



THE OHIO STATE UNIVERSITY

COLLEGE OF PUBLIC HEALTH

Graduate
Student
Handbook

2014-2015

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 (e.g. GSH 7.2.) 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 is available on the Graduate School website: <http://www.gradsch.ohio-state.edu/graduate-school-handbook1.html> citations are based on the most recent edition (2014-15) 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 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, in collaboration with the Senior Associate Dean for Academic Affairs. The current members of the committee, as well as the principal staff of the Office of Academic Programs and Student Services (OAPSS) 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.

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 aspire 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 scientific and academic 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:

BMI	Biomedical Informatics
BIO	Biostatistics
CTS	Clinical Translational Science
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
OAPSS	Office of Academic Programs and Student Services
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 at of university policies and procedures, including the following:

- A. *Graduate School Handbook* <http://gradsch.osu.edu/graduate-school-handbook1.html>. This is the primary source of policy and procedure guidelines for all graduate students.
- B. *The Office of the University Registrar* website <http://registrar.osu.edu/students/index.asp>. This website contains course registration fee, and insurance information, as well as a synopsis of important rules, the academic calendar for the current and future semesters, and a wide variety of other useful information.
- C. *The Ohio State University Course Bulletin and Schedule of Classes* (available at: <http://buckeyelink.osu.edu/>). 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 term.

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

College Profile

Year Founded: School of Public Health founded 1995 within the Ohio State College of Medicine. Established as a free standing College of Public Health in 2007. First Master of Science degree in Preventative Medicine was conferred in 1948.

Ranking & Accreditation: 20th of all Schools of Public Health, 12th of public Schools of Public Health, MHA program ranked 14th in nation. The College of Public Health is fully accredited by the Council on Education in Public Health (CEPH). MHA fully accredited by the Commission on Accreditation Healthcare Management Education (CAHME).

Overview: The profession of public health focuses on population-based prevention of human illness and injury, promotion of healthy behaviors, and intervention and remediation to control escalation of the identified issues and problems. Relative to graduate and professional education and training, doctoral and master degrees are currently offered by the College of Public Health at The Ohio State University. In addition, an undergraduate bachelor of science degree and a minor are offered by the College. The profession of public health has many disciplines that are similar in core practice, but different in approaches to practice public health. The degree programs offered by the OSU College of Public Health offer a variety of specializations.

Enrollment: Approximately 350 graduate students, approximately 140 undergraduate BSPH students, and approximately 100 undergraduate minor students. Approximately 2500 alumni.

Divisions:

- Biostatistics
- Environmental Health
- Epidemiology
- Health Behavior & Health Promotion
- Health Services Management & Policy

Centers:

- Center for Health Outcomes Policy and Education (HOPES)
- Center for Public Health Practice (CPHP)
- CDC Funded Prevention Research Center (PRC)
- HRSA Funded Public Health Training Center (PHTC)

Degrees and Specializations offered:

- **Undergraduate Global Public Health Minor**
- **Bachelor of Science in Public Health** with two interdisciplinary specializations: Public Health Sociology and Environmental Public Health (w/ College of Arts & Sciences)
- **Master of Public Health** with nine specializations: Biomedical Informatics (w/ College of Medicine), Biostatistics, Clinical Translational Science (w/ College of Medicine), Environmental Health Science, Epidemiology, Health Behavior & Health Promotion, Health Systems Management & Policy, Program for Experienced Professionals, and Veterinary Public Health (w/ College of Veterinary Medicine)
- **Master of Science** with four specializations: Biomedical Informatics (w/ College of Medicine), Biostatistics, Environmental Health Science, and Epidemiology
- **Master of Health Administration**
- **PhD** with five specializations: Biostatistics, Environmental Health Science, Epidemiology, Health Behavior & health Promotion, and Health Systems Management & Policy
- **Combined Degree Programs and Dual Degree Programs**
- **Graduate Interdisciplinary Specialization in Global Health**

**Summary of Program Goals
College of Public Health**

Program Goal: What we expect the graduate to be qualified and prepared to do at the time of graduation from the respective graduate degree program.

Programs	Goals
MHA	MHA graduates will have the knowledge and skills for management and policy positions in health services careers.
MPH	MPH graduates will have the knowledge and skills for general and specialized applied public health practice, both in the public sector and in private sector careers related to population health.
MS	MS graduates will have the knowledge and skills to participate in basic and applied research and have the foundation to enter into a research-oriented career.
PhD	PhD graduates will have the knowledge and skills to design and conduct independent high quality research and communicate complex information in public health.

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 advisor and the Graduate Studies Committee. The advisor 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 (GSH)*; in general, information already elaborated there is not repeated here.

Questions concerning any Graduate School policy may be directed to the student's faculty advisor, the staff of the Office of Academic Programs and Student Services, the chairperson of the Graduate Studies Committee, or the Graduate School (614-292-6031). 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 15]

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 4.4 of this handbook), and 2) proposing master's or doctoral committee members who do not have graduate faculty status (see Section 3.3 and 3.4).

2.3 THE GRADUATE STUDIES COMMITTEE (GSH 14)

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.
- Student members from each degree program (e.g., MPH, MHA, MPH-PEP, MS, PhD) will be selected by the Student Advisory Committee for a one year term. If any student position is not filled by the Student Advisory Committee in a timely fashion, the Graduate Studies Committee may appoint a student member for the remainder of the current term.
- Senior Associate Dean for Student Affairs, ex officio and nonvoting.
- Director of Academic Programs & Student Services Office, ex officio and nonvoting.
- Principal OAPSS 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 application 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 (see Section 11.4).
- 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 matters on which there is not a 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 of 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 and Student Services

The Office of Academic Programs and Student Services (OAPSS), located in 100 Cunz Hall, serves as the conduit for the student's contact with the Graduate Studies Committee (see Appendix A). OAPSS 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 advisor or the chair of the Graduate Studies Committee. In some cases, it may be necessary to make a formal petition to the GSC or 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 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 (William Martin II) has general administrative responsibility for the College. There is a Senior Associate Dean, one Associate Dean and two Assistant Deans:

- Senior Associate Dean for Academic Affairs (Michael Bisesi, PhD)
- Associate Dean for Research (Christopher Weghorst, PhD)

- Assistant Dean for Global Public Health (Qinghua Sun, MD, PhD)
- Assistant Dean for Finance and Administration (Ann Florentine)

A Chairperson appointed by the Dean heads each Division. Although the Dean, Senior Associate Dean, Associate Dean, Assistant Deans, and Division Chairpersons have executive authority, the primary responsibility for policy decisions rests with the faculty of the CPH.

College Committees

In addition to the Graduate Studies Committee described above, the College has additional committees:

Executive Committee
 Appointments, Promotion, and Tenure Committee
 Diversity Enhancement Committee
 Wellness Committee
 Information Systems Advisory Committee
 Centers Committee
 Space Committee
 Faculty Administrative Assignments
 Undergraduate Studies Committee
 BSPH Committee
 Champions of Public Health Selection Committee
 Employee of the Year Selection Committee
 Excellence in Teaching Award Selection Committee
 Dean's Advisory Board

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://gradsch.osu.edu/graduate-school-handbook1.html>). Before formal procedures are involved, it is strongly recommended that every effort be made by all parties to resolved differences informally. The staff in the Office of Academic Programs and Student Services is available to support students in their discussions at this stage. Students are encouraged to schedule an appointment with the Director of the Office of Academic Programs and Student Services to discuss their concerns and options for resolution. 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 grievance 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 of improper academic procedures that unfairly affect a student's grade. Student 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 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://www.trustees.osu.edu/university/facultyrules.](http://www.trustees.osu.edu/university/facultyrules))

If informal procedures fail to settle the matter, the student may initiate a formal grievance process by submitting a written statement to the Senior Associate Dean for Academic 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 Senior Associate Dean will review the allegations in the complaint and ask the other party to provide a written response. When appropriate, the Senior Associate Dean will ask for input from the Division Chair, 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 Senior Associate 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 Senior Associate Dean for Academic 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 may also 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 resolution 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 and Student Services.

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. More information can be found on their website: <http://cgs.osu.edu/>

Section 3

Advisors and Examination Committees

3.1 ADVISOR APPOINTMENT

Each student in the CPH is assigned a faculty advisor 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 advisor for professional and career-oriented questions. Students are encouraged to discuss professional decisions, academic problems, or any other matters of interest with their advisors. This should not, however, prevent a student from approaching another member of the faculty when that would be helpful. Students in the MS and PhD programs rely more heavily on their advisors from the outset because the curriculum is more individually tailored. The advisor assignment reflects these differences.

Full-time MPH Degree Programs

The specialization assigns an appropriate advisor to each incoming student with a view to balance faculty workload. Students who later wish to change their advisor may do so following the procedure outlined in Section 3.2.

MPH Degree Program for Experienced Professionals (PEP)

The PEP Director will work with Division chairs/Program Directors to assign faculty advisors to incoming students. Because PEP students do not have a divisional specialty, advisors initially are assigned randomly. PEP students are required to complete a final project that involves close work with the advisor, who should ideally be aligned with the student's area of interest. Students who wish to change their advisor assignments at that time may do so by following the procedures outlined in Section 3.2.

MHA Degree Program

The HSMP Division assigns advisors to incoming students. The initial advisor is responsible for the student's academic program in the first year, as well as any other formal responsibilities of an advisor during that time. This advisor 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 advisor and determine whether that person is willing to serve as advisor for the proposed thesis. Faculty members may decline to serve as advisor for any topic that they believe to be unworkable or that lies outside their area of expertise. Some constraint on advisor choice may also be necessary to balance the faculty workload.

MS and PhD Degree Programs

It is generally expected that all MS and PhD students will have a clear research focus 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 advisor will have been mutually established during the application process. The division of specialization will assign initial faculty advisors. Students who wish to change their advisor assignment may do so by following the procedures outlined in Section 3.2.

3.2 CHANGE OF ADVISOR ASSIGNMENT

Students who wish to change their advisor assignments may do so by obtaining the necessary signatures indicating approval on the Change in Faculty Advisor Assignment (see Appendix J). OAPSS will notify their initial advisors and students once the request to change advisors has been approved.

3.3 MASTER'S EXAMINATION COMMITTEES [GSH 6.2]

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, one of the 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 advisor and a second CPH faculty member chosen with the agreement of the student and the advisor. Both committee members must have category M or P Graduate Faculty status in the College of Public Health and at least one must have a primary appointment in the CPH. Any exceptions must be approved by the Division Chair/Program Director 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 advisor and a second CPH faculty member chosen with the agreement of the student and advisor. Both committee members must have category M or P Graduate Faculty status in the College of Public Health and at least one must have a primary appointment in the CPH. Any exceptions must be approved by the Division Chair/Program Director 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 7.4]

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 may form a different 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

Persons who are not Graduate Faculty members at The Ohio State University may serve on master's and doctoral (candidacy and final oral) examination committees upon the recommendation of the Graduate Studies Committee of the student's program. The advisor for the student would need to approve the request before bringing forward to the Graduate Studies Committee. Approval by the Graduate School is granted upon special petition by the Graduate Studies Committee, outlining the special qualifications and expected contributions of the proposed committee member.

A student and advisor may elect not to pursue an official committee member. In this case, 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 3.2]

Registration is a web-based process. Incoming students will be sent registration information by the Office of Academic Programs and Student Services. Unless the student's advisor 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 via the University Registrar.

For full-time students, the sequence of required courses is pre-approved, so it is only the elective choices that need advisor approval. Part-time students should also discuss the sequencing of required courses to ensure that courses are not taken in an inappropriate or inefficient order. If the advisor is unavailable and a deadline cannot be met, the problem should be discussed with the Office of Academic Programs and Student Services before proceeding. Registering or altering registration without the advisor'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 advisor's approval. Depending upon timing in the semester, approval by the instructor and others also may be required. Forms requesting a change are available in the OAPSS and online. Students should check the University Registrar's website each semester for a list of important deadlines.

4.2 REGISTRATION REQUIREMENT FOR FINANCIAL AID OR GRADUATE ASSOCIATE POSITIONS [GSH.3.1]

Students receiving graduate fellowships and certain other grants (including some traineeships) are required to enroll in 12 credit hours or more per semester (except in summer term when the minimum is 6). Persons holding Graduate Associate positions must meet the applicable registration requirement, usually 8 graduate credit hours or more per semester (except in summer session when the minimum is 4). Post-candidacy doctoral students must register for a minimum of 3 graduate credit hours per semester or summer session. It is particularly important that students pay attention to these requirements late in their programs when they may need fewer graduate 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 FIELD EXPERIENCE, PRACTICUM, CULMINATING PROJECT, INDIVIDUAL STUDY OR RESEARCH CREDIT

Students who wish to register for field experience, practicum, culminating project, individual study, or research credit for thesis or dissertation purposes, must have approval of the faculty advisor before the course will be added. A form for approval of the credit is included in Appendix J.

4.4 REGISTRATION FOR COURSES THAT ARE OFFERED FOR UNDERGRADUATE OR GRADUATE CREDIT

4000 and 5000 level courses can be offered for both undergraduate and graduate credit. If the course is taught by a Graduate Teaching Associate (GTA) or taught in their own graduate program, it *will not* count towards a graduate degree.

Graduate students should confirm that any course offered for both undergraduate and graduate credit will be taught by a professor, not a GTA, before registering.

Section 5

Master of Public Health (MPH) Degree Programs

5.1 TRADITIONAL MPH DEGREE PROGRAM

The curriculum for the traditional MPH consists of a minimum of 45-48 credits organized into five curricular domains:

1. Core courses in areas of knowledge basic to public health
2. Courses required for a specialization
3. Elective courses approved for the specialization
4. Practicum
5. Culminating project

Public Health Core Courses

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

Required and Elective Courses in the Area of Specialization

There are eight approved areas of specialization in the MPH: biomedical informatics, biostatistics, clinical translational science, environmental health sciences, epidemiology, health behavior and health promotion, health services management and policy, and veterinary public health. The required specialization courses and elective courses (for most programs) for each area are found on the curriculum guides.

MPH Practicum

The College requires two credit hours of formal practice placement experience (practicum) for all students in the MPH degree program. Students may accumulate more than two hours with permission of their advisors, but only two hours may count towards the degree. Students must spend at least 120 hours onsite in the experience to meet the minimum requirement (60 hours on site equals one credit hour). Each student chooses a practicum that fits his/her career goals and is consistent with the area of specialization. An on-site preceptor supervises the student's experience, and the faculty advisor 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. Part-time students may schedule the practicum after completing a minimum of 20 credits. Students should be active participants in the arrangement for the practicum. The Office of Academic Programs and Student Services assists students in locating appropriate field sites and provides support throughout the experience. Students are encouraged to consult with their advisors 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* (<http://cph.osu.edu/academics/handbooks/>).

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, deadline, 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). HSMP 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 consultation with their faculty advisors at least two semesters prior to the expected semester of graduation. More detailed descriptions of the culminating project requirements and a timeline for each specialization are available on the College web site at <http://cph.osu.edu/students/graduate/mph-culminating-project>.

Changes of Specialization in the MPH

Each applicant for the Master of Public Health indicates a desired area of specialization on the admissions application. 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 minimizes 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 (in Appendix J). The proposed new division/program will review the form and the student's file 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 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 credit hour minimum for the MPH in order to meet the requirements of the new specialization.

5.2 DUAL SPECIALIZATIONS (policy approved by GSC June 1, 2012)

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 degree 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 advisor assigned for each specialization.
- A total of 45 or 48 credits, depending on the specialization, must be successfully completed to earn the MPH degree in the College of Public Health at The Ohio State University.
- Students pursuing a dual specialization within the College of Public Health must complete all degree requirements for each specialization. This includes core courses, required specialization courses, and elective courses.
- Typically, students complete one practicum and one culminating project that meet the requirements for each specialization.
- For some combinations of specializations, there will be a lot of overlap in the required specialization courses and for others there will not be a lot of overlap.
- Therefore, in an attempt to set requirements such that the dual specialization is seen to represent substantial additional effort, a minimum of 18 additional credit hours will be required for the second specialization.

5.3 THE MPH DEGREE PROGRAM FOR EXPERIENCED PROFESSIONALS

The curriculum for the MPH degree Program for Experienced Professionals (PEP) is similar to that for the full-time MPH, requiring 45 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
2. Electives
3. Practicum
4. Culminating project

PEP Electives

Thirteen hours of electives may be applied toward the 45 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 or other universities must have **prior approval** from the student's advisor and the Graduate Studies Committee chair. The student who wishes to take an elective that is not offered by the College of Public Health must submit an elective course approval form (included in Appendix J) 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 normally precedes the culminating project described in the next section. An on-campus workshop is offered every Autumn Semester explaining the requirements and process in more detail.

Each hour of practicum credit requires 60 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 (2 credits times 60 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/students/graduate/mph-practicum>).

PEP 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 advisor, 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 two semesters prior to the expected semester of graduation. More complete information concerning the process and requirements is available in the Culminating Project Guidelines document that is distributed to students during an autumn semester workshop. (The guidelines also are available online at <http://cph.osu.edu/students/graduate/mph-culminating-project> . Upon successful completion of the culminating project, students must provide an electronic copy of the final report to the Office of Academic Programs and Student Services.

PEP 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 term and in the intervals between meetings. Each instructor will review these expectations with the class.

PEP Class Schedule

The 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 Term, typically with three Friday afternoon sessions, one each month. The remaining on-campus sessions are offered on four weekends per semester in Autumn and Spring Semesters. Students usually enroll for two to three courses during each semester. The schedule may vary depending upon the subject and the nature of the distance learning components of the courses.

PEP Attendance Policy

Students must attend all four weekends in a semester 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 semester may be missed, and in any case all assignments must be complete. 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 5-8 hours per semester (three 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 semesters. Any student contemplating a reduced schedule should discuss this carefully with his/her advisor and/or the OAPSS staff to be sure that the implications for degree progress are understood.

5.4 GRADUATION

Students must be enrolled for a minimum of three graduate credit hours during the term in which they wish to graduate. An online application to graduate (available at gradforms.osu.edu) must be completed by the student. The approved College deadline for submitting the online graduation application is the seventh Friday of the semester prior to the semester of graduation.

The deadline to submit the signed Master Exam Report Form for Autumn Semester 2014 is November 26th, 2014. Therefore, students generally must complete their culminating projects by the 11th or 12th week of the semester. Prior to graduation, students are asked to complete an Exit Survey, as explained in Section 13 of this handbook.

Detailed information about the Graduation process and a video with step by step instructions are found on the College's [Graduation Information webpage](#).

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. OAPSS will send a letter or email 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 may 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. Advisors of students who fail to meet the five-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

Master of Health Administration (MHA) Degree Program

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 60 credit hours of coursework, distributed among required courses and electives. The specific requirements relating to the distinction between the plans are explained in Section 6.2.

Prerequisites

A minimum of 3 credit hours of introductory financial accounting is required. Recommended undergraduate courses at Ohio State are ACCTMIS 2200 or 2000. 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 semester**. Many students complete the prerequisite in the summer prior to beginning the program.

Master's Examination

The Graduate School requires that each master's student complete a Master's Examination. The MHA curriculum is designed such that students complete their Master's Examination as part of their required coursework. Therefore, MHA students choose the non-thesis option. However there is a rarely used option of completing a research-oriented master's thesis. Students wishing to discuss this option should consult with their advisor. The non-thesis option allows students to enroll in thesis-oriented independent study courses with their advisor, in lieu of elective course typically taken with the MHA degree.

Graduation [GSH 6.5]

Students must be enrolled for a minimum of three graduate credit hours during the term in which they wish to graduate. An online application to graduate (available at gradforms.osu.edu) must be completed by the student. The approved College deadline for submitting the online graduation application is the seventh Friday of the semester prior to the semester of graduation. The deadline to submit the signed Master Exam Report Form for Autumn Semester 2014 is November 26th, 2014. Therefore, students generally must complete their integrative writing projects by the 11th or 12th week of the semester. 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 6 years from the date of matriculation into the program. The responsibility for academic progress and fulfillment of the time limit rule rests with each student. OAPSS will send a letter or email 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 may 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. Advisors 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 rarely chosen since the majority of MHA student 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 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 regarding the thesis, 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 advisor willing to guide the preparation of the thesis;
- Formation of an examining committee comprised of at least two CPH faculty members, including the advisor. Both committee members must have M or P Graduate Faculty Status, the faculty advisor must have Graduate Faculty Status in the College of Public Health, and at least one committee member must have a primary appointment in the College;
- 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;
- Satisfactory defense of the thesis before the examining committee, and
- Deposit of an approved (advisor-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* available online at <http://cph.osu.edu/students/graduate/mha-residency>

Non-Ohio Residencies

Out-of-state students who wish to leave the state of Ohio for the administrative residency and not jeopardize their eligibility to apply for Ohio residency for the upcoming school year, must submit an Approval Form for Non-Ohio Internships. If approved, students must maintain their residence in Ohio and pay their own expenses while living out of state for the administrative residency.

Section 7

Master of Science (MS) Degree Programs in Public Health

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 degree 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. The MS degrees in Biomedical Informatics, Biostatistics and Epidemiology require 48 credit hours and the MS degree in Environmental Health Sciences requires 45 credit hours. 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
2. Required courses for the specialization
3. Approved electives
4. Thesis

Specialization Requirements for the MS

There are presently four approved areas of specialization for the MS in Public Health: biomedical informatics, biostatistics, epidemiology, and environmental health sciences. Because of the research orientation of the degree, it is essential that students work closely with their advisors to plan their use of electives to build the expected skills and support their thesis or culminating project.

- Deposit of an approved (advisor-signed) copy of the full thesis and abstract in the program office and by electronic submission to the Graduate School.

7.3 THE THESIS

The thesis is an integral part of the MS degree, allowing the student the opportunity to investigate a topic of personal interest and importance to the field, and to integrate and synthesize from the knowledge and skills presented in the program.

The details concerning Graduate School policies regarding the thesis, including format, typing, deadlines, etc., are available online at <http://www.gradsch.ohio-state.edu/6.4-thesis.html>.

In general, a thesis requires:

- Identification of a topic area and an advisor (in the Division) willing to guide the preparation of the thesis;
- Formation of an examining committee; composed of at least two CPH faculty members, including the advisor—both committee members must have M or P Graduate Faculty status in the College of Public Health and at least one must have a primary appointment in the College;
- 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 J);
- Completion of the thesis described in the approved prospectus;
- Satisfactory defense of the thesis before the examining committee, and
- Electronic submission of an approved (advisor-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 usually will be the case that the proposed topic area will make clear who could serve as an advisor, and the committee will be formed by consultation between the student and advisor. However, the student must be aware that a faculty member may refuse to serve as advisor 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) a 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 3 graduate credit hours during the semester in which they wish to graduate. An online application to graduate (available at gradforms.osu.edu) must be completed by the student. The approved College deadline for submitting the online graduation application is the seventh Friday of the semester prior to the semester of graduation. The deadline to submit the online Master Exam Report for Autumn Semester 2014 is November 26th, 2014. Therefore, students generally must complete their theses by the 11th or

12th week of the semester. Prior to graduation, students are asked to complete an Exit Survey, as explained in Section 13 of this handbook.

Detailed information about the Graduation process and a video with step by step instructions are found on the College's Graduation Information webpage.

7.5 TIME LIMIT

The MS 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. OAPSS will send a letter or email to students who have not yet completed the degree three years after matriculation to remind them of the time limit and summarize their unfilled course requirements. Those who fail to make satisfactory progress toward the degree in the year following this letter may be placed on academic probation. Students who fail to complete the program in five years must reapply to the program by written petition to the Graduate Studies Committee. Advisors of students who fail to meet the five-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 PhD

The Graduate School offers graduate programs the option to grant the Master of Science degree on the basis of satisfactory completion of the Candidacy Examination for the PhD, providing certain conditions are met. These include: (1) that the degree is recommended by the student's advisor and the Graduate Studies Committee, (2) that the individual does not already hold an equivalent master's degree in the same field, (3) the student submits an on-line application for graduation by the published deadline and graduation deadlines established by the Graduate School are met, and 4) candidacy for the doctorate has not expired. In addition, the College of Public Health Graduate Studies Committee requires that the student's division of specialization must approve the award of the MS on the basis of candidacy. More information can be found here: <http://www.gradsch.ohio-state.edu/6.1-general-information.html>

Section 8

Doctor of Philosophy (PhD) Degree Programs in Public Health

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 degree in Public Health can be pursued in four of the specializations within the CPH (epidemiology, biostatistics, environmental health sciences, health behavior and health promotion, and health services management and policy). The PhD degree in Biostatistics is an interdisciplinary program that is jointly administered by the Division of Biostatistics and the Department of Statistics; for more information about this program, please see <http://biostatprograms.osu.edu>.

8.2 CURRICULUM REQUIREMENTS

The Graduate School establishes the minimum course credit requirement within which the specific course requirements exist [GSH 7.2]. A minimum of 80 graduate credit hours beyond the baccalaureate degree is required to earn a doctoral degree. If a master's degree has been earned by the student, then a minimum of 50 graduate credit hours beyond the master's degree is required. If the master's degree was earned at another university, it must be transferred to this university. A student must be registered for at least three graduate credit hours during the semester(s) or session(s) of the candidacy examination, the semester or session of the final oral examination, and the semester or session of expected graduation. In either case, a maximum of 20 credit hours may be given for dissertation research.

The Graduate School requires that all post-candidacy doctoral students must be enrolled continuously until they graduate for a minimum of 3 graduate credit hours each semester.

Residency 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 30 credit hours of graduate credit have been completed (for more information, see: <http://www.gradsch.ohio-state.edu/7.2-credit-hours-and-residency-requirements-doctoral-degree.html>):

1. A minimum of 24 graduate credit hours required for the PhD must be completed at this University
2. A minimum of two consecutive pre-candidacy semesters or one semester and a summer session with full time enrollment must be completed while in residence at this University
3. A minimum of 6 graduate credit hours over a period of at least two semesters or one semester and a summer session 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 ensure 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.

For students pursuing the PhD in Health Behavior and Health Promotion, Research rotation credits are required. “Research rotation” credits are intended to provide PhD students with one-on-one experience working with faculty members on research-related tasks. Appropriate foci for research rotation credits include things such as collaborating on manuscript preparation (which could include literature reviews); working on grant proposals; or collecting and analyzing data. Students are required to complete a minimum of 4 credits of research rotation. It is expected that these credits will be completed under the direction of more than one faculty member, and working on different projects, in order to gain maximum experience with research tasks. The exact profile of credits for an individual student is subject to negotiation between the student and the advisor.

8.3 ADVISORY COMMITTEE

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

- All committee members must be category P graduate faculty members. Category M faculty may serve on the committee with approval of the division chair and the Graduate Studies Committee chair.*
- The major field is represented by two members, including the student’s advisor, who must have faculty appointments in the College of Public Health division containing the student’s major area. The advisor’s principal appointment must be in the College of Public Health or be listed as an approved advisor by the division.
- 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.

*For the PhD in Epidemiology, at least one member of the committee must have a primary appointment in the division of Epidemiology.

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 advisor'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 advisor serves as a 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 degree program will work with their advisors to create a tentative curriculum plan during the first semester of enrollment. The complete Advisory Committee must be formed and the student's complete curriculum plan must be approved within five semesters of enrollment as a PhD student or within three semesters 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 in Appendix J). In addition, the complete curriculum plan must be approved at least one semester before the student attempts the Candidacy Examination.

8.4 QUALIFYING EXAMINATION – See Appendix G for specific division requirements.

8.5 CANDIDACY EXAMINATION

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 the 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 semesters. The student must be registered for at least three graduate credit hours during any semester in which the Candidacy Examination is taken, and must electronically submit a "Doctoral Notification of Candidacy Examination" 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—See Appendix G for specific division requirement.

Oral portion of the examination [GSH 7.6]

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 electronically.

8.6 THE DISSERTATION

Dissertation Committee and Prospectus

Requirements for the Dissertation Committee and Prospectus may vary by division (see Appendix G). Unless stated differently in the division guidelines, the student forms a Dissertation Committee as soon as the student and advisor agree that it is appropriate following successful completion of the Candidacy Examination. The Dissertation Committee is composed of no fewer than three Graduate Faculty members of the CPH. The student's advisor, 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 (see Appendix J). 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. 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 advisor 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 ([GSH 7.8]).

Final Oral Examination [GSH 7.10]

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 for 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 7.10 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 Copy of the Dissertation [GSH 7.12]

The advisor will indicate final approval of the dissertation, which cannot occur until the Final Oral Examination has been completed satisfactorily. Each dissertation committee member indicates approval by posting their decision on the Report on Final Document form that must be submitted to the Graduate School by the published deadline for the semester or summer session of graduation. All doctoral dissertations must be submitted electronically through OhioLink (the Ohio Library and Information Network) by the published deadline for the semester or summer session of graduation. All Ohio State dissertations are also archived with ProQuest/UMI.

Section 9

Combined and Dual Degree Programs

9.1 COMBINED AND DUAL DEGREE PROGRAMS DEFINED [GSH 8.1]

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 graduate 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 presumption of admission to other degree programs, for which the admission criteria and competition may be quite different.

9.2 COMBINED DEGREE PROGRAMS

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 and Student Services.

Combined MD/MPH

This program was created for those medical students with a strong interest in public health. In the combined MD/MPH, the student takes a leave of absence from the MD curriculum, usually following the completion of the Part 1 of the LSI curriculum and Step 1 of the USMLE. (Additional details on the process of taking a leave of absence and timing of curricular requirements, including USMLE Step 1, are contained in the Student Handbook of the College of Medicine). The student then undertakes one academic year of full-time study in the College of Public Health, which allows completion of 36 credits required for the MPH. The remaining 12 credits may include 2 credits for practicum and 3 credits for the culminating project; 7 credits of MEDCOLL coursework can count toward the MPH. The student will usually return to the medical curriculum for one full year (Med 3) of clinical rotations, all of which are required, and then complete the MPH requirements during the final year (Med 4) 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 takes a leave of absence from the MD curriculum, usually following the completion of Part 1 of the LSI curriculum and Step 1 of the USMLE. Additional details on the process of taking a leave of absence and timing of curricular requirements, including USMLE Step 1, are contained in the Student Handbook of the College of Medicine. The student usually then undertakes one academic year of full-time study of the MHA and then returns to the MD curriculum. The MHA is a longer degree, 60 credits, (as opposed to 45-48 for the MPH), and thus more

accommodation is required. 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. The student will usually return to the medical curriculum for one full year (Med 3) of clinical rotations, all of which are required, and then complete the MHA requirements during the final year (Med 4) of the medical curriculum, using the MHA course work to satisfy some of the Med IV electives.

Combined MD/PhD

This combination is administered by the Medical Scientist Program of the College of Medicine. The MD and PhD degree 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 credits required for the MPH. The student then 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 credits from the PharmD program to satisfy the health administration core requirement, the practicum requirement, and 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 combined degree program allows the student to complete the two degrees simultaneously by taking of advantage of scheduling efficiencies. Students typically complete both degrees in four academic years, rather than the five academic years that would ordinarily be required.

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), with the preference being for student to begin with one year in the JD program. During the remaining two academic years, the student takes law and graduate course work simultaneously. (In some cases, the student completes two years of JD courses, followed by one year of full-time graduate course work and one academic year in which law and graduate courses are taken simultaneously.)

Law courses are permitted to substitute for the MHA electives, and MHA courses count as law electives in the JD program.

The JD/MPH combined degree program is quite analogous, but requires fewer credits and thus less substitution is necessary.

Combined DVM/MPH

The program simultaneously prepares students for the professional practice of veterinary medicine in both the traditional individual patient setting and the broader production medicine and public health context.

Students may apply to the MPH-VPH program, and then during their first year of study in the graduate program, apply to the College of Veterinary Medicine for the following year. Second, students can begin in the DVM program, and then apply to the MPH-VPH program. Typically students begin their students in the MPH-VPH program, and then begin the DVM curriculum the following year. During the DVM program, the student will complete any remaining graduate course work.

The DVM/MPH-VPH allows students to complete the two degrees in five years, rather than six years that would ordinarily be required.

9.3 DUAL GRADUATE DEGREE PROGRAMS

Students in the MPH, MHA, MS, or PhD degree programs also may elect to pursue another graduate 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 Graduate Studies Committee 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, MPH-HBHP/MSW, and MPH-HBHP/MS in Nursing) are available from the Office of Academic Programs and Student Services.

Graduate School rules governing the Dual Degree program and forms can be found in the [GSH Section 6.7](#).

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 was 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.

The faculty advisor may accept core courses from a CEPH accredited college/school/program to fulfill the College of Public Health core requirements as long as the student earned a “B” grade or higher and the student earned graduate credit for the course(s). Per the Graduate School, students cannot use credit that fulfilled degree requirements for one Master’s Degree to fulfill requirements for another Master’s degree unless the credits were in excess of those required for the original Master’s degree. Students will still need to complete the required credits to earn the graduate degree at Ohio State, but may take different approved graduate courses for their plan of study (typically 15-16 credits).

“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 hours required for graduation.

10.2 WAIVER OF A COURSE

A student may petition the faculty at any time for a waiver of a course requirement. A form for this purpose is available in Appendix J. 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/Programs 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. If a course is waived, no credit is given for the course as part of the petition. The student may substitute an elective approved by the faculty advisor to make up the credit hours.

Biostatistics Course Waiver policy

Public Health Biostatistics (PUBHBIO) 6210 is the core biostatistics course required by all degree programs in the College of Public Health. Under exceptional circumstances, students may place out of this course as described below. These policies pertain only to course placement and

enrollment – students should speak with their advisor regarding possible transfer credit once appropriate placement is determined.

Students with a prior public health degree (MPH, MS, or similar) that included graduate-level biostatistics coursework may, in consultation with their academic advisor, enroll in PUBHBIO 6211 directly. We encourage students in this category to take the waiver exam (see below) for advisement purposes as all future biostatistics courses build on the foundation material in PUBHBIO 6210.

All other students who believe they have had sufficient background and advanced coursework in biostatistics to place out of PUBHBIO 6210 must first discuss their request with their advisor and receive advisor support. With advisor support, the student may schedule the waiver exam administered by the biostatistics division faculty (given in August every year). Students who complete the waiver exam with a score of 80% or better will have the option of enrolling directly in PUBHBIO 6211.

Note: Students with more substantial graduate-level biostatistics coursework should speak with their advisor and the biostatistics division to determine appropriate placement and future coursework.

For waiver exam information or other biostatistics placement questions, students should contact Dr. Abigail Shoben (ashoben@cph.osu.edu).

Epidemiology Course Waiver policy

PUBHEPI 6410 is the core epidemiology course required by most degree programs in the College of Public Health. Under exceptional circumstances, students may place out of this course as described below. These policies pertain only to course placement and enrollment – students should speak with their advisor regarding possible transfer credit once appropriate placement is determined.

Students with a prior public health degree (MPH, MS, or similar) that included graduate-level epidemiology coursework may take the waiver exam.

All other students who believe they have had sufficient background and coursework in epidemiology to place out of PUBHEPI 6410 must first discuss their request with their advisor and receive advisor support. With advisor support, the student may schedule the waiver exam. The waiver exam is administered by the PUBHEPI 6410 instructor and given in September every year. Students who complete the waiver exam with a score of 80% or better will be allowed to waive PUBHEPI 6410. For additional information, students should contact the PUBHEPI 6410 instructor, Dr. Amy Ferketich (aferketich@cph.osu.edu).

10.3 TRANSFER OF GRADUATE CREDIT

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 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 may also be transferred to the CPH degree program from other universities. Students must petition the instructor of the course for which the transfer credits are being sought before automatically transferring credits. Courses that are part of a sequence need instructor approval for transfer credit. This is subject to the College appeal process stated in Section 2.5 of the CPH Graduate Student Handbook. 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. In addition, the Graduate School stipulates that the following conditions must be satisfied:

1. The graduate credit was earned while the student was enrolled as a graduate student at an accredited university (coursework from a prior professional program is not eligible for transfer).
2. The student earned at least a grade of "B" or satisfactory in each course for which credit is to be transferred.
3. The Graduate Studies Committee approves the transfer.

In the case of core or other required courses, the review for approval will be conducted by faculty instructors teaching those courses. Divisions/Programs may establish specific criteria, such as waiver examinations; in addition to review of documentation were 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. To substitute for core courses, the transfer credit must be from a CEPH-accredited program.

For PhD students, transfer credit must be approved by the student's Advisory Committee and the Graduate Studies Committee. For transfer credit to count towards the post master's credits required for the PhD, it must be in excess of the master's degree requirements in a field in which the PhD is awarded at the other institution and it must be course work normally taken by doctoral students at that institution.

Requests for transfer of credit must be made in writing, following the same guidelines as petitions for course waiver. Please note the *Graduate School Handbook* outlines specific rules concerning timing and procedures for transfer credit: <http://gradsch.osu.edu/4.2-marks-grades.html> . Credits should be transferred at the time the student is admitted, but no later than the end of the second semester of enrollment. For assistance with the paperwork, see a staff member in the Office of Academic Programs and Student Services.

10.4 GRADUATE NON-DEGREE CREDIT

There is a firm Graduate School policy that no more than seven credit hours of graduate credit accumulated while a student was enrolled in non-degree status at Ohio State 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 advisor and the Graduate Studies Committee Chair. The Office of Academic Programs and Student Services must be notified of the approval in order to notify the Graduate School.

Section 11

Academic Standards

11.1 ACADEMIC CONDUCT STANDARDS

The underlying principle of academic misconduct 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 Ohio State 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 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://studentlife.osu.edu/csc/>

The Ohio State University defines Academic misconduct 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;
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 unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment;
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 or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement;
6. Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignments;
7. Serving as, or enlisting the assistance of, a substitute for a student in any graded assignments;
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 or records;
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; and
11. Violation of program regulations as established by departmental committees and made available to students.”

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; 614-292-7262). 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 AND PROFESSIONAL STANDARDS [GSH 5]

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 5.4] toward Graduate School or 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. A student whose graduate CPHR (GPA) falls below 3.0 after nine graduate credit hours have been attempted is placed on probation by the Dean of the Graduate School. Restrictions may be placed upon the registration of any student below the minimum grade point average. Section 5 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 requirements of a cumulative grade point average of 3.0 or higher, students must meet the following requirements as they apply to their degree programs:
 - The student must achieve a grade of B- or higher 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 with 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 9 semester hours; (2) failure to maintain a minimum GPA of 3.0 in any given

semester; or (30) failure to show “reasonable progress” toward the degree, as determined on a case-by-case basis (see section 11.4).

5. A probationary student who does not re-establish good standing within one semester 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 PUBHBIO 6210, 6211, and 6212:

Biostatistics Sequence Grade Policy:

A grade of B- or higher is required in Public Health Biostatistics (PUBHBIO) 6210 in order to enroll in Public Health Biostatistics (PUBHBIO) 6211, and likewise in 6211 in order to progress to 6212. Any student who does not meet this standard is expected to repeat the course in which the grade was too low. Instructors in 6211 and 6212 have the option of permitting enrollment by persons who have not met this expectation, but this will be done only 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

The Graduate Studies Committee sets the standards for reasonable progress. The following provides a framework for faculty and students when considering whether a graduate student is making satisfactory progress toward the completion of his or her degree.

The academic progress of all students enrolled in the College will be assessed at the Division level on an annual basis. The “Graduate Student Evaluation Form” needs to be completed by the advisor and discussed at a Division meeting to get faculty input. The signed form will be included as part of the advising record.

After this review, an advisor who feels that a student is not making satisfactory progress toward a degree should inform the Graduate Studies Committee and request a formal review by the Graduate Studies Committee. In addition, the Graduate Studies Committee will contact a student’s advisor upon receipt of a Warning Letter from the Graduate School. If in consultation with the advisor the Graduate Studies Committee deems such a meeting is necessary, a formal review of the student’s progress will be held. The student will be informed in a letter from the

Graduate Studies Committee that a review is being conducted. This is the first step toward dismissal, therefore the committee, in cooperation with the student's advisor, will meet to conduct a review that will include:

1. Evaluation of the student's rate of progress toward achieving a graduate degree;
2. Assessment of the student's strength and weaknesses in terms of possible successful completion of the program;
3. The determination of the student's status in the program as satisfactory or unsatisfactory;
4. A letter from the student indicating his/her point of view or reason for not making adequate progress.

Following this review:

1. If progress is considered satisfactory, the student will be informed of this decision in a letter from the Graduate Studies Committee.
2. If progress is considered unsatisfactory, the student will be informed of this decision in a letter from the Graduate Studies Committee, and the advisor and the student will develop a written plan of action to govern the student's continuation in the program. This written plan will be signed by the student, his or her advisor, and the Graduate Studies Chair.

Following two semesters of enrollment after the initial review, a second review of progress will be held by the Graduate Studies Committee and the student's advisor.

1. If progress is considered satisfactory, the student will be informed of the satisfactory review in a letter from the Graduate Studies Committee.
2. If progress is considered unsatisfactory, the student will be referred to the Graduate School for dismissal from the program by the Graduate Studies Committee. The student will be informed of this decision in a letter from the Graduate Studies Committee.

Expectations for Master's and Doctoral Students

Both Master's and doctoral students should communicate with their advisors at least once each semester, either in a meeting or via email or phone. All students are expected to be enrolled during autumn and spring semester (summer is optional). A student must obtain permission from the faculty advisor, Division Chair, or Graduate Studies Committee Chair if he or she wishes not to enroll during a particular semester. Students who do not register for two or more semesters without pre-approval of the faculty advisor may be subject to dismissal by the specialization. Students who do not register for two years or more need written recommendation for reactivation from the faculty advisor, the Division Chair, and the Graduate Studies Chair to reactivate. Approval is not automatic and will depend on a review of the student's previous progress and performance in the program as well as faculty advisor availability.

Expectations for Master's Students

MPH and MS degree programs typically take one and a half to two years of full-time study, three to four years for part-time study (but no longer than five years for MPH and MS students, or six years for MHA students.) MPH students should see the progress timeline in the Culminating Project Guidelines: <http://cph.osu.edu/students/graduate/mph-culminating-project> . Any exceptions must be approved by the faculty advisor.

Expectations for Doctoral Students

Doctoral programs typically take between three and six years of full-time study.

A doctoral student may demonstrate progress toward degree completion in a number of ways, including:

1. Full-time enrollment every semester prior to Candidacy;
2. Calling an advisory committee meeting at least one semester before the Candidacy Exam to finalize the curriculum plan;
3. Showing progress with agreed upon curriculum plan; and
4. Completing Candidacy Examinations in accordance with the agreed-upon plan.

A doctoral student may demonstrate lack of progress toward degree completion in a number of ways, including:

1. Excessive, repeated (i.e., a total of two in two successive semesters), or overdue incompletes (i.e., more than one year without completion);
2. Failure to maintain a 3.0 grade point average;
3. Failure to complete all degree requirements within the five-year time limit following completion of the Candidacy Examination
4. Unsatisfactory completion of the Candidacy Examination;
5. Unsatisfactory dissertation progress for post-Candidacy students as evaluated by the advisor and committee members (e.g., failure to submit acceptable draft of dissertation within three years); or
6. Failure to enroll in the required 3 credit hours every semester after admission to candidacy.

Section 12

Graduate Associate Appointments

12.1 PURPOSE AND GENERAL INFORMATION

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. Graduate School rules governing GA appointments can be found in section 9.1 of the GSH.

12.2 TITLES

The available titles are Graduate Research Associate (GRA), Graduate Teaching Associate (GTA), and Graduate Administrative Associate (GAA). Students in the CPH may also be hired with 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 and Student Services 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).

Then 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 9.2]

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 two semesters (Autumn and Spring) however work patterns are determined locally and may vary due to the May session. 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 work an average of 20 hours per week . Each Graduate Associate and faculty supervisor should determine the expected work schedule at the beginning of each semester, including whether the student is responsible for work during breaks between semesters.
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, students 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 Graduate Council [GSH 9.4].

7. Summer Fee Authorization

- a. Any student who holds a 50% graduate appointment for autumn and spring semester is entitled to a summer session fee authorization.
- b. Any student who holds a 25% graduate appointment for autumn and spring semester is entitled to a summer fee authorization at half the full fee authorization rate.
- c. A graduate student who elects not to enroll in the summer session immediately following his or her autumn and spring semesters GA appointment may not defer the use of the summer session fee authorization [GSH 9.5].

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 Semester 2014, the stipend amount for persons paid from CPH funds are \$1535 per month for Master's students and \$1780 per month for PhD students, (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 at least 8 credit hours each semester, except during Summer Term when the minimum is 4. Doctoral students who have passed the Candidacy Examination may register for a minimum of 3 credit hours each semester a 50% GA Appointment is held, including Summer Term.

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://studentlife.osu.edu/csc/> . 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 of 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) . 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 SEI is available on-line and through the OSU mobile app.

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 OAPSS will be happy to meet with students to discuss the range of evaluation opportunities that exist or to respond to special concerns.

13.3 BULLETIN BOARDS

A bulletin board is located in the hallway leading to the restrooms on each floor of Cunz Hall. This space is provided to disseminate Graduate School information, campus information, notices, and career opportunities.

13.4 BUCK ID AND CUNZ HALL BUILDING ACCESS

All students must obtain a Buck ID, or, if employed by the Wexner Medical Center and granted building access, a staff ID. This ID will allow students to enter Cunz Hall and the Cunz Hall floors that will be locked after 6:00 pm and on the weekends. Access will be for Cunz Hall outside doors.

13.5 BUCK ID AND CUNZ HALL COMPUTER LABORATORIES

The computer laboratories for the College of Public Health are located in 230 and 330 Cunz Hall. A Buck ID is needed to access the computer laboratories.

For those employed by the Wexner Medical Center and have a staff ID, this ID will not work to access the computer labs. A Buck ID is still needed to access Cunz Hall computer laboratories.

For anything related to the CPH computing resources, please email CPH Information Systems (IS) support staff at support@cph.osu.edu or stop by 360 Cunz Hall during normal business hours.

The computer lab will be locked every night between 12:00am and 6:00am. Environmental Health Sciences students needing access to the wet laboratory areas in the fourth floor will use their Buck ID cards for access.

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 OAPSS staff can assist students in identifying public sites for computer access, including the computing labs in 230 and 330 Cunz Hall.

13.7 SMOKING

Smoking is prohibited inside and outside of all University buildings (including the Wexner Medical Center) and in outdoor locations. All individuals must discontinue smoking when asked to do. The goal of the University and 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 and Student Services. 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 and Student Services. 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, employments, 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 Cunz Hall are for office and staff use only. The nearest copying services for students are those in the Thompson Library (1858 Neil Avenue). 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 CPH student, persons may contact the Office of Academic Programs and Student Services at (614) 292-8350 and the staff will attempt to be helpful. It is not possible for the staff to respond to routine requests for 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 or the faculty advisor.

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 annually.

Appendix A Graduate Studies Committee

Graduate Studies Committee Members

Members for 2014-2015 are listed below:

Faculty

Mira Katz, PhD	Health Behavior Health Promotion (Chair)
Stanley Lemeshow, PhD	Biostatistics
Qinghua Sun, PhD	Environmental Health Sciences
Sarah Anderson, PhD	Epidemiology
Sandra Tanenbaum, PhD	Health Services Management & Policy
Randi Love, PhD	Program for Experienced Professionals
Philip Binkley, MD, MPH	College of Medicine – Clinical Translational Science
Timothy Huerta, MS, PhD	College of Medicine – Biomedical Informatics
Armando Hoet, DVM, PhD	College of Veterinary Medicine – Veterinary Public Health

Students

	MS student
Tyler Gorham	PhD student
Daniel Collins	MPH, Program for Experienced Professionals student
Kimberly Glover	MPH student, Epidemiology
Anton Johnson	MHA student

Ex officio

Kynthia Droesch, MSED	Director, Office of Academic Programs and Student Services
Michael Bisesi, PhD	Senior Associate Dean of Academic Affairs

Appendix B

Office of Academic Programs and Student Services

The Office of Academic Programs and Student Services (OAPSS) is located in 100 Cunz Hall, 1841 Neil Ave. OAPSS staff are responsible for processes and issues related to undergraduate and graduate admissions, recruitment, orientation, student progress, graduation, practicum assistance, MHA residency assistance, career services, professional development, and student data systems.

A link to the OAPSS office and detailed information about staff and distribution of responsibilities can be found at <http://cph.osu.edu/oapss>.

Appendix C

College of Public Health Competencies

The faculty of the College of Public Health has established competencies for all its degrees (MPH; MHA; MS; PhD) and programs and specializations. The competencies are based on information gathered from applicable professional organizations including the Association of Schools of Public Health; Institute of Medicine), information from external advisory committees and employers, and, applicable governmental standards or professional guidelines.

The learning objectives for the required core and specialization courses are aligned with these competencies. The assessment process for assuring that successful learners and graduates meet the desired competencies include objective and subjective quizzes and examinations, research papers, problem-sets, specialized practicum, culminating projects, student/graduate surveys, and employer surveys.

The competencies are listed below, organized by degree program. For the MPH degree, the core competencies for all graduates are listed first, followed by those for the specializations.

MASTER OF PUBLIC HEALTH (MPH) DEGREE

Core competencies for all MPH degree students, regardless of specialization

Biostatistics

Upon graduation, a successful student with an MPH degree 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 a statistical analysis found in public health studies.
9. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.
10. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.

Environmental Health Sciences

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

1. Discuss the significance of the environment to population health.
2. 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.
3. Summarize 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.
4. Discuss pollutant chemical and physical factors as well as human physiologic factors that influence human exposure and the uptake of environmental contaminants.
5. Identify approaches for assessing and controlling environmental agents and strategies for reducing risks to human health.
6. Explain the fundamental process of risk assessment, its limitations, and application for public health protection.
7. Recognize individual (e.g., genetic, physiologic, and psychosocial) and community (poverty, social, built, economic, race) susceptibility factors that influence population health.
8. Discuss environmental justice and its significance as a public health issue.
9. Explain the fundamental principles of metabolism, distribution, and elimination of environmental toxins.
10. Identify federal and state regulatory programs, guidelines, and authorities relevant to environmental health.
11. Work within interdisciplinary groups to identify, evaluate, and communicate environmental health concerns.

Epidemiology

Upon graduation, a successful student with an MPH degree 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. Discuss 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 (Social and Behavioral Sciences)

Upon graduation, a successful student with an MPH degree 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. Discuss 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. Defend 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 (Health Services Administration)

Upon graduation, a successful student with an MPH degree 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 of weaknesses of the U.S. health care system.
5. Summarize 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 successful student with an MPH degree 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 program 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 degree

Biomedical Informatics

Upon graduation, a successful MPH degree student with a specialization in biomedical informatics should be able to:

1. Compare and contrast types of major domestic and international public health issues, including sources/causes of infectious/chronic diseases, transmission, risk factors, morbidity and mortality.
2. Discuss various approaches/strategies for identification, response and intervention to address and attempt to resolve common public health issues.
3. Identify genetic, social, political, cultural, behavioral, socioeconomic, demographic and ethical factors and relationships to domestic and international public health issues and determinants of health.
4. Use basic tools and apply the fundamental principles of the five core disciplines of public health (biostatistics; environmental health; epidemiology; health administration/policy; health behavior/promotion) for domestic and international population health issues.
5. Utilize existing knowledge sources (e.g. databases) commonly used for biomedical informatics.
6. Discuss core biomedical informatics theories, methods, and practice areas from individual and population-based perspectives.
7. Interpret applicable research articles
8. Apply principles of ethics for professional practice and responsible conduct of research

Biostatistics

Upon graduation, a successful MPH degree student with a specialization in biostatistics should be able to:

1. Critique 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. Use at least one major statistical data analysis package (STATA, SPSS, SAS, R, or Splus).

Environmental Health Sciences

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

1. Explain the significance of the community and workplace environment to environmental health.
2. Outline the health threat that natural and anthropogenic contaminants in the environment and pose to population health.
3. Compare the fate, transport, and human uptake of chemical and biological agents.
4. Explain the physiological factors that influence human exposure and the uptake of chemical and biological environmental agents.
5. Critique and conduct human risk assessments.
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. Use various risk management and risk communication approaches for environmental hazards.
9. Summarize 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. Compare the principle components and influencing factors in the exposure continuum from source to disease.
14. Determine the role of exposure assessment in environmental and occupational health.

Epidemiology

Upon graduation, a successful MPH degree 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, a successful MPH degree 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. Critically assess the scientific literature describing health promotion interventions.
5. Assess and summarize the health-related needs and resources of a defined community.
6. Identify 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. Collaboratively 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 sciences intervention and policies.

Health Services Management and Policy

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

1. Summarize 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. Describe the organization, governance, and management structure of typical public and private health care delivery systems in the U.S.
4. Apply techniques of budgeting and financial analysis related to health care delivery and public health programs.
5. Apply organizational theories and management principles appropriate for managing in health care delivery and public health settings.
6. Identify 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. Use 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, a successful MPH degree 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 Translational Science

Upon graduation, a successful MPH degree student with a specialization in Clinical Translational Science should be able to:

1. Design a Clinical Translational Science 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. Collaboratively prepare a grant application to seek funding for a Clinical Translational Science 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 Translational Sciences, and the procedures for handling them appropriately.
7. Apply ethical principles to the conduct of Clinical Translational Sciences, with special emphasis on protection of research subjects.
8. Prepare a manuscript suitable for publication and/or reporting to a sponsor on the conduct and results of a Clinical Translational Science.

Program for Experienced Professionals

Upon graduation, a successful MPH degree 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 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 (MHA) DEGREE

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

1. Explain financial and accounting information, prepare and manage budgets, and evaluate investment decisions.
2. 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. Apply organizational behavior theories to health services organizations.
6. Explain 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. Explain how principles and practices of human resource management are used to develop a diverse and high performing work force.
9. Discuss the value, opportunity, and risks of information technology in health service organizations and the broader health system.
10. Utilize market techniques to position the organization favorable 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. Communicate (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. Describe 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. Explain 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. Explain how leaders communicate a transformational vision and effectively lead and sustain change.
22. Discuss individual and professional goals and values, avenues for ongoing education, and the value of cultivating professional networks.
23. Identify 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 (MS) DEGREE

The Master of Science degree is currently offered in biomedical informatics, biostatistics, environmental health sciences, and epidemiology. Students in the MS degree program are expected to meet the competencies required for the MPH degree in their area of specialization, but not necessarily those oriented primarily to professional practice. In addition, given the academic nature of the MS degree, upon graduation successful students are also expected to be able to:

1. Read the scientific literature in the student's field and critique the methods and results.
2. Conduct literature reviews to evaluate the state of the science regarding specific topics.
3. With input from the student's advisor, identify an unanswered research questions, formulate a hypothesis, and design a research study.
4. Write a research proposal.
5. Conduct a research study.
6. Evaluate research data and prepare a report summarizing the data, interpreting the statistical results, and presenting the findings, limitations, and conclusions.
7. Present and explain the study's purpose, methods, results, and conclusions to an informed audience.

MS in Biomedical Informatics

Graduates of the MS degree program with specialization in Biomedical Informatics will be better prepared to:

- compare and contrast types of major domestic and international public health issues, including sources/causes of infectious/chronic diseases, transmission, risk factors, morbidity and mortality.
- perform applicable calculations and interpret descriptive and predictive biostatistical data.
- perform applicable calculations and interpret epidemiological data.
- utilize existing knowledge sources (e.g. databases) commonly used for biomedical informatics.
- discuss and apply core biomedical informatics theories, methods, and practice areas from individual and population-based research perspectives.

- conduct analysis of heterogeneous data and complex biomedical studies
- interpret sets of individual- and population-based data and write reports
- critique applicable research articles
- engage in applicable biomedical informatic research activities
- apply principles of ethics for professional practice and responsible conduct of research

DOCTOR OF PHILOSOPHY (PhD) DEGREE

The Doctor of Philosophy degree is currently offered in biostatistics, environmental health sciences, epidemiology, health behavior and health promotion, and health services management and policy. Students in the PhD degree program are expected to meet the competencies required for the MPH degree in their area of specialization and at an advanced level, but not necessarily those oriented primarily to professional practice. In addition, given the advanced academic nature of the PhD degree, successful students are also expected to be able to:

1. Conduct thorough literature reviews to summarize and evaluate the state of the science regarding new topics in the student's general area of specialization.
2. Identify gaps in that literature and formulate research questions designed to address those gaps.
3. Formulate hypotheses and design a research study using the appropriate research methods and approaches.
4. Prepare a research proposal to address the research 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.
5. Apply relevant theories and conceptual models to inform and ground research and data analysis.
6. Conduct a research study.
7. Analyze research data and prepare a publishable manuscript summarizing the results and interpreting the findings.
8. Communicate orally and in writing a research study's purpose, methods, results, and conclusions to an informed audience.

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 advisors for this purpose. In addition to those offered in the CPH there are many appropriate electives elsewhere in the university.

Please note the following points:

1. Any graduate course in the university is a potential elective, subject to two conditions: (a) the student's ability to meet the course prerequisites and (b) if not on a student's curriculum guide as a pre-approved elective, that the course must have faculty advisor's approval that it contributes to the degree 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 6000 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., 1000's are likely to be bigger than 4000's, etc.) If these courses or sections of these courses are listed in the Schedule of Classes 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 to enroll.
4. Students 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 students to enroll in a course for which they have met the prerequisite. This is usually because the prerequisite was taken somewhere other than Ohio State, and students will need to provide evidence to the department offering the course to obtain permission to enroll.

Some divisions in the College offer an 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.

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

Appendix E

Approved Electives for the MHA Degree

The courses listed below are approved electives for the MHA degree. Many students also choose to take courses that are not listed here, as new courses are offered with the University or “discovered” by students. This list is a starting point for MHA students. *This is not an exhaustive list of elective options.*

Students are encouraged to consult with their advisors and other course instructors, search the Ohio State course catalog and other Ohio State sources, and speak to other students to learn about elective possibilities that may meet their individual interests and educational goals. In addition to courses offered in HSMP and other divisions with the College of Public Health, many MHA-appropriate electives are offered elsewhere in the university. MHA students often take electives in the College of Public Health (HSMP and other divisions), the Fisher College of Business and the John Glenn School of Public Affairs. As the list below shows, elective courses can be found in a broad range of departments and colleges.

If you would like to take an elective course not included in this list, **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 be approved by your adviser or by the MHA degree program director to verify 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., certain health care management oriented courses in the School of Health and Rehabilitation Sciences are versions of material already in our required curriculum and are therefore not permitted).
3. Courses numbered below 6000 may have mixed graduate and undergraduate enrollment. Several of the courses listed below are 4000-level courses that have mixed enrollment. 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. For graduate/undergraduate courses, we recommend that you check with the instructor to assure that the course is being offered for graduate credit.
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 are pleased to have additional appropriate courses, as well as any needed corrections of the existing list, brought to our attention. Please help us maintain a current list of appropriate MHA elective courses!

Please note: To verify the actual offerings each semester by checking the online Schedule of Classes. Courses listed here may not be offered every semester, or even every year.

FISHER COLLEGE OF BUSINESS

ACCTMIS (Accounting and Management Information Systems)

- 7310 Managerial Accounting for Decision-Making
- 7330 Management Control Systems
- 7600 Corporate Information Systems Management
- 7620 Management of Corporate Data Resources
- 7630 Emerging Technologies and Electronic Commerce

BUSFIN (Business Administration: Finance)

- *4252 International Finance
- *4310 Property and Liability Insurance
- *4311 Life and Health Insurance
- *4312 Employee Benefits Plans
- *4410 Real Estate Finance
- 6212 Finance II
- 7212 Corporate Financial Management II
- 7213 Corporate Financial Management III
- 7216 Private Equity
- 7220 Investment Management I
- 7221 Financial Modeling
- 7223 Investment Management III

7290 Enterprise Risk Management I

7521 Building Financial Models

BUSM&L (Business Administration: Marketing and Logistics)

6250 Marketing Management

7201/7221 Marketing Research and Analytics

7202/7222 Consumer Behavior

7205 Services Marketing

7206 Brand Management

7382 Logistics Analytics

BUSMGT (Business Administration: Management Sciences)

*4233 Information Systems in Operations Management

7201 Operational Excellence in a Service Environment

7232 Supply Chain Analytics: Matching Supply with Demand

7240 Managerial Negotiations

7241 Lean Enterprise Leadership

7242 Six Sigma Black Belt Principles I

7243 Six Sigma Black Belt Principles II

7244 Six Sigma Projects

7251 Operations and Supply Chain Strategy

7255 Inventive Problem Solving

BUSMHR (Business Administration: Management and Human Resources)

- 7222 Advanced Topics in Leadership: Building Your Leadership Legacy
- 7223 Advanced Topics in Leadership Effectiveness: Implementation
- 7230 Developing High Performance Teams
- 7232 Leading and Managing Change
- 7240 Managerial Negotiations
- 7301 Conceptual and Historical Foundations of Labor Human Resource and Management
- 7302 Markets, Organizations, and HRM
- 7304 Talent Management
- 7305 Contemporary Employment Practices and the Law
- 7306 Understanding Teams & Leadership for Human Resource Managers
- 7308 Organizational Development and Change
- 7309 Strategic Management of Human Assets
- 7310 Labor Relations
- 7311 Staffing Organizations
- 7313 Rewards Compensation
- 7314 Designing Effective Organizational Learning Systems
- 7320 Fundamentals of Business Excellence I
- 7335 Managing Diversity
- 7350 International Human Resources
- 7420 Mergers, Acquisitions and Corporate Development
- 7610 Business Ethics

COLLEGE OF PUBLIC HEALTH

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

PUBHEHS (Public Health: Environmental Health Sciences)

5325 Principles of Occupational Health

7330 Principles of Exposure Assessment

PUBHEPI (Public Health: Epidemiology)

6431 Health Survey Methods

6436 Infectious Disease Epidemiology

7411 Epidemiology in Environmental Health

PUBHHBP (Public Health: Health Behavior and Health Promotion)

7520 Community Health Assessment

7522 Program Planning and Implementation

7528 Foundations of Health Behavior & Health Promotion

7532 Program Evaluation in Public Health

PUBHLTH

5760 Public Health Informatics (cross listed with BMI 5760)

7040 Public Health Organization

JOHN GLENN SCHOOL OF PUBLIC AFFAIRS

PUBAFRS (Public Affairs)

- *4030 Public Budgeting
- 6000 Public Policy Formulation and Implementation
- 6010 Legal Environment of Public Organizations
- 6030 Public Sector Economics
- 6040 Public Budgeting and Finance
- 6050 Managing Public Sector Organizations
- 6060 Managing Human Resources in Public Organizations
- 6070 Public Affairs Statistics
- 6080 Public Affairs Program Evaluation
- 6525 Survey Design in Public Affairs
- 7532 Governmental Accounting and Financial Management
- 7557 Strategy for Public Organizations
- 7570 Public Management Information Systems

OTHER COLLEGES & DEPARTMENTS

BMI (Biomedical Informatics)

- 5760 Public Health Informatics (cross listed with PUBHLTH 5760)

HTHRHSC (School of Health and Rehabilitation Sciences)

- 5610 Death, Loss and Grief from Multiple Perspectives
- 5660 Long Term Care Services Across the Continuum
- 5880.03 Interprofessional Education Seminar on Ethical Issues Common to Helping Professions
- 5880.04 Interprofessional Practicum: Collaboration in Urban Communities

(Other decimal subdivisions of 5880's may be appropriate)

7010 Health Literacy

7600 Introduction to Aging

7620 Aging, Accessibility, and Design

7650S Interdisciplinary Case Studies in Clinical Gerontology

NURSING (Nursing)

5880.01 Interprofessional Education: Seminar on Interprofessional Care

PHARMACY (Pharmacy)

8160 Medication Use System Management

8170 Issue in Health-Systems Pharmacy

COMM (Communications)

*4737 Health Communication in Mass-Mediated Contexts

ECON (Economics)

5700 Industrial Organization

KNHES (Kinesiology – Health and Exercise Science)

7726 Changing Physical Activity Behavior

SOCIOL (Sociology)

*4608 Gender, Race & Class in Mass Communications

5629 Health Disparities in Social Context

7754 Introduction to Demography

**4000 level courses are advanced-level undergraduate courses. Graduate students may enroll in and receive graduate credit for 4000-level courses outside their own graduate program. These courses cannot be taught by a GA if graduate credit is to be awarded.*

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*. 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; table 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 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.]

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 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. 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:

- **AUTHORS 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 string together the words and ideas of others.

Resources on Plagiarism and Academic Integrity at Ohio State:

<http://oaa.osu.edu/coamresources.html> (Committee on Academic Misconduct website on resources, the university's Code of Student Conduct, and other videos and guides)

<http://liblearn.osu.edu/tutor/les7/pg3.html> (helpful with citing internet sources)

Appendix G

Divisional PhD Examination Requirements and Timeline Expectations

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.

For all Divisions:

Students are expected to form their Advising Committee no later than the semester after completion of the Qualifying Exam (for EHS, EPI, and HSMP students who have a Qualifying Exam); they must form the Advising Committee per the instructions.

Timeline expectation for Divisions with Qualifying Exams

Students are expected to complete the Qualifying Exam at the earliest opportunity after they have completed their basic coursework; they must pass the Qualifying exam within three years of matriculation.

Divisional Guidelines:

- Biostatistics
 - Qualifying Examinations and Candidacy Examination

- Environmental Health Sciences
 - Qualifying Examination
 - Candidacy Examination

- Epidemiology
 - Qualifying Examination
 - Candidacy Examination

- Health Behavior and Health Promotion
 - Dissertation Proposal Defense
 - Candidacy Examination

- Health Services Management and Policy
 - Qualifying Examination
 - Candidacy Examination

QUALIFYING AND CANDIDACY EXAMINATIONS FOR THE INTERDISCIPLINARY PHD IN BIostatISTICS: PUBLIC HEALTH SPECIALIZATION

The Public Health specialization of the PhD in Biostatistics at The Ohio State University has a Second Qualifying Exam in addition to the First Qualifying Exam taken by students in both the Public Health and Methodology specializations. For more information on the First Qualifying Exam please see the Biostatistics PhD website: <http://biostatprograms.osu.edu/>

Examinations (None of these examinations may be taken more than twice)

1. Qualifier I: This written examination covers material from the first year of coursework. This exam is the same for both the Statistics and Biostatistics PhD. After passing Qualifier I, the student will elect to follow either the Methodology or the Public Health specialization by completing the Specialization Declaration Form available at: <http://biostatprograms.osu.edu>.

3. Qualifier II: Each Biostatistics specialization has a separate Qualifier II exam. In both cases, it is a comprehensive written examination testing knowledge acquired in the first two years of study and the ability to integrate and apply such knowledge. It will cover material from the first two years of coursework. It may not be attempted until Qualifier I has been passed. More details about these exams can be found at <http://biostatprograms.osu.edu>.

After passing the Qualifier II, the student chooses a dissertation adviser, who must be a Category P Biostatistics graduate faculty member. The student also forms a PhD Examination Committee, consisting of at least four graduate faculty members from the Department of Statistics, College of Public Health Division of Biostatistics, or other departments consistent with the student's interests. This committee is responsible for approving a Plan of Study to be filed with the Graduate Studies Committee within two semesters after passing Qualifier II. The Plan of Study form is available at <http://biostatprograms.osu.edu>.

PhD Candidacy Examination: After completion of all required courses (as specified by the student's PhD Examination Committee), the candidate's PhD Examination Committee will administer and grade a PhD Candidacy Examination. Specific details are available at <http://biostatprograms.osu.edu>.

After passing the Candidacy Exam, the student forms a Dissertation Committee. The student should meet with the committee at least twice a year to report his/her progress.

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 student's i) cumulative knowledge of topics and concepts related to courses taken in their completed curriculum, ii) abilities to think critically and integrate ideas and concepts, and iii) ability 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 individual curriculum to date. The exam will be composed, mostly, of essay-type questions in two sections that must be completed in eight hours. The examination will be administered over at most two days of the same week, starting at 8:30 am and ending at 12:30 pm. If a student or students choose, they may take the exam on a single day starting at 8:30 am and ending at 5:30 pm with an hour lunch break.

Protocol for the Qualifying Exam

The exam is prepared by the Division's graduate faculty relying on a pool of potential questions provided by members of the EHS Graduate Faculty and in consultation with the Division faculty. A Qualifier Coordinator will be assigned the task of assembling the exam and assuring its fair administration. This will be a rotating duty with a 3-year term. The exam is graded by the Division's graduate faculty, paying particular attention to questions they have provided. The faculty member contributing a question is considered the primary grader (and often the only) for that question if it is particular to her or his expertise. Once graded, the advisor is responsible for reviewing the exam with the student and informing him or her of the results.

Timing

The EHS Qualifying Examination is taken following completion of the required coursework in the student's curriculum plan. The exam will be offered two times per year, in late summer (July/August) and early spring (March/April).

Review and Preparation

EHS faculty, especially the student's advisor, serve as resources for students in preparing for the exam. There are several practice questions available for students to get a feel for the kinds of questions they may encounter.

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 below:

Criteria for Evaluation of Qualifier 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 and incorrect. Unacceptable.

Criteria for Passing: The scores assigned by any faculty grading a particular question (often likely consisting of only the *primary grader's* score) will be averaged for each question. These scores will then be averaged for each section 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 2 individual questions with an average score < 6.0 (see Remediation below). **A student who fails (scores < 7.0 on both sections) 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.**

Remediation: A student failing only one question of a section of the examination shall be assigned a conditional pass. Such a student shall be required to subsequently demonstrate knowledge of that material by re-taking that same question in a closed-door setting in the CPH. The student will have 2 hours to complete the question and must undertake this effort within 2 working days of notification of scores on the initial taking of the examination. A student receiving a failing score on one (but passing the other) section (having scores < 6.0 on 2 or more questions in the section) may retake that section. The advisor shall provide a revised section of the examination for approval by the faculty of the Division of EHS. The examination shall be graded as described previously. Upon successfully passing the revised 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 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. Other faculty may also communicate their assessments directly to the student. As 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

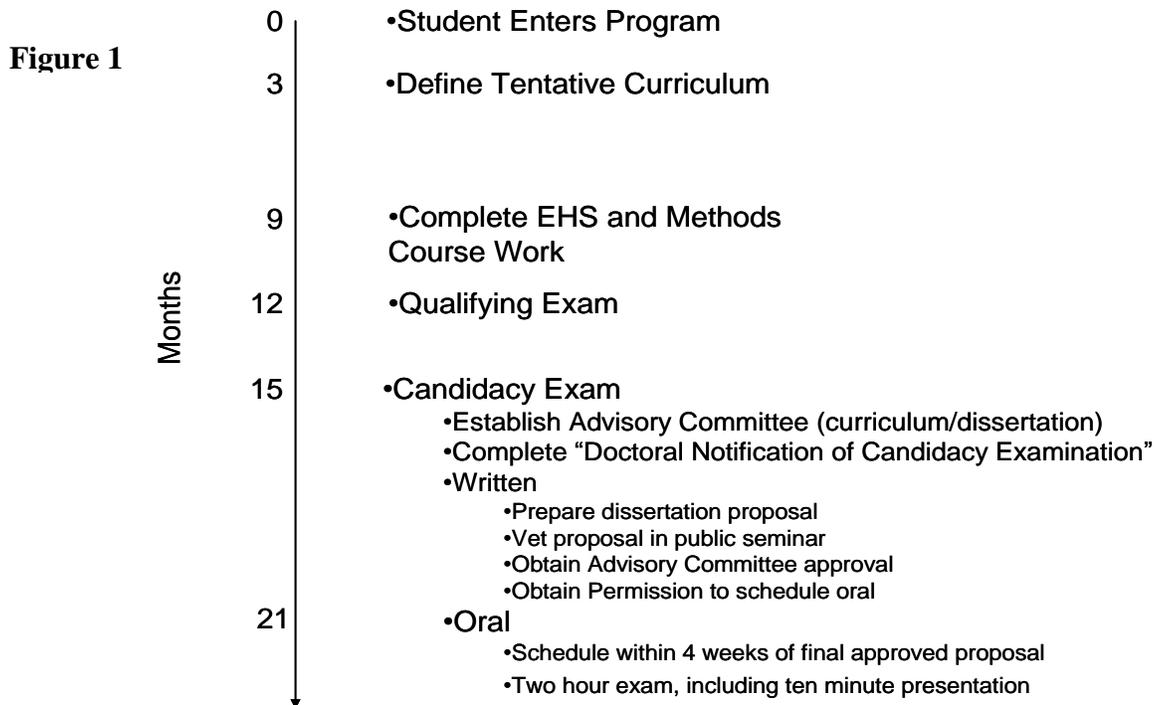
According to Section 8.3 of the CPH Student Handbook, “Students admitted to the PhD degree program will work with their advisors to create a tentative curriculum plan during the first semester of enrollment. The complete Advisory Committee must be formed and the student’s complete curriculum plan must be approved within five semesters of enrollment as a PhD student or within three semesters for students who have received a 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 in Appendix J). In addition, the complete curriculum plan must be approved at least one semester before the student attempts the Candidacy Examination. 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 their Advisory Committee (Refer to Figure 1).

EHS Doctoral Student Candidacy Timeline and Elements

(assumes fulltime and relevant Master's degree)



Purpose

The purpose of 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 Examination 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 written and oral components. In the first stage, the student will work with his/her 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. During the oral exam, the student will provide a brief overview presentation of his or her research. 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

While the intent of the oral exam is broader than to simply evaluate the research proposal, serving as a vehicle for assessing the students' preparation and ability to advance toward doctoral research, a satisfactory score on the oral exam significantly moves the student closer to prospectus approval by 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 (<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 semester of the Candidacy Examination and must submit an electronic "Doctoral Notification of Candidacy Examination" 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

At the conclusion of the written portion of the examination, the Advisory Committee Chair will contact the members and request their initial evaluation of the written portion. If, based on the student's performance on the written portion, the Advisory Committee members "see no possibility for a satisfactory overall performance on the Candidacy Examination" [GSH II.6.5] the 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. 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.

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 degree 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 EPI Qualifying Examination is a diagnostic tool designed by the Division's Graduate Faculty to assess a student's ability to: (1) demonstrate, synthesize and apply their knowledge of Epidemiology and Biostatistics topics and concepts, (2) think critically about Epidemiologic methods and concepts, and (3) reason and communicate in an organized and clear fashion. The examination is intended to indicate to the Epidemiology Graduate Faculty whether the student is prepared to engage in doctoral research, and to provide an opportunity for PhD students to review and consolidate their classroom learning.

Content and Structure

The Qualifying Examination is an open-note, open-book written exam that covers the theory, methods, application and interpretation of epidemiology (courses covered include: PUBHEPI 6430, 6431, 7410, 7430, 7431; PUBHBIO 6210, 6211, 6212). The exam consists of two sections (Epidemiology and Quantitative Methods). Each section is comprised of three multi-part essay questions. The sections are administered on two separate, non-consecutive days. The Quantitative Methods section is administered on day 1, the Epidemiology section is administered on day 2; the exams begin at 9:00 a.m. and end at 4:00 p.m. Students will be provided with a PC and must type their responses. Students may bring books and notes to the exam, but will not have internet access, and cannot consult with anyone about the exam once the exam has begun except for the Chair of the Qualifying Exam Committee or his/her designee.

Protocol for qualifying exam

The Qualifying exam is offered one time per year during the full week prior to the start of Autumn semester. The Epidemiology Qualifying Examination Committee is responsible for organizing and administering the exam. Questions for the examination are solicited from the Epidemiology Graduate Faculty as well as other College of Public Health Faculty as needed. The exam is graded by the Qualifying Examination Committee (see Grading below). 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.

Timing

The Qualifying Examination is taken after the student, in consultation with his/her advisor, determines that he/she is prepared (see content section above). Students must take the exam before the end of their third year in the PhD program.

Study Assistance

Several study materials are 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 is a sample exam with 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 answers. These materials are available from the Division Coordinator. Peer Group study sessions are

encouraged. In addition, Epidemiology Graduate Faculty members make themselves available to review answers that students might write for the sample questions. The Exam Committee asks that all members of the Epidemiology Graduate Faculty make themselves available for such review, especially those involved in the core courses.

Grading

The Qualifying Examination Committee, selected by the Division Chair, will grade the exam. Two faculty members from Biostatistics will score each question from the Quantitative Methods section. The graders each individually assign an integer point score to each answer on a scale of 1-9. Criteria for evaluating responses to questions are below. Graders assign an overall, whole number, score for each question.

Tertile	Score	Definition
Highest	9	Exceptional. Exceptionally strong and correct response with essentially no errors, omissions, or extraneous information.
	8	Outstanding. Response is extremely strong with only negligible errors, omissions, or extraneous information.
	7	Excellent. Response is very strong with only some minor errors, omissions, or extraneous information.
Middle	6	Very Good. Response is strong but with numerous minor errors, omissions, or extraneous information.
	5	Good. Response is strong but with at least one moderate error or omission.
	4	Satisfactory. Response has some strengths but also contains some moderate errors or omissions.
Lowest	3	Fair. Response has some strengths but also contains at least one major error or omission.
	2	Marginal. Response has a few strengths and a few major errors or omissions.
	1	Poor. Response has very few strengths and numerous major errors or omissions.

Criteria for Passing

The Qualifying Examination Chair will examine the scores for each student. If the scores assigned by the two graders for any questions differ by more than 2 points (e.g. 4 and 7), the Exam Chair will assign a third grader for that question. If the scores assigned by the three graders for any question differ by more than 3 points (e.g. 4, 5, 8), the Exam Chair will direct the graders to discuss the discrepancy and re-score the question. The Qualifying Examination Chair will average the graders scores for each student and question (i.e. if graders score question 1 for student 1 as 8, 6, 6, the student will receive a score of 6.7 on question 1). To pass the exam, a student must score a total of at least 34 points and must score 5 or higher on at least four out of the six questions. A student who scores <5 points on more than two of the six questions cannot pass the exam. The student cannot re-write an individual exam question.

Potential exam outcomes under different score pattern scenarios

Example	Q1	Q2	Q3	Q4	Q5	Q6	Total Score	Outcome
A	6	6	6	6	5	5	34	PASS
B	7.5	7	7	4.5	4.5	4.5	35	FAIL
C	3	7.5	6	6	6.5	3	32	FAIL
D	3	8	7.5	8	6.5	4	37	PASS
E	4.5	5.5	6	6	6	5	33	FAIL

Report of Outcome

The Qualifying Examination Committee Chair is responsible for notifying the Graduate Studies Committee, the student, and the student's advisor regarding the outcome of the exam. Students can expect to receive notification from the Exam Committee Chair as to whether they have passed or failed the exam within 4 weeks of completing the exam. With the following exceptions, students will not receive their scores or feedback on individual questions. However, if a student fails the exam, the Exam Committee will write a summary of the areas of weakness shown in the student's responses and distribute this to the student and the student's advisor. A student who fails the Qualifying Examination on the first attempt should meet with their advisor to discuss their performance on the Exam. A student who fails the first exam has the option of taking a second exam at its next regularly scheduled time. A student who fails the Qualifying Examination twice will be dismissed from the program. Qualifying Examination 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 schedule, 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 electronic submission of a Notification of Doctoral Candidacy Exam. 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 chair person of the Graduate studies Committee. The student must be registered for at least three graduate credit hours during the semester of the Candidacy Examination, and must submit an electronic "Doctoral Notification of Candidacy Examination" 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 J of the CPH Student Handbook).

DISSERTATION PROPOSAL FOR THE PHD WITH A SPECIALIZATION IN HEALTH BEHAVIOR AND HEALTH PROMOTION

A dissertation proposal should be a thorough document describing the research base and establishing the need for the proposed research and demonstrating how it is an original contribution to research, along with a detailed plan describing the methods to be used. The purpose of the written proposal is to assure that both the student and the committee members understand the scope of what will be done for the dissertation and the type of final product to be expected. An adequate dissertation proposal is typically 50-100 pages in length.

The proposal should comprise at least two substantive sections of the dissertation (Background/literature review/statement of problem and Methods), although these sections will need to be updated at the time the dissertation is presented for final defense.

Once the proposal has been given preliminary review by the dissertation committee members, it should be presented in an open seminar format. Following the seminar, there will be a closed meeting of the committee with the candidate, with questions concerning the candidate's rationale for the dissertation topic and plans. Only when the committee is satisfied with the proposal will the "Prospectus approval form" be signed.

Dissertation formats:

Dissertations may be written in one of two formats: The traditional format consists of a series of chapters describing a single, major study; chapters typically include background and significance (literature review); statement of problem and aims of the study; methods; results; discussion; and conclusions. The "three manuscript" format requires that three publication-quality manuscripts be generated concerning the overall topic of the dissertation.

The dissertation would then consist of the following chapters:

Background and significance (literature review); statement of problem and aims of the research; a methods chapter specifying the methods in more detail than is typically allowed in a publication; three chapters representing the three manuscripts (it is recognized that there will be some overlap among these chapters and with the first three chapters); and a summary discussion chapter highlighting the contributions to the field. The three manuscripts which form the heart of the dissertation need not be submitted or published at the time of the final defense, but they should be in publishable form and of publishable quality in the judgment of the committee.

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 two –day open book exam covering public health theories, important research methodologies and approaches, and ethics of public health intervention as well as the minor area; and
- (2) A three day long take-home component that involves critiquing a published research study chosen by the student’s committee; and
- (3) A 10-day long take-home component that involves writing a proposal to develop and test an intervention to address an important public health issue.

The written exam (all three components) must be completed within one month’s time. The proposed timeline for the open book exam is to have one day of rest between the two examination days; rest days are strongly suggested between the other exam components as well. The oral exam must be completed within four weeks of the student completing the written portion of the exam.

Each day of the open book exam (part I, above) will include at least one question which the student is required to address, along with responses to two additional questions chosen by the student from among at least 3 options.

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

The student’s Candidacy Examination Committee members will work together to develop the exam.

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

Qualifying Examination for HSMP Students:

A qualifying examination will be held in August following the student's first year of studies. The examination will consist of three components: (1) an in-class, closed-book two hour exam covering the health care system; (2) an in-class, closed-book two-hour exam involving a review and critique of a health services research article; and (3) a four-day take home exam involving the preparation of paper designed to assess the student's ability to integrate empirical and conceptual material related to health services management and policy. The expected length of the paper is approximately 10 to 15 pages. The examination will be graded by program faculty, with two graders for each component. Each component 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 Qualifying Exam necessitates passing each component of the exam. If a student does not pass one or more components of the exam, the student may retake the component(s) that did not receive a passing grade. The student does not have to retake the entire exam. The time period between the initial examination and the retaking of the examination will depend on individual circumstances, 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 Qualifying Examination a second time may not continue in the program.

Candidacy Examination for HSMP Students:

In all respects not specified below, the Candidacy Examination will follow the guidelines described in Section 8.5 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 process begins with a student selecting a four-person Advisory Committee, as described in Section 8.3 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 consists of a written and oral component. The written component involves developing a detailed, formal dissertation proposal. In preparing the proposal, it is expected the student will work closely with his or her advisor and other Committee members, and submit for review preliminary draft proposals as needed. 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, quantitative methods, etc). The written portion of the Candidacy Examination (the proposal) will be evaluated and scored by the Advisory Committee on the basis of satisfactory or not satisfactory.

The written dissertation proposal should be structured and organized in the same format as the Agency for Healthcare Research and Quality (AHRQ) Health Services Research Dissertation (R36) grant proposal (see AHRQ website for further information), but generally will include a more detailed research plan than included in an R36 proposal. The dissertation proposal should include sections 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. It is recommended the dissertation proposal outline three publishable papers that will present findings from the dissertation research. It is strongly recommended that the student submit two of the three papers for publication prior to the final dissertation defense.

In addition, the Candidacy Examination will involve a two-hour oral examination of the student that will cover points from the proposal, the student's major area, minor area, and/or research methods (see Section 8.5 for more detailed information). In general, the oral examination should be completed within one month of the written examination. The oral portion of the proposal will be evaluated and scored by the Advisory Committee on the basis of satisfactory or not satisfactory.

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.

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 or animal 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 advisor 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, these 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?

The linked document from Ohio State's Human Research Protection Program defines clearly what constitutes "research" and what types of research require IRB oversight. The document can be found here:

<http://orpp.osu.edu/irb/osupolicies/documents/ResearchInvolvingHumanSubjects.pdf> Table 1, on pages 6-8, is a very useful guide to when IRB oversight is required. If your research seems to fall into a "gray area" not clearly covered by this document, contact Ohio State's Office of Responsible Research Practices for help.

Procedures for human subjects research approval

Students should work closely with their faculty advisors 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://orpp.osu.edu/irb>.

All faculty, staff and students participating in human subjects research at Ohio State are required to complete the Collaborative Institutional Training Initiative (CITI) web-based course on human subjects available at <http://orpp.osu.edu/irb/training/citi>. The Office of Responsible Research Practices also offers regular training for researchers. Additional information is available on the Web at <http://orpp.osu.edu/irb/training/>. In addition to completing CITI training, everyone (faculty, staff, and students) involved in sponsored research or other research which is reviewed by the IRB must also complete a Conflict of Interest disclosure, which can be found at <http://orc.osu.edu/regulations-policies/coi/eoi/>.

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://orrrp.osu.edu/irb/exempt/idex.cfm>

One aspect of student research which should be noted is that for purposes of the IRB application, the student’s advisor 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 advisor 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

All animal protocols should be submitted in via the university’s e-Protocol system. Directions to secure approval for research with animals 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://orrrp.osu.edu/iacuc/>.

Need assistance?

You are encouraged to contact your faculty advisor or employer about research, including the requirements for responsible research practices. You may also speak with Christopher Weghorst PhD, 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 Administration Building
1960 Kenny Road Columbus, Ohio 43210-1063
Phone: (614) 688-8457
Fax: (614) 688-0366
<http://orrrp.osu.edu/index.cfm>

Appendix J

Miscellaneous Forms

The forms in this section are included for information only. Copies of necessary forms are available from the Office of Academic Programs and Student Services or may be printed from the CPH website at <http://cph.osu.edu/students>.

CONTENTS:

Request to change faculty advisor

Doctoral candidacy examination checklist

Elective approval petition

Petition for course waiver or substitution

PhD Curriculum approval and plan

Request for change of specialization

Request for dual specializations in the Master of Public Health (MPH)

Request to reactivate

Thesis dissertation prospectus approval (for MS & PhD students)

Transfer of graduate credit request