Graduate Study in the College of Public Health

THE OHIO STATE UNIVERSITY

Student Handbook
2009-2010

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.]) 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/); citations are based on the most recent edition (2008-09) 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 (OAP) for the College of Public Health, are listed in Appendix B 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.

Revised 9/2009

The Ohio State University
College of Public Health

MISSION

The mission of the College of Public Health is to protect and improve the health of the people of Ohio, the nation and the world. Through interdisciplinary research, we seek to understand the forces that affect public health and the delivery of health services. We prepare the next generation of public health practitioners, health care managers and scholars. Collaborating with government agencies and other partners, we develop solutions to current and emerging public health problems.

VISION

The vision of the College of Public Health at The Ohio State University is to be a leader in public health research and education with local impact and global significance.

VALUES

The College of Public Health has identified four core values that guide our decisions and operations:

Equity:
We believe in the fundamental fairness of a healthy world. All people should have an environment that optimizes health, access to affordable and high-quality health care, awareness of personal choices for improving health, and opportunities to help improve the health of our communities.

Ethics:
We maintain high levels of academic and scientific integrity, conduct research that protects the rights and welfare of all study participants, and create an inclusive environment that supports our faculty, staff, students and constituents.

Excellence:
We pursue innovative research that is scientifically rigorous and relevant. We are committed to providing a high-quality learning experience and the tools to enable students to meet future challenges. We value dedicated service and leadership that helps individuals and communities live healthier lives.

Diversity:
We celebrate the richness that diversity brings to our society and work to create a welcoming culture that respects all forms of diversity. We are committed to increasing the diversity of our students, faculty, and staff and to equipping all our graduates to contribute effectively to a diverse public health workforce.

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ABBREVIATIONS USED FREQUENTLY IN THIS HANDBOOK:

BIO	Biostatistics
CI	Clinical Investigation
CPH	College of Public Health
EHS	Environmental Health Sciences
EPI	Epidemiology
GSC	Graduate Studies Committee
HBHP	Health Behavior and Health Promotion
HSMP	Health Services Management and Policy
MHA	Master of Health Administration
MPH	Master of Public Health
MS	Master of Science
OAP	Office of Academic Programs
PEP	Program for Experienced Professionals
PhD	Doctor of Philosophy
PUBH	Public Health
VPH	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* (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* (www.ureg.ohio-state.edu). This website 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). 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://fye.osu.edu/publications.html). 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 located on the second floor of University Hall, 230 North Oval Mall, room 247.

2.2 THE GRADUATE FACULTY [GSH XV]

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: 1) registering for courses that are taught by persons without graduate faculty status (see Section 3 of this handbook), and 2) proposing master's or doctoral committee members who do not have graduate faculty status (see Section 4.4).

2.3 THE GRADUATE STUDIES COMMITTEE [GSH XIV]

The Graduate Studies Committee (GSC) concerns itself primarily with policy issues and overall coordination and direction of academic programs 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. The representatives are appointed by the Division Chair in consultation with the division faculty.
  - Chair selected by the committee from among the faculty members of the committee who are tenured in the College.
  - A student member from each degree program (e.g., MPH, MHA, MPH/PEP, MS, PhD) will be selected by 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 nonvoting.
  - Assistant Dean for Student Affairs, serving ex officio and nonvoting.
  - Principal OAP administrative staff, ex officio and nonvoting.

Responsibilities

- Review and make recommendations to the faculty on major program structure and policy decisions. Examples include major changes in degree requirements or the designation of concentrations within the CPH for which degrees may be obtained.
- Review applications materials and recommend students for admission.
- Establish and coordinate policy in areas having College-wide impact:
  - courses shared by more than one degree program as requirements
  - approval of new 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
- Monitor student progress and recommend actions to the Graduate School as necessary.
- Review student petitions and act or make recommendations.
- Promote growth and excellence in graduate education, and visibility of the CPH nationally and internationally.
- Coordinate student recruitment efforts.

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.

The CPH student organizations together fulfill the function of the Student Advisory Committee and in that role serve as the formal liaisons between all students in the CPH and the faculty and administration of the College. A major role of the Student Advisory Committee is to provide student representation for various committees, excluding the Executive Committee and the AP&T Committee. Student representatives attend all regular meetings of the faculty of the College of Public Health and 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.

Office of Academic Programs

The Office of Academic Programs (OAP), located in M-006 Starling-Loving Hall, serves as the conduit for the student's contact with the Graduate Studies Committee (see Appendix A). 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 (Michael Bisesi)
- Interim Associate Dean for Research and Faculty Development (Phyllis Pirie)
- 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 five standing committees:

- Executive Committee
- Appointments, Promotion, and Tenure Committee
- Residency Program/Residency Advisory Committee
- Diversity Enhancement Committee
- Information Systems Advisory Committee

2.5 GRIEVANCE PROCEDURES

The College of Public Health has a process in place for reviewing student complaints after efforts between the parties involved to address the concerns have proved unsuccessful. These procedures provide students with avenues for informally resolving complaints and for seeking formal redress if efforts of mediation fail. The Graduate School also has an established grievance procedure for certain situations (Appendix C of the Graduate School Handbook, available online at http://www.gradsch.ohio-state.edu/Depo/PDF/Handbook.pdf).

Before formal procedures are involved, it is strongly recommended that every effort be made by all parties to resolve differences informally. The staff in the Office of Academic Programs is available to support students in their discussions at this stage.

Procedures and remedies at the division level should be exhausted before appealing the case at the College level. Sources for grievances include, but are not limited to, the following:

- All aspects of the degree involving grading and evaluation
- Unjustified denial of student access to data or inappropriate use of student data
- Professional misconduct toward students
- Unfair, discriminatory, or intimidating treatment of students

Initial jurisdiction over grade grievances lies within the divisions. Grades are a matter of academic judgment and subject to challenge only on the basis of non-academic criteria, such as considerations of race, politics, religion, sex, or other criteria not directly reflective of performance related to course requirements or improper academic procedures that unfairly affect a student's grade. Students with grade grievances should discuss their concerns first with the professor of record (graduate teaching assistants in the College of Public Health do not assign grades). If the student feels that the problem is not resolved satisfactorily, then the concern should be brought to the attention of the Division Chair for review. 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 online at http://trustees.osu.edu/rules8/ru8-22-231.php).

If informal procedures fail to settle the matter, the student may initiate a formal grievance process by submitting a written statement to the Assistant Dean for Student Affairs. This written statement should describe the nature of the complaint, the facts which support the complaint, and the efforts made to resolve the complaint with the parties involved. The

statement must be submitted within 60 days after the alleged cause for the grievance occurred.

The Assistant Dean for Student Affairs will review the allegations in the complaint and ask the other party to provide a written response. When appropriate, the Assistant Dean will ask for input from the Division Chair, the Associate Dean of Academic Affairs, or the Dean of the College of Public Health. Some grievances may be resolved at this stage through a process of counseling and evaluation. Accurate assessment and mutual solution are the goals. The Assistant Dean will discuss the matter with the complainant and with the respondent and advise the student of their options:

a) Taking no action (sometimes discussion with a third party is the goal)
b) Conversation between the complainant and the respondent with the Assistant Dean for Student Affairs serving as an intermediary in an effort to mediate the concerns
c) Request for formal grievance hearing if mediation fails

Formal Grievance Procedures

If mediation fails, the student may seek a formal grievance hearing. The written request will be forwarded to the Graduate Studies Committee (GSC) Chair for review. Upon receipt of the complaint, the GSC Chair will appoint a hearing panel of two GSC faculty representatives, two GSC student representatives, and one faculty member from outside the College of Public Health. The GSC Chair and the hearing panel will meet with the complainant and the respondent and review any documentary evidence provided. Both the complainant and the respondent will be given copies of any documentary evidence provided by the other party. The committee also may obtain relevant information from other persons. At the conclusion of the hearing, the committee will submit to the dean its findings, a recommendation concerning the merits of the complaint and, if the complaint is judged to have merit, a proposed resolution.

After reviewing the recommendation of the Graduate Studies Committee, the dean may:

a) dismiss the complaint;
b) uphold the committee's recommendation and proposed resolution;
c) uphold the committee's recommendation with what would reasonably be interpreted as an equivalent, but alternative resolution.

All aspects of an investigation of a student grievance will remain confidential. Upon the conclusion of all deliberations, the decision will be reported in writing to the student and the respondent. A written record of the circumstances and resolution of the grievance will be kept for four (4) years in the Office of Academic Programs.

2.6 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 following the procedures outlined in Section 3.2.

MPH Program for Experienced Professionals

The OAP will work with Division chairs to assign faculty advisors to incoming students. Because PEP students do not have a divisional specialty, advisers initially are 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 following the procedures outlined in Section 3.2.

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 at that time may do so by following the procedures outlined in Section 3.2.

3.2 CHANGE OF ADVISOR ASSIGNMENT

Students who wish to change their adviser assignments may do so by obtaining the necessary signatures indicating approval on the Faculty Adviser Assignment Form (see Appendix I). As a courtesy, students should notify their initial advisors that they have requested a change

3.3 MASTER'S EXAMINATION COMMITTEES [GSH IV.2]

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 in the College of Public Health. Any exceptions must be approved by the Division Chair and the Graduate Studies Committee Chair.

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 in the College of Public Health. Any exceptions must be approved by the Division Chair and the Graduate Studies Committee Chair. Students are encouraged to add a third faculty member representing another discipline outside the CPH to complement the skills of the CPH committee members.

3.4 DOCTORAL ADVISORY AND EXAMINATION COMMITTEES [GSH VII.4]

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*. Divisions may impose additional constraints on the doctoral committees, as described in later sections

3.5 COMMITTEE PARTICIPATION BY PERSONS WITHOUT GRADUATE FACULTY STATUS

Students sometimes propose persons as master's or doctoral 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 research, but may not be regular committee members or play any formal role in examining the student or approving a thesis, non-thesis project, or dissertation.

Section 4

Registration

4.1 REGISTRATION PROCEDURES [GSH III.2]

Registration is a web-based process. **Incoming** students will be sent registration information by the Office of Academic Programs. Unless the student's adviser has approved a deviation, incoming students should register for the standard full- or part-time schedule.

For **continuing** graduate students, registration information is sent to the student's OSU email address.

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 also may be required. Forms requesting a change are available in the OAP and online. Students should check the Registrar's website each quarter for a list of important deadlines.

4.2 REGISTRATION REQUIREMENT FOR FINANCIAL AID OR GRADUATE ASSOCIATE POSITIONS [GSH IX.1, X.2]

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. Post-candidacy doctoral students must register for a minimum of three credit hours. 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 PRACTICUM, CULMINATING PROJECT, INDIVIDUAL STUDY OR RESEARCH CREDIT

Students who wish to register for the practicum, culminating project, individual study with a faculty member, or 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. A form for approval of the credit is included in Appendix I.

4.4 REGISTRATION FOR COURSES THAT ARE LISTED U/G (UNDERGRADUATE/ GRADUATE)

A course that can be offered for both undergraduate and graduate credit (e.g., many 600- and 700-level courses in other colleges) may be taught by a person without graduate faculty status, such as a Graduate Teaching Associate. In this case, the course will be listed in the *Master Schedule* indicating that it is available only for undergraduate credit and, as such, will not count towards a graduate degree.

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. Practicum (a maximum of 4 credit hours may count towards the degree)
5. Culminating project (2 credit hours minimum; students must petition to count more than 4 credit hours towards the degree)

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

Environmental Health Sciences

PUBH-EHS 731	Principles of Environmental Health	04 credit hours

Epidemiology

PUBH-EPI 710	Principles of Epidemiology	04 credit hours

Social and Behavioral Sciences

PUBH-HBP 720	Preventing Disease and Promoting Health through Behavioral Science	04 credit hours

Health Services Administration

HSMP 800	Health Care Organization I	04 credit hours

Required and Elective Courses in the Area of Specialization

There are seven approved areas of specialization in the MPH: biostatistics, clinical investigation, environmental health sciences, epidemiology, health behavior and health promotion, health services management and policy, and veterinary public health. The required specialization courses for each area are listed below, and the approved electives are found in Appendix D.

Biostatistics (PUBH-BIO)

PUBH-BIO 604	SAS Programming	02 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.
(or STAT 600 and BIOSTAT 709)		
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.

Clinical Investigation (CI)

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 711	Epidemiology I	04 cr. hrs.
PUBH-EPI 712	Epidemiology II	04 cr. hrs.
PUBH-EPI 715	Principles and Procedures of Human Clinical Trials	04 cr. hrs.
PUB HLTH 795*	Seminar in Clinical Investigation	05 cr. hrs.

*Seminar offered every quarter for 1-2 hour credit; student must accumulate 4 credit hours.

Environmental Health Sciences (PUBH-EHS)

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 832	Principles of Exposure Assessment	04 cr. hrs.
PUBH-EHS 735	Introduction to Water and Human Health Risk	04 cr. hrs

Epidemiology (PUBH-EPI)

PUBH-EPI 704*	Biological Basis of Public Health	04 cr. hrs.
PUBH-EPI 705	Design and Implementation of Health Surveys	04 cr. hrs.
PUBH-EPI 711	Epidemiology I	04 cr. hrs.
PUBH-EPI 712	Epidemiology II	04 cr. hrs.
PUBH-BIO 604	SAS Programming	02 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.

*Required for students who do not have an MD, DVM, or equivalent clinical.

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

PUBH-EPI 713	Environmental Epidemiology	04 cr. hrs.
PUBH-EPI 714	Epidemiology of Injury	03 cr. hrs.
PUBH-EPI 716	Psychiatric Epidemiology	03 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 818	Women's Health Issues	03 cr. hrs.
PUBH-EPI 819	Epidemiology of Obesity	04 cr. hrs.
PUBH-EPI 820	Reproductive and Perinatal 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.
OR 850	Fundamental Determinants of Health	04 cr. hrs.
PUBH-HBP 824	Program Evaluation in Public Health	04 cr. hrs.
OR 850	Research Methods 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 802	Economic Analysis of Health Services	04 cr. hrs.
HSMP 805	Introduction to Health Policy	04 cr. hrs.
HSMP 815	Health Services Organization Management	04 cr. hrs.
HSMP 820*	Health Services Finance I	04 cr. hrs.

**MPH students in HSMP are expected to have a prerequisite introductory course in accounting prior to matriculation.*

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 & Services	04 cr. hrs.
HSMP 871	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 880	Operations Management for Health Service Organizations	04 cr. hrs.
HSMP 881	Topics in Health Services Operations Management	04 cr. hrs.
HSMP 882	Information Systems for Health Service Organizations	04 cr. hrs.
PUBPOLM 834	Public Budgeting	04 cr. hrs.
PUBH-HBP 821	Community Health Assessment	04 cr. hrs.
PUBH-HBP 824	Program Evaluation	04 cr. hrs.

Veterinary Public Health

VET PREV 721	Zoonotic Diseases	04 cr. hrs.
VET PREV 722	Food-Borne Diseases, Food Animal Production Systems, and Food Safety	04 cr. hrs.
VET PREV 723	Biosecurity, Environmental Health, and Other Veterinary Public Health Topics	04 cr. hrs.
PUBH-BIO 702	Design and Analysis of Studies in the Health Sciences II	04 cr. hrs.
PUBH-EPI 711	Epidemiology I	04 cr. hrs.

MPH Practicum

The College requires 4 credit hours of formal practice placement experience (practicum) for all students in the MPH program. Students may accumulate more than four hours with permission of their advisors, but only four hours may count towards the degree. 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 practicum 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 evaluates the student's 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 should be active participants in the arrangements for the practicum. The Office of Academic Programs 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 practicum, are found in the *Practicum Student Handbook* (available online at http://cph.osu.edu/academics/handbooks.cfm/).

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 of completing a traditional research-based master's thesis as the MPH culminating project. This option is less frequently chosen because the majority of 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. The details concerning Graduate School policies regarding the thesis, including format, typing, deadlines, etc., are available online at http://www.gradsch.ohio-state.edu/Depo/PDF/Guidelines.pdf.

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 also might 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 also is available for students in Veterinary Public Health. Students should begin planning their culminating projects in consultation with their faculty advisors at least three quarters prior to the expected quarter of completion. More detailed descriptions of the culminating project requirements for each specialization are available on the College web site at http://cph.osu.edu/academics/handbooks.cfm/.

Upon successful completion of the culminating project, students should provide an electronic copy of the project to the Office of Academic Program.

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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.

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 admission 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 specialization 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 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 also must 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. In general, course waivers or substitutions will not 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 practicum 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 credit hours)

Required Courses

• 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

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 online at http://cph.osu.edu/docs/pdf/academics/PEP_electives_09.pdf, and will be updated periodically. 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 graduate level, relevant to public health, and contribute to the student's 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 Practicum

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 practicum 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.

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 if the experience is significantly different than the student's

regularly assigned duties, takes place outside the student's usual work area, and the preceptor is someone other than the student's regular work supervisor.

For further details, please refer to the *Practicum Student Handbook* (available online at http://cph.osu.edu/academics/handbooks.cfm/).

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 student through the process. Students should begin planning their culminating projects in consultation with their faculty advisors at least three quarters prior to the expected quarter of completion. 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. The guidelines also are available online at http://cph.osu.edu/academics/handbooks.cfm/). Upon successful completion of the culminating project, students must provide an electronic copy of the final report to the Office of Academic Programs.

Class Assignments

The PEP format imposes time constraints that require special responsibility from the student. PEP students should 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 Friday afternoon sessions, one each month. 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 OAP staff to be sure that the implications for degree progress are understood.

5.4 GRADUATION GSH VI.5]

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 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 is the first Friday of the quarter of graduation. The deadline to submit the signed Master Exam Report Form is the 8th week of the quarter; therefore, students generally must complete their culminating projects by the 6th or 7th week of the quarter. Prior to graduation, students are asked to complete an Exit Survey, as explained in Section 13 of this handbook.

5.5 TIME LIMIT

The MPH degree must be completed within five 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 rule rests with each student. The OAP will send 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 re-apply 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.

Prerequisites

A minimum of four quarter hours (3 semester hours) of introductory financial accounting is required. Recommended courses at OSU are Accounting 211 or 310. Persons who have not met this prerequisite may be admitted to the program to begin coursework, but the requirement must be satisfied by the end of the first quarter. Many students complete the prerequisite in the summer prior to beginning the program.

Required Courses

PUBH-BIO 701	Design and Analysis of Studies in Health Sciences I	04 cr. hrs.
PUBH-EHS 741	Environmental Health Management	02 cr. hrs.
PUBH-EPI 710	Principles of Epidemiology	04 cr. hrs.
PUBH-HBP 725	Behavioral Science of Health Care Managers	02 cr. hrs.
HSMP 800	Health Care Organization I	04 cr. hrs.
HSMP 801	Health Care Organization II	04 cr. hrs.
HSMP 802	Economic Analysis of Health Services	04 cr. hrs.
HSMP 805	Introduction to Health Policy	04 cr. hrs.
HSMP 811	Legal Environment of Health Care	04 cr. hrs.
HSMP 815	Health Services Organizational Management	04 cr. hrs.
HSMP 820*	Health Services Finance I	04 cr. hrs.
HSMP 821	Health Services Finance II	04 cr. hrs.
HSMP 822	Health Services Financial Decision-Making	04 cr. hrs.
HSMP 831	Strategic Management and Program Development	04 cr. hrs.
HSMP 870.02	Clinical Rotations	02 cr. hrs.
HSMP 870.05	Human Resources	02 cr. hrs.
HSMP 870.06	Health Care Marketing	02 cr. hrs.
HSMP 880	Operations Management for Health Service Organizations	04 cr. hrs.
HSMP 882	Information Systems for Health Service Organizations	04 cr. hrs.

Master's Examination

The Graduate School requires that each master's student complete a Master's Examination. MHA students have the option of completing a research-oriented master's thesis or an integrative writing assignment (non thesis option). Typically, MHA students choose the non-thesis option, which also allows students to enroll in a larger number of elective courses to further their development of management and policy knowledge and skills.

Graduation [GSH VI.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 is the first Friday of the quarter of graduation. The deadline to submit the signed Master Exam Report Form is the 8th week of the quarter; therefore, students generally must complete their integrative writing projects by the 6th or 7th week of the quarter. Prior to graduation, students also are asked to complete an Exit Survey, as explained in Section 13 of this handbook.

Time Limit
The MHA degree must be completed within six 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 rule rests with each student. The OAP will send a letter to students who have not yet completed the degree four 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 six years must re-apply to the program by written petition to the Graduate Studies Committee. Advisers of students who fail to meet the six-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.

6.2 REQUIREMENTS FOR A THESIS OR A NON-THESIS OPTION

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 thesis option is less frequently chosen since the majority of MHA students intend to go directly into professional practice. 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.

The thesis option provides 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. Details concerning Graduate School policies, including format, typing, deadlines, etc., are available online at http://www.gradsch.ohio-state.edu/Depo/PDF/Guidelines.pdf 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 comprised of at least two CPH faculty members, including the adviser—both committee members must have M or P Graduate Faculty Status and the faculty advisor must have Graduate Faculty Status in the College of Public Health;
- 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.

6.3 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.

MHA students who are working as health care professionals during the time they are in the program may petition to substitute practice activities that are different from their regular work duties for the administrative residency. 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.

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 604	SAS Programming	02 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-BIO 786	Biostatistics Consulting Laboratory	03 cr. hrs.
(or STAT 600 and BIOSTAT 709)		
PUBH-EPI 710	Principles of Epidemiology	04 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.

Choose one:

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 Organizations I	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 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 735	Introduction to Water and Human Health Risk	04 cr. hrs.
PUBH-EHS 832	Principles of Exposure Assessment	04 cr. hrs.
PUBH-EHS 835	Molecular Techniques for Environmental Health Sciences	05 cr. hrs.

Select one of the following:

PUBH-BIO 703	A Problem-Oriented Approach to Biostatistics	04 cr. hrs.
PUBH-BIO 606	Applied Logistic Regression	04 cr. hrs.

Epidemiology (PUBH-EPI)

PUBH-EPI 704*	Biological Basis of Public Health	04 cr. hrs.
PUBH-EPI 705	Design and Implementation of Health Surveys	04 cr. hrs.
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 604	SAS Programming	02 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 810	Epidemiologic Methods	04 cr. hrs.

** Required for students who do not have an MD, DVM, or equivalent clinical degree.*

Choose two of the following:

PUBH-EPI 713	Environmental Epidemiology	04 cr. hrs.

PUBH-EPI 714	Epidemiology of Injury	03 cr. hrs.
PUBH-EPI 716	Psychiatric Epidemiology	03 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 818	Women's Health Issues	03 cr. hrs.
PUBH-EPI 819	Epidemiology of Obesity	04 cr. hrs.
PUBH-EPI 820	Reproductive and Perinatal 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.

7.3 THE THESIS [GSH VI.4]

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 VI.2].

The details concerning Graduate School policies, including format, typing, deadlines, etc., are available online at http://www.gradsch.ohio-state.edu/Depo/PDF/Guidelines.pdf. 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 CPH faculty members, including the adviser—both committee members must have M or P Graduate Faculty Status in the College of Public Health;
- 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
- electronic submission an approved (adviser-signed) copy of the full thesis and abstract 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 area(s) of expertise.

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 (available on the Graduate School's web site under "Forms and Publications") 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 is the first Friday of the quarter of graduation. Prior to graduation, students are asked to complete an Exit Survey, 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 rule rests with each student. The OAP will send 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 re-apply 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. [GSH VI.1]

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. These include: (1) that the degree is recommended by the student's advisor and the Graduate Studies Committee, and (2) that the individual does not already hold an equivalent master's degree in the same field. In addition, the College of Public Health Graduate Studies Committee requires that the student's division of specialization must approve the award of the M.S. on the basis of candidacy.

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 in 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 the College of Public Health at 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 VII.2]. The PhD degree requires a minimum of 120 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 75 graduate credit hours beyond the master's degree is required. In either case, a maximum of 30 credit hours may be given for dissertation research. That is, a student who already holds a master's degree would have to complete a minimum of 45 graduate credit hours of coursework exclusive of dissertation credit.

The Graduate School requires that all post-candidacy doctoral students must be enrolled continuously until they graduate for a minimum of three graduate credit hours each quarter (except Summer).

Residence Requirement

In addition to the overall credit requirement, doctoral students must fulfill the following residence requirements after the master's degree has been earned or after the first 45 hours of graduate credit have been completed (for more information, see the *Graduate School Handbook)*:

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 nine graduate credit hours per quarter must be completed while in residence at this University

3. a minimum of six graduate credit hours over a period of at least two quarters must be completed after admission to candidacy.

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.

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%

Specialization Requirements for the PhD

Biostatistics (PUBH-BIO)

The Division of Biostatistics in the College of Public Health and the Department of Statistics in the College of Mathematical and Physical Sciences offer a combined PhD program in Biostatistics with two tracks, Methodological and Applied. Students who choose the Applied Track will be assigned faculty advisors in the College of Public Health after they declare their track preference during their second year. Following are the required courses for the Applied Track.

Joint-listed Courses

PUBH-BIO 605	Applied Survival Analysis	04 cr. hrs.
PUBH-BIO 651	Survey Sampling Methods	04 cr. hrs.
PUBH-BIO 652	Applied Statistical Analysis with Missing Data	04 cr. hrs.
PUBH-BIO 726	Longitudinal Data Analysis	04 cr. hrs.
BIOSTAT 615	Design and Analysis of Clinical Trials	03 cr. hrs.
BIOSTAT 833	Statistical Methods for Analyzing Genetic Data	03 cr. hrs.

CPH Courses

PUBH-BIO 606	Applied Logistic Regression	04 cr. hrs.
PUBH-BIO 701*	Design & Analysis of Studies in Health Sciences I	04 cr. hrs.
PUBH-BIO 702*	Design & Analysis of Studies in Health Sciences II	04 cr. hrs.
PUBH-BIO 703	A Problem-Oriented Approach to Biostatistics	04 cr. hrs.
PUBH-BIO 706	Regression Modeling of Time-to-Event Data	04 cr. hrs.
PUBH-BIO 786**	Biostatistics Consulting Lab	03 cr. hrs.

**Students with sufficient background in statistics may petition to waive 701 (and 702). Usually they need to pass a waiver exam to skip the course.*

***Students may take STAT 600 and BIOSTAT 709 as a substitute for PUBH-BIO 786 as appropriate. Then, the total credit hours would be 78 and the total credit hours for electives would be 12.*

EPI Course

PUBH-EPI 710	Principles of Epidemiology	04 cr. hrs.

STAT Courses

STAT 620	Statistical Theory I	04 cr. hrs.
STAT 621	Statistical Theory II	04 cr. hrs.
STAT 622	Statistical Theory III	04 cr. hrs.
STAT 641	Design and Analysis of Experiments	05 cr. hrs.
STAT 645	Applied Regression Analysis	05 cr. hrs.
STAT 743	Generalized Linear Models	03 cr. hrs.
STAT 773	Statistical Computing	03 cr. hrs.

Electives (at least 13 hours)

As approved by a student's PhD Examination Committee (generally chosen from courses at the 700-level and above in Statistics, Biostatistics, or Public Health and a course at the 500-level or above in a biomedical scientific area of application, such as genetics, medicine and physiology.) A grade of B- or better is required.

Joint-listed Courses

BIOSTAT 865	Analysis of Discrete Data Analysis	03 cr. hrs.

CPH Courses

PUBH-BIO 604	SAS Programming	02 cr. hrs.
PUBH-BIO 624	Applied Longitudinal Data Analysis	04 cr. hrs.
PUBH-BIO 625	Multidimensional Data Analysis	04 cr. hrs.
PUBH-BIO 727	Statistical Methods in Toxicological Risk Assess	04 cr. hrs.
PUBH-EHS 731	Principles of Environmental Health	04 cr. hrs.
PUBH-EPI 705	Design and Implementation of Health Survey Methods	04 cr. hrs.
PUBH-EPI 821	Design and Analysis of Group Random Trials	04 cr. hrs.
PUBH-HBP 720	Preventing Disease and Promoting Health through Behavior Science	04 cr. hrs.
HSMP 800	Health Care Organization I	04 cr. hrs.

STAT Courses

STAT 635	Statistical Analysis of Time Series	03 cr. hrs.
STAT 662	Environmental Statistics	03 cr. hrs.
STAT 725	Sequential Statistical Methods	04 cr. hrs.
STAT 742	Analysis of Variance	03 cr. hrs.
STAT 745	Multiple Comparisons Procedures	03 cr. hrs.
STAT 829	Spatial Statistics	03 cr. hrs.
BIOSTAT 709	Biostatistical Consulting	02 cr. hrs.

Summer Program

Maximum of 4 hours

Environmental Health Sciences (PUBH-EHS)

Major Field (minimum 36 hours)

Required:

PUBH-EHS 731	Principles of Environmental Health	04 cr. hrs.
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.

Select two:

PUBH-EHS 735	Introduction to Water and Human Health Risk	04 cr. hrs.
PUBH-EHS 832	Principles of Exposure Assessment	04 cr. hrs.
PUBH-EHS 835	Molecular Techniques for Environmental Health Sciences	05 cr. hrs.

In consultation with their faculty advisors, students choose 7-8 hours of electives in their major field.

Research Methods (minimum 36 hours)

PUBH-BIO 701	Design and Analysis of Studies in Health Sciences I	04 cr. hrs.
PUBH-BIO 702	Design and Analysis of Studies in Health Sciences II	04 cr. hrs.
PUBH-EPI 711	Epidemiology I	04 cr. hrs.
PUBH-EPI 713	Epidemiology in Environmental Health	04 cr. hrs.

Select one:

PUBH-BIO 703	A Problem-Oriented Approach to Biostatistics	04 cr. hrs.
PUBH-BIO 606	Applied Logistic Regression	04 cr. hrs.

In consultation with their faculty advisers, students select an additional 16 credit hours of research course work chosen to complement the student's major, minor, and research interests.

Minor Field (minimum 18 hours)

Depending on the student's interests, the minor area may occur within the College of Public Health (e.g., biostatistics or epidemiology) or within other disciplines (e.g., chemistry, microbiology, engineering).

Dissertation (30 credit hours maximum)

PUB HLTH 999	Research in Public Health

Epidemiology (PUBH-EPI)

All doctoral students in epidemiology are expected to enter the program with master's degree in Epidemiology or the equivalent and, therefore, will be required to take a minimum of 45 additional credit hours of approved course work and up to 30 hours of dissertation credit for a total of 75 credit hours beyond the master's degree. PhD students must complete their qualifying exam with three years of matriculation, their candidacy exam within five years of matriculation, and their degree within five years of admission to candidacy.

Following is the complete set of courses that must be completed for a PhD in Epidemiology. Many students will have completed a number of these courses before admission to the PhD program. Students who wish to use courses taken more than five years prior to matriculation must petition the Division for permission; the petition must be supported by the Division Chair.

Major Field (36 hours)

PUBH-EPI 704	Biological Basis of Public Health	04 cr. hrs.
PUBH-EPI 711	Epidemiology I*	04 cr. hrs.
PUBH-EPI 712	Epidemiology II*	04 cr. hrs.
PUBH-EPI 810	Epidemiologic Methods	04 cr. hrs.
PUBH-EPI 814	Chronic Disease Epidemiology	04 cr. hrs.
PUBH-EPI 875	Doctoral Seminar	04 cr. hrs.

Choose 3-4 courses from the following:

PUBH-EPI 713	Environmental Epidemiology	04 cr. hrs.
PUBH-EPI 714	Epidemiology of Injury	03 cr. hrs.
PUBH-EPI 716	Psychiatric Epidemiology	03 cr. hrs.
PUBH-EPI 815	Infectious Disease Epidemiology	04 cr. hrs.
PUBH-EPI 816	Cancer Epidemiology	04 cr. hrs.
PUBH-EPI 818	Women's Health Issues	03 cr. hrs.
PUBH-EPI 819	Epidemiology of Obesity	04 cr. hrs.
PUBH-EPI 820	Reproductive and Perinatal Epidemiology	04 cr. hrs.

Research Methods (36 hours)

PUBH-BIO 605	Applied Survival Analysis	04 cr. hrs.
PUBH-BIO 606	Applied Logistic Regression	04 cr. hrs.
PUBH-BIO 701	Design and Analysis of Studies in Health Sciences I	04 cr. hrs.
PUBH-BIO 702	Design and Analysis of Studies in 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.
STAT 645	Applied Regression Analysis	05 cr. hrs.
Electives		03 cr. hrs.

**Courses expected as part of prior MPH or MS program*

Choose 1 course from the following:

PUBH-EPI 821	Group Randomized Trials	04 cr. hrs.
PUBH-BIO 624	Applied Longitudinal Data Analysis	04 cr. hrs.
BIOSTAT 615	Clinical Trials	03 cr. hrs.

Minor Field (18 hours)
Courses approved by minor field representative and student's advisory committee.

Dissertation (30 hours maximum)

PUB HLTH 999	Research in Public Health

Health Behavior and Health Promotion (PUBH-HBP)

Major field (42 hrs required—may include 24 credits from required MPH HBHP courses)

PUBH-HBP 794	Theory (new course proposed)	03 cr. hrs.
PUBH-HBP 793	Independent Study/Research Residency	06-09 cr. hrs.
PUBH-HBP 875	Doctoral Seminar	06 cr. hrs.

Choose electives for a total of 42 hrs from PUBH-HBP or other related courses such as:

PUBH-HBP 720	Preventing Disease and Promoting Health through Behavioral Science	04 cr. hrs.
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-HBP 828	Cancer Behavioral Science	03 cr. hrs.
PUBH-HBP 850	Fundamental Determinants of Health	04 cr. hrs.
PUBH-HBP 850	Seminar in Health Behavior and Health Promotion	02 -05 cr. hrs.
PUB HLTH 600	Introduction to Global Health	02 cr. hrs.

Research Methods (46 credits required)

PUBH-BIO 701	Design and Analysis of Studies in Health Sciences I	04 cr. hrs.
PUBH-BIO 702	Design and Analysis of Studies in Health Sciences II	04 cr. hrs.
PUBH-EPI 710	Epidemiology I	04 cr. hrs.
PUBH-EPI 711	Epidemiology II	04 cr. hrs.
PUBH-HBP 850	Research Methods in Public Health	04 cr. hrs.

Grantwriting – *choose one from courses such as the following:*

EDU PAES 765	Grant Writing	03 cr. hrs.
IBGP 707	Fundamentals of Grant Writing	02 cr. hrs.

Psychometric Methods - *choose one from courses such as the following:*

NURSING 914	Principles of Measurement in Health Related Sciences	05 cr. hrs.
PSYCH 821	Fundamentals of Item Response Theory	04 cr. hrs.
SOCI0L 752	Principles and Techniques of Scale Construction	05 cr. hrs.

Qualitative Methods - *choose one from courses such as the following:*

NURSING 902.01	Qualitative Methods in Nursing Science	05 cr. hrs.
SOCIOL 704	Qualitative Methods in Sociology	05 cr. hrs.
SOCIOL 708	Problems in Qualitative Analysis	05 cr. hrs.
COMM 671	Participant Observation	05 cr. hrs.
COMM 672	Qualitative Interviewing	05 cr. hrs.
COMM 673	Analyzing Texts and Documents	05 cr. hrs.

Minor field (20 hrs required)
Courses approved by minor field representative and student's advisory committee.

Dissertation (12 credit hours)

PUB HLTH 999	Research in Public Health

Health Services Management and Policy (HSMP)

Major field (36 credit hours minimum)*

HSMP 800	Health Care Organization I	04 cr. hrs.
HSMP 871	Survey of Health Services Research	04 cr. hrs.
HSMP 875/900	Doctoral Seminar/Advanced Topics (3 qtrs X 2 hrs)	06 cr. hrs.

8 credit hours chosen from:

HSMP 801	Health Care Organization II	04 cr. hrs.
HSMP 802	Economic Analysis of Health Services	04 cr. hrs.
HSMP 805	Introduction to Health Policy	04 cr. hrs.
HSMP 815	Health Services Organizational Management	04 cr. hrs.
HSMP 820	Health Services Finance I	04 cr. hrs.
HSMP 880	Operations Management for Health	04 cr. hrs.

14 additional credit hours selected with adviser approval, representing approaches to health services research or areas of inquiry (e.g., quality and outcomes measurement, economic evaluation, policy analysis, health informatics, health disparities)

Research Methods (36 credit hours minimum)*

PUBH-EPI 710	Principles of Epidemiology	04 cr. hrs.
A coherent sequence in statistics appropriate for the student's emphasis (e.g., PUBH-BIO 701, 702, 703 or equivalent)		12 cr. hrs.
A course in research design (e.g., HSMP 870.07 Health Care Outcomes Evaluation)		04 cr. hrs.

16 credit hours of research courses chosen to complement the student's major, minor, and research interests, such as:

PUBH-EPI 705	Health Surveys	04 cr. hrs.
PUBH-EPI 803	Health Data Sources and Uses	04 cr. hrs.

Many other areas are appropriate for research methods course work, including:

- Qualitative methods
- Proposal writing
- Research ethics
- Additional statistical methods

Minor field (18 credit hours minimum)
Typical fields include economics, political science, epidemiology, health behavior and health promotion, public policy and management, etc.

Dissertation (30 credit hours maximum)

PUB HLTH 999	Research in Public Health

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 (see Appendix J). 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 VII.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 any quarter in which the Candidacy Examination is taken, 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 oral portion 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. 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.
2. Each division is responsible for establishing policies within the framework set forth 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.
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. The division staff will be responsible for the actual administration of the examination, as outlined in the Doctoral Candidacy Examination Checklist (see Appendix I).
5. Typed answers to the examination generally are required. Graphics that are legible and clearly drawn by hand need not be redone.
6. 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 division coordinator at once, but no allowance can be given for work lost through such malfunction.
7. 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.
8. 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.
9. 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.
10. 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 VII.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 VII.6]

1. It is the responsibility of the Advisory Committee chairperson to coordinate the scheduling of the oral portion of the examination. 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 completion 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 VII.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, unless otherwise specified by the division (see Divisional PhD Examination Requirements in Appendix G).

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 VII.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 re-admitted to candidacy and must complete the dissertation within two years.

Final Oral Examination [GSH VII.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 VII.10 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 VII.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 Programs

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 VIII.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 credit hours may include 4 credit hours of elective, 4 credit hours for practicum, and 4 credit hours for the culminating project. 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 practicum 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	42 semester hours
Total	84 semester hours

MHA Degree	
MHA core courses (except HSMP 811)	60 quarter hours
Law courses (16 semester hours)**	24 quarter hours
Total	84 quarter hours

* Courses also counted toward the MHA or MPH
** Courses also counted toward the JD

MPH Degree	
MPH required courses	48-56 quarter hours
Law courses (3-8 semester hours)**	4-12 quarter hours
Total	60 quarter hours

Combined OD/MPH

There are two options for the combined OD/MPH program. In the first, the student will complete the first year of coursework in the MPH program, and then enter the optometry curriculum, allowing the student to graduate with the class in which the optometry curriculum is initiated. In the second, the student will begin study in the optometry curriculum, completing the first through third years of the OD curriculum. The student then takes a year of full-time graduate study in the MPH curriculum and rejoins the optometry curriculum for twelve months of advanced optometry practice experience rotations. With both options, concurrent with the Opt IV clinical rotations, the student will complete the public health practicum and culminating project. Because the OD/MPH student receives eight hours of graduate credit for some work completed in the OD curriculum, all scheduled courses for the MPH can usually be completed in one academic year, leaving only the practicum and culminating project to be completed after rejoining the OD curriculum

9.3 DUAL MASTER'S DEGREE PROGRAMS [GSH VI.7]

Students in the MPH, MHA, or MS programs also may 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 graduate coursework already completed prior to enrollment in the degree program to be counted towards 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 syllabus, 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 IV.2]

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 IV.2 of the *Graduate School Handbook* outlines specific rules concerning timing and procedures for transfer credit.

10.4 GRADUATE NON-DEGREE CREDIT [II.4]

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, students should not expect regularly scheduled classes to routinely accommodate 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/pdfs/csc_12-31-07.pdf).

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 11th 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 V.1]

All students enrolled (either part-time or full-time) are expected to maintain a minimum 3.0 GPA in all graduate work completed at The Ohio State University and "maintain reasonable progress [GSH V.4] 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 3.0 GPA 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 V 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. Cases in which a student is not in compliance with the 3.0 GPA or reasonable progress requirements will be referred to the Graduate Studies Committee. Even if a student is in good standing in the Graduate School, there may be circumstances that warrant placing the student on probation, such as (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 re-establish 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 SATISFACTORY PROGRESS

Full-time master's degree students generally are expected to graduate after no more than seven quarters of study. Part-time students naturally will require longer, but should show evidence of continual and efficient progress. Any student whose progress appears to be less than 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 IX.1]

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 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 (six to seven) 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 experience and academic performance as determined by the Divisions. Doctoral students are generally given priority over 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.

12.4 TERMS OF APPOINTMENT [GSH IX.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 practicum or administrative residency obligations.

2. Students may be appointed at either the 25% or 50% level. The usual appointment will be at 50%, 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% appointment without jeopardizing on-time graduation; or (3) the student requests a 25% 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% 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 IX.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 IX.5].

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 2009, the stipend amounts for persons paid from CPH funds are $1,374 per month for master's students and $1,594 per month for PhD students, plus tuition and fee authorizations (assuming a 50% appointment; persons with a 25% appointment are paid half these stipend amounts and have half the tuition and fees covered). Stipends may increase with each new academic year. 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 may register for a minimum of three (3) 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). 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 College.

The College requires that instructors seek evaluation for each course using the University Student Evaluation of Instruction (SEI) form. Students and instructors will be emailed notifications when SEI forms are available to be completed online. In addition, Carmen will be a portal for alerting students to complete their evaluations of instruction. The online SEI forms will be accessible through both Buckeye Link and Carmen.

The 10-item SEI document is the official university-wide instrument for course evaluation; however, 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 MAILBOXES AND BULLETIN BOARDS

Each student enrolled in a traditional graduate program in the College of Public Health will have an assigned mailbox. For MPH, MS, and PhD students, these are located in M-001 Starling-Loving Hall. MHA student mailboxes are in 5086 Smith Lab. 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 in Starling-Loving Hall and Smith Lab. Students wishing to post information should contact the Office of Academic Programs.

13.4 MEDICAL CENTER ID

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

13.5 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 5076 Smith Lab. Access to the PHIL requires a Medical Center ID to operate the lock. For anything related to the CPH computing resources, please email Don Shymanski at ***support@cph.osu.edu*** or stop by Room B-250 Starling-Loving Hall during normal business hours.

13.6 EMAIL

All students are automatically assigned a University email address. All students are required to activate their OSU email address and check regularly for messages sent to that address. ***Students who wish to use an email address other than that assigned by the University are responsible for making appropriate arrangements to ensure that they do not fail to receive messages sent to the OSU email address.*** Some individual courses have specific expectations with regard to using email, 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 Hall and Smith Lab.

13.7 SMOKING

Smoking is prohibited in all University buildings and in outdoor locations around the medical center. 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.

13.8 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.

13.9 SUPPLIES AND COPYING

The supplies and copiers located in Starling-Loving Hall and Smith Lab are for office staff and faculty use only. The nearest copying services for students are those in the Prior Health Sciences Library (376 W. 10th Avenue), the Main Library (1858 Neil Avenue), and UniPrint (2055 Millikin Way). Students may use their Buck-ID cards to make copies.

13.10 MESSAGES

If urgent or emergency telephone messages need to be delivered to a student in our College, 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.

13.11 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.

13.12 EXIT SURVEY

Each graduating student is asked to complete an online Exit Survey. Although the individual responses are confidential, a general summary of the results is provided to all CPH faculty at the end of each academic year.

Appendix A

Graduate Studies Committee

Graduate Studies Committee Members
Members for 2009-2010 are listed below.

Faculty
Amy Ferketich, PhD, Chair (Epidemiology)
Bo Lu, PhD (Biostatistics)
Qinghua Sun, PhD (Environmental Health Sciences)
Mira Katz, PhD (Health Behavior and Health Promotion)
Sharon Schweikhart, PhD (Health Services Management and Policy)
Phillip Binkley, MD, MPH (Clinical Investigation)
Armando Hoet, DVM, PhD (Veterinary Public Health)

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

Ex officio and non-voting
Michael Bisesi, PhD (Associate Dean for Academic Affairs)
Principal OAP administrative staff

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 M-006 Starling-Loving Hall with some additional offices in Smith Lab. OAP staff have responsibility for processes and issues related to admissions, recruitment, orientation, student progress, graduation, practicum placements, career services, professional development, alumni affairs, and student data systems.

Assistant Dean for Student Affairs
Teri Roberts
293-4014
email: troberts@cph.osu.edu)

Staff

Judy Dawson
Coordinator, Recruitment and Admissions
293-6787
email: dawson.6@osu.edu

Jennifer Laughbaum
Reception and Administrative Support
292-3907
email: jlaughbaum@cph.osu.edu

Jamie Paulson
Academic Advisor
293-9747
email: jpaulson@cph.osu.edu

Amy Thaci
HSMP Professional Development and Alumni Society
292-0969
email: athaci@cph.osu.edu

Dawn Williams
Coordinator, Academic Advising and Professional Development
366-0953
email: dawilliams@cph.osu.edu

Appendix C

College of Public Health Competencies

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

1. Upon graduation a student with an MPH should be able to:
2. Understand the significance of the environment to population health.
3. Define and distinguish various environmental agents (i.e., chemical, physical, and biological) and environmental classifications (i.e. natural, anthropogenic, social, and cultural) that influence public health.
4. Describe the various environmental media and the chemical and physical factors that influence contaminant partitioning, fate, and transport within and between environmental media as relevant to human exposure.
5. Have an appreciation for pollutant chemical and physical factors as well as human physiologic factors that influence the uptake of environmental contaminants.

6. Specify approaches for assessing and controlling environmental agents and strategies for reducing risks to human health.
7. Understand the fundamental process of risk assessment, its limitations, and application for public health protection.
8. Recognize individual (e.g., genetic, physiologic and psychosocial) and community (poverty, social, built, economic, race) susceptibility factors that influence population health.
9. Know what environmental justice is and its significance as a public health issue.
10. Be generally familiar with the metabolism, distribution, and elimination of environmental toxics.
11. Be generally familiar with federal and state regulatory programs, guidelines and authorities relevant to environmental health.
12. Work within interdisciplinary groups to identify, evaluate, and communicate environmental health concerns.

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 of and the principal issues surrounding the organization, financing and delivery of services in the U. S. health care system.
2. Describe the process for enacting policy and regulations relating health care across levels and branches of government.
3. Identify principles of ethical analysis as applied to issues in health services delivery.
4. Analyze the major strengths and weaknesses of the U.S. health care system.
5. Be familiar with ways of measuring and evaluating the quality and efficiency of health care delivery.
6. Explain how decisions are made by stakeholders in the health care system and how these decisions affect patients and communities.
7. Describe the major problems currently facing health care in America, especially regarding cost, the availability of health insurance, and access to care.
8. Characterize the major settings in which care takes place (e.g., inpatient, outpatient, home-care, long term care, etc.) and the distinctive issues faced in each setting.
9. Specify the major determinants of human health and disease, and explain the contribution of health care services relative to genetics, health behaviors, social factors, and other determinants of human health.
10. Explain how health services management and policy contributes to public health improvement.

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 community and workplace environment to public health.
2. Understand and describe in detail the health threat that natural and anthropogenic contaminants in the environment can pose to population health.
3. Understand and describe fate, transport, and human uptake of chemical and biological agents.
4. Understand and describe the physiological factors that influence the uptake of chemical and biological environmental agents.
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 and occupational health.
11. Access state, federal, and local resources for assessing environmental and occupational health.
12. Work with other public health disciplines (e.g., nurses, physicians, veterinarians, epidemiologists, biostatisticians) to address environmental and occupational health concerns.
13. Understand and describe the principle components and influencing factors in the exposure continuum from source to disease.
14. Understand the role of exposure assessment in environmental and occupational health.

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. Understand public policy processes related to health care, including the creation and implementation of policy and the political aspects of policy.
2. Describe the types of health care financing methods used by state and federal agencies and private organizations and their implications for health services access, quality and cost.
3. Be familiar with the organization, governance, and management structure of typical public and private health care delivery systems in the U.S.
4. Understand and be able to apply techniques of budgeting and financial analysis related to health care delivery and public health programs.
5. Understand and be able to apply organizational theories and management principles appropriate for managing in health care delivery and public health settings.
6. Understand key principles involved in leading and sustaining organizational change.
7. Apply basic principles of ethical analysis to issues related to management and health policy in communities and organizational settings.
8. Apply relevant economic principles to analyze the structure, management, and performance of organizations and the health system.
9. Communicate effectively with diverse constituencies, both within and external to health services organizations.

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. Understand and explain financial and accounting information, prepare and manage budgets, and evaluate investment decisions.

2. Understand and use statistical and financial methods and metrics to set goals and measure organizational performance.
3. Develop a schedule, budget and goals for a project and to manage project resources to meet goals.
4. Recognize opportunities to improve health services organizations through application of organizational theories and organization development principles.
5. Understand and be able to apply organizational behavior theories to health services organizations.
6. Understand how organizational and environmental factors influence the structural design of health care organizations, including the distribution of authority and relationships among organizational subunits.
7. Use systems-thinking and analytic methods to assess operations performance and improve organization processes.
8. Understand how principles and practices of human resource management are used to develop a diverse and high performing work force.
9. Understand the value, opportunity, and risks of information technology in health service organizations and the broader health system.
10. Understand and utilize market techniques to position the organization favorably within its environment.
11. Work cooperatively with others, to be part of a team, and to work together, as opposed to working separately or competitively.
12. Formulate strategic goals and objectives with appropriate consideration of the business, cultural, political and regulatory environment and to develop programs and business plans in response to these goals.
13. Apply principles of quality improvement in the context of clinical performance.
14. Apply basic principles of ethical analysis to issues relevant to the profession and to the communities and settings in which they work.
15. Speak and write in a clear, logical, and grammatical manner, prepare cogent business presentations, and facilitate a group.
16. Use information on health status and its determinants to manage health risks and behaviors in defined, diverse populations.
17. Understand the public policy process related to health care, including the creation and implementation of policy and the political aspects of policy.
18. Recognize legal issues that may arise in health care delivery and business settings and respond appropriately.
19. Understand the role and function of governing boards and methods for establishing effective board relationships with executive management.
20. Communicate clearly and persuasively one's own position to various audiences, in part by understanding their needs and interests and identifying points of consensus and conflict.
21. Understand how leaders communicate a transformational vision and effectively lead and sustain change.
22. Understand individual and professional goals and values, avenues for ongoing education, and the value of cultivating professional networks.
23. Understand the roles of clinical professionals and how diverse health care professionals collaborate to deliver patient care and meet organizational goals.
24. Interpret and apply statistical methods for organization decision making.
25. Apply relevant economic principles to analyze the structure, management, and performance of organizations and the health system.
26. Use multiple methods and sources to seek comprehensive information for decision support.

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, health behavior and health promotion, and health services management and policy. Students in the PhD program are expected to demonstrate competency in all of the competencies 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 methods and design.
4. Identify the skills and expertise required to develop a proposal to pursue that study.
5. Collaborate as needed with others providing needed skills and 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. Be able to communicate the study's purpose, methods, results and conclusions to an informed audience orally and in writing.

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.
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.). If these courses or sections of these courses are listed in the Master Schedule for **undergraduate credit only**, then they 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.
4. **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 system 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 online at http://cph.osu.edu/docs/pdf/academics/PEP_electives_09.pdf.

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
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

Any graduate-level course in Public Health may be taken as an elective; however, the Division recommends the following courses:

EDU P&L 800	Qualitative Research Methods in Education
EDU P&L 809	Experimental Design in Education II
PUBH-BIO 605	Applied Survival Analysis
PUBH-BIO 606	Applied Logistic Regression
PUBH-BIO 624	Applied Longitudinal Data
PUBH-BIO 651	Survey Sampling Methods
PUBH-BIO 652	Applied Analysis with Missing Data
PUBH-EPI 713	Environmental Epidemiology
PUBH-EPI 714	Epidemiology of Injury
PUBH-EPI 715	Methods of Clinical Investigation
PUBH-EPI 716	Psychiatric Epidemiology
PUBH-EPI 717	Tuberculosis: A Public Health Issue
PUBH-EPI 718	Infectious Diseases in the Developing World
PUBH-EPI 803	Health Data Sources and Uses
PUBH-EPI 810	Epidemiologic Methods
PUBH-EPI 815	Infectious Disease Epidemiology
PUBH-EPI 816	Cancer Epidemiology
PUBH-EPI 819	Epidemiology of Obesity
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 736	Environmental Law and Policy for Public Health
PUBH-EHS 835	Molecular Techniques for Environmental Health Science
PUBH-EHS 850	Global Health and Environmental Microbiology
PUB-HLTH 741	Public Health Organization
CRP 712	Theory of City and Regional Planning
CPR 816	Seminar in Urban Planning and Housing
ENR 531	Environmental and Natural Resources Economics
ENR 618	Ecological Engineering and Science
ENR 653	Solid Waste Management

ENR 752	Environmental Science and Law
ENR 815	Advanced Environment, Risk and Decision Making
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
VET PREV 721	Zoonotic Diseases
VET PREV 722	Food-Borne Illnesses, Food Animal Production Systems, and Food Safety
VET PREV 723	Biosecurity, Environmental Health, and other Veterinary Public Health Topics

RECOMMENDED ELECTIVES FOR THE MPH IN HEALTH BEHAVIOR AND HEALTH PROMOTION

Any graduate-level course in Public Health

COM 636.01	Health Communication 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 Serving Children and Families
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: Alcoholism
SOC WORK 695.14	Integrative Seminar: Aging
SOC WORK 695.17	AIDS: Facts and Issues
SOC WORK 695.18	AIDS: Psychosocial Aspects
SOC WORK 695.19	AIDS: Communicty Response
SOCIOL 629	Sociology of Health: Mental and Physical Dimensions
SOCIOL 630	Medical Sociology

RECOMMENDED ELECTIVES FOR THE MPH IN HEALTH SERVICES MANAGEMENT AND POLICY

HSMP 801	Health Care Oganization II
HSMP 811	Legal Environment of Health Care
HSMP 817	Leadership in Health Care
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 for Health Services Organizations

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 522	Immunobiology
MICRBIOL 649	Introductory Virology
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	Managing Public Organizations
PUBPOL&M 811	Leadership and Human Resources in Public Organizations
PUBH-HPB 824	Program Evaluation in Public Health

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

AEE 622	Continuing Education in Agricultural and Extension Education
AEE 823	Program Planning in Agricultural and Extension Education

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).
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.). If these courses or sections of these courses are listed in the Master Schedule for **undergraduate credit only**, then they 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.
4. **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 system 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)
521 Financial Accounting
525 Cost Accounting
823 Managerial Accounting for Decision-Making
827 Information, Incentives, and Control System Design
834 Corporate Information Systems Management
837 Management of Corporate Data Resources
838 Emerging Technologies and Electronic Commerce
852 Governmental and Non-Profit Accounting

AGR EDUC (Agricultural Education)
885 Research Methods
886 Research Design
887 Analysis and Interpretation of Data

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
700.01 Interprofessional Care
700.03 Ethical Issues (Other decimal subdivisions of 700 may be appropriate; if interested, check with your adviser)
700.04 Interprofessional Seminar in Clinical Practice
717 Nisonger Center Courses in Mental Retardation & Developmental Disabilities
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
723 Special Topics Investment Management
725 International Finance
741 Life and Health Risk Management
749 Property and Liability Risk Management
772 Real Estate Finance
811 Financial Management II
821 Advanced Corporate Finance
822 Securities Markets and Investments
829 Risk Management
845 Private Equity

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 Analysis for Marketing Decisions

852 Brand Management
854 Consumer Behavior
881 Analysis & Design of Logistics Systems
893 Individual Studies
894 Group Studies

BUS-MGT (Business Administration: Management Sciences)
731 Quality Management
733 Information Systems in Operations Management
801.01 Business Data Modeling I
810 Six Sigma Principles
811 Six Sigma Projects
830 Service/Quality Management
832 Matching Supply with Demand
834 Strategic Design of Operations/Logistics Systems
840 Lean Enterprise Leadership
894 Group Studies

BUS-MHR (Business Administration: Management and Human Resources)
802 Managerial Negotiations
804 Producing Change in Organizations
806 Management & Individual Behavior
807 Organization Development and Change for Human Resources
808 Mergers, Acquisitions and Corporate Development
809 Leading and Managing Change in Organizations
828 Developing High Performance Teams
835 Enhancing Professional Interchange
842 Advanced Topics in Leadership: Building your Leadership Legacy
846 Talent Management
851 Conceptual and Historical Foundations of Labor and Human Resource I
852 Conceptual and Historical Foundation of Labor and Human Resource II
854 Seminar in Human Resource Policy
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
862 Seminar in Human Resource Management
863 Business Practices and the Human Resource Manager
864 Labor Dispute Settlement
865 Compensation Theory and Practice
867 Statistical Analysis for Labor and Human Resources Management II
868 Contemporary Employment Practices and the Law
893 Individual Studies in Human Resources

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
532 Public Expenditure & Cost Benefit Analysis
570 Government and Business
580 Labor Economics & Industrial Relations
730 Public Finance [cross-listed in PUBPOL&M]

EDU PAES (Education)
700.03 Seminar on Ethical Issues Common to Helping Professions
726 Changing Physical Activity Behavior
953 Current Research in Sport & Exercise Management

HISTORY (History)
562 History of American Medicine
507 History of Medieval Christianity
791 Topics in History

HIMS (Health Information Management and Systems)
650 Healthcare Information Systems
654 Health Information Systems I: Planning and Analysis
695 Seminar in HIMS

HDFS (Human Development and Family Science)
670.01 Adult Development & Aging
670.04 Formal and Informal Support Systems of Older Adults

MICROBIOLOGY (Microbiology)
H610 Bioinformatics and Molecular Microbiology

NURSING (Nursing)
700.01 Interprofessional Education

PHARMACY (Pharmacy)
824 Economic Evaluation of Health Care Programs and Services
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
715 Judicial Politics: Process & Policy Making
780 The Field of Political Economy

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

831 Seminars in Psychological Statistics

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-EHS (Public Health: Environmental Health Sciences)
830 Principles of Occupational Health

PUBH-EPI (Public Health: Epidemiology)
705 Health Survey Methods
711 Epidemiology I
712 Epidemiology II
713 Epidemiology in Environmental Health
815 Infectious Disease Epidemiology

PUBH-HBP (Public Health: Health Behavior and Health Promotion)
820 Foundations of Health Behavior & Health Promotion
821 Community Health Assessment
824 Program Evaluation in Public Health
827 Program Planning and Implementation
850 Seminar in HBHP: Public Health in Action

PUBPOL&M (Public Policy and Management)
730 Public Finance
801 Public Policy Formulation and Implementation
802 Legal Environment of Public Organizations
804 Public and Non-Profit Program Evaluation
810 Managing Public Organizations
811 Leadership and Human Resources in Public Organizations
812 Strategy for Public Organizations
820 Data Analysis for Public Policy and Management
821 Public Management Information Systems
830 Economics of Public and Non-Profit Management
834 Public Budgeting
852 Governmental and Non-Profit Accounting

Note: The 880 series of courses has variable topics. The list below includes topics already approved for HSMP students. Students should verify with the MHA program director that any other topics not listed are acceptable.

Performance Management in the Public Sector
Project Management in the Public Sector
Alternative Dispute Resolution
Ethics in Government
Commonsense Management for Managers
Privatization of Public Services
Management Information Systems' Administration
Public Policy and Management

SOC WORK (Social Work)
717.01 Family Systems: An Interdisciplinary Approach to Families of Handicapped Children
750.02 Social Welfare Policies and Programs: Aging
750.04 Social Welfare Policies and Programs: Mental Health
751.02 Aging
790 Introduction to Gerontology (cross-listed in Allied Medicine)

SOCIOL (Sociology)
608 Gender, Race & Class in Mass Communication
629 Sociology of Health: Mental and Physical Dimensions
630 Medical Sociology
754 Demographic Analysis
755 The Social Context of Human Fertility

SPEECH & HEARING (Speech & Hearing)
693 Individual Studies

WOMEN'S STUDIES
524 Women and Work

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**.[1] 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' information, not to give yourself the chance to steal their wording. The

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

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.[1]]

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

[1]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 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:

- Environmental Health Sciences
  - Qualifying Examination
  - Candidacy Examination

- Epidemiology
  - Qualifying Examination
  - Candidacy Examination

- Health Behavior and Health Promotion
  - Candidacy Examination

- Health Services Management and Policy
  - Candidacy Examination

QUALIFYING EXAMINATION FOR THE PHD WITH A SPECIALIZATION IN ENVIRONMENTAL HEALTH SCIENCES

Purpose

The EHS Qualifying Examination provides the Division's Graduate Faculty with the means to assess a students' i) cumulative knowledge of topics and concepts related to courses taken in their completed curricula, ii) abilities to think critically and integrate ideas and concepts, and iii) abilities to reason and communicate in an organized and clear fashion.

Content and Structure

The EHS Qualifying Examination is a closed-book written exam covering all aspects of the student's EHS curriculum, required of all EHS PhD students. The exam will cover Environmental Health (EHS 731, 732, 830, and 831; and two of either 735, 832, or 835); Epidemiology (EPI 711, 713); and Biostatistics (BIO 701, 702; and one of either 703 or 606). It is anticipated that students will have completed all of these courses at the time of the exam. If an unavoidable schedule conflict has resulted in a student lacking, at most, one of these required courses, allowance will be made in the composition of the questions. The exam will be comprised of ten essay-type questions in two sections that must be completed in eight hours. In Section One, students must select and answer three of four Environmental Health questions and one Epidemiology question. In Section Two, students select and answer three of four further Environmental Health questions and one Biostatistical Methods question. The student will thus submit answers to six Environmental Health questions, one Epidemiology question and one Biostatistics question, for a total of eight responses. Epidemiology and Biostatistics questions will be tailored to apply to Environmental and Occupational Health contexts. The examination will be administered on a single day, starting at 8:30 am and ending at 5:30 pm with an hour lunch break. Answers may be written on a PC provided by the College and students may use a calculator as needed. No access to the Internet or written materials is allowed.

Protocol for the Qualifying Exam

In the case of a single student, the exam is prepared by the student's advisor relying on a pool of potential questions provided by members of the EHS Graduate Faculty and in consultation with the Division faculty. If there are multiple students taking the exam at the same time, the students' advisors will constitute an Exam Committee which will together oversee writing an exam for all eligible students. The student's advisor is responsible for organizing and proctoring the exam. The Division coordinator is responsible for the distribution of exam answers to faculty graders (potentially all regular EHS faculty), 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. It will be attempted to routinely have more than one student take the exam at the same time to ensure anonymity in grading (see ***Criteria for Passing*** below). The exam is graded by the Division's graduate faculty (see under **Grading** below). Once graded, the advisor is responsible for reviewing the exam with the student and informing him or her of the results. This meeting will take place within two weeks of the exam date.

Timing

The EHS Qualifying Examination is taken following completion of the *required* coursework (listed under **Content and Structure** above) in the student's curriculum plan. The exam will be offered two times per year, in late summer (August/September) and early spring (March/April). Students must pass the Qualifying examination by the end of the third year.

Failure to successfully do so will be considered failure to show adequate progress toward degree completion and the student will discontinue study in the EHS Division.

Review and Preparation
EHS faculty, especially the student's advisor, serve as resources for students in preparing for the exam. 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 EHS, epidemiology and biostatistics courses, and there are several sample questions available with exemplary answers. All the materials are available at any time to doctoral students, but the Faculty 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, EHS Graduate Faculty members make themselves available to review answers that students might write for the sample questions.

Grading
EHS graduate faculty will independently grade the examinations, assigning scores to questions that they feel sufficiently qualified to judge, based on the criteria enumerated in the table below. Final scoring will be a deliberative process wherein the faculty come to consensus in assigning scores. The faculty member who wrote a given question will be given deference as to final score, but all faculty may weigh in during discussion of the exam. Every attempt will be made to ensure that at least two faculty members will score a given question, and it is possible that every regular faculty member will provide a score.

Criteria for Evaluation of Comprehensive Examinations

Score	Definition
10	***Superb.*** Response is thorough, complete, and correct; beyond expectation. This is a rare and exceptional grade.
9.0-9.9	***Excellent.*** Response is thorough, complete and correct with only very minor errors or omissions.
8.0-8.9	***Very good.*** Response adequately covers the major facets of the question but lacks rigor and completeness with respect to details.
7.0-7.9	***Good.*** Response adequately covers most of the major facets of the question but lacks rigor and completeness with respect to details.
6.0-6.9	***Poor.*** Response covers correctly and completely some of the content/principles but with some major omissions. Response is incomplete and carelessly prepared
<6.0	***Failure.*** Response is incomplete, incorrect, and inadequate. Unacceptable.

Criteria for Passing: The EHS faculty 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 Advisor or 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. In the event that a single student is taking the exam, grading will, to the extent possible, be blinded as described above.

The scores assigned by all faculty will be averaged for each question. These averaged-question scores will then be averaged for each of the two sections of the examination. In order to pass the examination, the student must receive an average score of ≥7.0 on each section of the examination *and* have no individual question with an average score <6.0. A student failing one section of the examination shall be assigned a conditional pass. Such a student shall be required to subsequently demonstrate knowledge in that area by taking a new examination covering only the failed section of the examination (see below). A student who fails (scores <7.0 on both sections) the Qualifying Examination on the first attempt is permitted to repeat the examination once. It is recognized that not all students will need the same amount of time in remediation, and so the timing of retaking the qualifier exam is flexible and will be agreed upon by the student's advisor and the EHS faculty. The student will spend time in preparation for the second exam by using grading comments and advice from the advisor and other EHS faculty. The second exam will consist of new material but will be similar in content and difficulty. A student who fails the Qualifying Examination a second time may not continue in the program. Faculty decisions regarding the pass/fail status of students are *final*.

Remediation: a student receiving a failing score on one (but passing the other) section may retake that section. The advisor shall provide a revised section of the examination that has been previously approved by Division Faculty. The examination shall be graded as described previously. Upon successfully passing the remedial section, the student will have passed the examination and notifications will be made as above. A student failing to satisfactorily pass the re-examination will be considered to have failed the entire examination and asked to leave the doctoral program.

Communication of Results: it shall be the responsibility of the advisor to communicate the results of the examination to his or her student within two weeks of the exam. Other faculty may also communicate their assessments directly to the student. As a part of this communication, the advisor shall be expected to review the answers to the examination with the student, discussing strengths and weaknesses of the responses, to reinforce the learning objectives of the examination.

CANDIDACY EXAMINATION FOR THE PHD WITH A SPECIALIZATION IN ENVIRONMENTAL HEALTH SCIENCES

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 results of the examination.

The Advisory Committee

According to Section 8.3 of the CPH Student Handbook, "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." The structure of the EHS Qualifying Examination and Candidacy Examination process necessitates a unification of the Curriculum Committee and the Dissertation Committee into the Advisory Committee, since these committees serve overlapping functions.

Eligibility

The EHS Candidacy Examination is taken only after the student has successfully passed the EHS Qualifying Examination and completed all courses specified by his or her Advisory Committee (Figure 1).

Purpose

The EHS Candidacy Examination is an assessment instrument employed by the EHS Graduate Faculty to assess a student's competency to i) undertake independent research, and ii) think critically and express ideas clearly. Whereas the focus of the Qualifying Exam is on the student's mastery of course concepts and principles, the Candidacy Exam provides the means for assessing the student's ability to appropriately apply and integrate course concepts and principles as well as to think critically and independently.

Content and Structure

The EHS Candidacy Examination is a two-stage process comprised of a written and oral component. In the first stage, the student will work with her/his Advisory Committee to prepare a written dissertation prospectus in the form of an NIH-style research grant proposal. Once there is unanimous approval by the Advisory Committee that the written proposal is acceptable, the student will be allowed to schedule the oral exam. The oral exam comprises the second stage of the Candidacy Exam. The oral exam is two hours in duration, in addition to approximately 10 minutes for a succinct overview of the research plan. The proposed research will provide a basis for committee examination of:

1. the student's grasp of core discipline principles and concepts
2. critical thinking ability
3. ability to synthesize, integrate, and apply environmental health sciences concepts and principles to public health issues
4. the scientific merits of the proposal and the adequacy of the scope of the research plan, resulting in a prospectus approval form being signed by all committee members.

Protocol for the Candidacy Exam
The written portion of the exam is to be formatted as an R-21 NIH grant proposal as described here: (http://grants.nih.gov/grants/guide/pa-files/PA-06-181.html). The oral presentation should consist of a PowerPoint presentation of approximately 10 minutes. The balance of the two hour period will be used to examine the student.

Timing
The student's advisor in consultation with the Advisory Committee determines when the student is ready to take the Candidacy Exam 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 prior to beginning the written portion. Advisory Committee members will be given a minimum of four weeks to review the complete dissertation prospectus in advance of the oral exam.

Review and Preparation
It is expected that students will work closely with the Advisory Committee to develop a viable dissertation prospectus taking benefit from the various Committee members' areas of expertise.

Grading
Written Portion. After the written portion of the examination has been completed, the Advisory Committee Chair will contact the other committee members and request their 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 Chair will 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 proceed with the oral portion.

Oral Portion. At the conclusion of the oral portion of the examination, the Chair will excuse the student and the Advisory Committee will evaluate the student's performance. The student will have successfully completed the Candidacy Examination only if the decision is unanimously affirmative. Notification of performance (satisfactory or unsatisfactory) will be provided to the student immediately following the Advisory Committee's post-oral deliberations.

Result of Not Passing the EHS Candidacy Examination
If the student receives an "Unsatisfactory," the Advisory Committee must decide whether to allow the student to take a second examination and record its decision on the Candidacy Examination Report form. A student who is denied the opportunity to re-take the Candidacy Examination or does not pass on a second attempt may not continue in the EHS PhD program. The Advisory Committee's decision regarding the pass/fail status of the student is *final*.

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 (PUBH-EPI 705, 710, 711, 712, 810; PUBH-BIO 701, 702, 703). 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 Biostastical 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 Biostatistical Methods (see PhD Curriculum in Section 8). The Qualifying exam is offered 2 times per year – during the first week of the Fall and Spring Quarter. 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. Students must pass the Qualifying Examination by the end of the third year.

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 competencies 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. Students may bring books and notes to the exam, but will not have internet access and cannot consult with anyone except the Exam Committee Chair or their designee after the exam has begun.

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.

After passing the Qualifying Examination, students should begin working with their Advising Committee to prepare their Dissertation Proposal. The proposal should include the following sections: Introduction, Review of the Literature, Statement of Specific Aims, and Research Design and Methods (i.e., the first four chapters of the dissertation). All members of the Committee should agree that the proposal is sufficiently developed (i.e., that if the research were undertaken as written in the proposal the student would be reasonably likely to have created a body of original work sufficient to grant the PhD) before the Candidacy Exam is given. The final draft of the proposal should be submitted in hard copy format to each Committee member at least one month prior to the scheduled date of the oral portion of the Candidacy Exam.

The Candidacy Examination is a single examination consisting of two parts, a written examination, created and administered by the Committee, and an oral examination. The written examination will address the student's comprehension of the field, allied areas of study, his or her capacity to undertake independent research, and his or her ability to think and express ideas clearly. If a student has to take the Candidacy Exam a second time, an entirely new set of questions is to be used.

The oral portion of the Candidacy Examination must be completed within one month of the written portion. Just prior to the exam, the student will be expected to give a 20-30 minute presentation of their planned dissertation research to Committee members. Following this presentation, the oral portion of the Candidacy will commence and the exam will proceed with only the student and committee members in attendance. The exam itself will last approximately two hours. The Graduate School must be notified at least two weeks in advance of the oral's proposed time and place by the submission of a Notification of Doctoral Candidacy Exam form. The Candidacy Examination must take place during announced university business hours, Monday through Friday.

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.

The Advising Committee must approve the final version of the Dissertation Proposal, as revised after the Candidacy Exam, and complete the Prospectus Approval Form (Appendix I of the CPH Student Handbook).

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.

CANDIDACY EXAMINATION FOR THE PHD WITH A SPECIALIZATION IN HEALTH SERVICES MANAGEMENT AND POLICY

Candidacy Process for HSMP Students:

The Candidacy Examination process for students specializing in Health Services Management and Policy has a two-step structure:

Step 1: A preliminary qualifying examination will be held after the end of the summer quarter after the first year of studies. For part-time students, the examination will take place as soon as possible after the student's completion of the required core courses specified below, and preferably coinciding with the regular administration of the exam at the end of the summer quarter. An alternative preliminary exam date will also be available after the end of the Winter Quarter.

The examination will consist of a four-hour closed book exam covering the content normally covered in the following HSMP major core courses for doctoral students: HSMP 800, 871, 802, 805, 815. The examination will be graded by program faculty, with two graders for each question. Each question will be graded by each of the two graders on a scale of High Pass, Pass, or Not Pass, with at least a Passing grade required by both graders. Passing the Preliminary Exam necessitates passing each question. A student who fails the preliminary examination on the first attempt is allowed the opportunity to take it one more time. In retaking the Exam, that student would only need to repeat a question in the same topic/core course area that did not receive a passing grade, not the entire exam. The time period between the initial examination and the retaking of the examination will depend on individual circumstances (e.g., if a student needs to retake a class), but this time period shall not exceed twelve months after the first notification that the student did not pass the initial examination.

A student who fails the Preliminary Examination a second time may not continue in the program.

Step 2: Students will select a four-person Advisory Committee as described in Section 8.2 of the College's Graduate Student Handbook. A final Candidacy Examination will be scheduled individually for each student when the Advisory Committee determines that the student is ready. The candidacy examination will cover the major and minor areas and research methods. The candidacy examination will involve developing a written dissertation proposal. The proposal will conform to a dissertation proposal format (to be developed). The format will include sections for indicating: a description of the proposed project including its objectives and specific aims, a conceptual foundation, a comprehensive literature review, study design, methods and data sources, final deliverables, and policy relevance. The written portion of the proposal will need to show familiarity with and application of the student's minor area as well as the major. The evaluation of research methods will be confined to the type of research approaches adopted in the proposal (e.g., econometrics, epidemiology, qualitative methods, etc). The written portion of the proposal will be evaluated and scored by the Advisory Committee.

In addition, the Candidacy Examination will involve a two-hour oral examination of the student that can potentially cover points from the proposal, the student's major area, minor area,

and/or research methods. The oral portion of the proposal will be evaluated and scored by the Advisory Committee.

To successfully pass the examination, the Advisory Committee's decision must be unanimously positive. If the student receives an unsatisfactory score, the Advisory Committee will decide whether to allow the student to take a second examination.

Note: Students admitted in Autumn Quarter 2008, before this policy was put into effect, will have the option of conforming to the process, as currently described in the CPH Graduate Student Handbook, Section 8.4, or they may voluntarily choose to follow the new procedure. In the case, that students choose the new procedure the Preliminary Examination will include a choice of questions such that students can select questions that appropriately reflect courses taken during their first year of studies (rather than the above-specified courses: HSMP 800, 871, 802, 805, 815) and will therefore not be required to answer questions tied to courses they have not yet taken.

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. You are strongly advised to contact your faculty adviser or employer about the procedures described below.

What research is covered by this policy?

All research that collects data from human subjects needs to be approved by the OSU Institutional Review Board (IRB). All research involving animals needs approval from OSU Institutional Animal Care and Use Committee (IACUC). This includes culminating projects, theses and doctoral dissertations. In a few rare cases, practicum placements might also need approval if it involves collecting research-type data. 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.

Research with human subjects

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.

Procedures for human subjects research approval

Students should work closely with their faculty advisers to complete the necessary materials to secure approval for research with human subjects. Guidance, forms and directions are available through the Office of Responsible Research Practices: http://orrp.osu.edu/irb/.

All faculty, staff and students participating in human subjects research at Ohio State are required to complete the Collaborative IRB Training Initiative (CITI) web-based course on human subjects available at http://orrp.osu.edu/irb/training/citi.cfm. The Office of

Responsible Research Practices also offers regular training for researchers. Additional information is available on the Web at http://orrp.osu.edu/irb/training/.

Some low-risk research may qualify for "exemption" from full IRB review; however, the determination that the research is exempt must be made by the university's Office of Responsible Research Practices (ORRP), and cannot be assumed by the student or investigator. Students who will be using data previously collected by faculty members for a theses, dissertation, or culminating project will also need to obtain IRB approval, frequently via the exempt status form. The form for requesting an exemption determination is available at http://orrp.osu.edu/irb/exempt/index.cfm.

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 (CITI). The IRB will not review an application unless everyone listed as principal or co-investigator has completed the on-line training.

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://orrp.osu.edu/iacuc/.

Need assistance?

You are encouraged to contact your faculty adviser or employer about research, including the requirements for responsible research practices. You may also speak with Phyllis Pirie, PhD, Interim Associate Dean for Research in the College of Public Health, if you have questions or concerns.

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

http://orrp.osu.edu/index.cfm

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 on the CPH Web site.

CONTENTS:

Access ____
SIS ____

THE OHIO STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH

CHANGE OF FACULTY ADVISER ASSIGNMENT

This is to confirm that Professor _____
(print faculty name)

will serve as adviser for _____
(print student name)

in the _____ degree program, effective _____.
(MPH/MHA/MS/PhD) (Quarter/Year)

Student's OSU name.# _____

_____
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.

Notified via email
___ Previous Advisor _____
___ Student

Rev. 9/2009

Access ____
Marx ____

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

Instructions to student:

Fill out the first section 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
(print student name)

From (circle specialization): **BIO EHS EPI HBHP HSMP VPH CI**

To (circle specialization): **BIO EHS EPI HBHP HSMP VPH CI** effective _____.
(Qtr/Yr)

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):

_____

_____

New adviser assignment (please print): _____

_____
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 also will be given to the chairperson of the student's former division.

___ xc: student
___ xc: division chair

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___ Access

THE OHIO STATE UNIVERSITY COLLEGE OF PUBLIC HEALTH
REQUEST FOR DUAL SPECIALIZATIONS IN THE MPH

Instructions to student: Complete Part I of this form and the Dual Specialization Program Sheet. Submit both forms and a statement of intent explaining your request for the second specialization to the Office of Academic Programs (OAP) in M006 Starling-Loving Hall. Your request and a copy of your file will be forwarded to the new division for review. You will be notified of the final decision by email.

Part I: Completed by student (print)

Name _____

Address: _____

Phone # _____ OSU Name.# : _____

I request permission to complete dual specializations in the following areas:

Circle original specialization: **BIO** **EHS** **EPI** **HBHP** **HSMP** **VET** **CI**

Circle new specialization: **BIO** **EHS** **EPI** **HBHP** **HSMP** **VET** **CI**

To be effective (qtr/yr): _____ Current advisor: _____

_____
Signature of student Date

Part II: To be completed by proposed division or specialization:

☐ Denied ☐ Approved ☐ Approved with the following condition(s):

_____

_____

Co-adviser assigned: _____

_____
Signature of Division Chair or Specialization Program Director 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 of this form and the approved program sheet will be forwarded to the chairperson and advisor in each division.

___ xc: student
___ xc: division chair

Rev. 7/2001

Posted___

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 (e.g., syllabus) 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: _____

Email address:_____ Program: _____

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)

_____ Date: _____
Print Name of Instructor Signature

Part III. After the instructor has signed this form, please submit to the Office of Academic Programs, M-006 Starling Loving Hall.

Approve ____ Deny ____

_____ Date: _____
Chair, Graduate Studies Committee

___xc: student

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THE OHIO STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH

PERMISSION TO ENROLL FOR PRACTICUM, INDIVIDUAL STUDY, CULMINATING PROJECT, OR RESEARCH CREDIT

Student Name: _____ has my permission to enroll
(please print)

under my supervision for _____ credit hours in _____ Quarter, _____ Term, _____Year

Name of instructor: _____ (please print)

Student's OSU name.#: _____ ***or*** Student's OSU ID #: _____

Circle appropriate course number and division:

685 Practicum (Office Use: Class # _____)
685 is available for 1-8 credit hours in PUB HLTH (general), BIO, EHS, EPI, HBHP, and HSMP.
The signed learning agreement must be submitted before you can register for the practicum.

693/793 Individual Study (Office Use: Class # _____)
693 is available for 1-5 credit hours in HSMP.
793 is available for 1-6 credit hours in PUB HLTH (general), BIO, EHS, EPI, and HBHP.

785 Culminating Experience (Office Use: Class # _____)
785 is available for 1-8 credit hours in PUB HLTH (general), BIO, EHS, EPI, HBHP, and HSMP.
(VPH students register for **Vet Prev 999**.)

799 Master's or Pre-Candidacy PhD Research (Office Use: Class # _____)
799 is available for 1-18 credit hours in PUB HLTH.

999 Research for PhD Dissertation (Office Use: Class # _____)
999 is available for 1-18 credit hours in PUB HLTH. Registration for 999 requires a Prospectus Approval form unless one has been previously completed.

Project Description/Comments:

Project/report due date: _____/_____/_____

Signatures:

Instructor _____ Date_____

Student _____ Date _____

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

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Posted___
Emailed std___

THE OHIO STATE UNIVERSITY COLLEGE OF PUBLIC HEALTH
ELECTIVE APPROVAL PETITION

It is not necessary to complete this form for courses appearing on the list of pre-approved electives for each program. 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 (please print)**:** _____ OSU name.# _____

Degree program: _____ **Specialization:** _____

Name of faculty advisor (please print): _____

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 syllabus 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):

_____

_____

_____ Date: _____
Signature of Faculty Adviser

After the faculty adviser has signed this form, please submit to the Office of Academic Programs, M-006 Starling-Loving Hall. Keep a copy for your records.

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For Master's Students

The Ohio State University
College of Public Health

TRANSFER OF GRADUATE CREDIT
Into a Master's Program

The rules governing the transfer of graduate credit earned at another university are found in Section IV of the Graduate School Handbook. The following conditions must be satisfied in order to transfer graduate credit:

1. that the graduate credit was earned as a graduate student at an accredited university
2. that the student earned at least a grade of "B" or satisfactory in each course for which credit is to be transferred
3. that the Graduate Studies Committee approves the transfer

CPH master's students who wish to transfer graduate credit earned at another institution into a graduate program in the College of Public Health at OSU should submit this form and the following documentation to the Office of Academic Programs, M-006 Starling-Loving Hall:

1. The Graduate School's Request for Transfer of Graduate Credit form (available on the web at http://gradsch.osu.edu)
2. Official transcripts
3. An approved CPH Petition to substitute transfer credit for required courses in your program

Student's Name (please print) _____
(Last Name) (First Name) (Middle or Maiden Name)

OSU Email Address: _____ Degree Program:

Specialization: _____ Faculty Advisor's Name): _____
(please print)

Courses to be transferred:

University	Dept	Course Number	Credit Hours (specify semester or quarter)	Year Taken

Approved:

_____ _____
Faculty Adviser's Signature Date

Rev. 9/2009

For Doctoral Students

The Ohio State University College of Public Health

TRANSFER OF GRADUATE CREDIT
Into a PhD Program

The rules governing the transfer of graduate credit earned at another university are found in Section IV of the Graduate School Handbook.

CPH doctoral students who wish to transfer graduate credit earned at another institution into a graduate program in the College of Public Health at OSU should submit this form and the following documentation to the Office of Academic Programs, M-006 Starling-Loving Hall:

1) The Graduate School's Request for Transfer of Graduate Credit form (available on the web at http://gradsch.osu.edu)
2) Official transcripts
3) An approved PhD Curriculum Plan and petitions for any courses that require additional faculty approval to substitute for a required course

Student's Name (please print) _____
(Last Name) (First Name) (Middle or Maiden Name)

OSU Email Address: _____ Degree Program:

Specialization: _____ Faculty Advisor's Name): _____
(please print)

If less than 45 quarter hours of credit from the student's master's degree will count towards the doctoral program, list the specific courses to be transferred on the lines below and on the PhD Curriculum Plan:

University	Dept	Course Number	Credit Hours (specify semester or quarter)	Year Taken

_____ **By placing a check mark on this line, the student's master's degree will count as 45 quarter hours of credit toward the PhD. List the specific transfer courses that will count towards the doctoral program on the PhD Curriculum Plan.**

Approved:

_____ _____
Faculty Adviser's Signature Date

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THE OHIO STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH

Doctor of Philosophy
Approval to Schedule Candidacy Examination

Student Name (please print): _____ OSU 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)	(print name)	Date
Major field	(print name)	Date
Minor field	(print name)	Date
Research Methods	(print name)	Date

Student:

_____
Date

Return completed form to the Office of Academic Programs, M-006 Starling-Loving Hall.

Rev. 7/2001

Access___

THE OHIO STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH

THESIS/DISSERTATION PROSPECTUS APPROVAL

Student name (please print) _____ Date _____

OSU name.# :_____

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	(print name)	Date
	(print name)	Date
	(print name)	Date
	(print name)	Date

Please return completed form to the Office of Academic Programs, M-006 Starling-Loving Hall.

Access ____
xc: student ____

THE OHIO STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH

DOCTOR OF PHILOSOPHY CURRICULUM APPROVAL

Student Name (please print)**:** _____ **OSU name.#** _____

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

Category P required			
Category M or P (circle one)	Adviser (major field)	(print name)	Date
Category M or P (circle one)	Major field	(print name)	Date
Category M or P (circle one)	Minor field	(print name)	Date
Category M or P (circle one)	Research Methods	(print name)	Date

Student: _____
Date

Division Chair:
(Required only for departure from listed criteria) _____
Date

Graduate Studies Committee Chair: _____
Date

THE OHIO STATE UNIVERSITY COLLEGE OF PUBLIC HEALTH
PhD CURRICULUM PLAN

Name: _____ **OSU 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	Mark (*) if included in master's degree credit
Total Credits (minimum of 36 quarter hours)							

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

Minor Area: _____

Minor Area Committee Member: _____

University/ College	Dept	Course Number	Course Title	Credits	Taken or Anticipated Term/Yr	Grade	Mark (*) if included in master's degree credit
Total Credits (minimum of 18 quarter hours)							

Electives

University/ College	Dept	Course Number	Course Title	Credits	Taken or Anticipated Term/Yr	Grade	Mark (*) if included in master's degree credit
Total Credits							

Research Methodology Committee Member: _____

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

Summary

Area	Credit Hours
Major	
Minor	
Electives	
Research Methods	
Dissertation credit (maximum 30 quarter hrs)*	
Total (minimum 120 quarter hrs)	

*More than 30 quarter hours may be taken, but only 30 hours will count towards the total 120 hour requirement.

Anticipated Quarter/Year for Candidacy Examination:

_____

Comments:

Doctoral Candidacy Examination Checklist

Prior to beginning the tasks on this checklist, the student must have an approved Advisory Committee and an approved Curriculum Plan. The Curriculum Plan must be approved at least two quarters prior to the start of the Candidacy Exam.

Task	Responsible Person(s)
☐ Meet with OAP staff to discuss Candidacy Exam pre-requisites and requirements.	Student and OAP Staff
☐ Enroll in a minimum of 3 graduate credit hours in the quarter during which any portion of the exam is taken.	Student
☐ Prior to scheduling the exam, submit *Approval to Schedule Candidacy Exam* to the Division Coordinator and OAP. This is an internal form that can be found in the Student Handbook.	Student submits form to Division Coordinator
☐ Schedule the date for the written and oral portions of exam. The schedule should be set at least one quarter in advance. The oral exam should be scheduled **at least two weeks** after the completion of the written portion. *NOTE: One month is the maximum according to Graduate School rules.*	Student and Advisor
☐ Submit the *Doctoral Notification of Candidacy Examination* form (available on the Grad School's web site) to the Graduate School at least 2 weeks prior to starting the written portion of the exam. **Submit a copy of the form to OAP.**	Student and OAP Staff
☐ Contact the Advisory Committee and ask for exam questions.	Advisor
☐ Collect questions from the Advisory Committee, put together the exam, and submit the exam to the Division Coordinator along with instructions concerning room needs and exam conditions (e.g. closed vs. open book, Internet access, etc.).	Advisor
☐ Schedule a room (if needed) for the written exam.	Division Coordinator
☐ Schedule a room for the oral portion of the exam (2-hour block of time) and notify Advisory Committee and student where the oral exam will occur.	Division Coordinator
☐ Distribute exam to student on the day(s) of the written portion. Collect exam when student has completed the written portion.	Division Coordinator
☐ Copy exam questions and answers and provide copies to Advisory Committee members and OAP **within 2 days** of the completion of the exam.	Division Coordinator
☐ Contact Advisor within 10 days with feedback on student's performance on the written portion of the exam.	Committee Members
☐ Contact Advisory Committee members who have not yet contacted advisor to get feedback on written answers at least 2 days before the oral portion of the exam.	Advisor
☐ Send a reminder to Advisory Committee members of the date, time, and location of the oral exam 1-2 days before the scheduled date.	Advisor and/or Student
☐ Submit completed Candidacy Examination Report form (sent to advisor via email) to Graduate School following the oral exam. **Submit a copy of the form to OAP.**	Student

COLLEGE OF PUBLIC HEALTH

REQUEST TO REACTIVATE AFTER AN ABSENCE OF TWO YEARS

Name: _____ Email address: _____

Degree program: _____ Specialization: _____

Admitted: _____(qtr/yr) Last enrolled: _____(qtr/yr)

The student listed above has requested permission to re-enroll in the College of Public Health _____(qtr) - _____ (yr) after an absence of two or more years.

To be completed by the division:

____ **Approved** (check appropriate line below) ____ **Not Approved**

___ The student has permission to enroll for professional development purposes and does not intend to complete another degree.

___ The student has permission to complete the original program and has submitted a plan for doing so (see attached).

___ The student has permission to re-enroll in the original program, but must complete the revised curriculum (see attached).

Program requirements must be completed by _____ (qtr/yr).

Assigned Faculty Adviser (please print): _____

_____ _____

Signature of Faculty Advisor Date Signature of Division Chair or PEP Director Date

_____

Signature of Graduate Studies Chair Date

Please return the signed form to the Office of Academic Programs, M-006 Starling-Loving Hall.

xc: student
faculty advisor
division chair

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Appendix J

Graduate Faculty of the College of Public Health

DIVISION OF BIOSTATISTICS

CORE FACULTY

Tom J. Santner, PhD
Interim Chair, Division of Biostatistics
Joint Professor, Statistics
Computer experiments (with special emphasis on statistical applications in orthopedics), and environmental statistics.

Soledad Fernandez, PhD
Research Assistant Professor
Biostatistical Scientist, Center for Biostatistics
Experimental designs, clinical trials, survey sampling techniques and statistical genetics.

David Jarjoura, PhD
Research Professor
Director, Center for Biostatistics
Applied statistics, clinical trials, mixed models, hypothesis testing strategies.

Stanley Lemeshow, PhD
Dean and Professor, College of Public Health
Health survey methods, logistic regression, applied statistics.

Bo Lu, PhD
Assistant Professor
Observational study, causal inference, missing data, statistical analysis for cancer diagnostic methodology and health economics.

Michael Pennell, PhD
Assistant Professor
Bayesian methodology and random effects models and their applications to environmental health and epidemiology.

Jessica Kohlschmidt, PhD
Clinical Assistant Professor
Survey data, missing data, collaborative research in social science fields, collaborative research in medical fields, quality control, and ranked set sampling.

Rebecca Andridge, PhD
Assistant Professor
Missing data, collaborative research in radiation oncology, hot deck imputation, group randomized trials, and assessment of nonresponse bias for incompletely observed survey variables.

ADJUNCT, JOINT, AND EMERITUS FACULTY

Melvin L. Moeschberger, PhD
Emeritus Professor
Applied statistics, survival analysis, competing risks.

DIVISION OF ENVIRONMENTAL HEALTH SCIENCES

CORE FACULTY

Michael Bisesi, PhD
Associate Professor, Associate Dean of Academic Affairs, and Director for Center for Public Health Practice
Expert in assessing human exposure to chemical and microbiological agents in indoor and outdoor environments. He is actively engaged in research involving use of epidemiological surveys and a geographical information system to identify exposure sources and impact to human health.

Timothy Buckley, PhD, CIH
Associate Professor and Division Chair
Expert in assessing human environmental and occupational exposure. He is actively engaged in research related to biomarkers of exposure, mobile source air toxics, evaluating exposure to bioaerosols, occupational dermal exposures, and indoor air quality.

John "Mac" Crawford, PhD, RN
Assistant Professor
Expert in exposure assessment, and environmental and occupational epidemiology. His current research focus relates to health risks to first responders, such as paramedics and firefighters. He also works in the area of public health preparedness with a focus on the effects of dwindling energy supplies on public health and the health care system.

Frank Holtzhauer, PhD
Clinical Associate Professor
Expert in public health preparedness. He directs the School's Ohio Center for Public Health Preparedness. His focus is to build the workforce to protect and promote the public's health.

Jiyoung Lee, PhD
Assistant Professor
Expert in environmental and public health microbiology, rapid detection of pathogens, water quality, bioterrorism and disaster
Preparedness.

Jianrong Li, PhD
Assistant Professor
Expert in the molecular biology of food and waterborne viruses and public health related viruses.

Junan Li, PhD
Assistant Professor
Expert in structure/function of tumor suppressors and oncoproteins and the molecular mechanism underlying environmentally-induced cancers and their chemoprevention.

Song Liang, PhD
Assistant Professor.

Expert in risk assessment, the environmental determinants of infectious disease, and environment-orientated interventions. Specifically, Liang studies schistosomiasis, a parasitic disease transmitted to humans via water.

Qinghua Sun, PhD, MD
Assistant Professor
Expert in the effects of particulate air pollution on human health, including its effects on the cardiovascular system, cancer growth and metabolic syndrome.

Christopher M. Weghorst, PhD
Professor
Expert in the molecular carcinogenesis and cancer chemoprevention. He is actively engaged in research focused on the molecular mechanisms of oral cancer in humans and experimental tumor models, with an emphasis on identifying preventive approaches aimed at specific gene targets.

DIVISION OF EPIDEMIOLOGY

CORE FACULTY

David M. Murray, PhD
Chair and Professor
Design and analysis of group-randomized trials, evaluating intervention programs

Sarah Anderson, PhD
Assistant Professor
Obesity epidemiology, child growth, nutrition and chronic disease risk

Amy K. Ferketich, PhD
Assistant Professor
Cancer prevention, biostatistics

Randall E. Harris, MD, PhD
Professor
Cancer epidemiology, cancer control, chronic disease risk factors

Courtney D. Lynch, PhD
Assistant Professor
Reproductive and perinatal epidemiology

Susan Olivo-Marston, PhD
Assistant Professor
Cancer epidemiology

Electra D. Paskett, PhD
Professor
Cancer epidemiology, cancer control

Judith Schwartzbaum, PhD
Associate Professor
Cancer epidemiology, biostatistics

J. R. Wilkins, III, DrPH
Professor
Environmental and cancer epidemiology, agricultural safety and health

PRINCIPAL JOINT AND EMERITUS FACULTY

Many individuals from other academic units at Ohio State and from the field of practice have significant roles in the mission of the Epidemiology Division. They include:

Phillip Binkley
Professor, Internal Medicine

Dawn Comstock
Assistant Professor, Pediatrics

Douglas Crews
Professor, Anthropology

Fred Degraves
Assistant Professor, Veterinary Preventive Medicine

Wondwossen Gebreyes
Associate Professor, Veterinary Preventive Medicine

Maura Gillison
Professor, Hematology and Oncology, COM

Armando Hoet
Assistant Professor, Veterinary Preventive Medicine

Martin D. Keller
Professor Emeritus, Public Health

Richard R. Lanese
Professor Emeritus, Public Health

Linda Lord
Assistant Professor, Veterinary Preventive Medicine

Richard Love
Professor, Internal Medicine

Kathleen Pajer
Associate Professor, Pediatrics

Paivi Rajala-Schultz
Associate Professor, Veterinary Preventive Medicine

William Saville
Professor, Veterinary Preventive Medicine

Gary Smith
Associate Professor, Pediatrics

Kurt B. Stevenson
Associate Professor, Internal Medicine

Shu-Hua Wang

Assistant Professor, Internal Medicine

Thomas E. Wittum
Professor, Veterinary Preventive Medicine

Huiyun Xiang
Assistant Professor, Pediatrics

DIVISION OF HEALTH BEHAVIOR AND HEALTH PROMOTION

CORE FACULTY

Phyllis L. Pirie, PhD
Chair and Professor
Smoking prevention and control, program evaluation, adolescent health and tobacco prevention.

Janet de Moor, PhD
Assistant Professor
Cancer survivorship, focusing on social issues and health outcomes, adjustment of cancer survivors and the impact of cancer on employment and other work-related outcomes.

Shelley Francis, PhD
Assistant Professor
Health disparities, minority adolescent sexual risk taking, international health, HPV and cervical cancer prevention, religiosity, faith and public health collaborations.

Mira L. Katz, PhD
Assistant Professor
Design and implementation of behavioral interventions; health communication.

Liz Klein, PhD, MPH
Assistant Professor
Tobacco use and obesity prevention research.

Randi Love, PhD
Clinical Associate Professor
HIV/AIDS prevention, substance abuse prevention, adolescent health, community development.

Kenneth Steinman, PhD
Clinical Assistant Professor
Community-based public health.

Mary Ellen Wewers, PhD, RN
Professor and Associate Dean for Research and Faculty Development
Smoking cessation research, nicotine dependence and addiction, effective cessation strategies in vulnerable populations.

PRINCIPAL JOINT, ADJUNCT AND EMERITUS FACULTY
Many individuals from other academic units at Ohio State and from the field of practice have significant roles in the division. They include:

Karen Ahijevych, PhD

Associate Dean, College of Nursing

Barbara L. Andersen, PhD
Professor, Psychology

Lawrence Gabel, PhD
Professor, Family Medicine

Thomas Houston, MD
OhioHealth Nicotine Dependence Program

Kelly Kelleher, MD
Professor, Pediatrics

Kimberly Kelly, PhD
Assistant Professor, Molecular Virology, Immunology, and Medical Genetics

Teresa Long, MD, MPH
Commissioner, Columbus Health Department

William Miser, MD
Associate Professor, Family Medicine

Mark Notestine, PhD
Assistant Vice President for Health Sciences

Brady Reynolds, PhD
Columbus Children's Research Institute

DIVISION OF HEALTH SERVICES MANAGEMENT AND POLICY

CORE FACULTY

Allard E. Dembe, ScD
Chair and Associate Professor
Director, Center for HOPES
Health policy and health services research, disability and employment, outcomes evaluation, and social aspects of health.

Ann Scheck McAlearney, ScD
Associate Professor
Strategy and leadership, health outcomes research, disease management.

Sharon B. Schweikhart, PhD, MBA
Associate Professor
Director, MHA program
Operations management, quality management, information technology implementation.

Eric Seiber, PhD
Assistant Professor
Provider billing behavior, Medicaid and Medicare program integrity, employer-sponsored insurance, and economic demography.

Paula H. Song, PhD, MHSA

Assistant Professor
Health finance, health care management and operations, community-based health programs for the uninsured.

Sandra J. Tanenbaum, PhD, MSS
Associate Professor
Health policy and politics, Medicaid policy, policy aspects of physician decision-making.

Thomas M. Wickizer, PhD, MPH
Professor
Effects of managed care and cost containment programs, substance abuse treatment outcomes, intervention studies within the workers' compensation system.

PRINCIPAL JOINT, EMERITUS AND ADJUNCT FACULTY
Many scholars from other academic units at Ohio State and professional practitioners have significant roles in the educational programs of the Health Services Management and Policy Division. They include:

Robert J. Caswell, PhD
Associate Professor Emeritus

Deena Chisolm, PhD
Assistant Professor
Pediatrics, College of Medicine

William O. Cleverley, PhD
Professor Emeritus

Kathryn Haller, JD
Deputy Director
Ohio Department of MRDD

Stephen F. Loebs, PhD
Professor Emeritus

Enrique Seoane-Vazquez, PhD
Assistant Professor, College of Pharmacy

Richard D. Schrock
Former Administrator for Financial Services/CFO, OSU Health System