2020–2021 ACADEMIC YEAR

PUBLIC HEALTH SCIENCES PHD PROGRAM

DOCTORAL STUDENT HANDBOOK

/ School of Public Health
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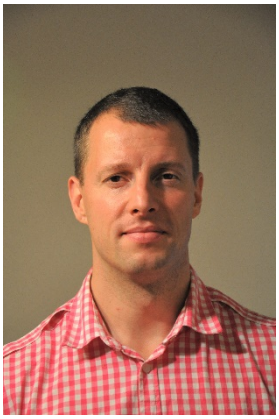
WELCOME FROM THE PHD PROGRAM DIRECTOR



Greetings! Welcome to the 2020-2021 academic year.

On behalf of all faculty and staff at West Virginia University School of Public Health I welcome you to the PhD Program. As the PhD Program Director my job is to ensure that your educational experience at WVU provides you with the skills and tools necessary to earn a top spot in the career of your choice. The School of Public Health is located in the vibrant Health Sciences Campus. Just steps from the Health Sciences Center (HSC) is the National Institute of Occupational Safety Health (NIOSH). The HSC also houses a biomedical sciences program, and a first-class Cancer Center. In addition to the 5 departments of Biostatistics, Epidemiology, Health Policy, Management and Leadership, Occupational and Environmental Health Sciences, and Social and Behavioral Health Sciences, the School of Public Health is also the primary home of four research centers: Health Research Center, Injury Control Research Center, Office of Health Services Research, and the WV Prevention Research Center. All of these resources and the faculty who lead them are at your disposal as a unique part of your doctoral program. You will also work with exceptionally talented faculty mentors with both national and international reputations for scholarly contributions to the field.

Your success is our number one priority. This Handbook is designed to help you keep track of graduate school requirements, deadlines, forms, milestones, and required coursework for your program of study as outlined in the Handbook. Use this tool as a basic go-to for information but know that one of our team is simply a conversation away to answer questions. I look forward to getting to know each one of you. Keep in touch and let me know how I can help make sure you always feel good about your decision to pursue your doctoral degree at WVU School of Public Health.

Sincerely,

Alfgeir Kristjansson

Dr. Kristjansson
PhD Program Director

HOW TO USE THIS HANDBOOK

The School of Public Health (SPH) sits within the West Virginia University (WVU) Robert C. Byrd Health Sciences Center (HSC), which has five schools - Dentistry, Medicine, Nursing, Pharmacy, and Public Health. Graduate education in these schools is governed by HSC POLICIES, as well as those of the UNIVERSITY. The SPH polices of the pertaining to the Public Health Sciences PhD Program are contained in this Doctoral Student Handbook. The Handbook is meant to complement the GRADUATE CATALOG and provide additional administrative details about the program.

This Handbook was developed to help students successfully navigate the complex and rewarding process of achieving a public health doctoral degree. At the beginning of each academic year, a new Handbook is published and the prior year's Handbook is placed on the SPH website http://publichealth.wvu.edu/students/student-resources/student-handbooks/ It is the student's responsibility to become familiar with the policies and procedures of the School of Public Health contained in this Handbook, and those found in the University Graduate Catalog, as it pertains to doctoral programs. Students will get the most out of this Handbook by reading through all sections, in sequence. For easy navigation, you can use the links on the following page.

Questions regarding the Public Health Sciences PhD Program should be sent to the Program Director.

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HOW TO USE THIS HANDBOOK

Below you will find links to the sections in this Handbook. Within, you will find further links to University websites or HSC policies and forms. Every effort has been made to ensure the links are working and up-to-date, however, there may be times when these links have changed and may be broken. If a link to a form is broken, it is recommended you go to the website of the Office of Research and Graduate Education to find the forms you need. http://www.hsc.wvu.edu/resoff/graduate-education/policies-and-forms/forms/

2019-20 ACADEMIC CALENDAR

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ACADEMIC CALENDAR

WVU 2020-2021 Academic Calendar
Incorporating Common Key Dates

FALL SEMESTER

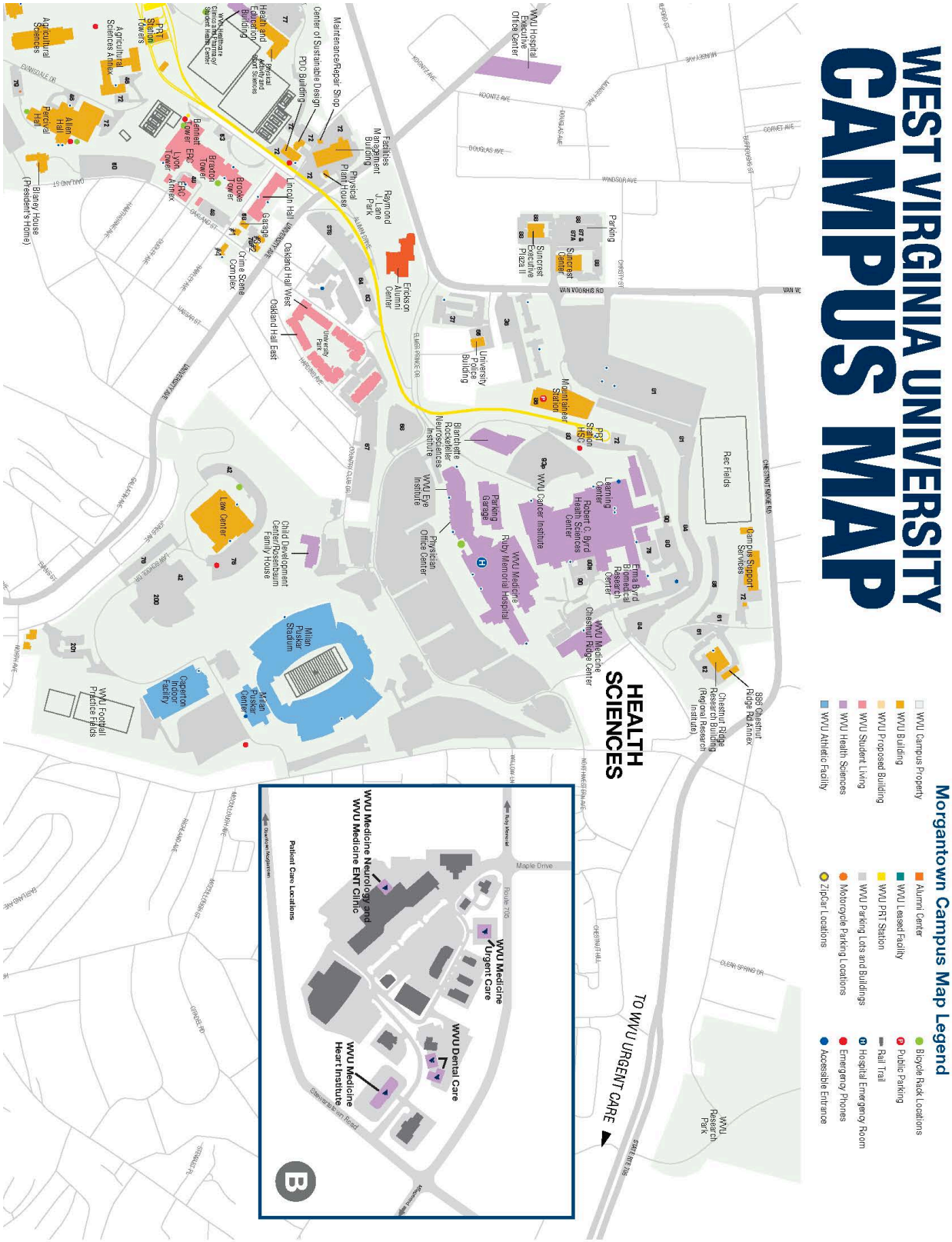
Monday, August 24.....General Registration
Wednesday, August 26.....On Campus First Day of Classes
Tuesday, September 1.....Last day to Register, Add New Courses, Make Section Changes, Change Pass/Fail and Audit
Monday, September 7.....Labor Day Recess: University Closed
Tuesday, October 13 by noon.....Mid-Check Grades Due
Tuesday, November 3.....General Election Day: University Closed
Tuesday, November 24.....Last Day to Drop a Class and Last Day to Withdraw from the University
Tuesday, November 24.....Last Day Face to Face Instruction
Wednesday, November 25 thru Sunday, November 29.....Fall Recess: Students Return Home until Spring 2021 Semester
Monday, November 30 thru Friday, December 4.....Week of Remote Instruction
Friday, December 4.....Last day of Classes
Monday, December 7 thru Friday, December 11.....Final Exam Week
Saturday, December 19.....Virtual Commencement Ceremony
Saturday, December 19.....Winter Recess Begins

SPRING SEMESTER

Friday, January 15.....New Student Orientation
Friday, January 15.....General Registration
Monday, January 18.....Martin Luther King, Jr. Day Recess: University Closed
Tuesday, January 19.....On Campus First day of Classes
Monday, January 25.....Last day to Register, Add New Courses, Make Section Changes, Change Pass/Fail and Audit
Thursday, February 11.....No Classes – Non-Instructional Day
Wednesday, March 3.....No Classes – Non-Instructional Day
Friday, March 12 by noon..... Mid-Check Grades Due
Friday, April 2.....Spring Holiday: University Closed
Friday, April 16.....Last Day to Drop a Class and Last Day to Withdraw from the University
Friday, April 30.....Last day of Classes
Monday, May 3 thru Friday, May 7..... .....Final Exam Week
Friday, Saturday and Sunday, May 14, May 15 and 16.....Commencement

See the full WVU 2020-2021 Academic Calendar.

HEALTH SCIENCES CENTER MAP



Section 1
PROGRAM OVERVIEW

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SECTION 1. PROGRAM OVERVIEW

As West Virginia's flagship research institution, WVU undertakes scholarly activity to address the challenges most critical to today's world and the practice of multidisciplinary research. WVU is classified as a Doctoral University—Highest Research Activity (R1) in the Carnegie Classification of Institutions of Higher Education. Students in the Public Health Sciences PhD Program in the School of Public Health can therefore expect rigorous scientific training that prepares them for careers in public health research. The PhD program produces graduates who have mastered competencies that enable them to initiate and lead hypothesis-driven research at universities and public health organizations. Graduates also gain the public health leadership and advocacy skills they need to be effective agents of change in addressing complex public health challenges.

/ MISSION AND GOALS

Mission of the Public Health Sciences PhD Program
The mission of the Public Health Sciences PhD program is to provide high quality doctoral education to motivated students who desire to positively impact the public's health. We aim to train these students in a research intensive curriculum that is guided by a distinguished faculty at the leading edge of effective public health science. The Public Health Sciences PhD is a degree for scientist-practitioners focused on prevention of premature mortality, morbidity, and disability from disease and injury. The degree emphasizes both evidence-based primary prevention of disease and injury, and health promotion research and practice.

Goals of the Public Health Sciences PhD Program
The goals of the of the Public Health Sciences PhD program are to:

- educate and train the next generation of public health leaders who will help shape public health education, practice, and policy;
- identify and address public health disparities;
- improve the health of West Virginians and improve their access to quality health care; and
- provide trans-disciplinary teaching and research experiences that prepare graduates for jobs in academia, research, and high-level practice settings.

/ PROGRAM MAJORS

The PhD program offers the following three discipline-specific majors:

- Epidemiology;
- Occupational and Environmental Health Sciences; and
- Social and Behavioral Sciences.

A brief overview of each major is provided below. Further information on major-specific requirements can be found in Section 4. Major Requirements.

Epidemiology Major Overview
The Epidemiology major prepares students for careers in research, teaching, and consulting. Students develop research and teaching skills in epidemiology through coursework and practice opportunities. The curriculum provides rigorous and comprehensive training in epidemiologic methods for clinical and population-based research including study design, statistical analysis and interpretation of results, as well as research areas of focus for epidemiologic research including chronic diseases, infectious diseases, injury, and gene by environment interactions. The program's etiologic orientation is based on the premise that knowledge of genetic, physiologic, behavioral, and environmental factors contribute to understanding the underlying causes of complex human diseases needed to develop and evaluate effective preventive and treatment measures. PhD graduates in the Epidemiology major typically work as faculty members in academic institutions; scientists in research centers,

such as the National Institutes of Health, Centers for Disease Control and Prevention (CDC), or the pharmaceutical industry; or may assume leadership positions in state or federal health agencies (e.g., CDC, Food and Drug Administration, Environmental Protection Agency).

Occupational and Environmental Health Sciences Major Overview
The Occupational and Environmental Health major is a degree for scientist-practitioners in the area of prevention of premature mortality, morbidity and disability resulting from occupational and environmental exposures, communicable and chronic disease, and injury. This degree emphasizes both evidence-based primary prevention of disease and injury, as well as health promotion research and practice. Students completing this degree will have the necessary theoretical knowledge and critical understanding of occupational and environmental health problems, including analytical and methodological research skills, to investigate, evaluate and find solutions to public health challenges. To this end, students should expect rigorous course work and training typical of a science-based PhD program. The Department of Occupational and Environmental Health Sciences has a close collaboration with the National Institute of Occupational Safety and Health (NIOSH), which shares our Health Sciences campus in Morgantown.

Social and Behavioral Sciences Overview
The mission of the Social and Behavioral Sciences major is to provide state of the art doctoral education in the theory and application of social and behavioral science to a select group of highly qualified and committed students desiring to transform public health. Our program trains students using a research-intensive curriculum led by a distinguished faculty at the cutting edge of public health science. This program emphasizes both evidence-based, theory-driven primary prevention of disease and injury and health promotion research and practice. Graduates will complete their degrees with a competitive record of research achievement, ready to embark on high-impact research careers. The curriculum provides students methodologically-intense training and one-on-one research experience with faculty in Social and Behavioral Sciences.

/ LEARNING GOALS/COMPETENCIES

The PhD program is designed to produce graduates who have mastered competencies that enable them to identify, investigate, and solve public health challenges. Graduates are prepared to engage in and lead hypothesis-driven research as well as to implement and evaluate public health interventions. The learning goals of the program are best exemplified by both the program and major-specific competencies students will achieve, which are described below.

Program Competencies
All graduates of the Public Health Sciences PhD program will achieve the following competencies:

- Develop effective strategies for teaching in higher education;
- Review and synthesize pertinent literature and formulate focused research questions that address identified knowledge gaps;
- Design and conduct original research that uniquely contributes to the public health scientific knowledge;
- Disseminate research findings through appropriate peer-reviewed publications and presentations, and to other public health community audiences.

Major-specific Competencies
In addition to those listed above, each major has its own set of competencies listed below.

Epidemiology Majors will achieve the following additional competencies:

- Design investigations of acute and chronic conditions, as well as other adverse health outcomes in targeted populations;
- Analyze and evaluate data from epidemiologic investigations, and disease and injury surveillance systems;
- Evaluate health behaviors and outcomes in populations by such variables as age, sex, race/ethnicity, socioeconomic status, and disability;
- Critically evaluate results of epidemiologic studies, including study design, analysis results, and conclusions;
- Prepare written and oral reports and presentations to effectively communicate to professional audiences, policymakers, and the general public;
- Prepare research proposals for extramural peer-reviewed funding;
- Promote and model ethical conduct in epidemiologic practice;
- Bring epidemiologic perspectives to the development and analysis of public health policies.

Occupational & Environmental Health Sciences Majors will achieve the following additional competencies:

- Analyze issues and problems in occupational and environmental health and safety using critical evaluation, applied research methodology, and statistical methods;
- Characterize the human health effects of major environmental and occupational hazards, both acute and chronic, including: air pollution, contamination of drinking water, and physical hazards;
- Analyze sources, pathways, and routes of exposure to environmental and occupational hazards, identify populations at high risk of exposure, and communicate that risk effectively;
- Create programs that protect the environment using proven technologies and novel approaches.

Social & Behavioral Sciences Majors will achieve the following additional competencies:

- Display broad knowledge and application of relevant public health social and behavioral theories to health promotion and disease prevention strategies;
- Demonstrate rigorous understanding of methodological and statistical principles that enhance research in the public health sciences;
- Create comprehensive translational intervention and evaluation plans in research or practice settings to inform policy or practice.

SECTION 1. PROGRAM OVERVIEW

/ ADMISSION TO THE PROGRAM

Below are the minimum requirements for admission into the Public Health Sciences PhD Program at WVU. For further details on the application requirements and process, visit the SPH section of the GRADUATE CATALOG.

Minimum Requirements

- A Master's degree in Public Health or a closely related field is strongly preferred. Exceptional applicants with a Bachelor's degree in a relevant field may also be considered.
- Minimum GPA of 3.0 is required, 3.5 is preferred.
- Preferred GRE scores of: 150 Verbal; 155 Quantitative; and 3.5 Writing. A waiver of the GRE requirement can be granted in exceptional circumstances (e.g., for the MCAT)
- Preferred TOEFL* scores of: 550 paper-; 213 computer-; and 80 internet-based test.

  **Required by WVU for all international students.*

Credit Waivers

Students who enter the PhD program with an MPH or other strongly relevant Master's degree can apply for up to 20 credits to be waived from the full 75 credit program. The waiver recognizes students' prior graduate level work and allows them to complete an abbreviated program of coursework. For details on the full credit waiver guidelines see Section 4. Major Requirements.

/ PROGRAM DESCRIPTION

The early years of the program emphasize research and methodology focused courses complemented by theoretical and process-oriented courses relevant to the student's area of interest. During the later years, students are engaged in their dissertation research while given the freedom to further diversify their training by choosing electives.

Program Delivery

Most courses in the program will be taught using the face-to-face, on-campus, small, or large group format. A small number of core courses and some electives may be delivered by web-based technology. As part of their program, students also participate in graduate seminars where they have the opportunity to lecture and lead discussions and in research rotations that provide an opportunity for students to engage, scientifically, with faculty members. In some majors, students also have the opportunity to complete a field experience designed to enhance their training with real world insights (see Section 4. Major Requirements).

Program Length

The length of the PhD program depends upon whether students have already completed any relevant graduate level course work, and whether they attend full- or part-time. Those who enter the program with a Bachelor's degree or a non-related Master's degree, will typically take 4 years to complete the program, if they attend full-time. Those *with* an MPH or other departmentally approved Master's degree, will generally complete the program in about 3 years, if they attend full time. For part-time students, the length of the program will vary based on their individual situation. It is important to note that the study design of the dissertation will often be the determining factor in how long it takes each student to complete the program. Dissertations that involve secondary data analysis, for example, often take less time to complete than those for which primary data collection is needed. Irrespective of these factors, all students need to abide by the time limits described below.

Time Limits

The SPH requires all *full-time* students (at least 9 credits per semester) to achieve candidacy (see Section 3. Program Requirements) within 4 years of entering the program. *Part-time* students (generally 6 credits per semester) should achieve candidacy within 5 years. After achieving candidacy, all students, regardless of whether they attend full- or part-time, then have 5 years to complete the degree. Thus, the entire length of a full-time student's program shall not exceed 9 years and the length of a part-time student's program shall not exceed 10 years. See the University's DEGREE TIME LIMITS policy for more details.

Residency Requirement

Doctoral education involves many learning experiences that take place outside the formal classroom setting. These involve observing and participating in activities conducted by the Graduate Faculty, using departmental and University libraries, attending lectures presented by visiting scholars, informally debating other students, and similar activities. To ensure that graduate students experience this kind of informal learning, the School of Public Health requires PhD students to complete at least two semesters in residence (i.e. studying on campus). Note, the two semesters do not have to be consecutive. See the University's RESIDENCY policy for more details.

Section 2
RESOURCES FOR SUCCESS

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- Health Sciences Center Office of Research and Graduate Education
- WVU Graduate Academy
- WVU International Students & Scholars Services

/ ADVISING & MENTORING

- Departmental Advisors
- The PhD Program Director
- Individual Development Plan
- Annual Student Evaluation
- The Graduate Faculty
- The Research Mentor (Dissertation Committee Chair)
- Dissertation Committee Chair Requirements
- Mentoring Assurances
- The Dissertation Committee
- Criteria for Committee Membership
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SECTION 2. RESOURCES FOR SUCCESS

To ensure student success in the program, multiple resources are available to help guide students along the way. In this section you will learn about the administrative resources available to you at all levels of the University, as well as the folks who are here to ensure your success by providing you with individualized mentorship as you move through the program. In the section on Advising and Mentoring you will find instructions for identifying a research mentor (dissertation committee chair) and the requirements for forming a dissertation committee.

/ ADMINISTRATIVE RESOURCES

School of Public Health Office Of Student Services
The Ruth E. Kershner OFFICE OF STUDENT SERVICES (OSS) provides an array of support services to students, paying particular attention to the importance of respectful interaction, open communication and being fully committed to the success of all students. OSS is responsible for processes including new student recruitment, admissions, registration, orientation, assistantships, scholarships, career counseling, grades and student records, course scheduling and catalog maintenance, graduation certification and commencement activities, grievance processes, academic standards, and integrity/dishonesty violations.

In addition to these services, the OSS helps students with career planning. In today's competitive job market, students should begin working on a career/professional development plan the moment they begin their studies. Doctoral students can schedule one-on-one appointments with the Director of Career Development and Student Success. These meetings can be used to work on CVs, how to develop a job talk, job offer negotiation techniques, mock interviews, and many other skills. The Director will also work on providing student-focused professional development programming and events which will be announced throughout the year. The SPH Office of Student Services is located on the 3rd floor of HSC South, Suite 3306 (Health Sciences Campus).

Health Sciences Center Office of Research and Graduate Education
The HSC OFFICE OF RESEARCH AND GRADUATE EDUCATION (ORGE) is focused on providing students with high quality graduate training and support to help them achieve their career goals. Graduate education is a major focus of the educational mission of the Schools within the Health Sciences Center. For the student, it represents not only learning a new body of knowledge but also learning the skills to conduct research to acquire new knowledge to benefit future generations. You are encouraged to visit the ORGE website where you'll find information on becoming more involved in activities taking place in the HSC including those sponsored by student organizations. There you will also learn about the opportunities available to share your research with other graduate students and faculty via Research Days, which are both HSC-wide and specific to certain Schools. The HSC Office of Research and Graduate Education is located on the ground floor of the Erma Byrd Biomedical Building.

WVU Graduate Academy
The WVU GRADUATE ACADEMY, a collaborative project of the WVU Office of Graduate Education & Life and Academic Innovation, is comprised of programs that help graduate and professional students complete their degrees, teach and research effectively, and plan for their careers. The goal of the Academy is to enhance graduate students' experience at WVU by preparing them for academic and nonacademic positions to increase their competitiveness in the job market. Graduate Academy programs focus on the following core competencies that contribute to graduate school and career success: Career Exploration; Leadership and Entrepreneurship; Student Life; Teaching at the College Level; and Writing and Research. The Academy is a wonderful professional development resource and you are strongly encouraged to take advantage of all it offers. The WVU Graduate Academy is located in the Teaching and Learning Commons, 150 Clay St. (Downtown Campus).

SECTION 2. RESOURCES FOR SUCCESS

WVU International Students & Scholars Services
The WVU INTERNATIONAL STUDENTS & SCHOLARS SERVICES (ISSS) describes itself as a link to students and research scholars from over 100 countries around the world who have one thing in common: the challenge and adventure of living in a new culture. Leaving family and lifetime friends, as well as coping with a new language, social and physical environment, and daily customs, can add to the pressure of study or work. International students' adjustment to life in the US can be greatly eased by meeting people who would like to share friendships and exchange ideas and information about the world. The office strives to strengthen, enrich and advocate for international education and cultural exchange by anticipating and responding to specific needs and concerns of this international community. The WVU International Students & Scholars Services office is located in the Office of Global Affairs, Purinton House, Room 101 (Downtown Campus).

/ ADVISING & MENTORING

Departmental Advisors
Departmental advisors are the main point of contact for students in their first and second year. The primary responsibility of the advisors is to help students select courses and provide early mentorship until a research mentor (dissertation committee chair) is chosen. In the first semester, advisors and students meet to lay out a preliminary Plan of Study outlining the courses to be taken for the degree (see Section 3. Program Requirements). It is recommended that you check-in with the departmental advisor each semester to ensure you are staying on track. For the 2020-2021 academic year three departmental advisors are Drs. Gao (OEHS), Innes (EPID) and Zullig (SBHS).

The PhD Program Director
The chief responsibility of the Director of the PhD Program is to provide program leadership and oversight. As it relates to student success, the role of the Director is to ensure that all students are making successful progress toward completion of the degree requirements and graduate within the time limits imposed by the University and SPH. This includes seeing that all students receive proper advising from their departments, and that all milestones are being met and achieved in a timely manner. Students should meet with the Director throughout their program, at least once per year, beginning in the Fall semester of Year 1.

Individual Development Plan (IDP)
The Director of the PhD Program will assist students in creating their own *Individual Development Plan* (IDP). The IDP is a great tool for students to identify their academic and professional goals. In completing the IDP, students assess their skill level in various areas including research skills, communication, professionalism and others, allowing them to identify the areas in need of improvement. The IDP also allows students to lay out their goals for the coming year and their plans for achieving these goals. The IDP will be discussed with the Director each year as part of the Annual Student Evaluation (described below). NOTE: *Do not* complete the IDP found on the website of the HSC Office of Research and Graduate Education. Students should complete their first IDP prior to meeting with the Program Director at the beginning of their first year.

Annual Student Evaluation
All PhD students must be evaluated once per year by a mechanism other than just grades. The Annual Student Evaluation is conducted by the Director of the PhD Program. The Evaluation will include a review of the student's academic performance, their timely progress toward meeting milestones, and progress toward identifying and meeting their professional and career goals. To make an assessment, the Director, or his designee, will hold an annual meeting with each student at the end of every academic year, and will also review the student's transcripts, their most recent *Individual Development Plan*, and their most recent *Dissertation Committee Evaluation* form once the committee is formed (described below). The Director will submit a memo to the Senior Associate Dean for Academic Affairs summarizing the assessment. A copy will be sent to the student, their Department Chair, and the research mentor if identified. The original will be placed in the student's file.

SECTION 2. RESOURCES FOR SUCCESS

The Graduate Faculty
The Graduate Faculty is a body of WVU faculty members that plays a central role in graduate education. The Graduate Faculty are responsible for program content, serve on graduate student Committees, foster University-wide research, scholarship, and creative endeavors, and they assure the quality of preparation of the University's graduates. Faculty with *Regular* status typically engage in both education and research and may serve on and Chair dissertation committees (described below). Faculty with *Associate* status may be less engaged in research and more in education or service and they may serve on dissertation committees but may not chair them. It is important to note that not all WVU faculty are members of the Graduate Faculty. We recommend you download the LIST OF GRADUATE FACULTY MEMBERS to see the current members.

The Research Mentor (Dissertation Committee Chair)
Once identified, the student's research mentor takes over from the departmental advisor. The research mentor is the primary person who guides the student through their research and serves as the Chair of the student's dissertation committee. Students are encouraged to start the process of identifying a research mentor as early as possible as he or she will be helpful in identifying other members of the dissertation committee who will help guide the student's research. One of the best ways to get to know faculty with whom you may want to work is to conduct research rotations (see Section 3. Program Requirements) with them throughout Year 1 of the program. To see the research interests of the SPH faculty, check out their FACULTY PROFILES.

Dissertation Committee Chair Requirements
When selecting a research mentor to chair your dissertation committee, you must ensure he or she meets the requirements to serve in this capacity. To be a chair, one must:

- be an expert on the topic in which the student is interested;
- hold a doctoral degree;
- hold *Regular* Graduate Faculty status; and
- have an appointment* in the School of Public Health at the Associate Professor level or higher.

  ** For OEHS and SBHS majors, the Chair may have either a primary or secondary appointment in the SPH. For EPID majors, the Chair must have a primary appointment in the SPH. Exceptions may be approved with the agreement of the Chair of the Epidemiology Department and the Director of the PhD Program.*

It is preferable that you select a dissertation committee chair who can provide you with funding in the research phase of your program. Students are allowed to have co-chairs. One co-chair must have *Regular* Graduate Faculty status. The other must have at least *Associate* Graduate Faculty status and meet all other conditions stated above for being a chair. When considering co-chairs, students must meet with each potential co-chair and ensure both agree to serve as co-equal chairs before moving ahead.

If the faculty member you've identified to serve as chair of your dissertation committee is not a member of the Graduate Faculty, they must apply for *Regular* membership using the *Application for Graduate Faculty Membership*.

Mentor Assurances
Mentoring students is one of the most important responsibilities of the SPH faculty. Mentors are here to help you achieve both your academic and professional goals. To help ensure a successful mentoring relationship, all dissertation committee chairs sign a *Mentor Assurances Form*. The chair will provide a copy of the signed form to the Director of the PhD Program to keep in your student file. If you wish, you may request a copy of the signed form from the Office of Student Services.

SECTION 2. RESOURCES FOR SUCCESS

By signing the *Mentor Assurances* form, your research mentor (dissertation committee chair) agrees to do the following:

- Review your plans for developing transferable skills in research and general knowledge on an annual basis, at a minimum.
- Ensure that you have regular meetings with your full dissertation advisory Committee at least annually and provide timely (within 2 weeks of each meeting) reports of those meetings.
- Provide you with training in research techniques, seminar presentation, writing, and reading and interpreting the literature of your discipline.
- Be aware of the curricular and programmatic requirements of your degree and support you in the completion of these requirements.
- Support your regular attendance at seminars, workshops, and external conferences.
- Work with you in achieving your career goals and provide you with advice on the timing and approach to achieving a position after graduation.
- Support your research and stipend from their funds or assist you in locating another source of support.

The Dissertation Committee
Once your dissertation committee chair is selected, you will work with him/her to identify the other members of your committee. It is recommended that at least one committee member have expertise in the research design and analytic methods you will be using in your research and that the majority have expertise in the subject of the research. As with selecting their chair, it is recommended that you utilize the research rotations as a way to get to know faculty who may be suitable for the committee.

The committee has several essential responsibilities as it relates to overseeing the achievement of certain program milestones (see Section 3. Program Requirements). The first responsibility of the dissertation committee is to certify the student's Plan of Study which lays out the courses needed for the degree. The second responsibility is to administer the Qualifying Examination (passage of which is required to continue in the program).* Lastly, the committee is responsible for overseeing the student's dissertation research. Given its significance, the selection of the committee is one of the most important decisions students will make during their program.
**Epidemiology has an internal committee handling the qualifying exam.*

Criteria for Committee Membership
While the committee may be larger, it must consist of a minimum of *four* members, including the chair.

The HSC requirements for committee membership are as follows:

- the majority of members must hold *Regular* Graduate Faculty status at WVU;
- only one member may be a *non-member* of the Graduate Faculty at WVU; and
- one member must be from *outside* the student's home department;

The *additional* SPH requirements for committee membership are as follows:

- at least three committee members must be affiliated with the School of Public Health
- two members must represent the student's home department through primary or secondary appointments* (*For *OEHS majors, these members must have their primary appointment in OEHS).*

SECTION 2. RESOURCES FOR SUCCESS

Dissertation Committee Approval & Changes

Once you select the members of your dissertation committee, you and the members must sign and submit the *Graduate Student Research Advisory Committee Approval Form* to Ms. Leah Adkins, SPH, Office of Student Services. The committee may not meet formally nor certify any paperwork until it has been approved. Once formed, if the committee membership needs to change, it will require the approval of the Dean or designee of the School. To obtain this approval, you must complete a *Change of Thesis/Dissertation Committee Membership Form*.

Committee Meetings

Once formed, students are required to meet with their dissertation committee no less than once per year, although *once per semester is advised*. These meetings are used to evaluate your progress toward the completion of the dissertation research. It is recommended that during the first meeting of the full committee, you provide a brief summary (2-3 pages) describing the research topic you would like to pursue for the dissertation and present this to the committee. It is advised that you develop this summary in conjunction with your dissertation committee chair. Students should only move forward with their idea if the committee deems it appropriate.

After every meeting, the dissertation committee chair will complete a *Dissertation Committee Evaluation* form, which is then signed by the student and the chair. The student should submit the signed form to the SPH Office of Student Services where personnel will obtain the required SPH-level signatures. Once all signatures have been received, the original form will be kept in the student's file in the SPH and a copy will be given to both the committee chair and the student.

Section 3

PROGRAM REQUIREMENTS

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SECTION 3. PROGRAM REQUIREMENTS

/ MILESTONES

While students are provided individualized training, the milestones they achieve are the same across all majors and are represented in the simple graphic below.

Coursework→Qualifying Exam→Dissertation Proposal Writing→Proposal Defense/Candidacy Exam→Dissertation Research→First-author Publication→Dissertation Defense→Graduation!

In the section below, each milestone is described in detail. Under "Program Sequence" you will find a table that includes the milestones, their due dates, and links to their corresponding forms.

/ COURSEWORK

In the initial years of the program, students will take courses that emphasize research and methodology, complemented by theoretical and process-oriented coursework relevant to the student's selected area of specialty. While certain courses are required for the degree, electives allow you to complete courses in your particular area of interest. In some cases, courses may be transferred in or waived given the particular student's situation. A 21 credit core curriculum is the same across all majors, in addition to 15 credit major-specific coursework, to be found in Section 4. Major Requirements.

Writing Requirement
All majors require students to complete the below courses that teach grant writing and major issues in scientific integrity.

- BMS 700 Scientific Integrity
- SBHS 701 Grant Writing

Credit waivers
Credit waivers based on similar graduate work completed at WVU or elsewhere must be dealt with in your *very first semester*. Students can apply to transfer up to 20 credits. The full School of Public Health policy on credit waivers is located in Section 5. Academic and Administrative Policies.

Plan of Study
The courses taken for the degree are codified into a Plan of Study (PoS). Students will work with their departmental advisors to lay out a preliminary plan, described below. The student and the departmental advisor will use the appropriate *Plan of Study Worksheet* to lay out the required courses, seminars, research rotations, and other degree requirements for the student. This worksheet should be completed in the first semester of Year 1. Students should keep the original and provide copies to the departmental advisor and the PhD Program Director. The student will continue to consult with the departmental advisor on issues related to the PoS until a dissertation committee is formed.

The PoS is submitted to the Office of Student Services and from there to the PhD Program Director who reviews and either approves the plan or sends it back to the advisor and student for further consideration. The review and support by both the Departmental Advisor and Program Director is especially helpful as they are able to recommend whether each student should take additional methods or content courses in preparation for their prospective dissertation research. Once the final plan has been determined, the Program Director will sign off on the official *Plan of Study* form. The student also signs the form and then submits it to the Office of Student Services where personnel will obtain other required SPH- and HSC-level signatures. Once all signatures have been

received, the original form will be kept in the student's file in the SPH and a copy will be given to both the departmental advisor and student.

It is very important that this form be accurate as the courses listed on this form will be matched with the courses on your transcript when the HSC Office of Research and Graduate Education reviews your application for graduation (described below). If students make any changes to their plan of study they must complete the *Plan of Study Amendment Form*.

/ RESEARCH ROTATIONS

Students will have the opportunity to participate in two research rotations (course PUBH 797) through which they get to know faculty and their research programs. These experiences are helpful in selecting members of the dissertation committee, including its Chair. Research rotations are each 1 credit and last 8 weeks. To find out the requirements for your major, refer to Section 4. Major Requirements.

The objectives of these research rotations are to help students:

- learn the research areas of faculty throughout the Health Sciences Center including members of the many research centers in the School and interact with them scientifically;
- choose a research mentor to serve as their dissertation committee chair; and
- identify other faculty members with suitable content and methods expertise to serve on the dissertation committee.

Students and the faculty mentor with whom they are conducting the rotation, should agree in advance on the tangible "product" that will be generated through the rotation, and put this in writing. The product should be completed within the given time frame and be mutually beneficial to the student and mentor. Some examples of acceptable products include: a literature review, data analysis, or assistance with manuscript preparation. You should sign up for the section of 797 Research corresponding to the faculty member with whom they are completing the rotation. If there is not a section listed for the faculty member, contact the Office of Student Services and an appropriate section will be created.

Evaluation
At the end of the rotation, the faculty mentor will submit an S (satisfactory) or U (unsatisfactory) grade for your performance during the rotation and provide a brief evaluation of your performance to the Director of the PhD Program. This evaluation will factor into the Director's annual evaluation of the student's progress and performance described above.

/ TEACHING PRACTICUM

All students complete a teaching practicum (790) during which they spend time in a mentored relationship with a faculty member, assisting with the administration and teaching of an undergraduate or graduate course. Students will help with lecture preparation, giving lectures and tutoring. Grading assignments or exams are kept to a minimum. To find out the requirements for your major, refer to Section 4. Major Requirements.

/ QUALIFYING EXAMINATION

Once students have completed all of the required coursework, they must pass a comprehensive examination in order to continue in the program. This exam is called the Qualifying Examination and it is based on core public health and discipline-specific material and is administered within the student's home department. Successful

passage of the qualifying examination signifies competence in public health sciences and the student's major field of study, and indicates their readiness to engage in independent research. The qualifying examination is given by the student's dissertation committee in the OEHS & SBHS departments, and by an exam committee in the EPID department and consist of two components: a written exam and an oral defense of the written exam. It is important to note that students are not eligible to sign up for dissertation credits until they have passed both components of the qualifying examination.

Written Exam

The written part of the Qualifying Exam generally consists of questions related to public health sciences broadly and the student's major in particular and are based on the student's approved plan of study. Questions do not test students on the content of their dissertations but typically test them on their understanding and application of theories and methods of the major field as they relate to the student's research interests. Ultimately, the question topics are determined by the committee members who administer the examination. All questions have roughly the same level of difficulty. The written exam is administered in two 4-hour closed-door writing sessions on campus, or via "take home" format. The take-home exam allows students between 4 and 7 full calendar days to complete the written exam. The take home exam is considered "open book" and students may use any materials from their previous classes as well as the published literature and information from reputable sources, which may be accessed using the Internet. However, students are not allowed to consult with any other person regarding any aspect of the exam. The student's answers must be their own. students should consult with their research mentor/Committee Chair early to learn which exam format(s) are preferred for them. The Qualifying exam body (that is Dissertation Committee or Qualifying Exam Committee) will determine which exam format to operate with at least 2 weeks prior to the exam.

Evaluation

Each committee member evaluates the question(s) they submitted as a primary reader, and may serve as a secondary reader on at least one other question submitted by another member. All questions are scored and weighted equally. The student must score a minimum of 70% to pass any individual question. However, each student must maintain an average of 80% or greater across all exam questions to pass the written exam. The score of the Qualifying Exam is not shared with the student until after the oral defense of the written exam has been completed.

Oral Defense

The oral defense must be attempted within two weeks of completing the written exam. In the oral defense, students will be asked relevant follow up questions to the answers they provided to the written exam. This applies particularly to questions where they scored at or below 70%. They may also be asked new questions not included on the written exam that further test the student's understanding of key concepts in their major. The oral defense is not a defense of your dissertation research proposal. The format of the oral defense shall be determined by the committee administering the examination in consultation with the student. It is moderated by the chair in a private session that should last between 2 and 3 hours.

Evaluation

At the completion of the oral defense, the student will be excused from the room and the committee will discuss their performance. For Epidemiology majors, the defense is graded as pass/fail by the exam committee in conjunction with the department Chair. Passage requires the consensus of the committee. For OEHS and SBHS majors, each member of the dissertation committee will rate the student's performance on the oral defense using the rubric below. In order for students to pass the oral defense, they must receive a minimum of a three (3) or above, on average, from the committee.

ORAL DEFENSE GRADING RUBRIC	
Score	Behavioral Descriptors
5	Student demonstrates exemplary knowledge of course material across his/her plan of study. Student exhibits clear and consistent evidence of his/her ability to integrate knowledge from a variety of sub-disciplinary perspectives to address individual questions. Student is able to use knowledge obtained during coursework to address questions of practical importance. Student answers all questions in a concise, clear, and organized way.
4	Student demonstrates above average knowledge of course material across his/her plan of study. Student shows some evidence of ability to integrate knowledge from a variety of sub-disciplinary perspectives to address individual questions. Student is able to use knowledge obtained during coursework to address questions of practical importance. Student answers most questions in a concise, clear, and organized way.
3	Student demonstrates adequate knowledge of course material across his/her plan of study. Student shows some ability (after prompting) to integrate knowledge obtained from across his/her curriculum to address individual questions. Student shows some ability to use knowledge obtained during coursework to address questions of practical importance. Student answers questions in a complete way, but not always in a clear and concise format.
2	Student demonstrates incomplete knowledge of course material across his/her plan of study (i.e. student is either knowledgeable in some coursework, but not in others or student shows below adequate knowledge across all areas). Student shows to no ability to integrate knowledge across courses in his/her curriculum. Student shows limited ability to address questions of practical importance.
1	Student demonstrates limited knowledge of course material across many or most of his/her plan of study. Student shows no ability to integrate information from various sub disciplines to address questions. Student shows limited ability to apply knowledge to practical situations.

Passage of the Overall Qualifying Examination

Once the committee has come to a consensus on the student's performance in the oral defense, it discusses, votes on, and evaluates the student's performance on the overall qualifying examination (both the written and oral components) as a Fail, Pass, or Pass With Distinction. For Epidemiology majors, passage requires the consensus of the committee. For OEHS and SBHS, passage requires no more than one dissenting vote among the committee. If the exam is evaluated as a pass, the *Doctoral Qualifying (Preliminary) Exam* form must be completed. The student should bring this form to the oral defense so the committee can sign upon passage. The form should be submitted to the SPH Office of Student Services who will keep it in the student's file and will send a copy to the committee chair and student upon receiving other signatures.

Remediation and Repeat Policy

If the overall examination is evaluated as a failure, a remediation plan will be put in place based on performance and circumstance. Such remediation plans must be addressed by the student after which a final grade of Fail or Pass will be assigned. A failure in the remediation plan may result in dismissal from the program. The committee administering the examination may allow the student to retake the examination. The retaken examination should occur before the end of the semester following the initial attempt. If the student fails his or her second attempt, he or she will be excused from the program. *A third attempt at either component will not be permitted under any circumstances.*

/ DISSERTATION RESEARCH

Every student will lead an original work of research on a public health topic of their choice under the direction of their dissertation committee. Upon passing the qualifying examination, students will focus on their dissertation work, which includes in this order:

- a final written research proposal;
- an oral defense of the research proposal (i.e., candidacy exam);
- original dissertation research
- a first-authored, peer-reviewed publication by the student based on his/her dissertation; and

- a defense of the dissertation research.

Dissertation Proposal
All students will complete a written proposal outlining their idea for a research study. While this is typically done midway through the program or during the semester immediately after Qualifying Exam, it is never too early to begin formulating ideas for the dissertation. Once a full draft of the proposal is written, it should be distributed to members of the dissertation committee for comments and at least one meeting of the committee should be held to discuss the draft proposal, prior to holding the proposal defense (see details below).
Students are encouraged to share early drafts of the proposal with the committee chair as he or she can help students to focus their work and keep them on track. The final proposal must be submitted to the chair at least three weeks prior to the defense and to the other committee members at least two weeks prior to the proposal defense.

Generally, the dissertation proposal should include the following sections*:

- *Specific Aims.* In this section, students will lay out the goals of their research.
- *Significance.* In this section, students will locate their research aims within the relevant literature to demonstrate the need for their proposed study. This section should include a clear statement of the problem and the theoretical foundations of the proposed study.
- *Approach.* In this section, students will lay out their proposed research design and methods used to achieve their specific aims.
- *Literature Cited.* Here, students should include a bibliography of the works cited in the proposal.
- *Human Subjects.* If the proposal involves human subjects students must include this section. Here they will summarize the measures they propose to protect the human subjects involved in their research project.

  *For Epidemiology majors should follow the format of a current National Pre-doctoral Award Application (i.e., National Institutes of Health, National Science Foundation, etc.); however, they must be sure that this format is inclusive of the sections listed above (actual headings may have other titles but the content should be similar to what is specified here).

Dissertation Proposal Defense (*Candidacy Exam*)
Admission to graduate study and enrollment in graduate courses do not in themselves imply acceptance of the student as a candidate for a doctoral degree. Admission to doctoral candidacy is accomplished only by satisfactorily passing a candidacy examination. In the Public Health Sciences PhD Program, the dissertation proposal defense serves as the candidacy exam. In a private session that includes the *complete* dissertation committee, students will defend their dissertation proposal. Upon successful defense of the proposal, the student will be admitted to candidacy. Admission to candidacy must occur a minimum of one semester prior to graduation, and is expected to precede work on the dissertation.

Approval & Revisions
Directly following the oral dissertation proposal defense, the committee will discuss whether to approve the proposal or recommend revisions to be submitted at a later time. The dissertation committee will assign a grade of pass or fail to the student's performance immediately following the oral defense. To receive a pass, there can be only one unfavorable vote from the committee. In the event the committee does not approve the proposal, it will give the student detailed instructions as to what revisions are required and a deadline by which the revisions must be sent to the entire committee.

If a student fails the proposal defense, they will be given clear guidelines as to the necessary changes, and may redo the defense no later than six (6) months after the failed defense. A student that fails the second defense, will be dismissed from the Program. Once the exam is passed, the student and committee will sign and complete the Doctoral Candidacy Exam form. The student should submit the signed form to the SPH Office of Student Services. The original form will be kept in the student's file in the SPH and a copy will be given to both the dissertation committee chair and student.

Continuous Enrollment Requirement
Students are required to be continuously enrolled for at least 1 credit, including the summer term, from the time they achieve Candidacy until the defense of their dissertation.

Written Dissertation
The student's research will be compiled into a written dissertation. The dissertation format can be either a traditional book format or the Journal Article Format (JAF), which consists of a series of three publishable papers based on the student's dissertation research. The PhD program emphasizes peer-reviewed research publications as the dissertation product because of their positive impact on students' skills and their post-graduation success. The decision of which format to use is made by the student in close consultation with the dissertation committee chair. Below are the general requirements for the two written dissertation formats.

Traditional Book Format Guidelines
The book format consists of a series of chapters in which the student lays out their research project. The book should include the following chapters:

- *Introduction.* In this section, students will include a literature review in which they position their research aims within the relevant literature to demonstrate the importance and need for their study.
- *Specific Aims.* In this section, students will lay out the goals of their study and the specific aims they set out to achieve.
- *Approach.* In this section, the student will lay out the research design and methods used in the study. This should be written in sufficient detail to allow a reader to repeat the study. In general, this section should include more detail than one would find in a publication so it can function as a resource for subsequent researchers to repeat or extend the findings in the dissertation.
- *Results.* In this section, the student will methodically lay out the findings of the study.
- *Discussion.* In this section, the student will discuss the wider meaning and implications of their results. It is important to place the findings in the context of the current literature in the field on this topic. This section should also include a discussion of the study's strengths and limitations.
- *Conclusion.* In this section, the student will lay out the main conclusions based on the study findings. This section should also provide recommendations as to the future directions for the work.
- *References.* Here, the student will include a bibliography of the works cited, including those in tables and figures.
- *Tables & Figures.* If there are tables and figures in the dissertation, these should be prepared according to the guidelines for the ELECTRONIC SUBMISSION OF THESES AND DISSERTATIONS.

SECTION 3. PROGRAM REQUIREMENTS

Journal Article Format (JAF) Guidelines

The JAF involves the joining of three full-length manuscripts around one coherent topic with introductory and summarizing sections. Below is a typical outline for a JAF dissertation:

- Introduction
- Paper 1*
- Paper 2*
- Paper 3*
- Summary

  **Any papers that have been published or are being prepared for submission, can be inserted directly into the dissertation document. They need not be rewritten.*

The nature of the study will dictate the exact format and content of the JAF dissertation. Below are the formatting requirements for each of the three main JAF dissertations, which are as follows: the Single Study Format, the Independent Study Format and the Interdependent Studies Format.

Single Study Format

The Single Study Format is used when the dissertation is one study but with unique theoretical implications, adequate independent or dependent variables, and sufficient data to support three distinct articles.

- *Introduction.* In this section, the student will describe the purpose and nature of each of the three articles. If the articles allow for a comprehensive review of literature, it should be included here.
- *Papers 1-3.* Paper 1 should represent the primary finding of the dissertation while papers 2 and 3 typically include the secondary findings of the study. Generally, manuscripts prepared for peer-review will include the following sections: Introduction, Methods, Results, Discussion, Conclusion, and References.
- *Summary*. Here, the student will include a concluding section with a general discussion, conclusion, applications, and ideas for future research which come from the three articles.

Independent Studies Format

Students may wish to conduct three independent studies with different populations, independent variables, or dependent measures. The three independent studies should be within the student's desired area of expertise.

- *Introduction.* In this section, the student will describe the purpose and nature of each of the three articles. If the articles allow for a comprehensive review of literature, it should be included here.
- *Papers 1-3.* Paper 1 should represent the findings of the first independent study, while papers 2 and 3 should represent the findings from the second and third independent study, respectively. Generally, manuscripts prepared for peer-review will include the following sections: Introduction, Methods, Results, Discussion, Conclusion, and References.
- *Summary.* Here, students will include a concluding section with a general discussion, conclusion, applications, and ideas for future research that come from the three studies.

Interdependent Studies Format

In the case of progressive experiments, students may want to use the interdependent format. Students may wish to determine the outcomes of part of the study before proceeding with the next portion of the study. There may be unanswered questions that could be determined with a third study.

- *Introduction.* In this section, you will describe the purpose and nature of each of the three articles. If the articles allow for a comprehensive review of literature, it should be included here.

- *Paper 1**. This paper should represent the findings of the first study.
- *Paper 2**. This paper should build on the first study, lead into the second study, and include the finding of the second study.
- *Paper 3**. This paper should build upon the first two studies and include the findings of the third study.
- *Summary.* Here, the student will include a concluding section with a general discussion, conclusion, applications, and ideas for future research that comes from the three studies.

  *Generally, manuscripts prepared for peer-review will include the following sections: Introduction, Methods, Results, Discussion, Conclusion, and References.

Authorship

At a minimum, students who do the JAF dissertation, should be the first author on at least 2 of the 3 papers (see below for details on the first-author publication requirement). When these papers include multiple authors, the role of each author should be specified including the origins or the conceptualization of the study, the study design, the collection of data, analysis and interpretation of the data, and other significant areas of contribution. Justification of the contributions of the other authors in relationship to the research project should be clear. This should be explained in a summary page inserted just before the start of each paper in the dissertation.

Publication Requirement

In general, all doctoral students should be the primary author on papers that originate from their dissertation. However, before a student can defend their dissertation, they must have a first-author publication based on their dissertation research either under review (OEHS) or accepted to be published (EPID & SBHS) in a peer-reviewed journal. Prior to scheduling their defense, students must provide documentation that they have meet the publication requirement. This involves submitting the *Publication Requirement Review Form* and accompanying documentation to the Office of Student Services and PhD Program Director. The Director will use this information to ensure the paper is derived from the dissertation research and therefore, meets the publication requirement.

Students should notify the editors of the journals to which they are submitting their manuscripts that their submission is derived from their dissertation and will be published electronically as part of a dissertation in the Research Repository @ WVU (described below). Some journals offer a click-through portal on their websites to obtain permissions. However, the above language can also be inserted into a cover letter requesting author rights to archive an open access copy in their school's institutional repository, as an author addendum to accompany a publishing contract. Some publishers will grant rights for students to include a facsimile version of your published work, while others may request that you use a "pre-print" version of the accepted manuscript from your dissertation. In cases where one or more of the three papers in the JAF dissertation are already published, students will need to get permission from the journal to reprint the articles) as part of the dissertation. Some journals have explicit statements to this effect on the website as part of the Guide for Authors. For other journals, this will require a letter to the editor of the journal. Permission to reprint is usually granted but may take some time to acquire.

Dissertation Defense

The dissertation will be defended in a public forum that includes all dissertation committee members, who must sign the dissertation approval form for the dissertation to be complete. The defense must be announced to the entire Health Sciences Center, and students are required to ensure that fliers are posted around the HSC campus that announce the details of the public defense. It is important to remember that students must be enrolled into at least 1 credit during the semester in which they defend their dissertation. Once the dissertation committee agrees the student is ready to defend *and they have met the publication requirement*, the student will take the following steps to set up and conduct their defense.

Three weeks prior to the defense… you must provide the FINAL reading copy of the dissertation to all members of your dissertation committee.

Two weeks prior to the defense…you must fill out the Shuttle Sheet Request Form http://www.hsc.wvu.edu/media/14109/shuttle-sheet-request-form-revised-july-2018.pdf and have all dissertation committee members sign the form. By signing, the committee members agree to participate in the defense of the dissertation. You should submit the signed form to the SPH Office of Student Services where personnel will obtain the required SPH- and HSC-level signatures. Once the HSC has processed the form, it will provide you with the Shuttle Sheet, which you must bring to the defense for committee signatures.

One week prior to the defense…you must announce the details of his or her defense to the University. Any announcements should include the student's name, dissertation title, and the time, date and location of the defense. Please use the *Doctoral Dissertation Defense Announcement Template* to create a flier to advertise for your defense.

At the defense…Students will present the results of their research in a formal 30 to 40 minute presentation followed by questions and answers from all those attending. The formal defense will be followed by a meeting with the dissertation committee in private session to determine whether the dissertation defense was adequate or not. In most cases, there will be some corrections required.

Passage of the Dissertation Defense
A student cannot be considered as having satisfactorily passed their defense if there is more than one unfavorable vote among members of the committee. If the committee determines you have passed the defense, all members will sign the *Shuttle Sheet* which documents the successful defense of the dissertation. The student should also sign the form and bring it to the SPH Office of Student Services where personnel will process the form from there.

If the committee determines you have not passed the defense, you will be given detailed instructions as to what revisions and further steps are needed and a deadline by which revisions must be received for further review by the committee chair. These details will be given to you in writing no later than 10 calendar days from the date of the original dissertation defense. Students may not apply for graduation until the defense has been passed.

Electronic Submission of the Dissertation
Once the defense has been passed, the written dissertation must be submitted in accordance with the WVU policy regulating electronic submission of theses and dissertations. This policy can be accessed here: https://etd.lib.wvu.edu/. Upon online submission of the dissertation, students may select open access or campus access distribution of the dissertation, depending on the student and faculty committee desires and their individual publication situation. Follow the directions on the ETD site precisely. The formatting for the title pages is very specific and the inclusion of the student's CV is required.

Copyright
In general, any unique writing is protected by common law copyright of that work. Publications included in the work are already copyrighted and the copyright is owned by the journal. For most students, this will be sufficient protection. If some of the work is unpublished and will not be published, the student may choose to secure additional copyright protection and will need to pay the associated fee for this copyright. If the work is a chapter that will be submitted in the near future, the student may choose to embargo the thesis or dissertation until the work can be published. An embargo delays the release of the dissertation for view by others for a selected period of time. See the ETD directions https://etd.lib.wvu.edu/ for more information on copyrighting the dissertation.

SECTION 3. PROGRAM REQUIREMENTS

/ GRADUATION

Once students have met all program and University requirements they must apply for graduation by completing the *Graduate Application*. Students will be advised each semester as to the deadline date for receipt of this application. Please note that students must apply during the term in which they intend to graduate. Students may not graduate if they have any outstanding balances on their student account (this includes parking tickets).

You should have all the below information ready before you start the application process:

- semester of admission to candidacy;
- date of passage of the qualifying examination;
- dissertation title*; and
- the names of the dissertation committee members.

** Editing your dissertation title in the ETD Database will not update it in the BANNER system. Please notify the Registrar's Office Graduation unit with any updates to your title after submitting your application as it is essential that the two databases match.*

It is highly recommended that you download the Graduation Checklist to ensure you meet all the requirements to graduate.

Walking
Students who graduate in the Spring term typically walk in the May commencement. Students who graduate in August or December are expected to walk in the December commencement. However, these students may request permission from the Senior Associate Dean of Academic Affairs to walk in the May commencement. The names of August and December graduates who chose to walk in May will NOT appear in the May program, but their names will be read, and they will be hooded by their research mentors. Once you are ready to graduate, please visit WVU Graduation for more timely information on commencement.

Exit Interview
The exit interview is an essential process of assessing program effectiveness. Students' critical ideas are important to maintaining quality graduate programs. Upon graduation, every student will participate in an exit interview with the SPH Office of Students Services. This is an opportunity for the student to provide their constructive feedback about their experiences in the program. We also hope to learn about students' employment plans and future goals after graduation. Information on conducting the exit interview will be provided to students as they prepare for graduation.

Survey of Earned Doctorates (SED)
Upon graduation, students must complete the Survey of Earned Doctorates (SED). This survey is now offered online and can be accessed here: https://sed-ncses.org/login.aspx. Please note that pdf and printed versions are no longer accepted.

SECTION 3. PROGRAM REQUIREMENTS

/ PROGRAM SEQUENCE

The sequence of program milestones through which all students progress is represented in the simple graphic below. The table displays each milestone with its corresponding due date and required form.

Coursework→Qualifying Exam→Dissertation Proposal Writing→Proposal Defense/Candidacy Exam→Dissertation Research→First-author Publication→Dissertation Defense→Graduation!

PROGRAM SEQUENCE	
Milestone	**Form and Due Date**
1 - Coursework	*Plan of Study Worksheet* Generally, before or at least by end of the student's first semester.
	Plan o f Study Before the qualifying exam is scheduled.
	Plan of Study Amendment Form When a change is made to the approved, official plan of study.
	Application for Transfer of Graduate Credits (Credit Waivers) As soon as possible during the student's first semester.
2 - Dissertation Committee Formation	*Graduate Student Research Advisory Committee Approval* As soon as possible, but before the qualifying exam is scheduled.
	Change of Thesis/Dissertation Committee Membership Form When a change is made to the approved dissertation committee.
	Dissertation Committee Evaluation After each dissertation committee meeting but at least once per year (no later than by the end of the summer semester).
3 - Qualifying Examination	*Doctoral Qualifying (Preliminary) Examination* After all substantive required courses have been taken based on your approved plan of study.
4 - Dissertation Proposal Writing	There is no form to submit relative to the proposal.
5 - Dissertation Proposal Defense	*Doctoral Candidacy Examination* When the dissertation proposal has been successfully defended (i.e. entry to candidacy).
6 - Dissertation Research	There is no form to submit in relation to the independent research phase
7 - First-author Publication	*Publication Requirement Review Form* Prior to defending the dissertation.
8 - Dissertation Defense	*Shuttle Sheet Request Form* Once the dissertation committee agrees the student is ready to defend *and* she or he has met the publication requirement (the Publication Requirement Review Form has been signed by the Director).
	Doctoral Dissertation Defense Announcement Flier Create and post the flier at least one week prior to the date of the scheduled defense.
	Shuttle Sheet When the dissertation has been successfully defended. This form is provided by the HSC Office of Research and Graduate Education after the *Shuttle Sheet Request Form* is processed.
9 - Electronic Submission of the Dissertation	Submit your electronic dissertation using this link: https://etd.lib.wvu.edu/. WVU will notify students of the deadline each graduation cycle.
10 - Graduation	*Graduation Application* WVU will notify students of the deadline each graduation cycle.

Section 4

MAJOR REQUIREMENTS

/ Epidemiology
/ Occupational and Environmental Health Sciences
/ Social and Behavioral Health Sciences

EPIDEMIOLOGY

/ EPIDEMIOLOGY

Major Requirements
Below are the requirements for the Epidemiology major published in the 2020-21 Graduate Catalog. The table delineates the course requirements for those entering the full program without any credit waivers being applied. .

Course #	Course Title	Credits
	Major Requirements for Students with a BA/BS	
BIOS 603	Applied Biostatistics 2	3
BMS 700	Scientific Integrity	1
PUBH 610	Contemporary Foundations of Public Health Practice	2
PUBH 611	Applied Epidemiology	2
PUBH 612	Research Translation & Evaluation for Public Health Practice	4
PUBH 790	Teaching Practicum (two 1-hour experiences)	2
PUBH 796	Graduate Seminar (taken two times)	2
PUBH 797	Research (two 1-hour research rotations)	2
SBHS 701	Public Health Grant Writing	3
BIOS 611	Data Management and Reporting	3
EPID 675	GIS Applications in Public Health	3
EPID 711	Methodological Issues in Design and Analysis of Cohort Studies	3
EPID 712	Quantitative Methods in Epidemiology	3
EPID 789	Contemporary Issues in Epidemiology	3
	Electives*	12
PUBH 797	Dissertation Research	27
	Total credits	**75**

* Courses may be selected from among the Department, School, or University's many course offerings. This will allow students to develop an area of focus. These courses will be discussed and approved with the faculty advisor.

Shaded courses are the same for all majors.

SECTION 4. MAJOR REQUIREMENTS

Course Sequence

Below is the recommended course sequence for Epidemiology majors based on requirements published in the 2020-21 Graduate Catalog for the full program. The number of research credits shown reflects the minimum requirements. Students may enroll in additional research credits as necessary to achieve the degree competencies.

EPID Course Sequence for Students with a BA/BS								
YEAR 1								
FALL			**SPRING**			**SUMMER**		
Course		**Credits**	**Course**		**Credits**	**Courses**		**Credits**
PUBH 610		2	SBHS 701		3			
PUBH 611		2	BIOS 603		3			
PUBH 612		4	PUBH 797		1			
BMS 700		1	EPID 675		3			
PUBH 796		1	ELECTIVE 1		3			
	Total	10		Total	13			
YEAR 2								
FALL			**SPRING**			**SUMMER**		
Course		**Credits**	**Course**		**Credits**	**Courses**		**Credits**
PUBH 790		1	EPID 712		3	Qualifying Exam		
PUBH 796		1	EPID 796		1			
EPID 711		3	ELECTIVE 2		3			
EPID 796		1	ELECTIVE 3		3			
BIOS 611		3	PUBH 790		1			
PUBH 797		1						
	Total	10		Total	11			
YEAR 3								
FALL			**SPRING**			**SUMMER**		
Course		**Credits**	**Course**		**Credits**	**Courses**		**Credits**
EPID 796		1	PUBH 797		10			
Elective 4		3						
PUBH 797		7						
Dissertation Proposal								
	Total	11		Total	10		Total	
YEAR 4								
FALL			**SPRING**			**SUMMER**		
Course		**Credits**	**Course**		**Credits**	**Courses**		**Credits**
PUBH 797		10						
Dissertation Defense								
	Total	10		Total				

OCCUPATIONAL AND ENVIRONMENTAL HEALTH SCIENCES

/ OCCUPATIONAL AND ENVIRONMENTAL HEALTH SCIENCES

Major Requirements
Below are the requirements for the Occupational and Environmental Health Sciences major published in the 2020-21 Graduate Catalog. The table delineates the course requirements for those entering the full program without any credit waivers being applied.

Course #	Course Title	Credits
	Major Requirements for Students with a BA/BS	
BIOS 603	Applied Biostatistics 2	3
BMS 700	Scientific Integrity	1
PUBH 610	Contemporary Foundations of Public Health Practice	2
PUBH 611	Applied Epidemiology	2
PUBH 612	Research Translation & Evaluation for Public Health Practice	4
PUBH 790	Teaching Practicum (two 1-hour experiences)	2
PUBH 796	Graduate Seminar (taken two times)	2
PUBH 797	Research (two 1-hour research rotations)	2
SBHS 701	Public Health Grant Writing	3
OEHS 620	Occupational and Environmental Hazard Assessment	4
OEHS 622	Public Health Toxicology	3
OEHS 625	Advanced Toxicology	3
OEHS 734	Aerosols and Health	3
OEHS 796	Graduate Seminar	1
	Electives*	12
PUBH 797	Dissertation Research	27
	Total credits	**75**

*Courses may be selected from among the Department, School, or University's many course offerings. The selection of these courses must be discussed with and approved by the student's advisor.

Shaded courses are the same for all majors.

Course Sequence
Below are the recommended course sequences based on requirements published in the 2020-21 Graduate Catalog for the full program. The number of research credits shown reflects the minimum requirements. Students may enroll in additional research credits as necessary to achieve the degree competencies.

OEHS Course Sequence For Students with a BA/BS:

YEAR 1

FALL		SPRING		SUMMER	
Course	**Credits**	**Course**	**Credits**	**Courses**	**Credits**
PUBH 610	2	SBHS 701	3		
PUBH 611	2	BIOS 603	3		
PUBH 612	4	PUBH 797	1		
BMS 700	1	OEHS 622	3		
PUBH 796	1				
OEHS 620	4				
Total	14	Total	10	Total	

YEAR 2

FALL		SPRING		SUMMER	
Course	**Credits**	**Course**	**Credits**	**Courses**	**Credits**
PUBH 790	1	OEHS 796	1	Qualifying Exam	
PUBH 796	1	OEHS 734	3		
PUBH 797	1	ELECTIVE 2	3		
OEHS 625	3	ELECTIVE 3	3		
ELECTIVE 1	3	PUBH 790	1		
Total	9	Total	11	Total	

YEAR 3

FALL		SPRING		SUMMER	
Course	**Credits**	**Course**	**Credits**	**Courses**	**Credits**
OEHS 796	1	PUBH 797	10		
PUBH 797	7				
ELECTIVE 4	3				
Dissertations Proposal					
Total	11	Total	10	Total	

YEAR 4

FALL		SPRING		SUMMER	
Course	**Credits**	**Course**	**Credits**	**Courses**	**Credits**
PUBH 797	10				
Dissertation Defense					
Total	10				

SOCIAL AND BEHAVIORAL SCIENCES

/ SOCIAL AND BEHAVIORAL HEALTH SCIENCES

Major Requirements
Below are the major requirements for the Social and Behavioral Sciences major published in the 2020-21 Graduate Catalog. The table delineates the course requirements for those entering the full program without any credit waivers being applied.

Course #	Course Title	Credits
	Major Requirements for Students with a BA/BS	
BIOS 603	Applied Biostatistics 2	3
BMS 700	Scientific Integrity	1
PUBH 610	Contemporary Foundations of Public Health Practice	2
PUBH 611	Applied Epidemiology	2
PUBH 612	Research Translation & Evaluation for Public Health Practice	4
PUBH 790	Teaching Practicum (two 1-hour experiences)	2
PUBH 796	Graduate Seminar (taken two times)	2
PUBH 797	Research (two 1-hour research rotations)	2
SBHS 701	Public Health Grant Writing	3
BIOS 604	Applied Biostatistics 3	3
SBHS 715	Intervention design	3
SBHS 760	Survey Research Methods	3
SBHS 761	Qualitative Methods	3
SBHS 763	Advanced Evaluation in Public Health	3
	Electives*	12
SBHS 797	Dissertation Research	27
	Total credits	**75**

*Courses may be selected from among the Department, School of Public Health, or University's many course offerings. These courses will be discussed and approved with the faculty advisor. ^Additional courses may be needed depending on the student's degree and prior coursework.

Shaded courses are the same for all majors.

Course Sequence

Below are the recommended course sequences for the full program. The number of research credits shown reflects the minimum requirements. Students may enroll in additional research credits as necessary to achieve the degree competencies.

SBHS Course Sequence For Students with a BA/BS:							
YEAR 1							
FALL		**SPRING**			**SUMMER**		
Course	**Credits**	**Course**	**Credits**		**Courses**	**Credits**	
PUBH 610	2	SBHS 701	3				
PUBH 611	2	BIOS 603	3				
PUBH 612	4	PUBH 797	1				
BMS 700	1	SBHS 763 (odd years)	3				
PUBH 796	1						
PUBH 610	2						
Total	10	Total	10		Total		
YEAR 2							
FALL		**SPRING**			**SUMMER**		
Course	**Credits**	**Course**	**Credits**		**Courses**	**Credits**	
PUBH 790	2	SBHS 715	3				
PUBH 796	1	SBHS 760	3				
SBHS 761 (even years)	3	ELECTIVE 2	3				
BIOS 604	3	ELECTIVE 3	3				
ELECTIVE 1	3						
PUBH 797	1						
Total	13	Total	12		Total		
YEAR 3							
FALL		**SPRING**			**SUMMER**		
Course	**Credits**	**Course**	**Credits**		**Courses**	**Credits**	
ELECTIVE 4	3	PUBH 797	10				
PUBH 797	7						
Dissertations Proposal							
Total	9	Total	9		Total		
YEAR 4							
FALL		**SPRING**			**SUMMER**		
Course	**Credits**	**Course**	**Credits**		**Courses**	**Credits**	
PUBH 797	10						
Dissertation Defense							
Total	9						

Section 5

ACADEMIC AND ADMINISTRATIVE POLICIES

/ ACADEMIC POLICIES

- Course Transfer Policy
- GPA Policy for Active Students
- Grade of C or Below Policy
- Incomplete Policy
- Independent Study Policy

/ ADMINISTRATIVE POLICIES

- Leave of Absence Policy
- Student Computer Policy

SECTION 5. ACADEMIC AND ADMINISTRATIVE POLICIES

/ ACADEMIC POLICIES

Course Transfer Policy

1. Purpose: Clarify policy and procedures relevant to the substitution and waiver of required courses within approved SPH curricula, and the transfer of external-WVU courses in fulfillment of SPH students' plan of study.

2. Policy: All requests for course substation, waiver and transfer must be submitted by the student to their faculty advisor or department Chair on or before the WVU Last Day of Class (see official WVU Academic Calendar) during the student's semester of matriculation.

- Requests submitted after the Last Day of Class will not be accepted.
- The student's request must be acted on (approved/disapproved) within the timelines specified herein.

3. Background and Terminology:

Background

- A curriculum is an approved set of required and elective courses, and other learning experiences, that upon successful completion culminate in the awarding of an academic or professional degree.
    - Curricula are not static, they change of over time. However, the curriculum that is approved upon a student's matriculation is the curriculum that defines their course of study in pursuit of the degree.
    - There will be occasions when a course specified by the student's curriculum may not be available, or when the student may have already acquired the knowledge/content of a specific course.
- For these and other reasons, it is important that faculty, staff and students have a clear understanding of the differences between course substitution, waiver and transfer, and the policies relevant to each.

Terminology

- Substitution. A required course may be substituted with another course that is determined to be sufficiently equivalent in content and learning outcomes and/or competencies, and of equal semester hour credit.
    - The substitute course may be a WVU course or non-WVU course (see Transfer criteria below).
    - An approved substitution means the curricular requirement has been fulfilled, and there is no expectation for the student to take another course and/or credit hours.
    - Course substitutions are typically for courses previously taken, but may also be approved for courses in the future when the required course will not be scheduled within the student's plan of study timeframe (within reason).
    - For future substitutions due to unavailability by scheduling, the criterion regarding submission of request to substitute within the matriculation semester does not apply.
- Dual Use of WVU SPH MPH Courses by SPH PhD Students. WVU SPH MPH graduates may choose to pursue a PhD degree in the SPH. When this occurs, there are often courses that overlap their MPH and PhD curricula. The following clarify the dual utilization of these courses.
    - At WVU, doctoral curricula are not viewed as an "accumulation of credit hours."
    - In the SPH, many of the graduate courses co-exist in MPH and PhD curricula.
        - In some cases, the course is the exact same for both curricula.
        - In other cases, the MPH course has been assigned a 600-number while the PhD course has been assigned a 700-number.
            - The course title and description are the same while there may be additional expectations for doctoral students.
            - The 600 and 700 courses may be taught at the same time, by the same faculty; or they may be taught at different times with same or by different faculty.
    - If a WVU MPH graduate has successfully taken a course that meets the description at paragraph 3.iv.2 above and is enrolled in a SPH PhD program:
        - The student has met the PhD curriculum course (knowledge base) requirement.

      For credit waivers to be applied to the Program of Study, students must meet all regular admission requirements in addition to the following conditions and limitations:

- Waivers are limited to graduate level courses completed at an accredited institution for which a grade of B or better (not B-) was awarded.
- No more than 20 credits may be satisfied through credit waivers.
- Courses for consideration must clearly be at the graduate level (typically 600 level or above).
- Courses considered must have been taken in the last five years.

4. Procedures:

- Use the Course Substitution/Waiver and Transfer Request Form (course transfers may require an additional WVU/HSC form).
- Fill out the form and submit to your faculty advisor on or before the official WVU Last Day of Class during your first semester (semester of matriculation).
  - Requests after the Last Day of Class will not be approved.
  - Students are strongly encouraged not to wait until the Last Day of Class; submit your request as early as possible for a prompt decision.
- If requesting more than one course substitution/waiver/transfer, use 1 form for each request.
- Make sure your faculty advisor annotates the date s/he receives your request; keep a copy of the signed/dated request for your personal record.
- If your faculty advisor requests any additional documentation/evidence, ask what the deadline is for providing the documentation/evidence, and be sure you provide the additional documentation/evidence on time.

5. Timelines:

- Student requests for course substitution/waiver/transfer must be submitted to and received by their faculty advisor before the end of their semester of matriculation (on or before WVU last date of classes for the semester).
  - If faculty advisor is not available, it may be submitted to the department Chair, and/or left with the department's administrative assistant.
  - The date of receipt by the advisor, Chair and/or administrative assistant should be entered on the form.
- Upon receipt of the student's request, the faculty advisor must submit their review of the request and recommendation to the department Chair (or other faculty to whom this responsibility has been delegated) within two (2) weeks of the date the request was submitted by the student.
- Upon receipt of the faculty advisor's review/recommendation, the department Chair (or other faculty to whom this responsibility has been delegated) must render a decision whether to approve or disapprove (with comments clarifying decision to disapprove) within two (2) weeks of the date the faculty advisor's review/recommendation was received.
- A copy of the request and final decision must be provided to the Office of Academic Affairs/Student Services within two (2) weeks of the Chair's decision.

6. Appeals:

- A student wishing to appeal the Chair's decision must submit a written appeal to the Associate Dean for Academic Affairs within two (2) weeks of receipt of the Chair's decision.
- The Associate Dean for Academic Affairs must review the student's appeal and render a final judgment within four (4) weeks of receipt of the student's formal appeal. The final judgment must specify the rationale for the final decision.
- The Associate Dean will inform all parties of the appeal decision within one (1) week of the appeal decision.

7. Academic Calendar Breaks:

- Breaks such as fall and spring break, winter holiday, etc., do not count for any of the weeks specified in the above timelines. For example, if the student submits a request the week prior to the spring break, the week of spring break does not count in the determination of meeting the timeline.
- Summer semester is not considered an academic break even when the curriculum is not offered during the summer semester, and thus summer weeks do count toward the above specified timelines.

8. Exceptions to Policy/Procedures: Any exceptions to this policy must be approved by the Associate Dean for Academic Affairs.

GPA Policy for Active Students

1. Purpose: Clarify policy and procedures relevant to the adherence to academic standards and grade point average (GPA) expectation of SPH graduate programs.
2. Policy: All SPH graduate students are required to maintain a GPA of 3.0 or higher to graduate and remain on good academic standing.
3. Background and Terminology:

Background:

- Better than average performance is expected of all graduate students at WVU and in the School of Public Health.
- Although a grade of C is considered average performance for an undergraduate student, it is normally unacceptable for graduate students who are expected to achieve above-average mastery of course materials.
- Students in all study programs are required to adhere to academic standards while enrolled in their respective programs.

Terminology:

- Grade Point Average (GPA): The term GPA (grade-point average) refers to the cumulative average of all courses completed while a graduate student in the School of Public Health (this includes both graduate- and undergraduate-level courses taken for graduate credit).
- Good Academic Standing: Consistently maintaining a GPA of 3.0 or higher (this is higher than the university standard of 2.75).
- Probation: A warning to the student that academic standards are not being met that outlines the reason(s) for the sanction and delineation of standards and other benchmarks that must be attained in order to have the sanction removed.
    - If the stipulations set forth in the letter of probation are met, the student is removed from probation and is once again on good academic standing.
    - If the stipulations are not met, the student is reassessed and may continue on probation or be suspended or dismissed.
- Suspension/Dismissal: Failure to meet conditions of probation may result in suspension from the program and/or dismissal consistent with WVU graduate policy and procedures. Read about the Probation Policy.
- Provisionally Admitted Students
    - Students are not routinely admitted on provisional basis.
    - In the exceptional case when a student has been admitted provisionally based on less than competitive GPA/GRE scores, the student is by default admitted on a probation status.
    - The letter of admission must state the stipulations of the provisional admission and probationary period (first semester).
    - If the stipulations set forth in the letter of provisional admission/probation have been met at the conclusion of the probation semester, the student is removed from probation.
    - If the stipulations set forth in the letter of provisional admission/probation have not been met, the student's academic standing is reassessed and the student may continue on probation, or be suspended or dismissed.
    - Provisionally admitted students will be afforded the same due process as students who are admitted on conditions of good academic standard; they are simply starting out on a probationary status.

4. Procedures
GPA Review
- At the end of each semester, the Office of Student Services (OSS) will calculate/retrieve each student's WVU graduate GPA.
- The review normally occurs during the week following faculty submission of course grades for students on good academic standing.
- Students on probation will be reviewed first in the event continuation of or further sanction is warranted.

Letter of Probation
- When the end-of-semester GPA is less than 3.0, the student is placed on academic probation.
- The OSS submits the probation letter to the student detailing the reason for probation and sanction and delineates the standards and other benchmarks that must be attained in order to have the sanction removed.
- A copy of the probation letter is provided to the student's faculty advisor, department Chair (or other faculty whom this responsibility has been delegated).

Suspension/Dismissal: See WVU catalog
Timeline: Letters of probation/suspension must be provided to the student, faculty advisor and department Chair before the start of the next academic semester and when possible, within one week of the end-of-semester review.
Exceptions to GPA Policy and Appeals
- a. All exceptions to policy and/or procedures must be approved by the Associate Dean for Academic Affairs.
- b. The decision of the Associate Dean for Academic Affairs is final.

Grade of C or Below Policy
1. Purpose: Clarify policy and procedures relevant to the course grades of C or below.
2. Policy: Students receiving less than a C on any required course must retake the course and receive a grade of C or higher in order for the course to fulfill the graduation requirement.
3. Criteria:
- When a course has to be repeated because of a grade lower than a C, the earlier grade still counts toward the overall GPA.
    - If the earlier grade also impacted the student's overall GPA resulting in probation, AND when the successful retake of the course does not immediately improve the overall GPA to be 3.0 or higher, the student's probation may be continued or removed.
    - In this scenario, suspension should not be the next action unless the student's academic performance on one or more of the other courses taken during the probation semester are lower than C.
- If a student receives two grades of C or lower in any single semester, the student will be placed on academic probation (see SPH Academic Standing and GPA Policy for actions relevant to probation).
    - The letter of probation will specify stipulations for the lifting of probation when probation is based on two or more grades of C or lower in a single semester.
    - The letter of probation with stipulations must also provide a reasonable plan outlining sequence of events and performance that is consistent with the SPH Academic Standing and GPA Policy (e.g., it may not be possible to meet the GPA policy standards within one semester).
    - Students are not required to follow the plan (see above paragraph) but failure to do so and failure to achieve stipulations for lifting of probation may increase the likelihood of academic suspension (see Academic Standing and GPA Policy).

  When a student receives a grade of F (on either a required or elective course), the student will be place on academic probation. This sanction also requires a formal review by the student's faculty advisor and department Chair (or other faculty who this responsibility has been delegated) with the Associate Dean for Academic Affairs. The formal review will document the reason(s) for the F and a detailed plan of action for the student moving forward including a reduced course load if appropriate.

4. Procedures:
- At the end of each semester, the Office of Student Services (OSS) will review all student's records for course grades of less than C.
- The OSS will implement the criteria outlined above as required and consistent with the timelines specified by the Academic Standing and GPA Policy.
- The OSS will notify the student, faculty advisor and department Chair of all actions taken pursuant to this policy within one week of the action.

5. Exceptions to GPA Policy and Appeals:
- All exceptions to policy and/or procedures must be approved by the Associate Dean for Academic Affairs.
- The decision of the Associate Dean for Academic Affairs is final.

Incomplete Grade Policy

Policy Statement: The grade of I (Incomplete) is to be given only when the instructor believes that the course work is unavoidably incomplete.

Policy Requirements:
- Students must complete unfinished work, by the end of the next semester enrolled (Fall, Spring, Summer) for any course in which they have received an incomplete.
- The student is responsible for contacting the instructor of record to develop a written plan to complete the work.
- Failure to remove an incomplete within one semester results in a permanent F on your transcript and this F figures into the GPA.

Reason for Policy: To ensure compliance of the West Virginia University grading policy

Related Policy Information: West Virginia University graduate Handbook: See grades.

Faculty/Staff Responsibilities: School of Public Health faculty will be responsible for identifying the requirements for the removal of an Incomplete. School of Public Health staff will help facilitate the grade change by ensuring that the WVU Grade Modification Form is complete and that the instructor signature is obtained

Procedures:
- The student receiving an incomplete must contact the instructor of record who issued the incomplete, in order to develop a written plan for its removal.
- The instructor must identify the requirements for removing the "I" and the final plan is to be submitted for the student's file.
- After the requirements have been met, the instructor will initiate and sign the WVU Grade Modification Form.
- This form will be returned to the School of Public Health staff, who will forward it to the appropriate persons for signatures, and return the form to the Office of Research and Graduate Education for the official record.

Forms or Special Instructions: WVU Grade Modification Form to be obtained by the instructor or School of Public Health staff.

Independent Study Policy

1. Purpose: Clarify policy and procedures relevant to the awarding of academic credit for independent studies and other non-didactic learning experiences.

2. Policy: Academic credit for independent study and non-didactic learning experiences must adhere to the standards described herein with respect to student effort.

3. Background:

- Each credit hour of independent study or other non-didactic learning experience must be comparable to the student effort reflected by one credit hour of didactic learning experience.
    - One credit hour of didactic learning is awarded for:
        - One hour of classroom or direct faculty instruction, AND a minimum of two hours-of-class student work each week, for
        - Approximately fifteen weeks in one semester.
    - Thus, the total student effort for 1 credit hour is comparable to (3 x 15) 45 hours of effort.
- Academic credit for independent study or other non-didactic learning experiences must therefore be comparable – 1 hour of credit for 45 hours of effort.
- Other non-didactic learning experiences include but are not limited to laboratory work, practica, internships, research rotations, etc.
- Normally, a graduate student should take no more than 3 credit hours by independent study which is approved by the student's faculty advisor.
- The student's department Chair may approve requests to take more than 3 credit hours by independent study.
- The student taking an independent study must be on good academic standing (see Academic Standing and GPA Policy).
- The faculty delivering the independent study must have graduate faculty status at the HSC or elsewhere at WVU.

4. Procedures:

- Independent Study:
    - Students and faculty who agree to an independent study agreement must develop a scope of effort that approximates the total effort expected for successful completion of the independent study and the appropriate awarding of the number of credit hours.
    - The student and faculty who agree to an independent study must submit the scope of work using the SPH Independent Study Form to the student's faculty advisor for approval.
    - The proposed quantity of academic credit must be estimated by dividing the total effort hours by 45, with 1 academic credit (by this estimation) reasonably equivalent to 45 effort hours.
    - Independent studies may be graded using letter grades, pass/fail or satisfactory/unsatisfactory (one for 697/797 research learning experiences); regardless, the criteria for grading outcomes must be indicated on the Independent Study Form.
    - Upon approval by the student's faculty advisor, the signed form must be submitted to the Office of Student Services.

- Other Non-Didactic Learning Experiences
    - The academic credit awarded for these experiences (practicum, internships, laboratory work, research rotations) is typically set by the approved curriculum (e.g., 1 credit, 2 credits, etc.)
    - The responsibility of the faculty supervising these experiences is to ensure the student is assigned sufficient effort to warrant the specified credit hours, and at the same time, is not assigned an effort level that is excessive for the number of credit hours.
    - When assigning effort, the number of hours of effort per academic credit hour should be equivalent to 45 hours of effort per academic credit hour.
    - The faculty should provide the student a sufficiently detailed scope of work that delineates how the quantity of effort has been determined for the credit hours to be awarded.
    - Teaching Practicum, when required, also follow these effort-per-credit criteria. For example, if the teaching practicum is 1 credit hour, then the student should plan for approximately 45 hours of effort which include preparation, teaching, and evaluation activities.
- Effort determination, whether for an independent study or for other non-didactic learning experiences should be formulated before the student registers for the learning experience.

5. Appeals:
- Any student and/or faculty wanting to appeal or dispute the number of credit hours or the quantity of effort should do so initially with the student's (or faculty's) department Chair.
- If not resolved either party's satisfaction, the appeal/dispute will be reviewed by the Associate Dean for Academic Affairs.

6. Exceptions to Policy/Procedures: Any exceptions to this policy must be approved by the Associate Dean for Academic Affairs.

/ ADMINISTRATIVE POLICIES

Long-Term Leave of Absence Policy for Graduate Programs in the HSC

I.INTRODUCTION AND DEFINITION
Under certain circumstances, graduate students may request or have imposed a long-term leave of absence (LOA) during which they are recessed without stipend from the program for a specified duration. There are several categories under which a student may petition for a leave of absence: medical, personal, and academic. In addition, an administrative leave of absence may be enforced due to serious academic or professional deficiencies.

A long term LOA is a period greater than 1 calendar month duration during which time the student is not engaged in significant productive activity toward the degree. The LOA may last up to 1 year. WVU policy is that students can only be inactive in their program for 1 year after which time they would need to reapply for admission.

II.POLICY
The request for the long-term LOA must be presented in writing (use the appropriate form) to the Graduate Program Director and reviewed by the Program's faculty or subcommittee who will then recommend to the Associate Dean for Research and Graduate Programs (Dentistry, Nursing, Pharmacy and Public Health) or the Assistant Vice President for Graduate Education (Medicine) the terms under which the student may return to the program. Following the agreed upon time of absence, a student in need of more time in recess will be officially withdrawn from the program, unless the above administrative groups grant an extension because of special circumstances. Once withdrawn from the program, individuals must reapply for and gain admission to resume their studies. If a student fails to return from the LOA on the specified time and has not made any request for an extension, they shall be immediately withdrawn from the program. Reentry into the program will require a new application for admission.

III.TYPES OF LEAVEAND PROCEDURES

A. LEAVES OF ABSENCE WITHOUT STIPEND

- Student-initiated leaves:
  Medical LOA: This type of LOA is reserved for acute medical problems of a physical or mental health nature affecting the student or a first-degree relative requiring intense medical care. In order to return to the program, the student will present a letter of release from the treating physician clearly stating that they are fit to return to the rigors of a graduate program.

  Personal LOA: This type of LOA is used for reasons of a personal nature affecting the student's ability to be successful in the program. These may include, but are not limited to requests regarding family-related issues unrelated to health, visa issues, or a reconsideration of career direction.

Academic LOA: This type of LOA is reserved for students who desire a recess from the program while currently unsatisfactory in a course prior to the issue of a final evaluation in that course. Student's leaving the program for this reason will have specific requirements for their return, which will generally involve successful remediation of their knowledge base. Return to the program will involve evaluation of the remediation as well as the entire academic record. Students who fail to successfully meet the criteria stipulated in the letter granting the leave may not be permitted to return. Should a student be permitted to return to the program, the Graduate Program will recommend if the student returns on academic probation or in good academic and professional standing. Students, who are recommended not to return to the program, must reapply and gain admission in order to resume.

Procedure: Request for a LOA must be initiated in writing. Student-initiated LOA requests use the Long-term LOA form. The student and the student's advisor (if applicable) should sign the form and present it to the Graduate Program Director. The request will be reviewed by the Program Director, Program Faculty and/or subcommittee and appropriate Dean. Upon acceptance of the request the student will be notified in writing and the letter will contain any applicable requirements for return to the program. Upon return to the program, the student presents any required documentation to the Graduate Director. Once the return is accepted, the Graduate Director signs the LOA form indicating that the leave is over. If a student chooses not to return from the LOA, they should submit a letter to the Graduate Director indicating this fact.

- Administrative-initiated leave:
  Administrative LOA: This type of LOA is imposed by the Graduate Director and/or appropriate Dean for that Graduate Program due to academic or professional deficiencies, such as failure to progress in research, inattention to the academic or professional standards of a graduate student, or unexplained absence from the program of greater than 1 week. This type of LOA will be part of the student's permanent record.

  Academic LOA: This is the same as the student-initiated leave and is due to a deficiency in academic standing prior to the final evaluation in a course(s).

  Procedure: The administrator (Graduate Director, advisor, Dean) initiates this request in writing. The LOA should indicate the reason for the leave, the length of the leave, and any requirements for return. LOA requests should be approved by the Graduate Director and appropriate Dean prior to presentation to the student. The student should sign the letter indicating that they understand the terms. Upon return to the program, the student presents any required documentation to the Graduate Director. Once the return is accepted, the Graduate Director signs the LOA form indicating that the leave is over. If a student chooses not to return from the LOA, they should submit a letter to the Graduate Director indicating this fact.

B. LEAVES OF ABSENCE WITH STIPEND
Parental LOA: This is a LOA due to the birth or adoption of a child. Stipend should remain intact for the duration of the leave term as specified below.

- 6 Weeks for an individual
- 8 weeks total per family if both parents are enrolled in HSC graduate programs

Procedure: A specific form is not necessary for parental leaves of 6 or 8 weeks duration but the times frame should be communicated between the student and the mentor. If the mother has complications that require more time away than 6 weeks either before or after the delivery, a letter

from the student's doctor is required documenting the amount of leave necessary. In general, a 2-week extension of this time will be granted. Longer periods than this will be handled on a case-by-case basis and depend upon the ability of the student to achieve significant progress toward the degree.

Other LOA: In some circumstances, the student may not be in residence in the program or greater than one month but may be able to achieve significant progress toward the degree. During this time, the student may remain on stipend.

Procedure: Such agreements should be documented in writing in letter format and include:

1. Reason for leave
2. Duration and timing of leave
3. Planned activities during leave
4. Planned method of communication during the leave

The letter documenting these conditions must be signed by the Graduate Director and placed in the student's file.

NOTES:

- Extension of time in the program or to meet program-specific requirements: If the student is unable to complete the degree within the University time limit for attaining the degree, they may petition for an extension equal to the time of the LOA. Petitions must be presented to the Graduate Director in writing 6 months prior to the end of this limit. Petitions for extensions of other program specific activities such as candidacy exams, seminars, etc. should also be handled in writing and occur prior to the semester in which the activity is to take place.

- Exceptions to the above: Programs that are accredited may have specific residency requirements and the rules of the accrediting agency supersede these institutional guidelines.

Student Computer Policy

Described below are the school-wide minimal computing requirements for incoming students in all degree programs.

Windows-based laptops must meet the following requirements:

- Operating System: 64 bit version of Windows 7 SP1 **(except Starter and Home Basic Editions)** or Windows 8 / 8.1 (except RT edition)
- CPU: A minimum of 2 cores
- RAM: 4 GB
- Hard Drive: 2 GB **minimum of free space**
- Screen Resolution must be 1024x768 or higher

Apple laptops must meet the following requirements:

- Operating System: 64 bit Mac OS X 10.8 or higher
- RAM: 4 GB
- Hard Drive: 2 GB **minimum of free space**
- Screen Resolution must be 1024x768 or higher

Note: iPads, tablets, and Netbooks do NOT satisfy the incoming student computer requirement

The software requirements are as follows:

- Microsoft Office (Word, Excel, Power Point)
- JMP: All students will be expected to purchase JMP statistical software for use in BIOS 602 and potentially other courses that require data analysis. A JMP license can be purchased through the WVU Software Licensing Information Center (WVU SLIC) for $25 annually.

All laptops must also include a functioning automatic backup utility that backs up all files.

Section 6

STUDENT ASSURANCES

/ STUDENT CODE OF CONDUCT

- Student Acknowledgment

SECTION 6. STUDENT ASSURANCES

/ STUDENT CODE OF CONDUCT

This code applies to students enrolled in the degree programs at the West Virginia University (WVU) School of Public Health (SPH). It was approved by the Academic Standards Committee on May 3, 2012, and approved on May 9, 2012 by the SPH faculty.

This Student Code of Academic and Professional Integrity for the WVU SPH governs student behavior in lectures, examinations, laboratories, and other academic spaces and settings within the SPH and the University, and all other settings which reflect upon the integrity and suitability of the student to train in public health-related disciplines and to become practitioners, educators, or researchers in public health. Successful progression through the curriculum and graduation are contingent upon the student's compliance with this code. This code follows the procedures established in the Policy on Academic Standards Governing Graduate Degree Programs at the West Virginia University SPH.

Public health disciplines are based on reverence for life, compassion and respect for persons and for healthy living, professional and cultural competence, and integrity. At the core of the student's repertoire are skills leading to assessment, intervention, and measurements of effectiveness of contributions to improved health among populations. Hence, the SPH expects students to exhibit compassion, empathy, and concern for suffering where it exists; to be considerate and respectful toward individuals, communities, populations, instructors, staff, and each other; to grow in knowledge and skills; and to act professionally at all times. Specifically, the SPH requires students to adhere to the below rules of academic and professional integrity:

1. I shall dedicate myself to excellence in monitoring, measuring, and improving health. I shall be conscientious in carrying out my duties, as assigned by my instructors, following the guidance of my advisors, and accept full responsibility for my actions.

2. I shall safeguard an individual's privacy. I shall not access or disclose confidential information about patients, colleagues, students, or any other individuals without explicit authorization from that person. This includes information I access through in-person primary contact, such as patient settings or through secondary sources, such as data sets.

3. I shall be considerate and respectful towards instructors, staff, students, enrolled research participants and patients, and public health colleagues, including mentors. I shall treat all of these individuals with the greatest consideration and respect their dignity. I shall be courteous and civil in my dealings with others within the School of Public Health. I shall respect rules of behavior, professional comportment, and appearance set forth by the School of Public Health and the faculty. I shall receive evaluations of coursework by instructors in an objective and civil manner. I shall be professional in all forms of communication. I shall render student evaluation of courses in the same objective and civil manner, focusing on course content, teaching, and the learning experience.

4. I shall act honorably and with integrity in the pursuit of my degree. I shall be responsible for my own learning both within and outside the classroom, be honest about my actions as a student, and accept responsibility for my academic integrity. I shall reject academic dishonesty, never participate in copying or plagiarism, and avoid false or misleading claims of competence or knowledge. In addition, I pledge to refrain from all acts of academic dishonesty.

In particular:

(A) I shall not plagiarize, nor submit as my own, any material taken from other sources without acknowledgement or permission, including appropriately referencing cited or reproduced materials.

(B) I shall not cheat in connection with any examinations, academic assignments and activities, and clinical duties.

Specifically, I pledge that:

- I shall not communicate with others, except proctors, during an examination;
- I shall not obtain unauthorized help from another person during an examination or graded academic assignment;
- I shall not give unauthorized help to another student during an examination or graded academic assignment;
- I shall not take any part of an examination in place of another student;
- I shall not gain access to unauthorized material in connection with an examination;
- I shall not make use of unauthorized material in connection with an examination;
- I shall not obtain impermissible advance knowledge of the contents of examination;
- I shall not alter a scored examination or answer sheet and then resubmit it in order to effect a change of a grade or evaluation;
- I shall not allow another student to submit my work for grading or credit;
- I shall not falsify instructional, examination, or dataset results;
- I shall not deliberately falsify the meaning and intent of cited works or data analytic outcomes.

(C) I shall not engage in forgery, misrepresentation, or fraud. I further pledge that:

- I shall not furnish false statements as a witness for any University or School of Public Health disciplinary investigation or appeal;
- I shall not forge or alter educational records or submit such records to the staff and faculty of the University or School of Public Health for fraudulent purposes;
- I shall not misrepresent educational achievements;
- I shall not misuse School of Public Health records with intent to defraud;
- I shall not falsify research results;
- I shall not misrepresent authorship on scholarly work, presentations, or publications.
- If I have concerns about peer data interpretations that I cannot resolve with my supervisors, I will bring them to the cognizant faculty member, department Chair, or Assistant Dean for Students.

(D) I shall act honorably and with integrity at all times.
I shall not engage in public behavior or conduct that demonstrates a lack of personal qualities necessary for the training, practice, or research in public health, or that may adversely reflect upon colleagues, individuals, populations, or the School of Public Health.

For additional reference, please see the Academic Integrity Policy and for research integrity, please access: WVU research integrity procedures and policies.

5. I shall work as an individual and also collectively with other students to enhance the practice and image of public health.

SECTION 6. STUDENT ASSURANCES

6. I shall seek additional learning and service activities that enhance my capability as a future public health professional and leader.

7. I shall participate in and maintain a safe and learning-friendly environment at the School of Public Health and at off-site locations, and will expect others to live according to this same expectation. In so doing, I will exhibit good manners and sensitivity to the needs of others. Behaviors that consistently bully, threaten, degrade, or demean are unacceptable, and are not to be tolerated. They may be reported to a faculty member, a department Chair, or to the Assistant Dean for Student Affairs. I shall not engage in violence, and will report violent episodes by others as soon as possible.

8. I shall support this code of academic and professional integrity. I shall report to the appropriate School of Public Health official, such as a department Chair or Assistant Dean for Student Affairs or other authorized representative, all violations of this code that I witness concerning the treatment of individuals, research subjects, and personal data.

Formal and explicit codes cannot provide full answers to all ethical dilemmas. However, we will respond in a fair, equitable, and impartial manner, such that we do not deny or discount potential dilemmas, and do not spare any effort to achieve a careful resolution.

SECTION 6. STUDENT ASSURANCES

STUDENT ACKNOWLEDGEMENT

As an entering graduate student, I agree to review the policies and procedure published in this Student Handbook provided to me at orientation (and available on-line). I understand that I may seek discussion and clarification of these documents from the Director of the PhD Program as well as from the Assistant VP for Graduate Education at the Health Science Center.

Name (printed/typed)_____
Date:_____

By signing below I,

1) attest that I have read and understand the information contained this Doctoral Student Handbook of the Public Health Sciences PhD Program at WVU;

2) agree to read and follow the policies and procedures contained within the WVU Graduate Catalog (http://catalog.wvu.edu/graduate; and

3) agree to uphold the WVU Student Conduct Code (https://studentconduct.wvu.edu/campus-student-code) contained in this Handbook.

Student Signature:
_____Date:_____

APPENDIX

/ Individual Development Plan

/ Mentor Assurances Form

/ Plan of Study Worksheets

/ Publication Requirement Review Form

APPENDIX

/ INDIVIDUAL DEVELOPMENT PLAN

myIDP

Individual Development Plan

Student Name:_____**Date Completed:**_____

This form is a record of the annual review of your IDP, which is a required part of the Annual Evaluation completed for all PhD students in the School of Public Health.

Directions:

1. Go to http://myidp.sciencecareers.org/ and complete the online assessment, then transfer your scores in Part 1 below, or simply complete your assessment using this form.
2. In Part 2, describe your plans for the coming year. If you do not have plans for some areas, indicate that.
3. Submit this form to the Director of the PhD Program and make an appointment to meet to discuss the form.
4. After your meeting with the Director, sign the form where indicated and have the Director sign as well. *You keep the original and the Director will keep a copy. A copy will be placed in your student file and given to your Department Chair, and Dissertation Committee Chair (once in place.)*

PART 1. SKILLS ASSESSMENT

Rate your accomplishment in each area using the numerical scale where: 1= highly deficient → 5 = highly proficient. It is expected that you will be deficient in many areas – that is why you are seeking graduate training. Some areas may not be pertinent to your goals, discuss this with the Director and don't rate yourself in these areas. Some areas will require postdoctoral training to achieve proficiency - leave those blank.

Scientific Knowledge

Broad based knowledge of science	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Deep knowledge of my specific research area	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Critical evaluation of scientific literature	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Research Skills

Technical skills related to my specific research area	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Experimental design	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Statistical analysis	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Interpretation of data	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Creativity/innovative thinking	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Navigating the peer review process	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Professionalism

Demonstrating workplace etiquette	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Complying with rules and regulations	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Upholding commitments and meeting deadlines	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Maintaining positive relationships with colleagues	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Contributing to discipline (e.g., member of professional society*)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Contributing to institution (e.g. participate on committee)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Communication

Basic writing and editing	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Writing scientific publications	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Writing grant proposals	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Writing for nonscientists	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Speaking clearly and effectively	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Presenting research to scientists	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Presenting to nonscientists	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Teaching in a classroom setting	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Training and mentoring individuals	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Seeking advice from advisors and mentors	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Negotiating difficult conversations	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Management and Leadership Skills

Providing instruction and guidance	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Providing constructive feedback	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Dealing with conflict	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Planning and organizing projects	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Time management	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Developing/managing budgets	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Managing data and resources	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Delegating responsibilities	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Leading and motivating others	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Creating vision and goals	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Serving as a role model	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Responsible Conduct of Research

Careful recordkeeping practices	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Understanding of data ownership/sharing issues	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Demonstrating responsible authorship and publication practices	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Demonstrating responsible conduct in animal research	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Can identify and address research misconduct	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Can identify and manage conflict of interest	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Career Planning

How to maintain a professional network	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
How to identify career options	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
How to prepare application materials	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
How to interview	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
How to negotiate	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

PART 2. PLANS FOR THE COMING YEAR

On the following page, describe your plans for the coming year in the boxes provided. It is possible that you do not have plans for some areas, that is fine just indicate that.

SCIENTIFIC KNOWLEDGE

RESEARCH SKILLS

COMMUNICATION

PROFESSIONALISM

MANAGEMENT AND LEADERSHIP SKILLS

RESPONSIBLE CONDUCT OF RESEARCH
CAREER PLANNING

DIRECTOR'S REVIEW

Review the skills assessment (part 1) and plans for the year (part 2). Evaluate if the assessment and plans are realistic and work with the student to modify them if needed. Cover the following questions with the student and add a check mark to indicate that they were discussed – do not provide written answers.

- ☐ What do you struggle with the most in your studies?
- ☐ What do you struggle with the most in your research?
- ☐ Are your meetings with your dissertation chair/committee effective? If not, what can I do to help?
- ☐ Is there something you need that you are not getting?
- ☐ What help do you need to achieve your goals for the coming year?

Signature of Student:_____Date:_____

Signature of Director:_____Date:_____

APPENDIX

/ MENTOR ASSURANCES FORM

Mentor Assurances

Health Sciences Graduate Training Programs

Your selection as a research mentor (Dissertation Committee Chair) by a student marks the beginning of your responsibilities to train and support that student in the achievement of both their educational and career goals. Successfully guiding a student toward these goals requires a dedication to providing a strong mentoring relationship.

The Health Sciences Center Office of Research and Graduate Education (ORGE) together with each Graduate Program strives to ensure that faculty and students have strong, effective relationships. This form is designed to remind you of the expectations the ORGE has of you as you take on the training of this student and to ask for your assurance of this support.

Please initial on each line, sign and date where indicated, and submit this form to the PhD Program Director for placement in the student's file.

As the research advisor (Dissertation Committee Chair) of a trainee in a Health Sciences graduate training program, named below, I agree to perform the following responsibilities:

_____ Review the trainee's plans for developing transferable skills in research and general knowledge on an annual basis, at a minimum.

_____ Ensure that my trainee has regular meetings with his/her full dissertation advisory Committee at least annually and provide timely (within 2 weeks of each meeting) reports of those meetings.

_____ Provide training in research techniques, seminar presentation, writing, and reading and interpreting the literature of the trainee's discipline.

_____ Be aware of the curricular and programmatic requirements of the trainee's degree and support the trainee's completion of these requirements.

_____ Support the trainee's regular attendance at seminars, workshops, and external conferences.

_____ Work with the trainee in achieving their career goals and provide advice on the timing and approach to achieving a position after graduation.

_____ Support the trainee's research and stipend from my funds or assist the trainee in locating another source of support.

Student Name:_____

Research Mentor (Dissertation Chair):_____

Signature:_____ Date:_____

APPENDIX

/ PLAN OF STUDY WORKSHEETS

Plan of Study WORKSHEET — Major: EPID

Student Name: **WVU ID:** **Credit Waiver(s)? Y/N**

This Worksheet should be completed by the student and departmental advisor in the first semester of the program. It is intended to aid students as they register for courses *and* to lay out the degree expectations for each student. Using the planning grid on the other side of this Worksheet, plot each of the requirements listed below. Fill in the course number and title of electives, if identified. Please use the checklist to ensure all program requirements have been transferred to the grid before singing the form.

NOTE: Once the student forms the Dissertation Committee, the official Plan of Study form will need to be completed by the student and signed off on by all members of the Dissertation Committee. If any changes need to be made after the official Plan has been filed, a Plan of Study Amendment Form must be submitted.

Course #	Course Title	Credits	
BIOS 603	Applied Biostatistics 2	3	
BMS 700	Scientific Integrity	1	
PUBH 610	Contemporary Foundations of Public Health Practice	2	
PUBH 611	Applied Epidemiology	2	
PUBH 612	Research Translation & Evaluation for Public Health Practice	4	
PUBH 790	Teaching Practicum (two 1-hour experiences)	2	
PUBH 796	Graduate Seminar (taken two times)	2	
PUBH 797	Research (two 1-hour research rotations)	2	
SBHS 701	Public Health Grant Writing	3	
BIOS 611	Data Management and Reporting	3	
EPID 675	GIS Applications in Public Health	3	
EPID 711	Methodological Issues in Design and Analysis of Cohort Studies	3	
EPID 712	Quantitative Methods in Epidemiology	3	
EPID 789	Contemporary Issues in Epidemiology	3	
	Elective 1*	3	
	Elective 2*	3	
	Elective 3*	3	
	Elective 4*	3	
PUBH 797	Dissertation Research	27	
	Additional coursework needed:		
	Total credits		

^Waivers are to be limited. They can be made at the discretion of the student's Dissertation Committee, the Departmental Advisor and in consultation with the SPH PhD Director.

*Electives can come from courses numbered 400–799 listed in the graduate catalog and offered throughout the University. The selection of electives must be discussed with and approved by the student's advisor.

Plan of Study WORKSHEET — Major: EPID

Planned Sequence for: _____ **WVU ID:**_____

YEAR 1

FALL		SPRING		SUMMER	
Course	**Credits**	**Course**	**Credits**	**Courses**	**Credits**
Total		Total		Total	

YEAR 2

FALL		SPRING		SUMMER	
Course	**Credits**	**Course**	**Credits**	**Courses**	**Credits**
Total		Total		Total	

YEAR 3

FALL		SPRING		SUMMER	
Course	**Credits**	**Course**	**Credits**	**Courses**	**Credits**
Total		Total		Total	

YEAR 4

FALL		SPRING		SUMMER	
Course	**Credits**	**Course**	**Credits**	**Courses**	**Credits**
Total		Total			

Student signature: _____ Date: _____

Departmental Advisor signature: _____ Date:_____

The student keeps the original and the departmental advisor and the PhD Program Director should be given a copy.

Plan of Study WORKSHEET — Major: OEHS

Student Name: **WVU ID:** **Credit Waiver(s)? Y/N**

This Worksheet should be completed by the student and departmental advisor in the first semester of the program. It is intended to aid students as they register for courses *and* to lay out the degree expectations for each student. Using the planning grid on the other side of this Worksheet, plot each of the requirements listed below. Fill in the course number and title of electives, if identified. Please use the checklist to ensure all program requirements have been transferred to the grid before singing the form.

NOTE: Once the student forms the Dissertation Committee, the official Plan of Study form will need to be completed by the student and signed off on by all members of the Dissertation Committee. If any changes need to be made after the official Plan has been filed, a Plan of Study Amendment Form must be submitted.

Course #	Course Title	Credits	Required, Waived^, or Transferred
BIOS 603	Applied Biostatistics 2	3	
BMS 700	Scientific Integrity	1	
PUBH 610	Contemporary Foundations of Public Health Practice	2	
PUBH 611	Applied Epidemiology	2	
PUBH 612	Research Translation & Evaluation for Public Health Practice	4	
PUBH 790	Teaching Practicum (two 1-hour experiences)	2	
PUBH 796	Graduate Seminar (taken two times)	2	
PUBH 797	Research (two 1-hour research rotations)	2	
SBHS 701	Public Health Grant Writing	3	
OEHS 620	Occupational and Environmental Hazard Assessment	4	
OEHS 622	Public Health Toxicology	3	
OEHS 625	Advanced Toxicology	3	
OEHS 734	Aerosols and Health	3	
OEHS 796	Graduate Seminar	1	
	Electives 1:	3	
	Electives 1:	3	
	Electives 1:	3	
	Electives 1:	3	
PUBH 797	Dissertation Research	27	
	Additional coursework needed:		
	Total credits		

^Waivers are to be limited. They can be made at the discretion of the student's Dissertation Committee, the Departmental Advisor and in consultation with the SPH PhD Director.

*Electives can come from courses numbered 400–799 listed in the graduate catalog and offered throughout the University. The selection of electives must be discussed with and approved by the student's advisor.

Plan of Study WORKSHEET — Major: OEHS

Planned Sequence for: _____ **WVU ID:**_____

YEAR 1

FALL		SPRING		SUMMER	
Course	**Credits**	**Course**	**Credits**	**Courses**	**Credits**
Total		Total		Total	

YEAR 2

FALL		SPRING		SUMMER	
Course	**Credits**	**Course**	**Credits**	**Courses**	**Credits**
Total		Total		Total	

YEAR 3

FALL		SPRING		SUMMER	
Course	**Credits**	**Course**	**Credits**	**Courses**	**Credits**
Total		Total		Total	

YEAR 4

FALL		SPRING		SUMMER	
Course	**Credits**	**Course**	**Credits**	**Courses**	**Credits**
Total		Total			

Student signature: _____ Date: _____

Departmental Advisor signature: _____ Date:_____

The student keeps the original and the departmental advisor and the PhD Program Director should be given a copy.

Plan of Study WORKSHEET — Major: SBHS

Student Name: **WVU ID:** **Credit Waiver(s)? Y/N**

This Worksheet should be completed by the student and departmental advisor in the first semester of the program. It is intended to aid students as they register for courses *and* to lay out the degree expectations for each student. Using the planning grid on the other side of this Worksheet, plot each of the requirements listed below. Fill in the course number and title of electives, if identified. Please use the checklist to ensure all program requirements have been transferred to the grid before singing the form.

NOTE: Once the student forms the Dissertation Committee, the official Plan of Study form will need to be completed by the student and signed off on by all members of the Dissertation Committee. If any changes need to be made after the official Plan has been filed, a Plan of Study Amendment Form must be submitted.

Course #	Course Title	Credits	Required, Waived^, or Transferred
BIOS 603	Applied Biostatistics 2	3	
BMS 700	Scientific Integrity	1	
PUBH 610	Contemporary Foundations of Public Health Practice	2	
PUBH 611	Applied Epidemiology	2	
PUBH 612	Research Translation & Evaluation for Public Health Practice	4	
PUBH 790	Teaching Practicum (two 1-hour experiences)	2	
PUBH 796	Graduate Seminar (taken two times)	2	
PUBH 797	Research (two 1-hour research rotations)	2	
SBHS 701	Public Health Grant Writing	3	
BIOS 604	Applied Biostatistics 3	3	
SBHS 715	Intervention design	3	
SBHS 760	Survey Research Methods	3	
SBHS 761	Qualitative Methods	3	
SBHS 763	Advanced Evaluation in Public Health	3	
	Electives 1:	3	
	Electives 1:	3	
	Electives 1:	3	
	Electives 1:	3	
PUBH 797	Research	27	
	Additional coursework needed:		
	Total credits		

^Waivers are to be limited. They can be made at the discretion of the student's Dissertation Committee, the Departmental Advisor and in consultation with the SPH PhD Director.

*Electives can come from courses numbered 400–799 listed in the graduate catalog and offered throughout the University. The selection of electives must be discussed with and approved by the student's advisor.

Plan of Study WORKSHEET — Major: SBHS

Planned Sequence for: _____ **WVU ID:**_____

YEAR 1

FALL		SPRING		SUMMER	
Course	**Credits**	**Course**	**Credits**	**Courses**	**Credits**
Total		Total		Total	

YEAR 2

FALL		SPRING		SUMMER	
Course	**Credits**	**Course**	**Credits**	**Courses**	**Credits**
Total		Total		Total	

YEAR 3

FALL		SPRING		SUMMER	
Course	**Credits**	**Course**	**Credits**	**Courses**	**Credits**
Total		Total		Total	

YEAR 4

FALL		SPRING		SUMMER	
Course	**Credits**	**Course**	**Credits**	**Courses**	**Credits**
Total		Total			

Student signature: _____ Date: _____

Departmental Advisor signature: _____ Date:_____

The student keeps the original and the departmental advisor and the PhD Program Director should be given a copy.

APPENDIX

/ PUBLICATION REQUIREMENT REVIEW FORM

/ PUBLICATION REQUIREMENT REVIEW FORM

Date:	
Student Name:	
WVU ID:	
Major:	
Research Mentor:	
Dissertation Title:	
Publication Title:	

INSTRUCTIONS: Complete the information above and attach the required documentation (described below) to this form. Then submit the form to the Director of the PhD Program. This can be sent as a pdf via email or a hard copy may be sent using campus mail (PO Box 9190).

Required Documentation:

1) Specific Aims
   - Students doing the traditional book format, shall attach a copy of their Specific Aims page.
   - Students doing the JAF, shall attach a copy of the Introduction section of their dissertation in which they explain the goals of their research.

2) The Publication
   - Attach a copy of the first-authored article as submitted to the peer-reviewed journal.

3) Proof of Article Status
   - SBHS & EPID Majors:
     - If the article has already published, a copy of the actual published article from the journal is all that is needed (see Section 2).
     - If the article has not been published yet but is in press or has been accepted, provide the letter from the editor stating the article has been accepted for final publication.
   - For OEHS majors:
     - If the article has already published, a copy of the actual published article from the journal is all that is needed (see Section 2).
     - If the article has not been published yet but is in press or has been accepted, provide the letter from the editor stating the article has been accepted for final publication.
     - If the article is under review, provide either a letter from the editor showing the article has been sent out for peer-review or provide a screenshot of the journal dashboard showing the status as out for peer review. Please note that the screenshot must display the publication title.

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