



**THE OHIO STATE UNIVERSITY**

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COLLEGE OF PUBLIC HEALTH

Graduate  
Student  
Handbook

**2021-2022**

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## **MISSION and VISION**

To be a champion of public health, you must first find your voice. The College of Public Health at The Ohio State University not only provides that opportunity, but the space to be heard.

We are committed to seeking ways to eliminate the obstacles – from toxic exposures to racial health inequities to poor reproductive health care – that hold people back. We believe in creating a learning environment that inspires novel approaches to improving the health and well-being of those in our community, in the nation and throughout the world.

We are home to faculty who are leading the important – and sometimes difficult – conversations about a world full of both challenge and possibility. We are engaged in the international dialogues including those about tobacco control and vaping policy, infectious disease prevention and sexual health. We are finding ways to help parents understand how a child’s early life experiences contribute to health later on, to address the disproportionate burden of early death among babies born to African-American mothers and to shine a light on the risks of long-term brain damage for domestic violence survivors. We are at the forefront of managing the challenges posed by contaminated water and air. And we are addressing critical problems facing our health care system, including inequitable access to both prevention and treatment.

As important as it is for each of us to bring our distinctive voice to the public health conversation, we also cultivate a community that welcomes a chorus of voices, that places great value on the beauty and power of collaboration with experts throughout Ohio State and beyond.

And we believe in listening well and remaining open to voices that are different than ours. Above all, we understand that inclusive excellence is the foundation of strong, vibrant organizations.

This open, inviting and thoughtful approach offers our students a rich education that provides the knowledge and skills to study vexing public health problems and examine evidence with the confidence to champion disease prevention, break down societal divisions and advance our collective fate.

## **DIVERSITY, EQUITY and INCLUSIVE EXCELLENCE**

**The College of Public Health is dedicated to** fostering a sense of community and belonging for all. We strive to promote diversity and equity – and to be a model of inclusive excellence. Racism, xenophobia, misogyny, homophobia, transphobia and all other forms of hate will not be tolerated. Ohio State’s College of Public Health does not discriminate on the basis of age, ancestry, color, disability, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy, race, religion, sex, sexual orientation or protected veteran status.

**We are committed to** teaching that provides a safe, yet intellectually challenging, space for all identities and political viewpoints, research that improves the health of all populations and public health practice in diverse communities in the interest of improving our shared future.

**To our students:** Know that the college welcomes your presence in all our teaching, research and service spaces. You are valued here, whatever your political convictions, race, ethnicity, religious beliefs, gender, sexual orientation, geographic origin, economic background or abilities. The college faculty and staff strive to create an environment that is safe for all, where diversity of opinion and experience are treated as true strengths of our community and our academic enterprise. and our communities.

**We celebrate our core values:** *equity* of health care, health outcomes and the pursuit of health; *ethics* in our scientific and practical endeavors; *excellence* in research, teaching, and service; and *diversity* in our community, workforce and culture.

## The Ohio State University College of Public Health 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:** 23<sup>rd</sup> of all Schools of Public Health, MHA program ranked 7<sup>th</sup> 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 in Public Health degree and two minors 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 Ohio State University College of Public Health offer a variety of specializations.

**Enrollment:** Approximately 350 graduate students, approximately 215 Bachelor of Science in Public Health (BSPH) students, and approximately 200 undergraduate minor students. Approximately 2500 alumni.

### Divisions:

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

### Centers:

- Center for Excellence in Regulatory Tobacco Science (CERTS)
- Center for Health Outcomes Policy and Education (HOPES)
- Center for Public Health Practice (CPHP)

### Degrees and Specializations offered:

- **Bachelor of Science in Public Health** with two interdisciplinary specializations: Public Health Sociology and Environmental Public Health (with the College of Arts & Sciences)
- **Master of Public Health** with seven specializations: Biomedical Informatics (with the College of Medicine), Biostatistics, Clinical Translational Science (with the College of Medicine), Environmental Health Sciences, Epidemiology, Health Behavior & Health Promotion, and Veterinary Public Health (with the College of Veterinary Medicine). A Master of Public Health Program for Experienced Professionals is also offered.
- **Master of Science** with four specializations: Biomedical Informatics (with the College of Medicine), Biostatistics, Environmental Public Health (with the Environmental Studies Graduate Program, ESGP) and Epidemiology
- **Master of Health Administration**
- **PhD** with five specializations: Biostatistics (offered jointly with Department of Statistics), Environmental Public Health (with ESGP), Epidemiology, Health Behavior & Health Promotion and Health Services Management & Policy
- **Undergraduate Global Public Health Minor and Undergraduate Epidemiology Minor**
- **Graduate Minor in Public Health Behavior and Health Promotion**
- **Graduate Certificate in Global One Health**

- Graduate Certificate in Environmental Public Health Risk Assessment
- Graduate Interdisciplinary Specialization in Obesity Science
- Graduate Interdisciplinary Specialization in Global Health
- Combined Degree Programs and Dual Degree Programs

**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
<b>MHA</b>	<b>MHA graduates will have the knowledge and skills for management and policy positions in health services careers.</b>
<b>MPH</b>	<b>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.</b>
<b>MS</b>	<b>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.</b>
<b>PhD</b>	<b>PhD graduates will have the knowledge and skills to design and conduct independent high quality research and communicate complex information in public health.</b>

## 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 Academic Studies Governance Committee (ASGC). The advisor and the ASGC 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 chair of the ASGC, 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 [\[GSH 12\]](#)**

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 ACADEMIC STUDIES GOVERNANCE COMMITTEE [\(GSH 13\)](#)**

The Academic Studies Governance Committee (ASGC) is comprised of faculty representing both the graduate programs and undergraduate programs and concerns itself primarily with policy issues and overall coordination and direction of academic programs in the CPH. The AASGC 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 2-year term. The terms are staggered so that approximately one-third end each year. The representatives are appointed by the Division Chair or Program Director 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, BSPH) will be recommended by the Division Chair or Program Director to serve on the ASGC and are voting members.
- Vice Dean, Academic Affairs & Academic Administration, ex officio and nonvoting.
- Assistant Dean of Undergraduate Programs & Assessment, 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 11.5](#)).
- Review student petitions and act or make recommendations.
- Promote growth and excellence in undergraduate and graduate education, and visibility of the CPH nationally and internationally.
- Contribute to student recruitment efforts.

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

Student members of the ASGC 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 ASGC 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.

### **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 Academic Studies Governance 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 ASGC. In some cases, it may be necessary to make a formal petition to the ASGC 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 (Amy Fairchild) has general administrative responsibility for the College. There is one Vice Dean, one Senior Associate Dean, one Associate Dean and three Assistant Deans:

- Vice Dean, Academic Affairs & Academic Administration (Michael Bisesi, PhD)
- Senior Associate Dean for Research (Bill Miller, PhD)
- Associate Dean of Research (Maria Gallo, PhD)
- Assistant Dean for Strategic Initiatives (Jennifer Beard, MSW)
- Assistant Dean for Finance and Administration (Andrea Garringer, MLS, MBA)
- Assistant Dean of Undergraduate Programs (Gail Kaye, PhD)

A Chair appointed by the Dean heads each Division. Although the Dean, Vice Dean, Senior Associate Deans, 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 Academic Studies Governance Committee described above, the College has additional committees to conduct business of the college. The College Committee list can be found on the CPH website <https://cph.osu.edu/about/governance/committees>.

## **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 D of the GSH](#)). Before formal procedures are involved, it is strongly recommended that every effort be made by all parties to resolved differences informally. The Director or Assistant Director 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 to discuss their concerns and options for resolution.

Procedures and remedies at the division/program 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](#)). If informal procedures fail to settle the matter, the student may initiate a formal grievance process by submitting a written statement to the Vice Dean. 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 Vice Dean will review the allegations in the complaint and ask the other party to provide a written response. When appropriate, the Vice Dean will ask for input from the Division Chair/Program Director, 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 Vice 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 Vice Dean 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 ASGC Chair for review. Upon receipt of the complaint, the ASGC Chair will appoint a hearing panel of two ASGC faculty representatives, two ASGC student representatives, and one faculty member from outside the College of Public Health. The ASGC 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 ASGC 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.

#### ***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. For students in the Master of Public Health - Program for Experienced Professionals (PEP) program, the PEP Director will serve as the primary faculty advisor for incoming students and will assist students in finding faculty to serve as career mentors and integrative learning experience project advisors.

#### ***MHA Degree Program***

Students in the MHA program have many resources for academic and career advising. The program has a dedicated staff person for student and career services who has in-depth knowledge of the program. This person serves as students' primary point of contact with the program starting at the time of admission and is available to help students navigate routine aspects of the program. The MHA program director is available to provide guidance to students on more complex program issues. Incoming students are also assigned a faculty advisor. Given the program's structured curriculum and support for professional development, the faculty advisor's serves primarily as an additional program resource for students rather than playing any formal role in his/ her academic program. 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**

The CPH requires a thesis for the MS degree specializations. For the MPH degree specializations, most students complete a non-thesis integrative learning experience (ILE) project. Although uncommon, an MPH student with advisor's approval may choose to complete a thesis to fulfill the ILE requirement. MHA students choose the non-thesis option, however, there is a rarely used option for MHA students to complete a research-oriented master's thesis. More details for the MS, MPH, and MHA degree program regarding the capstone requirements and Master's Examination are summarized below.

#### **Master's Thesis**

The MS degree requires an oral presentation of a written thesis and a final oral examination. The Master's Examination is administered and evaluated by the student's Master's Examination Committee. All members of the committee must be present at all times during the presentation and examination.

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, at a minimum, a second CPH faculty member chosen with the agreement of the student and advisor. The two faculty members must have category M or P Graduate Faculty status with the Graduate School and at least one must have a primary appointment in the College of Public Health. Any exceptions must be approved by the Division Chair/Program Director and the ASGC Chair. Students are encouraged to add additional members representing another discipline outside the CPH to complement the expertise of the CPH committee members.

The public presentation should be no longer than half an hour and the entire exam should be limited to less than 2 hours. If desired by the student, guests are welcome during the public presentation and may ask questions, however, they will be excused prior to the beginning of the Master's Examination. Students should discuss inviting guests with their advisor.

The Graduate School Handbook outlines additional criteria regarding the Thesis that students are advised to review in Section 6.2.

## Master's Integrative Learning Experience (ILE) Project

The student graduating under the non-thesis option completes an ILE project and will have a committee composed of the advisor and at least one second faculty member. Students will consult with their advisor to identify the faculty member from within the university who will serve as the second reader for the ILE project. The presentation of the ILE serves as the "Master's Examination" and the faculty advisor and second reader constitute the "Master's Examination Committee". Both faculty members must have category M or P Graduate Faculty status at Ohio State. The second committee member is chosen with the agreement of the student and the faculty advisor and must be approved by the Division Chair/Program Director.

Any additional committee members are chosen with the agreement of the student and the faculty advisor. Any exceptions must be approved by the Division Chair/Program Director and the ASGC Chair. MPH specializations may be more restrictive regarding committee membership, such as requiring that all committee members must have a primary appointment in the College of Public Health.

The public presentation should be no longer than half an hour and the entire session should be limited to less than 1.5 hours. Guests are welcome during the public portion of the ILE presentation and may ask questions, however, will be excused prior to the beginning of the questions and discussion led by the advisor and second reader. Students should discuss inviting guests with their advisor.

## Master of Health Administration

The MHA curriculum is designed such that students complete their Master's Examination as part of their required coursework. Therefore, by default MHA students choose the non-thesis option. However there is a rarely used option which entails completing a research-oriented master's thesis. Students wishing to discuss this option should consult with their advisor and the MHA program director. The 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.

### **3.4 DOCTORAL ADVISORY AND EXAMINATION COMMITTEES**

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 ASGC. Approval by the Graduate School is granted upon special petition by the ASGC, 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

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 Ohio State email address via the University Registrar. The [Graduate School](#) outlines registration procedures for graduate students.

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.

Students who enroll in courses and have not been admitted to a CPH Graduate program are not guaranteed that the coursework they take will count towards any program in the College, nor does it guarantee admission into any program.

Changes in an approved schedule (dropping or adding courses) also require the advisor's approval after the first Friday of each term. Depending upon timing in the term, approval by the instructor and others also may be required. Students should check the University Registrar's website each term for a list of important deadlines.

### 4.2 REGISTRATION REQUIREMENT FOR FINANCIAL AID OR GRADUATE ASSOCIATE POSITIONS

Students receiving graduate fellowships and certain other grants (including some traineeships) are required to enroll in 12 credit hours or more per term (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 term (except in summer session when the minimum is 4). Post-candidacy doctoral students must register for a minimum of 3 graduate credit hours per term. 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. [[GSH 3.1](#)]

#### **4.3 REGISTRATION FOR FIELD EXPERIENCE, APPLIED PRACTICE EXPERIENCE, INTERGRATIVE LEARNING EXPERIENCE (ILE) PROJECT, INDIVIDUAL STUDY OR RESEARCH CREDIT**

Students who wish to register for ILE, individual (independent) 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 enrollment is found on the Current Students page: <https://cph.osu.edu/students> under “Student Forms”.

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

The Graduate School outlines specific courses in which a graduate student would not earn graduate credit for a course. Section [4.0.1](#) of the Graduate School Handbook outlines these courses.

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

## Section 5

# Master of Public Health (MPH) Degree Programs

### 5.1 MPH DEGREE PROGRAM

The curriculum for the MPH consists of a minimum of 42-48 credit hours, depending on the specific program.

#### **Public Health Foundation Courses**

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

#### **Additional Courses**

There are seven areas of specialization in the MPH: biomedical informatics, biostatistics, clinical translational science, environmental health sciences, epidemiology, health behavior and health promotion, and veterinary public health. There is also a Program for Experienced Professionals within the MPH degree with a specialization in population health leadership and management. The required courses for each program are found on the [curriculum guides](#).

#### **MPH Applied Practice Experience (APE)**

The College requires two credit hours of formal applied practice experience (APE) for all students in a 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 to meet the minimum requirement (60 hours on site equals one credit hour). Each student chooses an APE that fits his/her career goals. For students who choose the practicum/internship for their APE, 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 APE after completing a minimum of 15-20 credits. Employed students are encouraged to select an APE in an organization different than their current employment; however, it is permissible to complete the APE 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.

Students should be active participants in the arrangement for the APE. The Office of Academic Programs and Student Services assists students who choose to do the practicum/internship 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 APE, are found in the *Handbook* <http://cph.osu.edu/students/graduate/handbooks>.

### **Integrative Learning Experience Project (ILE)/Master's Examination**

There are several options for MPH students completing the required ILE. Students may complete a traditional research-based master's thesis as the MPH ILE. Students who expect to pursue an academic degree program such as the PhD, or those with an interest in research, are encouraged to consider a thesis. The details concerning Graduate School policies regarding the thesis, including format, typing, deadline, etc., are available online at <https://gradsch.osu.edu/completing-your-degree/dissertations-theses/format-review-and-submission>.

For those students who prefer an alternative to the thesis, the options are designated by the division/program. In many areas, the principal thesis alternative is an applied research project, which also may include a grant proposal. Students should begin planning their ILEs in consultation with their faculty advisors at least two terms prior to the expected term of graduation. More detailed descriptions of the ILE requirements and a timeline are available on the ILE webpage: <http://cph.osu.edu/students/graduate/mph-culminating-project>. Upon successful completion of the ILE, students must provide an electronic copy of the final report to the Office of Academic Programs and Student Services.

### **Master of Public Health – Program for Experienced Professionals (MPH-PEP) class assignments, schedule, and attendance policy**

As opposed to the other MPH programs, the MPH-PEP is fully distance learning program, with no in person coursework. Students are therefore required to pay particular attention to each course's requirements for readings, activities, and assignments to be completed throughout the semester. Each instructor will detail these expectations as part of the course syllabus.

#### **PEP Class Schedule**

The Program for Experienced Professionals consists of distance-based courses, with a variety of asynchronous and synchronous requirements. The program begins in the summer term. Students usually enroll for two courses during each semester. Distance-based courses may be either synchronous (scheduled web-based meetings, often after work hours, with the instructor) or asynchronous (course is completed on the student's own time). The schedule of any synchronous sessions will vary depending upon the subject and the nature of the learning components of the courses.

#### **PEP Attendance Policy**

Students must attend all required synchronous sessions 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). 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.

### **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 42 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 foundation courses, required specialization courses, and elective courses.
- Typically, students complete one APE and one ILE 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 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](http://gradforms.osu.edu)) must be completed by the student. The approved College deadline for submitting the online graduation application is the last day of classes of the term prior to the term of graduation. Students generally must complete their ILEs by the 11<sup>th</sup> or 12<sup>th</sup> week of the semester. Prior to graduation, students are required 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](#).

### **5.4 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 an 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 ASGC. 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 (MHA) degree may be earned under both thesis and non-thesis plans. The degree requires 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 6.4.

#### **Prerequisites**

A minimum of 3 credit hours of introductory financial accounting is required. Recommended undergraduate courses at Ohio State are ACCTMIS 2200 or 2000. Students who have not met this prerequisite at the time of admission must complete the prerequisite in the summer prior to beginning the program. In extreme situations, students 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.**

#### **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](http://gradforms.osu.edu)) must be completed by the student the last day of classes of the term prior to the term of graduation. Prior to graduation, students are also required 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. The MHA program coordinator 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 MHA 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 coursework.

### **6.2 PROFESSIONAL DEVELOPMENT SERIES**

All full-time first-year MHA students are required to participate in the program's professional development series. The series meets once per week and requires additional work outside of the classroom. It is designed to help students hone their career interests, develop their professional skills, and finalize market-ready professional documents, e.g. resumes and cover letters. Although there is no course credit associated with the series, student performance will be evaluated as of Satisfactory/

Unsatisfactory based on their participation and completion of assignments. First-year students must receive a “Satisfactory” evaluation in the professional development series in order to participate in any program-sponsored residency placement. First-year part-time students are strongly encouraged to attend the series, especially if they will be seeking residencies coordinated through the MHA program. **In rare instances, the program director may grant students an exemption to this program requirement. Such exemptions will be reviewed on a case-by-case basis.**

### **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 Summer 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 form which is available through the University Registrar’s website section titled, “Ohio Residency for Tuition Purposes”. If approved, students must maintain their residence in Ohio and pay their own expenses while living out of state for the administrative residency.

### **6.4 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. MHA students rarely choose the thesis option since the majority of MHA student intend to go directly into professional practice. Students who choose 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 at <http://www.gradsch.ohio-state.edu/completing-your-degree/dissertations-theses/document-preparation>. 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 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.

## 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 degree in Public Health with a specialization in Biomedical Informatics requires 48 credit hours, the MS degree in Public Health with a specialization in Epidemiology requires 46 credit hours, and the MS degree in Public Health with the specialization in Biostatistics requires 45 credit hours. The Master of Science in Environmental Public Health (offered jointly with the Environmental Sciences Graduate Program) requires 39 credit hours. Students should review the [ESGP Handbook](#) for specific program details. There is no required applied practice experience requirement for the MS degree programs.

#### 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**

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 <https://gradsch.osu.edu/completing-your-degree/dissertations-theses/document-preparation>.

In general, a thesis requires:

- Identification of a topic area and an advisor (in the Division/Program) 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 term in which they wish to graduate. An online application to graduate (available at [gradforms.osu.edu](http://gradforms.osu.edu)) must be completed by the student. The approved College deadline for submitting the online graduation application is the last day of classes the term prior to the term of graduation. Students generally must complete their theses by the 11<sup>th</sup> or 12<sup>th</sup> week of the term. Prior to graduation, students are required 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 six years from the date of matriculation into the graduate program of the College of Public Health. The responsibility for academic progress and fulfillment of the time limit rule rests with each student. OAPSS will send an 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 ASGC. 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.

### **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 ASGC requires that the student's division/program of specialization must approve the award of the MS on the basis of candidacy. More information can be found here ([GSH 6.1.8](#)).

## 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 three specializations offered solely via the CPH (epidemiology, health behavior and health promotion and health services management and policy). In addition to these PhD specializations, two interdisciplinary specializations are offered. The PhD degree in Biostatistics is an interdisciplinary program that offered by the Division of Biostatistics and the Department of Statistics; for more information about this program, please visit <http://biostatprograms.osu.edu>. The PhD degree with a specialization in Environmental Public Health is an interdisciplinary program that is jointly offered by the Division of Environmental Health Sciences via the University Environmental Science Graduate Program (ESGP). Students should review the [specialization information](#) and [Handbook](#) for ESGP.

### 8.2 CURRICULUM REQUIREMENTS

The Graduate School establishes the minimum course credit requirement within which the specific course requirements exists [\[GSH 7.1.5\]](#) and has established that 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 summer term(s) of the candidacy examination, the semester or summer term of the final oral examination, and the semester or summer term of expected graduation.

The PhD programs within the College of Public Health require between 80-90 credit hours to earn the degree. Students should consult their curriculum guides for confirmation of total hours required. A maximum of 20 credit hours may be given for dissertation research.

All students who successfully complete the doctoral candidacy examination will be required to be enrolled in every semester of their candidacy (summer session excluded) until graduation for 3 credit hours. [\[GSH 7.7.3\]](#)

Post-Candidacy students receiving funding through an assistantship or fellowship are required to be enrolled in summer, and should consult with their funding source.

### **8.3 PRE-CANDIDACY CONTINUOUS ENROLLMENT POLICY** *(policy approved by GSC 14-15)*

All doctoral students will be required to be enrolled in every semester pre-candidacy (summer session excluded) until graduation. At a minimum, students must be enrolled for at least 1 credit hour per semester, which may consist of credit(s) for coursework, pre-candidacy dissertation research, or Independent Study hours with the advisor. While the individual graduate programs will monitor the enrollment of all pre-candidacy students, it ultimately will be the responsibility of each student to ensure that they are meeting the enrollment provisions of this policy.

#### **Non-enrollment**

Pre-candidacy students who do not enroll in at least 1 credit hour in autumn and spring semester will be notified of the pre-candidacy policy in the College. If, after the student is notified of the policy, the student does not enroll, the student is withdrawn from active student status. A student whose status has been withdrawn will not be allowed to continue on in the doctoral program until reinstated. A hold may be placed on the student's university record preventing any further registration or access to university resources. A student wishing to be reinstated to the doctoral program will need to petition the division or program and the ASGC. The chair of the division or program and the ASGC chair must approve the reinstatement. If approved, the ASGC chair will send a formal request to the Graduate School to allow the student to resume studies and register.

#### **Leave of Absence**

Pre-candidacy students who cannot continue in their doctoral program due to extenuating circumstances can request a Leave of Absence from their doctoral studies on a term by term basis for up to a maximum overall leave period of one year.

While there are many situations upon which a leave can be requested, such as the birth or adoption of a child or a serious medical condition, a leave will not be granted with the sole reason of financial hardship.

The initial request for a leave is through the Graduate School Pre-candidacy academic leave form (GSH [3.1.2](#)) found in GradForms. If a leave is granted, the student's pre-candidacy period will be paused until the student returns to continuous enrollment status.

### **8.4 RESIDENCY REQUIREMENT**

In addition to the overall credit requirement, doctoral students must complete a minimum of 24 graduate credit hours at this University.

#### **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 cognate 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.

Students pursuing the PhD in Public Health with a specialization in Health Behavior and Health Promotion are required to complete Research rotation credits. “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.

### **8.5 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 ASGC chair, 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 ASGC 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. A faculty member outside the College of Public Health may be approved to fulfill the research methods area, however only with approval from the student’s advisor.

The overall composition of the committee must be a majority of graduate faculty holding P status from the College of Public Health.

- In cases where the research methods and minor cognate representatives are graduate faculty outside the College of Public Health, an additional graduate faculty member from the College (typically from the student’s division) must be added to the committee.
- The minor cognate 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 ASGC chair.

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 term of enrollment. The complete Advisory Committee must be formed and the student's complete curriculum plan must be approved within five terms of enrollment as a PhD student or within three terms for students who have received a master's degree in the College of Public Health. In either case, the ASGC chair 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 term before the student attempts the Candidacy Examination.

**8.6 QUALIFYING EXAMINATION** – See Appendix G for specific division requirements.

### **8.7 CANDIDACY EXAMINATION**

The Candidacy Examination tests the student's knowledge of the major and minor cognate 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 ASGC chair. 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 term 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 requirements.

**Oral portion of the examination** [\[GSH 7.5\]](#)

In order for the examination to be judged satisfactory, the student must perform at a satisfactory level in all three areas (major, minor cognate, 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 electronically signing the Candidacy Examination Report form. 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.

## **8.8 THE DISSERTATION**

**Dissertation Committee and Prospectus**

Requirements for the Dissertation Committee and Prospectus may vary by division. 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 chair. 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 (found in 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 ASGC, 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 [\[GSH 7.7\]](#).

**Final Oral Examination** [\[GSH 7.9\]](#)

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. Exams may be held on the Ohio State University campus or via video conference, dependent upon unanimous agreement by the student and committee. The Final Oral Examination (first hour) 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 (second hour). The student will have successfully completed the Examination only if the evaluation is unanimously affirmative.

#### **Final Copy of the Dissertation [\[GSH 7.11\]](#)**

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 electronically posting their decision on the Report on Final Document 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](#) (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](#).

### **8.9 GRADUATION**

Students must be enrolled for a minimum of 3 graduate credit hours during the term in which they wish to graduate. An online application to graduate (available at [gradforms.osu.edu](http://gradforms.osu.edu)) must be completed by the student. The approved College deadline for submitting the online graduation application is the last day of classes the term prior to the term of graduation. Prior to graduation, students are required 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](#).

### **8.10 TIME LIMIT**

The PhD degree must be completed within eight years from the date of matriculation into the PhD program of the College of Public Health. The responsibility for academic progress and fulfillment of the time limit rule rests with each student.

## 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/MD). A “dual” degree program involves completing two graduate degrees (e.g. the MHA/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 31 credits required for the MPH. The remaining 8 credits may include 2 credits for the Applied Practice Experience (APE) and 3 credits for the Integrative Learning Experience (ILE) 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 42-48 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 4 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 JD/MHA**

The JD/MHA combined degree program is quite simple in structure. The student takes one year of full-time course work in each program, in either order. (i.e., one year of JD followed by one year of graduate work or vice versa). In the remaining two academic years, the student may take law and graduate course work simultaneously.

Some course substitutions are possible, so that the combined degrees take one year less than the two degrees would require if taken separately. Law courses are permitted to substitute for the MHA electives, and MHA courses count as law electives in the JD program.

### **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.

Most dual graduate degree programs are required to have two co-advisors, one from each Master's degree program, and a total of four members to the exam committee (the two co-advisors and two additional faculty, one from each program). The exception to this rule is students in a dual degree program where the program is course based (as with Social Work). Students in a dual degree program should apply to graduate from both programs in the same term. This is an extension of the policy that a master's student should complete his/her final exam and graduate in the same term.

A specific plan for pursuing the degrees must be approved by the ASGC of the College of Public Health and the GSC of the second degree program. Sample programs for certain combinations most frequently proposed (e.g. the MHA/MBA, MPH-HBHP/MSW) are available from the Office of Academic Programs and Student Services.

Graduate School rules governing the Dual Degree program can be found in the [GSH 8.2](#)

## Section 10

# Waiver of Courses and Transfer of Credit

### **10.1 WAIVER OF A COURSE**

A “*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** reduce the credits required for graduation. In effect, a course waiver creates additional elective time for the student because minimum degree credits still must be met.

A student may petition faculty at any time for a waiver of a course requirement (with the exception of the foundation courses). 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.

#### **Foundational course waivers (for Master’s students)**

The faculty advisor may approve a foundation course waiver as long as the credit was earned at a CEPH accredited college/school/program and as long as the student earned a “B” grade or higher and the student earned graduate credit for the course(s).

Divisions/Programs may establish specific criteria, such as waiver examinations, in addition to or instead of the review of other documentation. The ASGC chair 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.

### **10.2 TRANSFER OF GRADUATE CREDIT**

“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 credits required for graduation. 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.

#### **Master’s students**

##### ***Students who have completed a Master’s degree outside Ohio State***

For students who have completed a master’s program from another university other than Ohio State, they are permitted to transfer credits for their previous degree as long as it was from a regionally accredited (i.e. Higher Learning Commission) institution. Students are reminded that the Graduate School rule regarding transfer credit requires students to complete 80% of the credit hours for their Master’s degree at Ohio State. For MPH and MS programs that require 42-48 credits, only 8-9 credits of

transfer credit may apply towards the Ohio State degree. For the MHA degree that requires 60 credits, only 12 credits of transfer credit may apply. Students are still required to follow the transfer credit process outlines in Section 10.3 to officially transfer the credit.

***Students who have completed a Master's degree at Ohio State***

For students who have earned graduate credit during a *completed* graduate degree at Ohio State (outside the College of Public Health), they may only transfer excess credits that were taken as part of the first graduate degree. In other words, students cannot “double count” requirements for two degrees at Ohio State.

**Doctoral students:**

For doctoral students with an earned Master's degree from this university or another institution, they may request (with permission of their advisor and the ASGC chair) to transfer in 30 credit hours of a Master's degree to apply towards their PhD degree. Students should consult with their advisor, and follow the transfer of graduate credit process outlines in Appendix J.

For doctoral students requesting an excess of those 30 credits of master's credit to apply to the doctoral degree, the credit must be in excess of the master's degree requirements in a field in which the PhD is awarded, and it must be course work normally taken by doctoral students at that institution.

**10.3 TRANSFER CREDIT PROCESS**

Students must submit a transfer credit petition to the instructor of the course for which the transfer credit is being sought.

The Graduate School stipulates that the following conditions must be satisfied in order to transfer graduate credit ([GSH 2.9](#))

1. The graduate credit was earned while the student was enrolled as a graduate student at an accredited university (course work from a prior professional program i.e. Medicine, Law, Dentistry, etc.) 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 ASGC approves the transfer.

Within the College of Public Health there are additional constraints regarding transfer of graduate credit: (1) the faculty must be satisfied that the transfer credit is of such quality that it does not endanger the integrity of the degree; (2) the transfer must be consistent with any residence requirements for the degree and any transfer policies established for the specific degree program; and (3) courses from unrelated subject areas or courses that were completed so long ago as to be obsolete will not be accepted.

In the case of required courses, the review for transfer of graduate credit approval will be conducted by faculty instructors teaching those courses. In the case of proposed transfer credit for elective courses, the decision will rest with the division or program committee for the student's area of specialization.

Requests for transfer of credit must be made using the online transfer of graduate credit petition form. Please note the *Graduate School Handbook* outlines specific rules concerning timing and procedures for transfer credit. Credits should be transferred at the time the student is admitted, but no later than the end of the second term of enrollment. For assistance with the online form, students should consult OAPSS.

#### **10.4 GRADUATE NON-DEGREE CREDIT ([GSH 2.4](#))**

There is a firm Graduate School policy that no more than ten credits of graduate credit accumulated while a student was enrolled in the Graduate non-degree classification 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 ASGC Chair. The Office of Academic Programs and Student Services (OAPSS) 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: <https://trustees.osu.edu/index.php?q=rules/code-of-student-conduct/>.

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
2. Violation of program regulations
3. Knowingly providing or receiving information during a course exam or program assignment
4. Possession and/or use of unauthorized materials during a course exam or program assignment
5. Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor or, where appropriate, a project/research supervisor

6. Submission of work not performed in a course: This includes (but is not limited to) instances where a student fabricates and/or falsifies data or information for a laboratory experiment (i.e., a "dry lab") or other academic assignment. It also includes instances where a student submits data or information (such as a lab report or term paper) from one course to satisfy the requirements of another course, unless submission of such work is permitted by the instructor of the course or supervisor of the research for which the work is being submitted
7. Submitting plagiarized work for a course/program assignment
8. Falsification, fabrication, or dishonesty in conducting or reporting laboratory (research) results
9. Serving as or asking another student to serve as a substitute (a "ringer") while taking an exam
10. Alteration of grades in an effort to change earned credit or a grade
11. Alteration and/or unauthorized use of university forms or records"

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](#) (Room 107, 33 West 11<sup>th</sup> Avenue, 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

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 graduate students in graduate 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 graduate degree. If the student repeats the course in order to earn the credits, the original grade will continue to be in the cumulative GPA along with the new grade and credits.
2. A full-time student with fewer than nine earned hours or whose cGPA is below 3.0 after nine graduate credit hours will receive a warning letter from the Graduate School urging consultation with the advisor and graduate studies committee. *For College of Public Health graduate students, the committee is the ASGC.* 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 GPA of 3.0 or higher, students must meet the following requirements as they apply to their graduate 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 or program), including the foundation course in that specialization. Any course in which a grade below B- was received must be repeated and a grade of B- or higher earned. The division/program 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 earn no more than one grade of C or C+ in the foundation courses outside the specialization. A grade of B- or higher is required in the remaining foundation 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 Academic Studies Governance Committee (ASGC). 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 graduate credit hours; (2) failure to maintain a minimum GPA of 3.0 in any given term; or (3) failure to show “reasonable progress” toward the degree, as determined on a case-by-case basis (see [Section 5.4](#)).

5. A probationary student who does not re-establish good standing within one term 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 ASGC may petition the Committee for a hearing and reconsideration of the action. In the case that the ASGC 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 ASGC) 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 selected biostatistics courses.

#### **Biostatistics Sequence Grade Policy:**

A grade of B- or higher is required in Public Health (PUBHLTH) 6001 or Public Health Biostatistics (PUBHBIO) 6210 in order to enroll in Public Health Biostatistics (PUBHBIO) 6211. A grade of B- or higher is required in Public Health Biostatistics (PUBHBIO) 6211 in order to enroll in Public Health Biostatistics (PUBHBIO) 7220 or PUBHBIO 7255. Any student who does not meet this standard is expected to repeat the course in which the grade was too low. Instructors 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 COURSE ATTENDANCE**

To achieve the objectives of graduate education and to become a public health professional, attendance is expected in all scheduled courses (in-person and online).

### **11.5 SATISFACTORY PROGRESS**

The ASGC 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 PhD students enrolled in the College will be assessed at the College and Division level on an annual basis. The Division Chair must provide the assessment on the PhD Evaluation spreadsheet.

After this review, an advisor who feels that a student is not making satisfactory progress toward a degree should inform the ASGC and request a formal review by the ASGC. In addition, the ASGC will contact a student's advisor upon receipt of a Warning Letter from the Graduate School. If in consultation with the advisor the ASGC 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 ASGC 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 ASGC.
2. If progress is considered unsatisfactory, the student will be informed of this decision in a letter from the ASGC, 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 ASGC chair.

Following two terms of enrollment after the initial review, a second review of progress will be held by the ASGC 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 ASGC.
2. If progress is considered unsatisfactory, the student will be referred to the Graduate School for dismissal from the program by the ASGC. The student will be informed of this decision in a letter from the ASGC.

### **Expectations for Master's and Doctoral Students**

Both master's and doctoral students should communicate with their advisors at least once each term, either in a meeting or via email or phone. All students are expected to be enrolled during autumn and spring terms (summer is optional). Students pursuing a PhD degree must obtain permission from the faculty advisor, Division Chair, or ASGC chair if he or she wishes not to enroll during a particular term. Students who do not register for two or more terms 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 ASGC 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 students, or six years for MS and MHA students.) MPH students should see the progress timeline in the Integrative Learning Experience (ILE) Project Guidelines: <https://cph.osu.edu/students/graduate/mph-integrative-learning-experience>. 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. Calling an advisory committee meeting at least one term before the Candidacy Exam to finalize the curriculum plan;
2. Showing progress with agreed upon curriculum plan; and
3. 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. Not enrolling continuously each term prior to candidacy (refer to Appendix G for specific requirements)
2. Excessive, repeated ( i.e., a total of two in two successive terms), or overdue incompletes (i.e., more than one year without completion);
3. Failure to maintain a 3.0 grade point average;
4. Failure to complete all degree requirements within the five-year time limit following completion of the Candidacy Examination
5. Unsatisfactory completion of the Candidacy Examination;
6. 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
7. Failure to enroll in the required 3 credit hours every term (except summer) 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 [GSH 9.1](#).

### **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**

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 terms (Autumn and Spring) however work patterns are determined locally and may vary due to the summer 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 term, including whether the student is responsible for work during breaks between terms.
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 Academic Studies

Governance Committee Chair. Should the matter still not be resolved satisfactorily, the student may appeal to the Dean or to the Graduate Council [[GSH 9.5](#)].

7. Summer Fee Authorization

- a. Any student who holds a 50% graduate appointment for autumn and spring term is entitled to a summer session fee authorization.
- b. Any student who holds a 25% graduate appointment for autumn and spring term 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 terms GA appointment may not defer the use of the summer session fee authorization [[GSH E.1.2](#)].

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 2021, the stipend amount for persons paid from CPH funds are \$2364 per month for Master's students and 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 term except during summer, when the minimum is 4. Doctoral students who have passed the Candidacy Examination may register for a minimum of 3 credit hours each term 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 <https://trustees.osu.edu/index.php?q=rules/code-of-student-conduct/>. 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 ASGC chair 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 University 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 lab for the College of Public Health is located in 230 Cunz Hall. The lab is open 24/7 but Cunz Hall is only open from 6:30am to 6:00pm Monday - Friday. Public Health graduate students can have their BuckID authorized for building access. If you are having trouble using your BuckID with the Cunz Hall building locks, please email [facilities@cph.osu.edu](mailto:facilities@cph.osu.edu).

For anything related to the CPH computing resources, please email OCIO IT support staff at [support@cph.osu.edu](mailto:support@cph.osu.edu) or stop by 360 Cunz Hall during normal business hours.

Environmental Health Sciences/Environmental Public Health students needing access to the wet laboratory areas in the fourth floor will use their Buck ID/Med Center 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 computer lab in 230 Cunz Hall.

### **13.7 STUDENT FILES**

Student files are maintained in OAPSS. 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 OAPSS. 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.

### **13.8 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.

### **13.9 TUTORING**

Peer tutoring may be provided for those in academic difficulty in a course by contacting the instructor or the faculty advisor.

### **13.10 EXIT SURVEY**

Each graduating student is required to complete an online Exit Survey as part of their graduation requirements. Although the individual responses are confidential, a general summary of the results is provided to all CPH faculty annually.

## Appendix A

### Academic Studies Governance Committee

#### Academic Studies Governance Committee (ASGC)

Members are listed below:

#### **Faculty**

Sarah Anderson, PhD, MS	Chair, Epidemiology
James Odei, PhD, MS	Biostatistics
Mark Weir, PhD	Environmental Health Sciences
Mira Katz, PhD, MPH, MLA	Health Behavior & Health Promotion
Wendy Xu, PhD	Health Services Management & Policy
Julie Robbins, PhD, MHA, MPA	MHA Program Director
Andy Wapner, MD, MPH	Program for Experienced Professionals Program Director
Phil Binkley, MD, MPH	College of Medicine – Clinical Translational Science
Courtney Hebert, MD, MS	College of Medicine – Biomedical Informatics
Armando Hoet, DVM, PhD	College of Veterinary Medicine – Veterinary Public Health

#### **Students**

Jill Singer	PhD student
vacant	MS student
Heather Thobe	MPH, Program for Experienced Professionals student
Ravi Rumano	MPH student
Gabriel Shye-White	MHA student
Dennis Bikmayev and Abby Carlson	BSPH students

#### **Ex officio**

Michael Bisesi, PhD, MS	Senior Associate Dean, Academic Affairs
Gail Kaye, PhD, RD, LD, LPCC	Assistant Dean, Undergraduate Programs & Assessment
Kynthia Drosch, MSED	Director, Office of Academic Programs and Student Services
Julia Farkas	Office Assistant, Office of Academic Programs and Student Services

## 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.

In support of the mission of the College of Public Health, The Office of Academic Programs and Student Services (OAPSS) in the College of Public Health through passionate, dedicated, and experienced professionals is committed to providing student centered academic advising, recruitment, career services, and success at both the undergraduate and graduate levels.

OAPSS staff are responsible for processes and issues related to admissions, recruitment, orientation, student progress, graduation, practicum assistance, MHA residency assistance, career services, professional development, and student data systems.

Office hours for OAPSS are Monday-Friday 8:00am-5:00pm (with the exception of staff working with the MPHPEP-MP program) and the office is closed on university holidays.

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

# 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 and Programs 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.

All graduates of the MHA, MPH, MS and PhD degree programs will be prepared to:

## **Profession & Science of Public Health**

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

## **Factors Related to Human Health**

7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain the ecological perspective on the connections among human, animal and ecosystem health (e.g., One Health)

## **MPH Degree Foundational Public Health Competencies**

*All graduates of the MPH degree programs will be prepared to:*

### **Evidence-based Approaches to Public Health**

1. Apply epidemiological methods to settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

### **Public Health & Health Care Systems**

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels

### **Planning & Management to Promote Health**

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation, or critique of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

### **Policy in Public Health**

12. Discuss the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

### **Leadership**

16. Apply leadership and/or management principles to address a relevant issue
17. Apply negotiation and mediation skills to address organizational or community challenges

### **Communication**

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate (i.e. non-academic, non-peer audience) public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

### **Interprofessional and/or Intersectoral Practice**

21. Integrate perspectives from other sectors and/or professionals to promote and advance population health

### **Systems Thinking**

22. Apply systems thinking tools to visually represent a public health issue in a format other than standard narrative

## **MPH Specialization Competencies**

### **Biomedical Informatics:**

*Upon graduation, a successful student with an MPH degree specialization in Biomedical Informatics will 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. Access data sources (e.g., databases) commonly used for biomedical informatics;
5. Discuss core biomedical informatics theories, methods, and practice areas from individual and population-based perspectives;
6. Interpret applicable research articles; and,
7. Apply principles of ethics for professional practice and responsible conduct of research.

### **Biostatistics**

*Upon graduation, a successful student with an MPH degree specialization in Biostatistics will be able to:*

1. Address problems arising in public health and medicine through appropriate statements of hypotheses, study design, data collection, data management, statistical analysis, and interpretation of results.
2. Recognize strengths and weaknesses of study designs and data sources commonly encountered in public health.
3. Identify strengths and weaknesses of standard analytic methods.
4. Describe basic concepts of probability, random variation and commonly used statistical probability distributions
5. Use computational methods to effectively analyze complex public health and medical data.

### **Clinical Translational Science:**

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

1. design a clinical investigation relevant to the student's field of clinical specialty, including the definition of study aims and objectives and the creation of an appropriate study design;
2. collaboratively prepare a grant application to seek funding for a clinical investigation project;
3. use decision analysis and relevant evaluation methods to examine issues of appropriate implementation of treatments or technologies;
4. recognize ethical issues that are likely to arise in clinical investigations and the procedures for handling them appropriately;
5. apply ethical principles to the conduct of clinical investigations, with special emphasis on protection of research subjects; and,
6. prepare a manuscript suitable for publication and/or for reporting to a sponsor on the conduct and results of a clinical investigation.

**Environmental Health Sciences:**

*Upon graduation, a successful student with an MPH degree specialization in Environmental Health Sciences will be able to:*

1. explain the significance of the community and workplace environment to public health;
2. outline the health challenges that natural and anthropogenic contaminants in the environment can pose to population health;
3. explain the physiological factors that influence human exposure and the uptake of chemical and biological environmental agents;
4. identify and explain individual (e.g., genetic, physiologic and psychosocial) and community (e.g., social, built, economic, race) susceptibility factors that heighten the risk for populations for adverse health outcomes from environmental hazards;
5. apply various risk assessment, risk management and risk communication approaches for environmental hazards;
6. explain exposure and the underlying mechanisms of toxicity and infectivity resulting from chemical, biological and physical agents;
7. describe federal and state regulatory programs, guidelines and authorities relevant to environmental and occupational health;
8. access state, federal, and local resources for assessing environmental and occupational health;
9. compare the principle components and influencing factors in the exposure continuum from source to disease; and,
10. determine the role of exposure assessment in environmental and occupational health.

**Epidemiology:**

*Upon graduation, a successful student with an MPH degree specialization in Epidemiology will 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; and,
7. use appropriate computer software for the management and analysis of epidemiologic data;

**Health Behavior and Health Promotion:**

*Upon graduation, a successful student with an MPH degree specialization in Health Promotion and Health Behavior will 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. Identify mechanisms to secure funding, manage and administer health promotion and disease prevention programs so as to ensure optimal program delivery.
6. Design and carry out process evaluation for the improvement of health promotion programs.
7. Collaboratively design and carry out outcome evaluations of health promotion programs.
8. Apply ethical principles to the planning and evaluation of social and behavioral change efforts.
9. Demonstrate cultural competency when planning health promotion and disease prevention activities.
10. Recognize the importance of health literacy in creating and/or evaluating health promotion and disease prevention materials.
11. Explain how health promotion efforts enable communities to influence their own well-being.
12. Anticipate challenges and opportunities in working collaboratively with communities.

**Program for Experienced Professionals – Population Health Management and Leadership:**

*Upon graduation, a successful student with an MPH degree concentration in Population Health Management and Leadership will be able to:*

1. Apply concepts of population health science to describe roles of public health, healthcare and community partners in improving population health outcomes.
2. Discuss current health policy issues using appropriate economic perspectives
3. Apply key elements of microeconomic concepts to the analysis of health care cases.
4. Use needs analysis data to develop strategic approaches to support goal achievement.
5. Use systems-thinking and analytic methods to assess operations performance and improve organizational processes.
6. Apply quality improvement methods to create and sustain PHM and public health program improvements.
7. Apply evidence-based decision-making techniques to understand population health concerns and assess population health programs.

**Veterinary Public Health:**

*Upon graduation, a successful student with an MPH degree specialization in Veterinary Public Health will be able to:*

1. Describe common zoonotic and foodborne infectious diseases, with respect to their etiology and epidemiology especially those classified as reportable, bioterrorism threats, or have a major impact on public health and/or agriculture;
2. Identify the major pathways for transmission of zoonotic agents and foodborne hazards to humans, as well as the reservoirs for many common pathogens;
3. Identify methods and instruments for collecting and transporting valid and reliable samples, determine the appropriate diagnostic technique for human, animal, arthropod, food product, and/or environmental specimens, and provide an accurate interpretation of the results;
4. Identify methods and programs utilized to prevent, control and/or eradicate zoonotic and foodborne diseases, including pre- and post-harvest interventions;
5. Evaluate the integrity of emergency preparedness programs, including biosecurity, biocontainment, and natural disaster response plans;
6. Review and apply methods for planning, initiating and conducting case and outbreak investigations of zoonotic and foodborne diseases;
7. Recognize applicable regulations and laws governing zoonotic diseases, food safety and security, or foreign animal diseases, and the agencies with authority to enforce these laws;
8. Define the role of epidemiology in maintaining human and animal health; and identify strategies in the design and conduct of surveillance, monitoring, and epidemiological studies that assess the prevalence and distribution of zoonotic and foodborne diseases;
9. Analyze approaches for assessing and controlling environmental and biological agents and strategies for reducing risks to human and animal health, especially in agricultural settings.
10. Conduct comprehensive literature reviews of the scientific evidence related to a veterinary public health issue, concern, or intervention.
11. Use individual, team, and organizational learning opportunities for personal and professional development.

## **Master of Health Administration (MHA) Professional Degree Competencies**

*Upon graduation, a successful student with an MHA degree specialization in Health Administration will be able to do the following:*

1. **Organizational Management.** Assess opportunities to improve health services organizations through application of organizational theories and organization development principles.
2. **Organizational Structure and Governance.** Analyze how organizational and environmental factors shape the structure of health care organizations and the roles, responsibilities and influence of governing bodies.
3. **Workforce and Organizational Development.** Apply methods and techniques for organizational, employee, and professional staff development that ensure a diverse and high performing work force.
4. **Operations Assessment and Improvement.** Use systems-thinking and analytic methods to assess operations performance and improve organizational processes.
5. **Clinical Quality Assessment and improvement.** Apply principles of quality improvement in the context of clinical performance.
6. **Information Technology Management and Assessment.** Analyze the value, risks and opportunities of information technology and associated data for improving performance of health organizations and the broader health system.
7. **Strategic and Business Planning.** Perform environmental, market, and community needs analyses, develop strategic alternatives, formulate strategic goals, and develop programs, business plans, and implementation strategies to support goal achievement
8. **Financial Management.** Explain financial and accounting information, prepare and manage budgets, and evaluate investment decisions.
9. **Economic Analysis.** Analyze and apply economic theory and concepts for decision-making.
10. **Health Care Issues and Trends.** Explain important issues in health care, including circumstances causing major changes and reform in U.S. health care delivery.
11. **Health Policy.** Describe the public policy process related to health care, including the creation and implementation of policy and the political aspects of policy and articulate the impact on the delivery of health services.
12. **Health Care Legal Principles.** Recognize legal issues that may arise in health care delivery and business settings and respond appropriately.
13. **Population Health.** Use epidemiological, market, patient outcome, and organizational performance data to improve quality, and manage financial and other risks associated with defined populations.
14. **Leadership and Change Management.** Develop effective leadership approaches to communicate a vision, motivate stakeholders, build consensus, and lead organizational change efforts.
15. **Impact and Influence.** Shape opinions, processes, or outcomes through example, persuasive communication, or use of informal power.
16. **Professional Development.** Demonstrate a commitment to continuous learning and self-improvement through reflection, goal setting, self-assessment, and the cultivation of professional networks.
17. **Collaboration and Working in Teams.** Work cooperatively with others, create, participate on, and lead teams, including inter-professional.
18. **Personal and Professional Ethics.** Apply ethical principles, social and professional values to analyze managerial, organizational and policy situations; demonstrate professional values and ethics.
19. **Critical Thinking.** Evaluate a situation, issue, or idea by understanding and challenging assumptions, considering competing points of view, and anticipating potential effects within and beyond the health care system.

20. Written Communication. Write in a clear, logical manner and prepare effective business communications.
21. Verbal Communication. Demonstrate effective oral communication and presentation skills.
22. Quantitative Skills. Analyze data and interpret quantitative information for organization decision making.
23. Project Management. Design, plan, implement, and assess projects and develop appropriate timelines related to performance, structure and outcomes.
24. Performance Measurement. Identify and use data within organizations to improve performance.
25. Problem-Solving and Decision-Making. Use multiple methods and sources to seek comprehensive information, generate creative new solutions—or adapt previous solutions—and apply structured decision-making techniques and tools to address health care questions.

## **Master of Science (MS) Specialization competencies**

### **Biomedical Informatics:**

*Upon graduation, a successful student with a MS degree specialization in Biomedical Informatics will be able to:*

1. Explain how the core public health concepts of biostatistics, epidemiology, environmental health, health behavior/health promotion, and health administration relate to the student's area of specialization.
2. Synthesize literature in student's area of specialization relative to their thesis topic and its importance for public health.
3. Summarize relevant theories and conceptual models that inform their research.
4. Conduct a research project using appropriate research methods and ethical approaches.
5. Prepare a thesis summarizing the research project and interpreting the results.
6. Communicate in writing and orally a research project's methods, results, limitations, conclusions and public health relevance.
7. Utilize existing knowledge sources (e.g. databases) commonly used for biomedical informatics research and applications.
8. Discuss core biomedical informatics concepts, methods, and practice areas from individual and population-based perspectives.
9. Apply biomedical informatics methods to address challenges in the field of public health.

### **Biostatistics:**

*Upon graduation, a successful student with a MS degree specialization in Biostatistics will be able to:*

1. Explain how the core public health concepts of biostatistics, epidemiology, environmental health, health behavior/health promotion, and health administration relate to the student's area of specialization.
2. Synthesize literature in student's area of specialization relative to their thesis topic and its importance for public health.
3. Summarize relevant theories and conceptual models that inform their research.
4. Conduct a research project using appropriate research methods and ethical approaches.
5. Prepare a thesis summarizing the research project and interpreting the results.
6. Communicate in writing and orally a research project's methods, results, limitations, conclusions and public health relevance.
7. Address problems arising in public health and medicine through appropriate statements of hypotheses, study design, data collection, data management, statistical analysis, and interpretation of results.
8. Recognize strengths and weaknesses of study designs, data sources, and analytic methods.
9. Explain core concepts of probability, random variation and commonly used statistical probability distributions and how they relate to statistical inference.
10. Use computational methods to effectively analyze complex public health and medical data.

### **Environmental Public Health (Interdisciplinary ESGP):**

*Upon graduation, a successful student with a MS degree in Environmental Science with specialization in Environmental Public Health will be able to:*

1. Explain how the core public health concepts of biostatistics, epidemiology, environmental health, health behavior/health promotion, and health administration relate to the student's area of specialization.
2. Synthesize literature in student's area of specialization relative to their thesis topic and its importance for public health.
3. Summarize relevant theories and conceptual models that inform their research.
4. Conduct a research project using appropriate research methods and ethical approaches.
5. Prepare a thesis summarizing the research project and interpreting the results.
6. Communicate in writing and orally a research project's methods, results, limitations, conclusions and public health relevance.
7. Explain individual and community susceptibility and vulnerability factors that heighten the risk for populations for adverse health outcomes from environmental hazards.
8. Apply the environmental health paradigm (i.e., EHS Model) to characterizing hazardous physical, chemical and biological agents relative to sources, categories, exposure matrices/pathways, distribution, human exposures, responses, societal/regulatory actions, and technological controls.
9. Work with various stakeholders and other professions to proactively and reactively address environmental and occupational regulatory, policy and human health issues and concerns.

**Epidemiology:**

*Upon graduation, a successful student with a MS degree specialization in Epidemiology will be able to:*

1. Explain how the core public health concepts of biostatistics, epidemiology, environmental health, health behavior/health promotion, and health administration relate to the student's area of specialization.
2. Synthesize literature in student's area of specialization relative to their thesis topic and its importance for public health.
3. Summarize relevant theories and conceptual models that inform their research.
4. Conduct a research project using appropriate research methods and ethical approaches.
5. Prepare a thesis summarizing the research project and interpreting the results.
6. Communicate in writing and orally a research project's methods, results, limitations, conclusions and public health relevance.
7. Identify and understand the impact of potential sources of bias, including selection bias, measurement error, and confounding, in epidemiological studies.
8. Demonstrate familiarity with the content and issues in at least one substantive epidemiological topic.

## **Doctor of Philosophy (PhD) Degree specialization competencies**

### **Public Health Biostatistics**

*Upon graduation, successful students with a PhD degree in Biostatistics with specialization in Public Health are expected to be able to:*

1. Understand the theoretical foundations of statistical methods
2. Critique general scientific research articles and assess the appropriateness of the statistical applications and methodology involved
3. Work effectively and collaboratively in a team on a biological or health-related scientific question
4. Design biological or health-related research studies and construct and implement statistical analysis plans appropriate for such studies
5. Effectively communicate the results of statistical analyses to statistical and non-statistical audiences
6. Review and critique existing literature in students' general area of specialization, and can identify gaps in that literature
7. Make a contribution to biostatistical methodology and/or practice

### **Environmental Public Health (Interdisciplinary via ESGP):**

*Upon graduation, a successful student with a PhD degree in Environmental Science with specialization in Environmental Public Health will be able to:*

1. Explain how the core public health concepts of biostatistics, epidemiology, environmental health, health behavior/health promotion, and health administration relate to the student's area of specialization.
2. Synthesize and critique existing literature in student's area of specialization to identify gaps in the evidence base and justify their importance for public health.
3. Apply relevant theories and conceptual models to inform and ground research design and interpretation.
4. Formulate hypotheses, plan and conduct a research study using appropriate research methods, and ethical approaches.
5. Analyze data and prepare an original manuscript, suitable for publication, summarizing the results and interpreting the findings from a research study.
6. Communicate in writing and orally a research study's purpose, methods, results, limitations, conclusions and public health relevance to both informed and lay audiences.
7. Quantify individual and community susceptibility and vulnerability factors that heighten the risk for populations for adverse health outcomes from environmental hazards.
8. Apply the environmental health paradigm (i.e., EHS Model) to characterizing hazardous physical, chemical and biological agents relative to sources, categories, exposure matrices/pathways, distribution, human exposures, responses, societal/regulatory actions, and technological controls.
9. Work with various stakeholders and other professions to proactively and reactively address environmental and occupational regulatory, policy and human health issues and concerns.

### **Epidemiology:**

*Upon graduation, a successful student with a PhD degree specialization in Epidemiology will be able to:*

1. Explain how the core public health concepts of biostatistics, epidemiology, environmental health, health behavior/health promotion, and health administration relate to the student's area of specialization.
2. Synthesize and critique existing literature in student's area of specialization to identify gaps in the evidence base and justify their importance for public health.

3. Apply relevant theories and conceptual models to inform and ground research design and interpretation.
4. Formulate hypotheses, plan and conduct a research study using appropriate research methods, and ethical approaches.
5. Analyze data and prepare an original manuscript, suitable for publication, summarizing the results and interpreting the findings from a research study.
6. Communicate in writing and orally a research study's purpose, methods, results, limitations, conclusions and public health relevance to both informed and lay audiences.
7. Identify and address potential sources of bias, including selection bias, measurement error, and confounding, in both the design and analysis phases of epidemiological studies.
8. Demonstrate familiarity with the content and issues in at least one specific substantive area of epidemiology.

**Health Behavior and Health Promotion:**

*Upon graduation, a successful student with a PhD degree specialization in Health Behavior and Health Promotion will be able to:*

1. Explain how the core public health concepts of biostatistics, epidemiology, environmental health, health behavior/health promotion, and health administration relate to the student's area of specialization.
2. Synthesize and critique existing literature in student's area of specialization to identify gaps in the evidence base and justify their importance for public health.
3. Apply relevant theories and conceptual models to inform and ground research design and interpretation.
4. Formulate hypotheses, plan and conduct a research study using appropriate research methods, and ethical approaches.
5. Analyze data and prepare an original manuscript, suitable for publication, summarizing the results and interpreting the findings from a research study.
6. Communicate in writing and orally a research study's purpose, methods, results, limitations, conclusions and public health relevance to both informed and lay audiences.
7. Critically assess methods for involving diverse communities in research.
8. Apply principles of behavioral science to the design of public health interventions.
9. Critically assess strengths and limitations of theories used in public health behavior change interventions.

**Health Services Management and Policy:**

*Upon graduation, a successful student with a PhD degree specialization in Health Services Management and Policy will be able to:*

1. Explain how the core public health concepts of biostatistics, epidemiology, environmental health, health behavior/health promotion, and health administration relate to the student's area of specialization.
2. Synthesize and critique existing literature in student's area of specialization to identify gaps in the evidence base and justify their importance for public health.
3. Apply relevant theories and conceptual models to inform and ground research design and interpretation.
4. Formulate hypotheses, plan and conduct a research study using appropriate research methods, and ethical approaches.
5. Analyze data and prepare an original manuscript, suitable for publication, summarizing the results and interpreting the findings from a research study.

6. Communicate in writing and orally a research study's purpose, methods, results, limitations, conclusions and public health relevance to both informed and lay audiences.
7. Critically assess the key institutions and system relationships within the US health system.
8. Critically assess relevant health management and policy theories and concepts as applied in health systems research.
9. Apply appropriate statistical techniques to enhance causal inference and to address the problems that arise in health systems research relying on observational data.

## Appendix D

### 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. 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 with the exception of 4000 level courses. 4000 level courses can count towards the MPH if they are taught outside the College of Public Health and are taught by a Professor.
3. 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.

Please note: Departments may change the terms in which courses are offered from time to time, so it is necessary to verify the actual offerings each term 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 College 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, you must complete an “Elective Approval Petition” (included in Appendix J of the CPH Graduate Student Handbook) and submit it to the MHA program director. **Please note the following points before submitting a request:**

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) its relevance or contribution 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. They can only count towards the MHA degree program if a regular faculty member, not teaching assistant, is teaching the course. The Graduate School does not permit 4000 level courses from a student’s program (in this case, anything offered by the College of Public Health) to apply towards that student’s degree program.
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 will update this list as new elective courses are approved.

Below is the current list of approved electives. Please note: To verify the actual offerings each term by checking the online Schedule of Classes. Courses listed here may not offered every term, or even every year.

### FISHER COLLEGE OF BUSINESS

#### **ACCTMIS** (Accounting and Management Information Systems)

Class Name	Credits
7310 Managerial Accounting for Decision Making	1.5
7620 Management of Corporate Data Resources	1.5

#### **BUSFIN** (Business Administration: Finance)

Class Name	Credits
*4252 International Finance	1.5
*4310 Commercial Property and Casualty Insurance	3
*4311 Life and Health Insurance	3
*4312 Employee Benefits Plans	3
*4410 Real Estate Finance	3
6212 Finance II	1.5
7212 Mergers and Acquisitions	1.5
7213 Corporate Restructuring and Bankruptcy	1.5
7216 Private Equity	1.5
7220 Investment Theory and Practice	1.5
7221 Financial Modeling	1.5
7223 Quantitative Portfolio Management	1.5
7290 Enterprise Risk Management I	1.5
7521 Building Financial Models	1.5

#### **BUSMHR** (Business Administration: Management and Human Resources)

Class Name	Credits
7222 Advanced Topics in Leadership: Building Your Leadership Legacy	1.5-3.0
7223 Advanced Topics in Leadership Effectiveness: Strategy Implementation	1.5
7224 Organizational Turnarounds	1.5
7230 Developing High Performance Teams	1.5
7233 Leadership and Implementation of Change	3
7236 Crucial Conversations	3
7244 Negotiations	1.5-3.0
7301 Conceptual and Historical Foundations of Labor and Human Resource Management	1.5
7302 Markets, Organizations, and HRM	1.5
7304 Talent Management	1.5
7305 Contemporary Employment Practices and the Law	1.5
7306 Understanding Teams & Leadership for Human Resource Managers	1.5
7308 Organizational Development and Change	1.5

7309 Strategic Management of Human Assets	1.5
7310 Labor Relations	1.5
7311 Staffing Organizations	3
7313 Total Rewards / Compensation	3
7314 Designing Learning Systems	1.5
7320 Fundamentals of Business Excellence I	3
7325 International Human Resource Management	1.5
7335 Managing Diversity	1.5
7413 Advanced Strategic Analysis	1.5
7420 Mergers, Acquisitions and Corporate Development	1.5
7461 Technology and Innovation Strategy	1.5
7610 Business Ethics	1.5

**BUSOBA** (Business Administration: Operations and Business Analytics)

Class Name	Credits
*4233 Operations Management Analytics	3
7232 Supply Chain Analytics: Matching Supply with Demand	1.5
7241 Lean Enterprise Leadership	1.5
7242 Six Sigma Principles	3
7244 Six Sigma Projects	3
7251 Managing Product and Process Innovation	1.5

**BUSM&L** (Business Administration: Marketing and Logistics)

Class Name	Credits
7201 Marketing Research and Analytics	1.5
7202 Consumer Behavior	1.5
7205 Services Marketing	1.5
7206 Brand Management	1.5
7382 Logistics Analytics	1.5

**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.**

**PUBHBIO** (Public Health: Biostatistics)

Class Name	Credits
6211 Design and Analysis of Studies in the Health Sciences II	3
6270 Introduction to SAS for Public Health Students	2

**PUBHEHS** (Public Health: Environmental Health Sciences)

Class Name	Credits
5325 Principles of Occupational Health Science	3
6390 Major Human Diseases in Global Public Health	3
7360 Water Contamination: Sources and Health Impact	3
7899 Seminar in Environmental Health Sciences	1 - 3

**PUBHEPI** (Public Health: Epidemiology)

Class Name	Credits
6431 Design and Implementation of Health Surveys	3
6436 Infectious Disease Epidemiology	3

**PUBHHBP** (Public Health: Health Behavior and Health Promotion)

Class Name	Credits
7520 Community Health Assessment	2
7522 Program Planning and Implementation	3
7528 Foundations of Professional Practice in Health Promotion	2
7532 Program Evaluation in Public Health	3
7542 Settings and Special Populations in Health Promotion	3
7550 Special Topics in Health Behavior and Promotion	1 – 6
7552 Substance Abuse Prevention	2

**PUBHHMP** (Public Health: Health Services Management and Policy)

Class Name	Credits
7193 Individual Studies in Health Services Management and Policy	1 – 6
7603 Economic Evaluation of Health Care Programs	3
7610 Public Health Law	3
7613 Tobacco Regulation and Policy	2
7640 Mental Health and Disability Policy	3
7678 Approaches to Health Services Research	3
7679 Quality & Patient Safety	1.5
7685 Healthcare Management Consulting Practice	3
8671 Health Care Outcomes Measurement	2

**PUBHLTH** (Public Health)

Class Name	Credits
5760 Public Health Informatics (cross listed with BMI 5760)	3
7040 Public Health Organization	3

**JOHN GLENN COLLEGE OF PUBLIC AFFAIRS****PUBAFRS** (Public Affairs)

Class Name	Credits
*4030 Public Budgeting	3
5590 Fundraising and Philanthropy for Nonprofit Organizations	3
5592 Marketing for Nonprofit and Public Organizations	3
5750 Public Policy: The Business-Government Relationship	3
5890 US Food Policy	3
6000 Public Policy Formulation and Implementation	4
6010 Legal Environment of Public Organizations	4

6030 Public Sector Economics	4
6040 Public Budgeting and Finance	4
6050 Managing Public Sector Organizations	4
6055 Judgment in Managerial Decision-Making	2
6060 Managerial Leadership in Public and Nonprofit Organizations	4
6070 Public Affairs Statistics	4
6080 Public Affairs Program Evaluation	4
6460 Real Estate Finance for Planners	3
6510 Conveying Quantitative Data in Public Affairs	1
6513 Excel Basic Skills	1
6514 Excel Advanced Skills	1
6520 Balanced Scorecards and Dashboards	1
6525 Survey Design in Public Affairs	1
7509 Disasters: Preparedness and Response	3
7554 Performance Measurement and Management in the Public Sector	3
7555 Project Management	3
7570 Public Management Information Systems	3

#### **OTHER COLLEGES & DEPARTMENTS**

**ACEL** (Agricultural Communication, Education and Leadership)

Class Name	Credits
7520 Human Development and Program Planning	2

**BMI** (Biomedical Informatics)

Class Name	Credits
5760 Public Health Informatics (cross listed with PUBHLTH 5760)	3

**COMM** (Communications)

Class Name	Credits
*4737 Health Communication in Mass-Mediated Contexts	3

**CSE** (Computer Science and Engineering)

Class Name	Credits
5052 Survey of Artificial Intelligence for Non-Majors	3

**ECON** (Economics)

Class Name	Credits
5700 Industrial Organization	3

**HCINNOV** (Health Care Innovation)

Class Name	Credits
7520 Using Technology to Measure Outcomes in Health Systems	3
7500 Healthcare Policy: A Case for Innovation	2

**HIMS** (Health Information Management and Systems)

Class Name	Credits
5650 Information Technology	3

**HTHRHSC** (School of Health and Rehabilitation Sciences)

Class Name	Credits
5600 Global Aging	3
5610 Death, Loss and Grief in Multiple Perspectives	2
5660 Long Term Care Services Across the Continuum	4
5880.03 Interprofessional Education Seminar on Ethical Issues Common to Helping Professions ( <i>Other decimal subdivisions of 5880's may be appropriate</i> )	2
7650S Interdisciplinary Case Studies in Clinical Gerontology	2

**KNHES** (Kinesiology - Health and Exercise Science)

Class Name	Credits
7726 Changing Physical Activity Behavior	3

**NURSING** (Nursing)

Class Name	Credits
7500 Health Policy and Advocacy	2

**OPTOM** (Optometry)

Class Name	Credits
5600 Eyes on Community Health	2

**PHARMACY** (Pharmacy)

Class Name	Credits
8150 System Issues with Medication Safety	2
8160 Operations Management in Health System Pharmacy	2
8170 Planning, Leading and Managing the Pharmacy Enterprise	2
8250 Pharmaceutical Supply Chain Principles for Health System Pharmacy	2

**PSYCH** (Psychology)

Class Name	Credits
7717 Interdisciplinary Perspective on Developmental Disabilities	3

**RURLSOC** (Rural Sociology)

Class Name	Credits
6500 Rural Poverty	3

**SOCIO** (Sociology)

Class Name	Credits
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5629	Health Disparities in Social Context	3
7754	Introduction to Demography	3

**SWK** (Social Work)

Class Name		Credits
5026	Exploring Community Food Security Strategies	3
5085	Theories and Biological Basis of Substance Misuse	3
7620	Integrative Seminar I on Mental Health and Substance Abuse	3

**SPHHRNG** (Speech and Hearing Science)

Class Name		Credits
5193	Individual Studies	1-3
7717	Interdisciplinary Perspective on Developmental Disabilities	3

## 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)

<https://guides.osu.edu/c.php?g=605168&p=4194393> 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 Advisory Committee no later than the term after completion of the Qualifying Exam (for students who have a Qualifying Exam); they must form the Advising Committee per the instructions. The Interdisciplinary PhD Biostatistics program has program specific rules regarding committee establishment at <https://biostatprograms.osu.edu/>.

### **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.

### **Qualifying Exam repeatability**

The second preliminary examination must be initiated (e.g. written portion of exam) no later than six months following an unsatisfactory first examination. *A student may petition to extend this up to 12 months with approval of their advisor.*

### **Communication of Results of the Qualifying Exam:**

It is the responsibility of the advisor to communicate the results of the Qualifying Examination or its equivalent to his or her Division Chair and to the student within one term of completion. The Division Chair will notify the Director of the Office of Academic Programs and Student Services within one term of the results for student recordkeeping purposes.

### **Divisional Guidelines:**

- Biostatistics
  - Qualifying Examinations and Candidacy Examination
- Environmental Public Health, Candidacy Examination
- Epidemiology, Health Services Management and Policy
  - Qualifying Examination and Candidacy Examination

- Health Behavior and Health Promotion
  - Candidacy Examination and Dissertation Proposal Defense
- Health Services Management and Policy
  - Qualifying Examination and Candidacy Examination

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

The Interdisciplinary PhD Program in Biostatistics is a joint venture between the Division of Biostatistics in the College of Public Health and the Department of Statistics in the College of Arts and Sciences, and their PhD examination requirements and timeline expectations differ as it is a program housed in the Graduate School. More details about the examination requirements and timelines can be found on their website: <http://biostatprograms.osu.edu>.

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

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. For specific PhD Candidacy Exam requirements for the Environmental Public Health specialization, students should refer to Section 7.6 of the ESGP Handbook at: <https://esgp.osu.edu/current-students/resources>.

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 epidemiological 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. Additionally, the exam serves as an assessment tool for the doctoral program in Epidemiology. Student performance on the exam is an indicator to the Graduate Faculty that the coursework is adequately preparing students for the exam.

**Content and Structure**

The Qualifying Examination is an open-note, open-book written exam that covers the theory, methods, application and interpretation of epidemiology and epidemiological research methods (courses covered include: PUBHEPI 6431, 7410, 7430; PUBHBIO 6210, 6211). The exam consists of one 8-hour in-class exam and one week-long take-home exam.

During the in-class exam, students will answer 4 questions on epidemiology and research methods. This exam will begin at 9 am and end at 5 pm. Students will be provided with a PC and must type their responses. Students may bring books and notes to the exam. If a student wishes to bring their notes on a flash drive, the division will provide an empty flash drive and the drive must be given back to the examination committee before the exam begins for review. No computational programs are allowed to be placed on the drive—only notes. Students 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 their designee.

The take-home exam will consist of a writing exercise. It will be given to students on the day following the in-class exam and it will be due one week later to the Qualifying Examination Committee Chair via OneDrive. Students may use any course-related or internet resources while completing the writing exercise. They may not, however, speak to anyone about the take-home exam until after they turn it in.

**Protocol for qualifying exam**

The Qualifying exam is offered one time per year, in early June. The Epidemiology Qualifying Examination Committee is responsible for organizing and administering the exam. Questions for the examination may be solicited from the Epidemiology Graduate Faculty as well as other College of Public

Health Faculty as needed. No identifying information, with the exception of the code number, is used on the student responses. 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 their advisor, determines that they are prepared (see content section above). Students must successfully pass 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, including a list of competencies for the epidemiology and biostatistics courses and one sample in-class exam with answers. Resources for the take-home exam will include writing guidelines. Materials will be available to doctoral students on request during the semester before taking the examination, 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 Exam Committee Chair or Division Coordinator. Peer group study sessions are encouraged. The Exam Committee Chair, or designee, hosts a review session before the examination, during which students may ask questions about the practice exam solutions.

**Grading**

The Qualifying Examination Committee will grade the exam. Each answer on the in-class exam is graded on a scale of 1-9. Criteria for evaluating responses to questions are below. Graders assign an overall, whole number, score for each question.

<b>Tertile</b>	<b>Score</b>	<b>Definition</b>
<b>Highest</b>	9	<b>Exceptional.</b> Exceptionally strong and correct response with essentially no errors, omissions, or extraneous information.
	8	<b>Outstanding.</b> Response is extremely strong with only negligible errors, omissions, or extraneous information.
	7	<b>Excellent.</b> Response is very strong with only some minor errors, omissions, or extraneous information.
<b>Middle</b>	6	<b>Very Good.</b> Response is strong but with numerous minor errors, omissions, or extraneous information.
	5	<b>Good.</b> Response is strong but with at least one moderate error or omission.
	4	<b>Satisfactory.</b> Response has some strengths but also contains some moderate errors or omissions.

Lowest	3	<b>Fair.</b> Response has some strengths but also contains at least one major error or omission.
	2	<b>Marginal.</b> Response has a few strengths and a few major errors or omissions.
	1	<b>Poor.</b> Response has very few strengths and numerous major errors or omissions.

The take-home exam will be graded on a similar 9-point scale. However, the definitions will be modified to reflect the nature of the writing assignment. A detailed rubric will be provided to students at the time of the take-home exam.

### **Criteria for Passing**

The Qualifying Examination Chair will examine the scores for each student. If the range of question scores for an individual differs by more than 3 points (e.g. 4, 5, 8), the Committee will discuss the student's responses to all questions and determine if re-grading is warranted.

To pass the in-class exam, a student must score a total of at least 24 points. To pass the take-home exam, a student must achieve a score of 6 or higher. Students must pass both parts of the exam in order to receive an overall passing grade.

### **Report of Outcome**

The Qualifying Examination Committee Chair is responsible for notifying the student, the student's advisor, the Division Chair regarding the outcome of the exam. The Division Chair will notify the Director of the Office of Academic Programs and Student Services. 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 take-home exam. Students will receive their scores. General feedback on individual questions is available upon request. 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 before the beginning of the subsequent autumn semester (at a time determined by the Qualifying Examination Committee). If a student fails only one part of the exam, only that portion of the exam must be retaken (e.g., if a student receives a score of 26 on the in-class exam and 5 on the take-home exam, only the take-home exam needs to be retaken). A student who fails the second Qualifying Examination 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. Students are encouraged to share a draft of the proposal 6-8 weeks before the planned date of the oral examination. The final draft of the proposal should be submitted in hard copy or electronic format to each Committee member, according to the Committee member's preference, 2-4 weeks (2 weeks is an absolute minimum) 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 (the proposal) and an oral examination.

The oral portion of the Candidacy Examination must be completed within one month of the completion of the final written proposal. Just prior to the exam, the student may give a 20-minute presentation of their planned dissertation research to Committee members. The oral portion of the Candidacy will commence after the presentation 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 exam's proposed time and place by the electronic submission of an "Application for Candidacy Exam" via [GradForms](#). 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 of the Academic Studies Governance Committee. The student must be registered for at least three graduate credit hours during the term of the Candidacy Examination.

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. A student must be registered for at least three graduate credit hours during the semester(s) or summer term(s) of the candidacy 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 following the student's first year of full-time studies. For full-time students, this exam is held in August. The examination will consist of three components: (1) an in-class, closed-book three hour exam covering the health care system; (2) an 8-hour take home 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 12 to 15 pages.

The examination will be graded by program faculty, with three graders for each component. Each component will be graded by each of the graders on a scale of High Pass, Pass, Low Pass or Not Pass, with at least a Low Pass grade required by all three 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. A student who receives a Low Pass on any component(s) of the exam may be required to complete remedial coursework or activities at the discretion of the Program Director and Advisor. If remediation is required and not completed within nine months, the Low Pass grade will be converted to a Not Pass, and the guidelines described above for this circumstance will apply.

**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. The Graduate School must be notified at least two weeks in advance of the oral exam's proposed time and place by the electronic submission of an "' Application for Candidacy Exam" via [GradForms](#). 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 of the Academic Studies Governance Committee. The student must be registered for at least three graduate credit hours during the term of the Candidacy Examination.

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 their 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 involving human subjects, even if it is limited to the use of existing data sources from human subjects needs to be approved by the OSU Institutional Review Board (IRB). All research involving animals needs approval from OSU Institutional Animal Care and Use Committee (IACUC). This includes culminating projects, theses and doctoral dissertations. In a few rare cases, practicum placements might also need approval if the work 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/files/2012/02/Research-Involving-Human-Subjects.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 advisor 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 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/>.

Additionally, Ohio State is now requiring everyone who is eligible to conduct research to be trained in the Responsible Conduct of Research (RCR). As a first step, all research eligible individuals must take the Collaborative Institutional Training Institute "CITI" RCR course. This requirement is in addition to any other RCR training that you may have taken to date. For additional information and to register for the RCR training go to <http://orc.osu.edu/regulations-policies/rcr/>.

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 integrative learning experience project will also need to obtain IRB approval, frequently via the exempt status form. Requests for exempt determinations are made using the Buck-IRB [online system](#).

For all student research reviewed by the IRB, the IRB application must list the student's advisor 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 [Morgan Brown](#), MPH, IRB Protocol Analyst or [Bill Miller](#) PhD, Senior 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  
Building 200, 1960 Kenny Road Columbus, Ohio 43210  
**Phone:** (614) 688-8457

Web: <https://orpp.osu.edu/>

## Appendix J

### Miscellaneous Forms

Forms can be found on the online version of Appendix J:

<https://cph.osu.edu/students/graduate/handbooks/graduate-student-handbook/appendix-j-cph-forms>

The following forms are in Appendix J:

Request to change faculty advisor or change member of PhD Advisory Committee

Epidemiology Doctoral Candidacy Examination Checklist

Health Behavior and Health Promotion Doctoral Candidacy Examination Checklist

Health Services Management and Policy 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

Transfer of graduate credit request

MPH Health Behavior and Health Promotion Track declaration form