dawson.6@osu.edu)

Jennifer Laughbaum  
Reception and Administrative Support  
292-3907  
e-mail: [jlaughbaum@cph.osu.edu](mailto:jlaughbaum@cph.osu.edu)

Amy Thaci  
HSMP Professional Development and Alumni Society  
292-0969  
e-mail: [athaci@cph.osu.edu](mailto:athaci@cph.osu.edu)

# Appendix C

## College of Public Health Learning Objectives

The faculty of the College of Public Health has established competency-based learning objectives for all its degree programs and specializations. These are listed below, organized by degree program. In the MPH, the core competencies for all graduates are listed first, followed by those for the specializations.

### **MASTER OF PUBLIC HEALTH**

#### **Core competencies for all MPH students, regardless of specialization**

##### ***Biostatistics***

Upon graduation a student with an MPH should be able to:

1. Describe the roles biostatistics serves in the discipline of public health.
2. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
3. Apply descriptive and graphical techniques commonly used to summarize public health data.
4. Describe basic concepts of probability, random variation and commonly used statistical probability distributions.
5. Apply common statistical methods for inference and describe the assumptions required for each method.
6. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.
7. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
8. Interpret results of statistical analyses found in public health studies.
9. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.
10. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.

##### ***Environmental Health Sciences***

Upon graduation a student with an MPH should be able to:

1. Define and distinguish the natural, anthropogenic, social, and cultural environments.
2. Understand and explain the significance of the environment to public health.
3. Distinguish between chemical, physical, and biological environmental agents and their characteristic sources.
4. Describe the various environmental media and how they serve as a pathway for human exposure to contaminants.
5. Have an appreciation for the basic chemical factors that influence partitioning within and between environmental media, their fate and transport, and human uptake.
6. Have an appreciation for the basic physiological factors that influence the uptake of chemical environmental agents.
7. Have an appreciation for the health threat that natural and anthropogenic contaminants in the environment can pose to population health.
8. Specify approaches for assessing and controlling environmental agents and preventing exposures that pose risks to human health.

9. Understand the fundamental elements of risk assessment and how it is used for public health.
10. Recognize individual (e.g., genetic, physiologic and psychosocial) and community (social, built, economic, race) susceptibility factors that influence population health.
11. Know what environmental justice is and its significance as a public health issue.
12. Be generally familiar with the way that xenobiotics are metabolized and eliminated.
13. Be generally familiar with federal and state regulatory programs, guidelines and authorities relevant to environmental health.

### ***Epidemiology***

Upon graduation a student with an MPH should be able to:

1. Recognize the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
2. Describe a public health problem in terms of magnitude, person, time and place.
3. Utilize the basic terminology and definitions of epidemiology.
4. Identify key sources of data for epidemiologic purposes.
5. Calculate basic epidemiology measures such as odds ratio, relative risk, and standardized mortality ratio.
6. Evaluate the strengths and limitations of epidemiologic studies reported in the literature, including an assessment of the internal validity of the design and the appropriateness of the analysis.
7. Draw appropriate inferences from epidemiologic data.
8. Communicate epidemiologic information to lay and professional audiences.
9. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
10. Recognize the principles and limitations of public health screening programs.

### ***Health Behavior and Health Promotion***

Upon graduation a student with an MPH should be able to:

1. Describe the role of social, behavioral, and community factors in both the onset and solution of public health problems.
2. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
3. Identify ethical issues in public health program planning, implementation and evaluation.
4. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
5. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
6. Understand the importance of evidence-based approaches in the development and evaluation of social and behavioral science interventions.
7. Recognize the value of planning, implementation and evaluation of public health programs, policies and interventions.
8. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.

### ***Health Services Management and Policy***

Upon graduation a student with an MPH should be able to:

1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.
2. Discuss the policy process for improving the health status of populations.
3. Describe the legal and ethical bases for public health and health services.
4. Apply principles of ethical analysis to issues of resource allocation and tradeoffs in public health.
5. Communicate health policy and management issues using appropriate channels and technologies.

6. Apply the principles of program planning, development, management and evaluation in organizational and community initiatives.
7. Explain methods of ensuring community health safety and preparedness.
8. Apply "systems thinking" for resolving organizational problems.

### ***Integrative and Interdisciplinary Competencies***

Upon graduation a student with an MPH should be able to:

1. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.
2. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.
3. Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.
4. Apply basic principles of ethical analysis to issues of public health practice and policy.
5. Work within multidisciplinary groups (e.g., nurses, physicians, physical and life scientists) to recognize and evaluate public health threats and develop strategies for intervention.
6. Apply and integrate statistical, behavioral, social, epidemiologic, and physical sciences to the analysis and solution of public health problems.

### **Additional competencies for fields of specialization in the MPH**

#### ***Biostatistics***

Upon graduation an MPH student with a specialization in biostatistics should be able to:

1. Read scientific research articles and assess the appropriateness of statistical applications involved.
2. Conduct statistical procedures and data analysis methods appropriate for analyzing data obtained from health-related research studies.
3. Make statistical inferences and prepare reports to communicate them, with limited supervision.
4. Apply appropriate statistical techniques for analyzing public health-related data with specific characteristics, including:
  - a. Continuous data
  - b. Categorical data
  - c. Time-to event data
  - d. Repeated measurements data
  - e. Clustered data
5. Provide statistical consultation to investigators working on public health related research.
6. Design survey questionnaires and analyze resulting survey data.
7. Have hands-on experience with one major statistical data analysis package (STATA, SPSS, SAS, R, or Splus).

#### ***Environmental Health Sciences***

Upon graduation an MPH student with a specialization in environmental health sciences should be able to:

1. Explain and justify in detail the significance of the environment to public health.
2. Understand and describe chemical factors that influence partitioning within and between environmental media, their fate and transport, and human uptake.
3. Understand and describe the physiological factors that influence the uptake of chemical environmental agents.
4. Understand and describe in detail the health threat that natural and anthropogenic contaminants in the environment can pose to population health.
5. Critique and conduct a human risk assessment.

6. Identify and explain individual (e.g., genetic, physiologic and psychosocial) and community (social, built, economic, race) susceptibility factors that heighten the risk for populations for adverse health outcomes from environmental hazards.
7. Define, recognize, and explain environmental justice and its significance as a public health issue.
8. Identify various risk management and risk communication approaches for environmental hazards.
9. Describe the underlying mechanisms of toxicity resulting from exposure to environmental agents.
10. Describe federal and state regulatory programs, guidelines and authorities relevant to environmental health.
11. Access state, federal, and local resources for assessing community environmental health.
12. Work with other public health professionals (e.g., nurses, physicians, epidemiologists, biostatisticians) to address community environmental health concerns.

### ***Epidemiology***

Upon graduation an MPH student with a specialization in epidemiology should be able to:

1. Design a survey to examine a public health problem or for use in an epidemiologic investigation.
2. Choose the correct analysis for data obtained from an epidemiologic investigation, including data from surveys, matched and unmatched case-control studies, cohort studies, and clinical trials.
3. Analyze and interpret data obtained from an epidemiologic investigation, including data from surveys, matched and unmatched case-control studies, cohort studies, and clinical trials.
4. Assess confounding and effect modification in data from an epidemiologic investigation.
5. Demonstrate familiarity with the basic content and issues in at least two substantive areas of application in epidemiology (e.g., cardiovascular epidemiology, cancer epidemiology, chronic disease epidemiology, infectious disease epidemiology, injury epidemiology).
6. Identify the natural histories of major types of disease and their relevance to epidemiologic investigations.
7. Use appropriate computer software for the management and analysis of epidemiologic data.

### ***Health Behavior and Health Promotion***

Upon graduation an MPH student with a specialization in health behavior and health promotion should be able to:

1. Explain the history, scope, and philosophical basis of public health education.
2. Critically assess the evidence linking behavioral and psychosocial factors to health and illness.
3. Apply behavioral and social science theory to the development and implementation of health promotion and disease prevention programs at multiple targets and different levels of intervention (intrapersonal, interpersonal, and community).
4. Read and critically assess the scientific literature describing health promotion interventions.
5. Assess and summarize the health-related needs and resources of a defined community.
6. Be aware of the mechanisms to secure funding, manage and administer health promotion and disease prevention programs so as to ensure optimal program delivery.
7. Design and carry out process evaluation for the improvement of health promotion programs.
8. In collaboration with others, design and carry out outcome evaluations of health promotion programs.
9. Apply ethical principles to the planning and evaluation of social and behavioral change efforts.
10. Demonstrate cultural competency when planning health promotion and disease prevention activities.

11. Recognize the importance of health literacy in creating and/or evaluating health promotion and disease prevention materials.
12. Explain how health promotion efforts enable communities to influence their own well-being.
13. Anticipate challenges and opportunities in working collaboratively with communities.
14. Advocate for social and behavioral science intervention and policies.

### ***Health Services Management and Policy***

Upon graduation an MPH student with a specialization in health services management and policy should be able to:

1. Describe the arrangements for organizing, financing, and delivering health services and public health programs in the U.S. and selected other countries, and their comparative advantages and disadvantages.
2. Employ conceptual and analytical skills to understand and respond appropriately to an evolving health system.
3. Participate effectively in the public and organizational policy process, including the creation and implementation of policy and the political aspects of policy.
4. Manage human and financial resources efficiently and effectively to accomplish goals and objectives.
5. Manage committees, boards, and deliberative processes effectively.
6. Use systems-thinking and analytic methods tools to conduct performance improvement initiatives.
7. Maintain values that are appropriate and relevant to the profession and to the communities and settings in which they work.
8. Communicate effectively with a variety of constituencies, internal and external to the organization or agency, and serve as an advocate for public health.
9. Assess the health status of populations and recommend appropriate programs in response.
10. Engage the community effectively for designing and implementing programs.
11. Collaborate with diverse partners to accomplish organizational and community goals.
12. Build support, negotiate, and resolve conflict among diverse parties in organizations and communities.
13. Communicate accurately and effectively with news media, political bodies, and the public concerning perceived or actual risk or emergency.

### ***Veterinary Public Health***

Upon graduation an MPH student with a specialization in veterinary public health should be able to:

1. Describe zoonotic and foodborne infectious diseases, especially those that are reportable, bioterrorism threats, or have a major impact on public health.
2. Design epidemiological and field studies to assess prevalence and distribution of zoonotic and foodborne diseases, as well as surveillance and monitoring methods.
3. Coordinate data collection and epidemiological database management, including quality control of data.
4. Tabulate and analyze epidemiological data using standard statistical methods.
5. Evaluate disease prevention, control and/or eradication programs, including pre- and post-harvest intervention programs.
6. Provide technical advice and guidance in surveillance methods, study design, and data collection.
7. Plan, initiate and conduct case and outbreak investigations of zoonotic and foodborne diseases.
8. Determine the appropriate human, animal, arthropod, food product, and/or environmental specimens for lab analysis, as well as the proper tests and the right delivery procedures.
9. Review technical and confidential case reports, scientific publications and different sources of information for accuracy and correctness.
10. Prepare summaries, reports, and presentations for different target audiences.
11. Prepare literature reviews in specific topics.

12. Exhibit teamwork and networking skills in relating with different human resources having different backgrounds, professions and educational levels.

### ***Clinical Investigation***

Upon graduation an MPH student with a specialization in clinical investigation should be able to:

1. Design a clinical investigation relevant to the student's field of clinical specialty, including the definition of study aims and objectives and the creation of an appropriate study design.
2. Identify and employ data collection strategies and instruments appropriate to the student's field of clinical specialty.
3. Select appropriate methods for the analysis of clinical research data.
4. With appropriate collaboration, prepare a grant application to seek funding for a clinical investigation project.
5. Use decision analysis and relevant evaluation methods to examine issues of appropriate implementation of treatments or technologies.
6. Recognize ethical issues that are likely to arise in clinical investigations and the procedures for handling them appropriately.
7. Apply ethical principles to the conduct of clinical investigations, with special emphasis on protection of research subjects.
8. Prepare a manuscript suitable for publication and/or for reporting to a sponsor on the conduct and results of a clinical investigation.

### ***Program for Experienced Professionals***

Upon graduation an MPH student in the Program for Experienced Professionals should be able to:

1. Discuss key themes and events in the history and development of public health.
2. Apply basic management concepts to plan, organize, lead, and motivate workers in a public health setting.
3. Demonstrate team-building, negotiation, and conflict management skills.
4. Design and implement process and outcome evaluations of public health interventions.
5. Manage human and financial resources efficiently and effectively to accomplish goals and objectives.
6. Develop and present a budget for a public health program.
7. Participate effectively in the public and organizational policy process, including the creation and implementation of policy and the political aspects of policy.
8. Communicate effectively with a variety of constituencies, internal and external to the organization or agency, and serve as an advocate for public health.
9. Collaborate with diverse partners to accomplish organizational and community goals.
10. Conduct simple analyses with an appropriate statistical data analysis package.
11. Maintain values that are appropriate and relevant to the profession and to the communities and settings in which they work.

## **MASTER OF HEALTH ADMINISTRATION**

Upon graduation a student with an MHA should be able to:

1. Describe the arrangements for organizing, financing, and delivering health services and public health programs in the U.S. and selected other countries, and their comparative advantages and disadvantages.
2. Employ conceptual and analytical skills to understand and respond appropriately to an evolving health system.
3. Lead an organization in the formulation of goals and objectives and the design, implementation, and evaluation of programs in response to these goals and objectives.
4. Participate effectively in the public and organizational policy process, including the creation and implementation of policy and the political aspects of policy.
5. Manage resources efficiently and effectively, whether human, financial, information, technology, or otherwise, to accomplish goals and objectives.

6. Manage committees, boards, and deliberative processes effectively.
7. Maintain values that are appropriate and relevant to the profession and to the communities and settings in which they work.
8. Communicate effectively with a variety of constituencies, internal and external, and serve as an advocate for the health of the public.
9. Use information on health status and its determinants to manage health risks and behaviors in defined, diverse populations.
10. Employ methods for understanding the voice of diverse customers in the health system and aligning organizational systems to meet consumer needs.
11. Use systems-thinking and analytic methods to conduct and lead performance improvement initiatives.
12. Recognize legal issues that may arise in health care delivery and business settings and respond appropriately.
13. Understand the complex relationship between clinical and management systems in a health services organizations and appropriately manage interdisciplinary groups of health professionals.
14. Establish appropriate business and health outcomes measurements, investigate process/outcome relationships, and design process improvements.
15. Position the organization favorably within its environment and manage it for continued success.
16. Use standard methods of accounting and corporate finance to assess the financial health of an organization and manage its assets.
17. Analyze the implications of alternative economic and organization design structures for the organization and manage accordingly.

## **MASTER OF SCIENCE**

The Master of Science is currently offered in biostatistics, environmental health sciences, and epidemiology. Students in the MS program are expected to demonstrate competency in all of the academic learning objectives specified for the MPH in their area of specialization, but not necessarily those oriented primarily to professional practice. In addition, given the academic nature of the MS degree, students are expected to be able to:

1. Read the scientific literature in the student's field and critique the methods and results.
2. Conduct a brief literature review to evaluate the state of the science regarding a specific topic in the student's area of interest.
3. With input from the student's advisor, identify an unanswered research question from that review.
4. With input from the student's advisor, identify an existing data set that can be used to address that question.
5. Propose a study to address that question using those data.
6. Conduct the study.
7. Evaluate the data and prepare a report summarizing the results and interpreting the findings.
8. Explain the study's purpose, methods, results and conclusions to an informed audience.

## **DOCTOR OF PHILOSOPHY**

The Doctor of Philosophy is currently offered in biostatistics, environmental health sciences, epidemiology, and health behavior and health promotion. Students in the PhD program are expected to demonstrate competency in all of the academic learning objectives specified for the MPH in their area of specialization, but not necessarily those oriented primarily to professional practice. In addition, given the advanced academic nature of the PhD degree, students are expected to be able to:

1. Conduct a thorough literature review to summarize and evaluate the state of the science regarding a new topic in the student's general area.
2. Identify gaps in that literature and formulate research questions designed to address those gaps.
3. Outline a study to address one of those questions using the appropriate research design.
4. Identify the skills and expertise required to develop a proposal to pursue that study.
5. Gather together the people who can provide those skills and that expertise.
6. Prepare a research proposal to address the question, with particular attention to study design; subject selection; measurement of variables; methods for sample size determination, data collection, data management and data analysis; and interpretation of results.
7. Conduct the research.
8. Analyze the data and prepare a publishable manuscript summarizing the results and interpreting the findings.
9. Explain the study's purpose, methods, results and conclusions to an informed audience.
10. Prepare and deliver lectures or other appropriate class sessions in the student's area of expertise.
11. Demonstrate advanced knowledge in at least one area of subspecialty within the discipline of specialization.
12. Identify and analyze major methodological and substantive issues and controversies in the research area in which the dissertation topic is found.

## Appendix D

### Recommended Electives for the MPH Degree

Students are expected to use their electives in a thoughtful way to strengthen their programs, and are encouraged to consult with their advisers for this purpose. In addition to those offered in the CPH there are many appropriate electives elsewhere in the university. The courses listed below were selected by the faculty as particularly appropriate for the MPH in the field designated. Naturally, you need to remember that changes in instructor or syllabus may make the course different than our experience. **Please note the following points:**

1. Any graduate course in the university is a potential elective, subject to two conditions: (a) your ability to meet the course prerequisites, and (b) if not in this pre-approved list, the course must have your adviser's approval that it contributes to your program.
2. Some courses that appear to have relevant titles are in fact **not** appropriate, which is why they are not listed. Generally this is because the course is at a lower level than similar offerings in the CPH. The Office of Academic Programs will cancel registration for such courses.
3. Courses numbered below 800 may have mixed graduate and undergraduate enrollment. As a general rule, the lower the class number, the larger the class size is likely to be (e.g., 500s are likely to be bigger than 700s, etc.).
4. Courses or sections of courses with a restriction code of **15** in the Master Schedule are for **undergraduate credit only**, and cannot count toward the MPH. The restriction usually means that the instructor will be a teaching assistant rather than a regular faculty member, and thus graduate enrollment is not permitted.
5. **You** are responsible for checking whether there are any prerequisites for a course, and obtaining any necessary permission to enroll. It sometimes happens that the registration computer will not permit you to enroll in a course for which you have in fact met the prerequisite. This is usually because the prerequisite was taken somewhere other than Ohio State, and you will need to provide evidence to the department offering the course to obtain permission to enroll.

Each division in the CPH offers at least one elective course each year in a format that is more accessible to PEP students. These courses will meet no more than once a week, during the late afternoon or evening, or on a weekend. Also, a separate listing of electives from other universities already approved for PEP students is available from the Office of Academic Programs.

We would be happy to have additional appropriate courses brought to our attention for inclusion in this list, as well as any needed corrections of the existing list.

*Please note: Departments may change the quarters in which courses are offered from time to time, so it is necessary to verify the actual offerings each quarter by checking the online Master Schedule of Classes.*

**RECOMMENDED ELECTIVES FOR THE MPH IN BIOSTATISTICS**

BIOSTAT 615	Design and Analysis of Clinical Trials
MATH 568	Introductory Linear Algebra I
PHYS OPT 780.07	Ethics in Biomedical Research
PSYCH 820	Fundamentals of Factor Analysis
PSYCH 830	Covariance Structure Models
PUBH-EPI 712	Epidemiology II
PUBH-BIO 605	Applied Survival Analysis
PUBH-BIO 606	Applied Logistic Regression
PUBH-BIO 651	Survey Sampling Methods
STAT 635	Statistical Analysis of Time Series
STAT 661	Applied Nonparametric Statistics
STAT 665	Discrete Data Analysis

**RECOMMENDED ELECTIVES FOR THE MPH IN EPIDEMIOLOGY**

EDU P&L 800	Qualitative Research Methods in Education
EDU P&L 809	Experimental Design in Education II
PHYS OPT 780.07	Ethics in Biomedical Research
PUBH-BIO 605	Applied Survival Analysis
PUBH-BIO 606	Applied Logistic Regression
PUBH-BIO 651	Survey Sampling Methods
PUBH-EPI 810	Epidemiologic Methods
PUBH-EPI 815	Infectious Disease Epidemiology
PUBH-EPI 816	Cancer Epidemiology
PUBH-EPI 821	Design and Analysis of Group-Randomized Trials
VET PREV 700	Molecular Epidemiology of Infectious Diseases
VET PREV 721	Zoonotic Diseases

**RECOMMENDED ELECTIVES FOR THE MPH IN ENVIRONMENTAL HEALTH SCIENCES**

PUBH-EHS 733	Toxicology of Chemical Agents
PUBH-EHS 794	Environmental Law
PUBH-EHS 833	Biochemical and Molecular Markers of Disease
PUBH-EHS 834	Cancer Chemoprevention
PUBH-EHS 835	Molecular Techniques for Environmental Health Science
PUB-HLTH 741	Public Health Organization
CRP 712	Theory of City and Regional Planning
ENR 531	Environmental and Natural Resources Economics
ENR 615	Environmental Risk Communication
ENR 618	Ecological Engineering and Science
ENR 653	Solid Waste Management
ENR 752	Environmental Science and Law
ENTOMOL 662	Principles of Insect Toxicology
ENTOMOL 762	Environmental Toxicology and Chemistry
MICRBIOL 509	Basic and Practical Microbiology
MICRBIOL 522	Immunobiology
MICRBIOL 701	Cellular and Molecular Immunology
PATH 640	Fundamentals of Oncology
VPM 721	Zoonotic Diseases
VPM 722	Food-Borne Illnesses
VPM 723	Biosecurity and Environmental Health

**RECOMMENDED ELECTIVES FOR THE MPH IN HEALTH BEHAVIOR AND HEALTH PROMOTION**

Any graduate-level course in Public Health

COM 636.01	Health Communications in Interpersonal Contexts
COM 636.02	Health Communication in Mass-Mediated Contexts
COM 870	Media, Campaigns, and Health
EDU PAES 605	Health Counseling
EDU PAES 612	Alcohol and Drug Education
HDFS 667	Administration of Agencies Servicing Children and Families
HDFS 670	Family and Informal Support Systems of the Aged
HDFS 840.01	Adolescents and their Families
HDFS 840.03	Adolescence: Individuation Process in the Context of the Family
HDFS 850	Measurement and Assessment in the Study of Children and Families
SOC WORK 695.09	Integrative Seminar: Substance Abuse Treatment
SOC WORK 695.14	Integrative Seminar: Aging
SOC WORK 695.17	AIDS: Facts and Issues
SOCIOLOG 629	Sociology of Health: Mental and Physical Dimensions
SOCIOLOG 630	Medical Sociology

**RECOMMENDED ELECTIVES FOR THE MPH IN HEALTH SERVICES MANAGEMENT AND POLICY**

HSMP 801	Health Care Organization II
HSMP 811	Legal Environment of Health Care
HSMP 817	Leadership
HSMP 821	Health Services Finance II
HSMP 824	Economic Evaluation of Health Care Programs and Services
HSMP 870.01	Health Services Research
HSMP 870.03	Data Analysis
HSMP 870.05	Human Resources
HSMP 870.06	Marketing
HSMP 881	Topics in Health Services Operations Management
HSMP 882	Information Systems

Note: The electives listed above for the MPH in Health Services Administration are only those offered by HSMP. MPH students are also free to select from the many additional courses recommended for the MHA, listed in Appendix E.

**RECOMMENDED ELECTIVES FOR THE MPH IN VETERINARY PUBLIC HEALTH**

The recommended electives for students in veterinary public health depend upon their final career goals:

Students interested in food industry or food safety should explore the following options:

FDSC&TE 630	Principles of Food Processing
FDSC&TE 636	Food Microbiology
FDSC&TE 640	Food Regulations

Students interested in pre-veterinary classes should explore the following options:

MICRBIOL 649	Introductory Virology
MICRBIOL 522	Immunobiology
VET PREV 700	Molecular Epidemiology of Infectious Diseases

FDSC&TE 636      Food Microbiology

Students interested in becoming veterinary public health officials should explore the following options:

PUBPOL&M 730      Public Finance  
PUBPOL&M 810      Strategic Management  
PUBPOL&M 811      Public Management & Human Relations  
PUBH-HPB 824      Program Evaluation in Public Health

Students interested in veterinary public health outreach education should explore the following options:

AGR EDUC 622      Continuing Education in Agricultural and Extension Education  
AGR EDUC 823      Program Planning

## Appendix E

### Recommended Electives for the MHA Degree

Students are expected to use their electives in a thoughtful way to strengthen their programs, and are encouraged to consult with their advisers for this purpose. In addition to those offered in HSMP there are many appropriate electives elsewhere in the university. The courses listed below are among those previously approved by the faculty. Naturally, you need to remember that changes in instructor or syllabus may make the course different than our experience. **Please note the following points:**

1. Any graduate course in the university is a potential elective, subject to two conditions: (a) your ability to meet the course prerequisites, and (b) if not in this pre-approved list, the course must have the MHA program director's approval that it contributes to your program.
2. Some courses that appear to have relevant titles are in fact **not** appropriate, which is why they are not listed (e.g., Allied Med 630, Management of Hospital Departments, is a lower-level version of material already in our curriculum and is not permitted). The Office of Academic Programs will cancel registration for such courses.
3. Courses numbered below 800 may have mixed graduate and undergraduate enrollment. As a general rule, the lower the class number, the larger the class size is likely to be (e.g., 500s are likely to be bigger than 700s, etc.).
4. Be sure not to register for sections in business courses with numbers ending in **M**, which are reserved for business majors.
5. Courses or sections of courses with a restriction code of **15** in the Master Schedule are for **undergraduate credit only**, and cannot count toward the MHA. The restriction usually means that the instructor will be a teaching assistant rather than a regular faculty member, and thus graduate enrollment is not permitted.
6. **You** are responsible for checking whether there are any prerequisites for a course, and obtaining any necessary permission to enroll. It sometimes happens that the registration computer will not permit you to enroll in a course for which you have in fact met the prerequisite. This is usually because the prerequisite was taken somewhere other than Ohio State, and you will need to provide evidence to the department offering the course to obtain permission to enroll.

We would be happy to have additional appropriate courses brought to our attention for inclusion in this list, as well as any needed corrections of the existing list.

*Please note: Departments may change the quarters in which courses are offered from time to time, so it is necessary to verify the actual offerings each quarter by checking the online Master Schedule of Classes.*

ACCTG & MIS (Accounting and Management Information Systems)

- 525 Cost Accounting
- 823 Managerial Accounting for Decision-Making
- 827 Management Control Systems
- 834 Corporate Information Systems Management
- 837 Management of Corporate Data Resources
- 838 Emerging Technologies and Electronic Commerce
- 852 Government and Non-Profit Accounting

AGR EDUC (Agricultural Education)

- 885 Research Methods
- 886 Research Design

ALLI MED (Allied Medical Professions)

- 601 Death, Loss and Grief from Multiple Perspectives
- 663 Introduction to the Long Term Care Continuum
- 665 Understanding the Aging Process
- 700.03 Ethical Issues (Other decimal subdivisions of 700 may be appropriate; if interested, check with your adviser)
- 720 Aging and Design
- 790 Introduction to Gerontology
- 791 Case Studies in Clinical Gerontology

BUS-FIN (Business Administration: Finance)

- 640 Insurance and Risk
- 721 Corporate Finance
- 722 Investment Management
- 741 Life and Health Risk Management
- 749 Property and Liability Risk Management
- 841 Risk Management and Insurance
- 843 Risk Management: Property and Liability Risks
- 845 Risk Management: Benefit Programs

BUS-M&L (Business Administration: Marketing and Logistics)

- 650 Marketing
- 750 Consumer Behavior
- 751 Managerial Marketing
- 755 Promotional Strategy
- 758 Marketing Research
- 843 Services Marketing
- 847 Analytical Methods in Marketing
- 854 Consumer Behavior

BUS-MGT (Business Administration: Management Sciences)

- 731 Quality Management
- 733 Information Systems in Operations Management
- 830 Service/Quality Management
- 832 Operations Management Information Systems
- 834 Strategic Design of Operations/Logistics Systems

BUS-MHR (Business Administration: Management and Human Resources)

802 Managerial Negotiations  
804 Producing Change in Organizations  
807 Organization Development and Change for Human Resources  
809 Reengineering the Corporation  
855 Employee Training and Development  
856 Staffing the Organization  
858 International Human Resources  
859 Business Ethics  
860 Management of Human Resources  
861 Human Resources Negotiations  
863 Business Practices and Human Resources Management  
864 Labor Dispute Settlement  
865 Compensation Theory and Practice  
868 Contemporary Employment Practices and the Law

COMM (Communication)

531 Communication and Conflict Management  
628 Contemporary Persuasion Theory  
631 Communication in Decision Making  
632 Risk Communication  
636.02 Health Communication in Mass-Mediated Contexts

ECON (Economics)

530 Government Finance in the American Economy  
570 Government and Business  
730 Public Finance [cross-listed in PUBPOL&M]

HISTORY (History)

562 History of American Medicine

HDFS (Human Development and Family Science)

670.04 Formal and Informal Support Systems of Older Adults

PHARMACY (Pharmacy)

825 Drug Distribution and Public Policy  
827 Pharmaceutical and Health Care Outcomes Evaluation

POLIT SC (Political Science)

614 Urban Politics  
678 Political Decision-Making and Public Policy  
679 Policy Analysis  
780 The Field of Political Economy

PSYCH (Psychology)

522 Organizational Psychology  
530 Psychology of Personality  
543 Psychology of Women  
545 Cross-Cultural Psychology

**Note: Courses listed below in public health are only those that are particularly recommended. With adviser approval, MHA students may choose any others for which they meet the prerequisites.**

PUBH-BIO (Public Health: Biostatistics)

705 Health Survey Methods

PUBH-EHS (Public Health: Environmental Health Sciences)

830 Principles of Occupational Health

PUBH-EPI (Public Health: Epidemiology)

711 Epidemiology I

712 Epidemiology II

713 Epidemiology in Environmental Health

815 Infectious Disease Epidemiology

PUBH-HBP (Public Health: Health Behavior and Health Promotion)

821 Community Health Assessment

824 Program Evaluation in Public Health

827 Program Planning and Implementation

850 Public Health in Action

PUBPOL&M (Public Policy and Management)

730 Public Finance

801 Public Policy Formulation and Implementation

804 Concepts and Methods of Program Evaluation

810 Strategic Management

812 Strategy for Public Organizations

821 Public Management Information Systems

834 Public Budgeting and Spending Decisions

852 Governmental and Not-for-Profit Accounting

Note: The 880 series of courses has variable topics. Check with the Public Policy and Management office to get accurate titles. Some recent offerings include:

880G06 Strategic Leadership

880I06 Ethics in Government

880J06 Commonsense Management for Managers

SOC WORK (Social Work)

750.02 Social Welfare Policies and Programs: Aging

750.04 Social Welfare Policies and Programs: Mental Health

790 Introduction to Gerontology (cross-listed in Allied Medicine)

SOCIOL (Sociology)

629 Sociology of Health: Mental and Physical Dimensions

630 Medical Sociology

754 Demographic Analysis

# Appendix F

## Avoiding Plagiarism

Based on the experience of the faculty, some graduate students are insufficiently aware of the boundaries of plagiarism. In the interest of preventing an unfortunate problem, this section of the handbook attempts to clarify what plagiarism is and how it may be avoided. The following is an excerpt from Diana Hacker's **Rules for Writers**.<sup>1</sup> Certain passages have been italicized for emphasis (not in the original), and her examples have been replaced by some drawn from the health administration literature.

\*\*\*\*\*  
\*

Plagiarism, whether it occurs deliberately or unintentionally, is considered cheating. *Half-copying a source is **never** acceptable--even if you name the source in the paper--because half-copying does not make clear **exactly** which language is from the source and which is your own. . . .*

Unintended plagiarism ruins a writer's reputation just as much as outright cheating. . . . Universities have been known to withdraw graduate degrees from students who have plagiarized. . . .

You must document anything specific that you have read and used in your paper: direct quotes; paraphrases of sentences; summaries of paragraphs or chapters; tables, graphs, and diagrams that you copy or construct yourself from specific information. The only exception is common knowledge or general information that appears in most sources because it is indeed commonly or generally known. . . . If you are new to a topic and not sure about what is considered common knowledge, ask someone with expertise. When in doubt, cite the source.

Two different acts are considered plagiarism: (1) to borrow someone's ideas, information, or style without citing the source, and (2) to cite the source but borrow choice words and sentence structure without using quotation marks to indicate the borrowing. *It isn't enough to name the source; you must quote the source exactly in quotation marks or you must paraphrase its meaning completely in your own words.*

When you paraphrase, you still need to name the source. You can mix your source's especially apt phrases with your own words only if you put quotation marks around the source's phrases--a practice that makes your sentences legal but rather odd-looking unless you use transitional signals very skillfully. . . . You document sources to acknowledge the sources'

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<sup>1</sup>Diana Hacker, **Rules for Writers: A Brief Handbook**. New York: St. Martin's Press, 1985. pp. 321, 326-328.

information, not to give yourself the chance to steal their wording. The following is an example of plagiarizing an author's wording, even though the source is cited.

[Note: health management examples in boxed text have been used to replace those in the Hacker book.<sup>1</sup>]

### ORIGINAL VERSION

The tendency in the risk-averse hospital environment is to test the waters by making small investments. Often the result is that the new venture is undercapitalized and does not stand a chance of contributing materially to the enterprise.

### UNACCEPTABLE BORROWING OF WORDS, ALTHOUGH SOURCE IS CITED

Fox says that the tendency in the hospital environment is to test the waters by making small investments, which means that the new venture is undercapitalized and does not stand a chance of contributing to the enterprise (Fox, p. 55).

. . . . It is also considered plagiarizing to borrow the source's sentence structure but to substitute your own synonyms, even though the source is cited, as illustrated below.

### UNACCEPTABLE BORROWING OF STRUCTURE, ALTHOUGH SOURCE IS CITED

Testing the market with small investments often results in the new venture being undercapitalized and therefore it does not have a fair shot at contributing to the core business (Fox, p. 55).

If your transitional signal and documentation make it very clear that you are presenting something you have read, you may use without quotation marks the necessary general words but not the author's particularly striking phrases.

. . . . It is dangerously easy for your memory to restore unconsciously the source's original wording to your paraphrased rough draft when you polish it later. Your only precaution is to double-check potential unconscious plagiarizing by comparing your draft with your note cards--or better yet, with the original--before typing the finished version of your paper.

In summary, to avoid plagiarism

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<sup>1</sup>Wende L. Fox, Vertical integration strategies: More promising than diversification. **Health Care Management Review** 14 (Summer 1989), 55.

1. identify the source precisely, and
2. either paraphrase the source *in your own words* or copy the author's words exactly, using quotation marks.

\*\*\*\*\*

Using Ms. Hacker's summary rules, here are two ways to use the work that would be acceptable:

### **AUTHOR'S WORDS IN QUOTATION MARKS**

Fox says that "the tendency in the risk-averse hospital environment is to test the waters by making small investments. . ." She argues further that because of this tendency it is frequently true "that the new venture is undercapitalized and does not stand a chance of contributing materially to the enterprise" (Fox, p.55).

Obviously, if one does this throughout a paper, the constant repetition of quotation marks is likely to become tedious and the reader will begin to wonder if you are able to write any words of your own.

### **PARAPHRASE IN YOUR OWN WORDS**

Among the barriers to vertical integration, Wende Fox identifies the risk aversion of hospitals. She argues that hospitals frightened by the possibility of loss may be overly cautious in committing investment funds. This can mean that a potentially successful project will fail due to lack of resources (Fox, p. 55).

Our ability to demonstrate the paraphrasing approach is limited by the need to be brief. Clearly, the goal is to use the work of others creatively to supplement and reinforce your own, but not to *replace* your own.

To Ms. Hacker's advice one more point may be added: the risk of plagiarism may be significantly reduced by doing more of your own thinking. Writing frequently requires using the work of others appropriately, but good writing is not produced by simply stringing together the words and ideas of others.

## Appendix G

### Divisional PhD Curriculum and Examination Requirements

As noted in Section 8 of this handbook, each division may create specific curriculum and examination requirements for PhD students specializing in that area, within the framework established by the College and the overall Graduate School policies. In the absence of specific divisional requirements, those described in Section 8 apply.

#### Divisional Guidelines:

- Epidemiology
  - Curriculum
  - Qualifying Examination
  - Candidacy Examination
  
- Health Behavior and Health Promotion
  - Candidacy Examination

## CURRICULUM FOR THE PHD WITH A SPECIALIZATION IN EPIDEMIOLOGY

All doctoral students in epidemiology are expected to enter the program with master's or equivalent degrees and will therefore be required to take a minimum of 45 additional credit hours of approved course work and up to 45 hours of dissertation credit for a total of 90 credits.

The table below presents the template for the PhD curriculum in Epidemiology. Many students will have completed a number of these courses before admission to the PhD program; this table specifies the complete set of courses expected prior to completion of the PhD.

### PhD Curriculum Plan

Major Field	Course Number	Hours
Epidemiology I*	PUBH-EPI 711	4
Epidemiology II*	PUBH-EPI 712	4
Epidemiologic Methods	PUBH-EPI 810	4
Chronic Disease Epidemiology	PUBH-EPI 814	4
Doctoral Seminar	PUBH-EPI 793	4
Biological Basis of Disease*	PUBH-EPI 794	4
Select 3 courses from the following:		
Environmental Epidemiology	PUBH-EPI 713	4
Infectious Disease Epidemiology	PUBH-EPI 815	4
Cancer Epidemiology	PUBH-EPI 816	4
Cardiovascular Disease Epidemiology	PUBH-EPI 817	4
<b>Subtotal for major field</b>		<b>36</b>
<b>Research Methods</b>		
Design and Analysis of Studies in the Health Sciences I*	PUBH-BIO 701	4
Design and Analysis of Studies in the Health Sciences II*	PUBH-BIO 702	4
Problem-Oriented Approach to Biostatistics*	PUBH-BIO 703	4
Applied Regression Analysis	STAT 645	5
Applied Logistic Regression	PUBH-BIO 606	4
Applied Survival Analysis	PUBH-BIO 605	4
Design and Implementation of Health Surveys	PUBH-EPI 705	4
Choose 1 course from the following:		
Design and Analysis of Group-Randomized Trials	PUBH-EPI 821	4
Clinical Trials	BIOSTAT 615	3
Applied Longitudinal Data Analysis	PUBH-BIO 624	4
Elective Courses		3-5
<b>Subtotal for research methods</b>		<b>36</b>
<b>Minor Field</b>		
Courses approved by minor field representative and student's advisory committee.		
<b>Subtotal for minor field</b>		<b>18</b>
<b>Total course requirement excluding dissertation research</b>		<b>90</b>

\*Courses expected as part of prior MPH or MS program (24 credit hours at OSU); a total of 45 hours from a Master's program can be transferred to the PhD

## **QUALIFYING EXAMINATION FOR THE PHD WITH A SPECIALIZATION IN EPIDEMIOLOGY**

### **Purpose**

The Qualifying Examination is a diagnostic tool intended to: (1) indicate to the Epidemiology Graduate Faculty whether the student is ready to engage in doctoral research, and (2) give feedback on the student's command of the skills required to engage in doctoral research.

### **Content and Structure**

The Qualifying Examination is an open-note, open-book written exam that covers epidemiologic and biostatistical methods. The entire exam consists of 10 questions. In Section One, students must select and answer three of five Epidemiology questions. In Section Two, students select and answer three of five Research Methods questions. The two sections are given on two separate, non-consecutive days; the exams start at 9 a.m. and end at 3:30 p.m.

### **Protocol for qualifying exam**

The Exam Committee Chair is responsible for preparing the exam, along with the members of the Exam Committee. The entire Epidemiology Graduate Faculty is used as a resource for potential exam questions. The Exam Committee is responsible for organizing and proctoring the exam. The Division Coordinator is responsible for the distribution of exam answers to faculty graders, and for reporting the grades back to the Exam Committee Chair. The Exam Committee Chair is responsible for notifying the Graduate Studies Committee, the student, and the student's adviser regarding the student's results on the exam.

### **Timing**

The Qualifying Examination is taken after completion of the required coursework in the Major Field and in Research Methods (see PhD Curriculum above). The Qualifying exam is offered 2 times per year in December and June. All students taking the exam at any given time will take the same exam. This will allow a standardized assessment of students before initiation of doctoral research.

### **Study Assistance**

There are several study materials available to doctoral students during the time they are studying for the Qualifying Examination. There is a list of core principles for the epidemiology and biostatistics courses and there are one or two sample exams with exemplary answers. All the materials are available at any time to doctoral students, but the Exam Committee strongly encourages students to work through their own answers to the sample questions prior to reading the exemplary answers. These materials are available from the Division Coordinator. In addition, Epidemiology Graduate Faculty members make themselves available to review answers that students might write for the sample questions. The Exam Committee asks that all members of the Epidemiology Graduate Faculty make themselves available for such review, especially those involved in the core courses.

### **Grading**

The Exam Committee Chair assigns graders. At least three Epidemiology Graduate Faculty members grade each question from Section One; at least two members grade questions from Section Two. Graders usually have two weeks (10 working days) to grade the exam answers and return the exam answers to the Division Coordinator.

The graders assign a point score to each answer on a scale of 0-100. A grade below 80 is a "fail" for that question. A "pass" is an overall average of "80" points AND at least four of six questions passed. If the scores assigned by the two graders for any of the Section Two questions differ by more than 10 points, the Exam Chair will assign a third grader for that question. If the scores assigned by three graders for any question differ by more than 15 points, the Exam Chair will direct the graders to discuss the discrepancy and re-score the question. If the scores still differ by more than 15 points, the median (middle) score will be taken as the grade for that question, rather than the mean.

An average will be calculated for each question answered, by the Exam Chair and Division Coordinator. In order to pass, a student must receive an overall grade of at least 80, and an average grade of at least 80 on at least four of the six questions they answered. In other words, a student who gets less than 80 on more than two of the six questions cannot pass the exam. The student cannot re-write an individual exam question.

If a student gets less than 80 on one or two questions and receives a "pass" overall, the faculty advisors are strongly encouraged to discuss these questions with the student.

The Exam Committee meets to review and approve the results as soon as they are available. The review is blinded as to both the identity of the student and whether the student is taking the exam for the first or second time\*. This review provides feedback to the Exam Committee on how the students performed on the exam and ensures that the procedures for grading have been followed.

\* Each student receives a special identification code prior to the start of the Qualifying Exam. No identifying information, with the exception of the code number, is used in the answers. Confidentiality of the student's identity is important to the process of taking the Qualifying Examination and no one except the Division Coordinator will know the identity of individual students until the grading is complete and the review process has been completed.

### **Report of Outcome**

A student who fails the Qualifying Examination on the first attempt is allowed the opportunity to take it one more time. A student who fails the Qualifying Examination a second time may not continue in the program. Exam Committee decisions regarding the pass/fail status of the student are final.

## **CANDIDACY EXAMINATION FOR THE PHD WITH A SPECIALIZATION IN EPIDEMIOLOGY**

In all respects not specified below the Candidacy Examination will follow the guidelines described in Section 8.4 of this handbook. All Candidacy Examinations are subject to the general policies and procedures established by the Graduate School regarding the scheduling, conduct, and result of the examination.

Each PhD student will work with an Advisory Committee to create a subspecialization (“major”) within epidemiology (e.g., cancer, infectious disease, molecular, cardiovascular etc). While the definition of the major field may be responsive to individual interests, it is the responsibility of the Advisory Committee to insure that the student has an adequate grounding in the representative content of the field. While the Qualifying Exam tests the student’s grasp of the general discipline, the Candidacy Examination tests the student’s knowledge of his/her area of specialization within epidemiology. The Candidacy Examination is taken only after the student has passed the Qualifying Exam and has formulated a dissertation proposal. The Advisory Committee determines when the student is ready to take the Candidacy Examination and makes a recommendation to the chairperson of the Graduate Studies Committee. The student must be registered for at least three graduate credit hours during the quarter of the Candidacy Examination, and must submit a “Doctoral Notification of Candidacy Examination” form to the Graduate School for approval and appointment of the Graduate Faculty Representative prior to beginning the written portion.

### **Written portion of the examination**

1. The written portion of the examination will cover the student’s area of specialization within epidemiology.
2. The written portion of the examination will be administered during a single day from 9:30 am to 3:30 pm.

### **Oral portion of the examination**

1. The oral portion includes questions based upon the written portion, but focuses primarily on the student’s dissertation proposal.

**CURRICULUM FOR THE PHD WITH A SPECIALIZATION IN  
HEALTH BEHAVIOR AND HEALTH PROMOTION****Major field** (46 hrs required):

No more than 24 credits from required MPH HBHP courses.

HBHP 794	Theory (new course proposed)	3 cr hrs
HBHP 793	Independent Study/Research Residency	6-9 cr hrs
HBHP 793	Independent Study/Professional Development Seminar	6 cr hrs

*Choose electives for a total of 46 hrs from HBHP or other closely related courses such as:*

HBHP 720	Preventing Disease	4 cr hrs
HBHP 820	Foundations of HBHP	4 cr hrs
HBHP 821	Community Health Assessment	4 cr hrs
HBHP 822	Settings and Special Populations	4 cr hrs
HBHP 824	Program Evaluation in Public Health	4 cr hrs
HBHP 827	Program Planning and Implement	4 cr hrs
HBHP 828	Cancer Behavioral Science	3 cr hrs
HBHP 850	Seminar in HBHP	2-5 cr hrs

**Research Methods** (46 credits required)**Biostatistics**

PUBH-BIO 606	Applied Logistic Regression	4 cr hrs
PUBH-BIO 701	Design and Analysis of Studies in Health Sciences I	4 cr hrs
PUBH-BIO 702	Design and Analysis of Studies in Health Sciences II	4 cr hrs
PUBH-BIO 703	Problem-Oriented Approach to Biostatistics	4 cr hrs
STAT 645	Applied Regression Analysis	5 cr hrs

**Epidemiology** (2 quarters)

PUBH-EPI 711	Epidemiology I	4 cr hrs
PUBH-EPI 712	Epidemiology II	4 cr hrs

**Psychometrics/assessment**

HBHP 850	Patient Reported Outcomes	4 cr hrs
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**Experimental design and analysis**

HBHP 850	Research Methods in Public Health	4 cr hrs
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**Qualitative research methods****Grantwriting****Minor field** (23 hrs required)**Dissertation** (20 credits minimum)

PUB-HLTH 999	Research in Public Health	
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## **CANDIDACY EXAMINATION FOR THE PHD WITH A SPECIALIZATION IN HEALTH BEHAVIOR AND HEALTH PROMOTION**

In all respects not specified below the Candidacy Examination will follow the guidelines described in Section 8.4 of this handbook. All Candidacy Examinations are subject to the general policies and procedures established by the Graduate School regarding the scheduling, conduct, and result of the examination.

The Candidacy Examination for students specializing in Health Behavior and Health Promotion has a three-part structure:

- (1) A four hour closed-book exam on the history, philosophy, major frameworks and theories, and major controversies in the field of health behavior and health promotion; and
- (2) A one-week long take-home component that involves critiquing a published research study chosen by the student's committee; and
- (3) A one-week long take-home component that involves developing and evaluating an intervention to address an important public health issue.

The written exam (all three components) must be completed within one month's time. The oral exam will be completed within four weeks of the student completing the written portion of the exam.

Although there is no formal page limit for the take-home portions of the exam, students are advised to try not to exceed 20 double-spaced typewritten pages for each component. Students will be expected to use appropriate references, which must be cited fully in a standard style, for their take-home components.

The student's Candidacy Examination Committee members will work together to choose the article for critique and to develop the third component of the exam.

# Appendix H

## Responsible Research Practice Requirements

Many students in the College of Public Health are involved in research, either for their own degree requirements or in work assignments with faculty members or others. It is essential that students learn and abide by the applicable rules concerning research involving human subjects. This topic will be covered in some courses as appropriate. This summary is intended to provide an overview.

### **What research is covered by this policy?**

Student research that collects data from human subjects needs to be approved by the OSU IRB (Institutional Review Board). Student research on animals needs approval from OSU Institutional Animal Care and Use Committee (IACUC). This includes culminating projects, theses and doctoral dissertations. In a few cases, practice placements might also need approval, but this would be the rare case of a practice placement that is collecting research-type data and has not already been reviewed. When IRB or IACUC approval are necessary, such approval must be obtained before any data collection begins. Allow 6 weeks or more from submission to approval.

### **When do projects need IRB approval?**

Any project which

- a) is collecting data from human beings, which the IRB defines as “living individual(s) about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual or (2) identifiable private information.”
- b) is defined as research, “a systematic investigation including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.” The Ohio State web site goes on to say “For example, if the intent of the activity is to share knowledge by publishing or presenting the results, the activity should usually be considered research.” The OSU web site specifically points out that data collected by administering surveys, interviewing, or observing individuals generally involves human subjects.

Some low-risk research (e.g., non-sensitive surveys) may qualify for “exemption” from full committee review; however, the determination that the research is exempt must be made by IRB staff, and not assumed by the investigator. A specific form for requesting exemption is available on the OSU ORRP website, [www.orrp.osu.edu/humansubjects/](http://www.orrp.osu.edu/humansubjects/), under “forms.”

Students who are using data collected by faculty members as part of their (the faculty member's) research also need to submit a request to the IRB, using the exempt status form.

One aspect of student research which should be noted is that for purposes of the IRB application, the student's adviser must be listed on the form as the “Principal Investigator”, i.e., the person responsible for the research. The student is a “co-investigator”. Both the

student and the adviser must have completed the on-line human subjects training. The IRB will not review an application unless everyone listed as principal or co-investigator has had the on-line training.

### **Research with Human Subjects**

Students should work closely with their faculty advisers to complete the necessary materials to secure approval for research with human subjects. Forms and directions are available through the Office of Responsible Research Practices: <http://orrr.osu.edu/humansubjects/>. Approval requires completion of the Collaborative IRB Training Initiative (CITI) web-based course on Human Subjects. The CITI training log-in page is <https://www.citiprogram.org/>. The Office of Responsible Research Practices also offers regular tutorials for student researchers. Additional information is available on the Web at <http://orrr.osu.edu/news/detail.cfm?News=195>.

### **Research with Animals**

Forms and directions to secure approval for research with animals also are available through the Office of Responsible Research Practices. Approval requires completion of the Animal Usage Orientation Course (either classroom or online) and the Occupational Health and Safety Training Course (online only). Information regarding these courses is available online at <http://orrr.osu.edu/animalsubjects/training.cfm>.

If you have additional questions or need to discuss specific issues concerning research you are undertaking, contact:

Office of Responsible Research Practices  
The Ohio State University  
300 Research Foundation Building  
1960 Kenny Road  
Columbus, Ohio  
43210-1063

**Phone:** (614)688-8457

**Fax:** (614)688-0366

# Appendix I

## Miscellaneous Forms

The forms in this section are included for information only. Clean copies of necessary forms are available from the Office of Academic Programs, or may be printed from the online version of this handbook found at the CPH Web site.

### CONTENTS:

- Change in Faculty Adviser Assignment
- Request for Change in MPH Specialization
- Petition for Course Waiver or Substitution
- Permission to Enroll for Individual Study or Research Credit
- MPH/PEP Elective Approval
- MPH/PEP Culminating Project Proposal Approval
- Culminating Project Proposal Approval
- Approval to Schedule Candidacy Examination
- Thesis/Dissertation Prospectus Approval
- Doctor of Philosophy Curriculum Approval

**THE OHIO STATE UNIVERSITY  
COLLEGE OF PUBLIC HEALTH**

**CHANGE IN FACULTY ADVISER ASSIGNMENT**

This is to confirm that Professor \_\_\_\_\_ will serve  
(Faculty name)

as adviser for \_\_\_\_\_ in the  
(Student name)

\_\_\_\_\_ degree program, effective \_\_\_\_\_.  
(MPH/MHA/MS/PhD) (Quarter/Year)

\_\_\_\_\_  
Signature of student Date

\_\_\_\_\_  
Signature of new adviser Date

\_\_\_\_\_  
Signature of division chair Date

Return completed form to Office of Academic Programs, M006 Starling Loving Hall.

**THE OHIO STATE UNIVERSITY COLLEGE OF PUBLIC HEALTH  
REQUEST FOR CHANGE OF MPH SPECIALIZATION**

**Instructions:**

The student must fill out the first page of this form and return it to the Office of Academic Programs, M006 Starling Loving Hall. You are encouraged to discuss the possibility of a transfer with the Graduate Studies Committee representative or Division Chairperson of the division into which you wish to transfer before completing this form.

\_\_\_\_\_ requests permission to transfer  
(Student name)

**from:** **BIO** **EHS** **EPI** **HBHP** **HSMP** **VET** **CI**  
(Circle specialization)

**to:** **BIO** **EHS** **EPI** **HBHP** **HSMP** **VET** **CI** effective \_\_\_\_\_  
(Circle specialization) (Quarter/Year)

Some forms of financial aid or graduate associate positions are contingent upon enrollment in a particular program. Are you now receiving support originating in your area of study?

No  Yes (if yes, please explain) \_\_\_\_\_

Do you wish to make this transfer even if doing so means giving up support based in your current program?

No  Yes  Not applicable

\_\_\_\_\_  
Signature of student

\_\_\_\_\_  
Date

***This portion of form for use of proposed receiving division or specialization:***

Office of Academic Programs staff will attach a copy of the most recent advising report and forward the form to the GSC representative from the proposed receiving division. The student's complete file may be reviewed in M006 Starling Loving Hall.

**Decision**  Transfer denied  Transfer approved  Transfer approved, with condition(s):

\_\_\_\_\_  
\_\_\_\_\_

Assigned to new adviser: \_\_\_\_\_

\_\_\_\_\_  
Signature of Division Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Graduate Studies Committee representative

\_\_\_\_\_  
Date

**Return completed form to Office of Academic Programs, M006 Starling Loving Hall.**

A copy of this form will be placed in the student's file and a copy given to the student. If approved or approved with condition(s), a copy will also be given to the chairperson of the student's former division.

**THE OHIO STATE UNIVERSITY COLLEGE OF PUBLIC HEALTH  
PETITION FOR COURSE WAIVER OR SUBSTITUTION**

**Course waiver** means that the faculty accepts prior work by the student as satisfactory to meet a program course requirement. The waiver excuses the student from taking the required course, but does *not* lessen the hours required for graduation. In effect a course waiver creates additional elective time for the student. **Course substitution** means that the faculty approves meeting a course requirement by taking a course other than the one specified. The student completes Part I of this form, then presents it and appropriate documentation to the instructor of the course for which waiver or substitution is requested, who completes Part II. The form then goes to the Office of Academic Programs for final disposition and notation in the student's record.

**Part I: Completed by Student**

**Student name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**College of Public Health course for which waiver or substitution is requested:**

\_\_\_\_\_

**Basis for petition**

If you are requesting a waiver based on past work, describe below why a waiver is appropriate and attach relevant documentation. If you are requesting permission to substitute a different course for a requirement, explain the rationale below and attach relevant documentation concerning the proposed alternative.

**Part II. Completed by instructor of required course for which a waiver or substitution is proposed.**

\_\_\_ Recommend Approval

\_\_\_ Recommend Approval with Conditions (specify)

\_\_\_\_\_  
Instructor **Date:** \_\_\_\_\_

Part III. After the instructor has signed this form, please submit to the Office of Academic Programs, M006 Starling Loving Hall.

**Approve** \_\_\_ **Deny** \_\_\_

\_\_\_\_\_  
**Chair, Graduate Studies Committee** **Date:** \_\_\_\_\_

**THE OHIO STATE UNIVERSITY  
COLLEGE OF PUBLIC HEALTH**

**PERMISSION TO ENROLL FOR INDIVIDUAL STUDY OR RESEARCH CREDIT**

\_\_\_\_\_ has my permission to enroll under  
Student Name  
my supervision for \_\_\_\_\_ credit hours in \_\_\_\_\_ Quarter, \_\_\_\_\_ Year

**Circle appropriate category of enrollment:**

**793 Culminating Project**

**793 Individual Study**

**999 Dissertation/Thesis**

793 is available for 1-6 credit hours in Public Health (general), Biostatistics, Environmental Health Sciences, Epidemiology, Health Behavior and Health Promotion.

999 is available for 1-18 credit hours in Public Health. Registration for 999 requires a Prospectus Approval form unless one has been previously completed.

Project Description/Comments:

Signatures:

Instructor \_\_\_\_\_ Date \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_

**Please complete form and return to the Office of Academic Programs, M006 Starling Loving Hall.**

**Office Use Only**

Call Number Assigned:

Initials:

**THE OHIO STATE UNIVERSITY COLLEGE OF PUBLIC HEALTH  
MPH Program for Experienced Professionals  
ELECTIVE APPROVAL PETITION**

It is not necessary to complete this form for courses appearing on the list of preapproved electives for use in the MPH Program for Experienced Professionals. This list is updated frequently, and may be inspected in the Office of Academic Programs, M006 Starling Loving Hall. Approval of any other course will require submission of a copy of this form together with complete information describing the proposed course (i.e., a syllabus indicating course content, assignments, and grading policy). If you will be taking electives at another university, you must apply for transient graduate status at that university and provide a copy of your transcript showing the final grade when the course is complete. **Approval must be obtained before enrolling in the course.**

**Student name:** \_\_\_\_\_

**Course for which approval is requested:**

University/College:

Department name and course number:

Course title:

Credit hours (quarter or semester?):

Year and Term to be taken:

**Attach course documentation to this form.**

How is this course relevant to public health and to your career goals and objectives?

**Recommendation of Adviser:**

\_\_\_ Recommend Approval

\_\_\_ Recommend Approval with Conditions (specify)

\_\_\_\_\_  
Faculty Adviser Date: \_\_\_\_\_

**After the faculty adviser has signed this form, please submit to the Office of Academic Programs, M006 Starling Loving Hall.**

Approve \_\_\_ Deny \_\_\_

\_\_\_\_\_  
PEP Director Date: \_\_\_\_\_

THE OHIO STATE UNIVERSITY COLLEGE OF PUBLIC HEALTH  
MPH Program for Experienced Professionals

Culminating Project Proposal Approval Form

\_\_\_\_\_ has my permission to  
Name

enroll in Pub Hlth 793 for \_\_\_\_\_ credit hours for the purpose of the MPH culminating project.

**An initial enrollment for up to 4 credit hours may be approved before the culminating project proposal is complete. Students should discuss the distribution of credit hours across quarters with their adviser and the OAP staff before finalizing registration. Approval for increasing enrollment to a total of 8 credit hours can only be done after a project proposal has been completed and judged appropriate for this level of credit.**

***Signature required for approval:***

Faculty Advisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

=====

Project Type (please circle):      Grant Application      Research Project

Project Title: \_\_\_\_\_

Primary Faculty Advisor: \_\_\_\_\_ (Print Name)

Secondary Faculty Reader: \_\_\_\_\_ (Print Name)

**Project Description:**

Attach an additional sheet with a description of your proposed project. If the project is a grant application, indicate the target funding source, and also attach a copy of the Request for Proposals (RFP) or other documentation of the sponsor's requirements.

***Signatures required for approval:***

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Adviser Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Please return the completed form to Judy Dawson, Room M-006 Starling Loving Hall.***

**Approved**  
PEP Director: \_\_\_\_\_ Date: \_\_\_\_\_

THE OHIO STATE UNIVERSITY COLLEGE OF PUBLIC HEALTH

Culminating Project Proposal Approval Form

\_\_\_\_\_ has my permission to  
Name

enroll in Pub Hlth 793 for \_\_\_\_\_ credit hours in \_\_\_\_\_(Quarter) \_\_\_\_\_(Year)  
for the purpose of the MPH culminating project.



Project Title: \_\_\_\_\_

**Project Description:**

Attach an additional sheet with a description of your proposed project if needed.

**Signatures required for approval for registration:**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Primary Faculty Advisor: \_\_\_\_\_ (Print Name)

Faculty Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Secondary Faculty Reader: \_\_\_\_\_ (Print Name)

Secondary Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Please return the completed form to Judy Dawson, Room M-006 Starling Loving Hall.***

*S:OAP/Student Handbook/Forms/MPH Culminating Project Approval form*

**THE OHIO STATE UNIVERSITY  
COLLEGE OF PUBLIC HEALTH**

**Doctor of Philosophy  
Approval to Schedule Candidacy Examination**

Student Name: \_\_\_\_\_

The signatures below indicate approval for the student to schedule the written and oral portions of the Candidacy Examination.

**Required signatures:**

Committee: \_\_\_\_\_  
Adviser (major field) Date

\_\_\_\_\_  
Major field Date

\_\_\_\_\_  
Minor field Date

\_\_\_\_\_  
Research Methods Date

\_\_\_\_\_

\_\_\_\_\_

Student: \_\_\_\_\_  
Date

Return completed form to the Office of Academic Programs, M006 Starling Loving Hall.

**THE OHIO STATE UNIVERSITY  
COLLEGE OF PUBLIC HEALTH**

**THESIS/DISSERTATION PROSPECTUS APPROVAL**

Student name \_\_\_\_\_ Date \_\_\_\_\_

Title of proposed thesis or dissertation:

Approved \_\_\_\_\_

Approved with conditions \_\_\_\_\_

Comments (including conditions, if any):

**Signatures:**

Thesis/Dissertation Committee (minimum of two for MS, three for PhD; see Handbook for rules concerning membership):

\_\_\_\_\_ Adviser  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Please return completed form to the Office of Academic Programs, M006 Starling Loving Hall.**

**THE OHIO STATE UNIVERSITY COLLEGE OF PUBLIC HEALTH**  
**DOCTOR OF PHILOSOPHY CURRICULUM APPROVAL**

**Student:** \_\_\_\_\_

The Advisory Committee is composed of a minimum of four persons meeting these criteria:

- All committee members must be category P graduate faculty members.
- The major field is represented by two members, including the student's adviser, who must have faculty appointments in the College of Public Health division containing the student's major area. The adviser's principal appointment must be in the College of Public Health.
- The research methods area is represented by one College of Public Health faculty member appropriate for the curriculum of the student.
- The minor field is represented by one member appropriate for the curriculum of the student, who must come from outside the division containing the student's major field and may come from outside the College of Public Health.

Additional members meeting the criteria stated may be included (e.g., the research methods area could be represented by two persons rather than one). A student who wishes to depart in any other way from the stated criteria must petition in writing with the adviser's support, indicating the justification for the departure. Any departure from the criteria must be approved by the chair of the student's major division and the GSC chairperson.

Signatures below indicate approval of the attached PhD Curriculum Plan.

**Required signatures:**

**Advisory  
Committee:**

Adviser (major field)	Date
Major field	Date
Minor field	Date
Research Methods	Date

**Student:** \_\_\_\_\_  
Date

Return completed form with a copy of the PhD Curriculum Plan to the Office of Academic Programs, M006 Starling Loving Hall.

**Graduate Studies  
Committee Chair** \_\_\_\_\_  
Date

**THE OHIO STATE UNIVERSITY COLLEGE OF PUBLIC HEALTH  
PhD CURRICULUM PLAN**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Major Area: \_\_\_\_\_

Major Area Faculty Adviser: \_\_\_\_\_

Major Area Committee Member: \_\_\_\_\_

University/ College	Dept	Course Number	Course Title	Credits	Taken or Anticipated Term/Yr	Grade	Please mark (* ) if included in master's degree credit
<b>Total Credits (minimum of 36 quarter hours)</b>							

\*Note that a maximum of 45 quarter hours of credit may be applied from a prior master's degree.



**Research Methodology Committee Member:** \_\_\_\_\_

University/ College	Dept	Course Number	Course Title	Credits	Taken or Anticipated Term/Yr	Grade	Please mark (* if included in master's degree credit
<b>Total Credits (minimum of 36 quarter hours)</b>							

**Anticipated Quarter/Year for Candidacy Examination:** \_\_\_\_\_

**Comments:**