



Public Health Sciences PhD Program

Doctoral Student Handbook

/ School of Public Health

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Welcome

Dear Incoming Students,

Welcome to the West Virginia University School of Public Health! On behalf of our faculty and staff, we extend a warm welcome to you as you embark on this exciting journey toward advancing your public health education and career.

Here at the University, we pride ourselves on fostering a collaborative and inclusive learning environment. Our mission is, “Improve the quality of life for West Virginians and all who call Appalachia home through excellence in education, research, and service”. You, as future leaders in public health, play a crucial role in achieving this mission.

At the WVU School of Public Health, you’ll discover a wealth of resources and support systems designed to help you succeed. The student handbook will provide essential information about your program.

Throughout your time here, you’ll have the opportunity to engage with distinguished faculty, collaborate with passionate peers, and participate in transformative research and community-based projects. Our curriculum is designed to provide you with the knowledge, skills, and experiences needed to address complex public health challenges and make a meaningful impact in your chosen field.

We encourage you to take full advantage of the available resources and opportunities. Get involved in student organizations, attend workshops and seminars, seek out mentorship, and immerse yourself in the vibrant WVU community. Your journey will be what you make of it, and we’re here to support you every step of the way.

As Dean, I’m committed to ensuring that your experience at the WVU School of Public Health is both enriching and rewarding. If you have any questions or need assistance, please don’t hesitate to reach out to me or any member of our faculty and staff. We’re here to help you succeed!

Once again, welcome to the WVU School of Public Health. We look forward to seeing the incredible contributions you’ll make to the field of public health and beyond.

Best regards,

/Sarah Woodrum, DrPH, FACHE

Dean

WVU School of Public Health

How to Use This Handbook

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 your Program Coordinator.

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Visit the SOLE "[Health and Sciences Center Graduate Programs](#)" folder of the Office of Research and Graduate Education for the up-to-date forms you need.

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Section 1: Program Overview

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/Program Overview

As West Virginia's flagship research institution, WVU undertakes scholarly activity to address the most critical challenges 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 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 two discipline-specific majors:

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, occupational health, substance use, maternal health, lifestyle behaviors, rural health, and clinical trials. The first years of the program emphasize research and statistical methods complemented by theoretical and process-oriented coursework relevant to epidemiology. The latter years will largely be dedicated to dissertation research. 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).

Social and Behavioral Sciences Overview

The Social and Behavioral Sciences concentration in the Public Health Sciences PhD program incorporates both theory and application and emphasizes both evidence-based, theory-driven primary prevention of disease and injury and health promotion research and practice. The curriculum is designed so that students receive methodologically intense training and one-on-one research experience with faculty in the Department of Social and Behavioral Sciences.

/Learning Goals and 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.

PhD Program Goals

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 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.

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.

/Program Description

The PhD in Public Health Sciences is designed as a full-time, residential program. In exceptional circumstances, students may be permitted to complete the program on a part-time basis. 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

The PhD in Public Health Sciences is a residential (in person) program. Most courses in the program will be taught using face-to-face, on-campus, and small or large group format. A small number of core courses and some electives may be delivered online or asynchronously. As part of their program, students also participate in graduate seminars where they have the opportunity to present and lead discussions and in research rotations that provide an opportunity for students to engage, scientifically, with faculty members.

Program Length

The length of the PhD program depends upon whether students have already completed any relevant graduate level course work and the study design of the dissertation project. Depending upon these factors, a typical program length is three to five years.

Time Limits

The SPH requires full-time students (at least 9 credits per semester) to achieve candidacy within four years of entering the program. After achieving candidacy, students have five years to complete the degree. Thus, the entire length of a full-time student's program shall not exceed nine years. Part-time students (generally 6-credits per semester) should achieve candidacy within five 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 scholarly activities conducted by the graduate faculty, attending lectures presented by intramural and visiting scholars, collaborating and learning with other students, and similar activities.

The School of Public Health requires that all in-person courses in a doctoral student's Plan of Study are attended in-person and recommends that doctoral students complete their degree on campus for optimal training. Note that this exceeds the University's residency requirement of two semesters.

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/Administrative Resources

School of Public Health Office of Academic & Student Success

The [Office of Academic & Student Success](#) 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. The office 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 Office of Academic & Student Success 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.

This office is located on the 3rd floor of Health Sciences Center (HSC) South, Suite 3306 (Health Sciences Campus).

Health Sciences Center Office of Research and Graduate Education

The HSC [Office of Research and Graduate Education](#) 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 HSC. 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 Office of Research and Graduate Education website where you'll find information on becoming more involved in health sciences activities including those sponsored by student organizations.

The HSC Office of Research and Graduate Education is located on the ground floor of the Erma Byrd Biomedical Building.

WVU Graduate Education and Life

The [WVU Graduate Education and Life](#) serves all graduate students at WVU and is comprised of programs that help graduate and professional students complete their degrees, teach and research effectively, and plan for their careers. This office's goal is to enhance graduate students' experience at WVU by preparing them for academic and non-academic positions to increase their competitiveness in the job market.

Focused on enriching the graduate and professional student experience, the Grad Ed team organizes unique programming, professional development workshops, peer mentorships, social events, national competitions, tailored resources, and collaborative partnerships with other units, schools and colleges at WVU.

The WVU Graduate Education and Life office is located in B20 Stewart Hall, 1500 University Avenue. (Downtown Campus).

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 Purinton House, Room 101, 1505 University Avenue (Downtown Campus).

/ADVISING & MENTORING

Departmental PhD Program Directors

Departmental directors provide academic and professional guidance for students enrolled in the program. The department director is available to meet with prospective students to answer questions about the program and provide guidance regarding possible mentors. Once matriculated, the director helps students lay out a preliminary Plan of Study outlining the courses to be taken for the degree including transfer credits if applicable (see [Section 3. Program Requirements](#)) and remains actively involved with students for the duration of the program. They support progression through milestones alongside the dissertation mentor including academic compliance and reporting, graduate assistantship coordination, committee formation, and other academic needs. It is recommended that you check-in with the departmental director each semester to ensure that you are staying on track. For the 2026-2027 academic year, Dr. Rudisill is the director for Epidemiology. Social and Behavioral Sciences students can contact Dr. Rudisill and Dr. Gibbs if they need assistance beyond their dissertation mentor.

Dean's Office Designee for the PhD Program

The chief responsibility of the Dean's Office Designee is to provide program leadership and oversight. As it relates to student success, this role includes ensuring that all students receive proper advising from their departments and that all milestones are being met and achieved in a timely manner. The Dean's Office Designee is available to meet with students throughout their program, as needed.

The Research Mentor (Dissertation Committee Chair)

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. The Research Mentor often is the source of funding for a student's graduate assistantship during their doctoral studies, where the student works in the mentor's lab supporting research activities. Students are encouraged to identify a Research Mentor before entering the program.

Dissertation Committee Chair Requirements

When selecting an individual 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 or methodologies 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. For EPID majors, the Chair must have a primary appointment in the SPH. For SBHS majors, the Chair may have either a primary or secondary appointment in the SPH.

Students are allowed to have dissertation 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 equal co-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 available on the Health Sciences Center Research and Graduate Education website.

Research Mentor's Role

Mentoring students is one of the most important responsibilities of the SPH faculty. Research Mentors (e.g., Dissertation Committee Chair) are here to help you achieve both your academic and professional goals. Your Research Mentor is responsible for 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 two weeks of each meeting) reports of those meetings.
- Provide you with mentorship in conducting research, including 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.

Individual Development Plan (IDP)

Your Dissertation Committee Chair (Research Mentor) can assist you in creating your 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. It is recommended that you complete an IDP during your first semester and review it at least annually with your dissertation chair. The School of Public Health recommends completing the [IDP from the American Association for the Advancement of Science](#).

Annual Student Evaluation

All PhD students must be evaluated once per year by a mechanism other than just grades. This evaluation is conducted by the Director(s) and Dean's Designee of the PhD Program at the end of each academic year. The Evaluation will include a report from the dissertation chair regarding performance and progress, 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. If progress and performance are in question, the committee will request a meeting with the student to discuss their experiences, goals, and corrective measures if needed. If the annual evaluation is judged to be unsatisfactory by the committee, a performance improvement plan will be devised by the committee, dissertation mentor, and student.

The Directors in each major will maintain a list of students in each program, including whether their most recent annual student evaluation was satisfactory or unsatisfactory.

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. It is recommended that you utilize the research rotations 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 programmatic 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.

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.

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 (form located on SOLE site) to the PhD Director, Dean's Designee, and the HSC Graduate Education Office. Once formed, if the committee membership needs to change, it will require completion of the Change of Thesis/Dissertation Committee Membership Form (form located on SOLE site).

Committee Meetings

Once formed, students are required to meet with their dissertation committee at least once per year, although *once per semester is advised*. These meetings are used to evaluate progress toward the completion of dissertation research. It is recommended that during the first meeting of the full committee, you provide a brief summary (2-3 pages) and/or power point presentation 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 each dissertation committee meeting, the Dissertation Committee Chair will complete a Dissertation Committee Evaluation (form located on SOLE site), which is then signed by the student and the chair. The student should submit the signed form to the HSC Graduate Education Office.

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/MILESTONES

While students are provided individualized training, the program milestones 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!

/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, course credits may be transferred in or waived given the particular student's situation.

Writing Requirement

All majors require students to complete the below courses that teach grant writing and scientific integrity.

- BMS 700 Scientific Integrity
- SBHS 701 Grant Writing or BMS 720 Scientific Writing

Credit waivers

Students who enter the PhD program with an MPH or other related 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. Credit waivers based on similar graduate work completed at WVU or elsewhere must be completed during the *first semester*. 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. Students will work with their dissertation chair (and the PhD Director if needed) to lay out a preliminary plan, described below. The student and the departmental advisor will use the Plan of Study – General Form (form located in SOLE) to lay out the required courses, seminars, research rotations, and other degree requirements for the student. This form can be preliminarily completed in Year 1 and finalized once the dissertation committee is formed. The finalized and signed Plan of Study form is submitted to HSC Office of Research and Graduate Education.

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 (form located on SOLE site).

/RESEARCH ROTATIONS

Students will 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. Research rotations are each 1-credit and typically required 5-10 hours of student work per week for eight weeks.

The objectives of these research rotations are to help students:

- learn the research areas of faculty throughout the HSC, including members of the many research centers in the School and interact with them scientifically;
- 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. It is highly encouraged that the student and faculty mentor agree and sign a document outlining expectations. An example document/contract is included in the Appendix. As students receive a satisfactory or unsatisfactory rating for the rotation, the document/contract ensures that the student and faculty member have aligned goals and that the student’s work can be evaluated fairly and properly. 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, a scientific abstract, or assistance with manuscript preparation. You should sign up for the section of PUBH 797 Research corresponding to the faculty member with whom you are completing the rotation. If there is not a section listed for the faculty member, contact Ms. Crystal Rhodes 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. This evaluation will factor into the PhD leadership committee’s annual evaluation of the student’s progress and performance described above.

/TEACHING PRACTICUM

All students complete two teaching practicum experiences (PUBH 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. The objective of these research rotations is to help students gain experience facilitating a higher education course, preparing them for potential careers in academia. As part of this training, students may help with lecture preparation, giving lectures, and tutoring. Selection of a course and faculty member to complete the rotation should be aligned with the student's interest and skills they hope to gain (e.g., asynchronous course delivery, lecturing, development of materials for a new or revised course). A sample syllabus for this practicum is included in the Appendix if helpful.

Teaching practicums are each 1-credit and typically require 2-4 hours of student work per week for the semester. The student and faculty member should meet prior to the semester enrolled to discuss the student's training goals and develop a plan for the experience. You should sign up for the section of PUBH 790 Teaching Practicum corresponding to the faculty member with whom you are completing the rotation. If there is not a section listed for the faculty member, contact Ms. Crystal Rhodes and an appropriate section will be created.

Evaluation

At the end of the experience, the faculty mentor will submit an S (satisfactory) or U (unsatisfactory) grade for your performance during the practicum. This evaluation will factor into the PhD leadership committee's annual evaluation of the student's progress and performance described above.

/QUALIFYING EXAMINATION

Once students have completed core 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 and consists 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 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.

Students should consult with their Research Mentor/Committee Chair early to learn which exam format(s) are preferred for them. The Dissertation Committee will determine which exam format to operate with at least two weeks prior to the exam. The written exam is either administered in two 4-hour closed-door writing sessions on campus, or via “take home” format. The take-home exam allows students between four and seven 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. However, students are not allowed to consult with any other person regarding any aspect of the exam. Use of artificial intelligence to answer questions is also not permitted. The student's answers must be their own.

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 result 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 field. 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 Dissertation chair in a private session that typically lasts up to three hours. Students may bring or be provided a copy of their written answers for the oral defense. Students are not permitted to bring any other materials to the oral defense.

Evaluation

At the completion of the oral defense, the student will be excused from the room and the committee will discuss their performance. Each member of the dissertation committee will rate the student’s performance on the oral defense. The rubric below can be used as a guide. 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 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 (form located on SOLE site). The student should bring this form to the oral defense, for the committee to sign upon passage. The form should be submitted to the HSC Office of Research and Graduate Education who will keep it in the student's file.

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 or related to his/her dissertation; and
- a defense of the dissertation research.

Dissertation Proposal

All students will complete a written proposal in MS Word format 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. 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.) and be sure the proposal 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 doctoral candidacy is accomplished 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 resubmitted later. 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 (located on Sole site). The student should submit the signed form to the HSC Office of Research and Graduate Education.

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. In using this format, the dissertation 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 or Abstract.* 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 typical peer-reviewed publication, so it can function as a resource for subsequent researchers to repeat or extend the findings of 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 thesis and dissertations (ETD) provided by WVU libraries.

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 and/or Conclusions

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

The nature of the dissertation research 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 and/or Conclusions.* 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.* Papers 1-3 should separately report the findings of the three independent studies. Generally, manuscripts prepared for peer-review will include the following sections: Introduction, Methods, Results, Discussion, Conclusion, and References.
- *Summary and/or Conclusions.* 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 and/or Conclusions.* 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-reviewed journals will include the following sections: Introduction, Methods, Results, Discussion, Conclusion, and References, although specific formatting requirements vary widely between journal outlets.

Authorship

At a minimum, students who do the JAF dissertation should be the first author on at least two of the three 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 research completed during their PhD program originating from their research rotation, independent study, volunteer research engagement in faculty projects, or their dissertation research. The publication should be either be accepted or be published in a peer-reviewed journal. Prior

to scheduling their defense, students must provide documentation that they have met the publication requirement. This involves submitting the Publication Requirement Review Form and accompanying documentation to the HSC Office of Research and Graduate Education.

Students may need to 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 student to successfully defend their dissertation. The defense must be announced to the entire HSC, 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 that 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 Request to Schedule Final Defense or Presentation form (located on SOLE site) 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 HSC Office of Research and Graduate Education. Once the HSC has processed the form, it will provide you with the finalized version which you must bring to the defense for committee signatures.
- ✓ One week prior to the defense... you must ensure the HSC Office of Research and Graduate Education announces the details of your 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 Defense Flyer Template located in SOLE to create a flier to advertise for your defense.

- ✓ At the public defense...Students will present the results of their research in a formal 30-45 minute presentation followed by questions and answers from all those attending.
- ✓ After the public defense...The formal public defense will be followed by a closed meeting with the candidate and dissertation committee to answer any remaining questions from the committee. Then, the committee will meet in private 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 Final Defense Form which documents the successful defense of the dissertation. The student should also sign the form and submit it to the HSC Office of Research and Graduate Education to be added to their file.

If the committee determines that the student has not passed the defense, they 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 the student 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 on the WVU Libraries website. 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 for more information on copyrighting the dissertation.

/GRADUATION

Once students have met all program and University requirements, they must apply for graduation by completing the Graduate Application. Information, including deadlines for application and timelines, is publicly available on the website of the Office of the University Registrar.

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 information below 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 complete the Graduation Checklist (form located on SOLE site) to ensure you meet all the requirements to graduate.

Walking

Students who graduate in the Spring term typically walk in the May commencement ceremony. Students who graduate in August or December are expected to walk in the December commencement. However, these students may request permission from the Dean 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.

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 Office of Research and Graduate Education. This is an opportunity for the

student to provide 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

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

/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. Most forms are available on the SOLE HSC Graduate Programs site or otherwise noted.

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

Program Sequence: Milestones and Associated Forms

1. Coursework

- ☐ Application for Transfer of Graduate Credits (Credit Waivers): As soon as possible during the student's first semester.
- ☐ Plan of Study: Before the qualifying exam is scheduled.
- ☐ Plan of Study Amendment Form: When a change is made to the approved, official plan of study.

2. Qualifying Exam

- ☐ 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

- ☐ Request to Schedule Dissertation Defense or Presentation: 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 approved).
- ☐ Final Defense Flier Template: Create and post the flier at least one week prior to the date of the scheduled defense.
- ☐ Completed Final Defense Form: When the dissertation has been successfully defended. This form is provided by the HSC Office of Research and Graduate Education after the *Defense Request Form* is processed.

9. Electronic Submission of the Dissertation

- ☐ Submit your electronic dissertation to the WVU Libraries website. WVU will notify students of the deadline each graduation cycle.

10. Graduation

- ☐ Graduation Application (University Registrar): WVU will notify students of the deadline each graduation cycle.

Section 4: Major Requirements

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Major Requirements

Below are the requirements for the Epidemiology major published in the 2026-27 Graduate Catalog. The table delineates the course requirements for those entering the full program without any credit waivers being applied. Students may enroll in additional research credits as necessary to achieve the degree competencies.

Course #	Course Title	Credits
Major Requirements for Students entering with a BA/BS degree		
BIOS 610	Biostatistical Methods and Inference	3
BMS 700	Scientific Integrity	1
PUBH 510	Contemporary Foundations of Public Health Practice	2
EPID 501	Epidemiology for Public Health	3
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
PUBH 701	Public Health Grant Writing	3
BIOS 611	Data Management and Reporting	3
BIOS 620	Applied Linear Models HS	3
BIOS 621	Categorical Data Analysis	3
EPID 711	Methodological Issues in Design and Analysis of Cohort Studies	3
EPID 712	Quantitative Methods in Epidemiology	3
	Electives*	15
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.

Please see Section 3 for continuous enrollment requirements & Section 5 for GPA policy for active students.

Course Sequence

Below is the recommended course sequence for Epidemiology majors based on requirements published in the 2026-27 Graduate Catalog for the full program. The number of research credits shown reflects the minimum requirements.

EPID Course Sequence for Students entering with a BA/BS degree

YEAR 1					
FALL		SPRING		SUMMER	
Course	Credits	Course	Credits	Courses	Credits
BIOS 610	3	BIOS 620	3		
BIOS 611	3	PUBH 796	1		
BMS 700	1	PUBH 797 (RR)*	1		
EPID 501	3	ELECTIVE	3		
PUBH 510	2	ELECTIVE	3		
Total	12	Total	11		
YEAR 2					
FALL		SPRING		SUMMER	
Course	Credits	Course	Credits	Courses	Credits
EPID 711	3	BIOS 621	3	Qualifying Exam	
PUBH 790 (TP)*	1	EPID 712	3		
PUBH 796	1	PUBH 701	3		
PUBH 797 (RR)	1	PUBH 790 (TP)*	1		
ELECTIVE	3				
ELECTIVE	3				
Total	12	Total	10		0
YEAR 3					
FALL		SPRING		SUMMER	
Course	Credits	Course	Credits	Courses	Credits
PUBH 797	7	PUBH 797	10		
ELECTIVE	3				
Dissertation Proposal					
Total	10	Total	10		
YEAR 4					
FALL		SPRING		SUMMER	
Course	Credits	Course	Credits	Courses	Credits
PUBH 797	10				
Dissertation Defense					
Total	10				

*RR = Research rotation; TP = Teaching practicum. Note: Research credits shown reflects the minimum requirements. Students may enroll in additional research credits as necessary to achieve the degree competencies.

/SOCIAL AND BEHAVIORAL HEALTH SCIENCES

Major Requirements

Below are the major requirements for the Social and Behavioral Sciences major published in the 2026-27 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 entering with a BA/BS degree		
BIOS 503	Applied Biostatistics 2	3
BMS 700	Scientific Integrity	1
PUBH 510	Contemporary Foundations of Public Health Practice	2
EPID 501	Epidemiology for Public Health	3
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
PUBH 701	Public Health Grant Writing	3
BIOS 501	Applied Biostatistics 1	3
BIOS 502	Applied Biostatistics Lab	1
BIOS 604	Applied Biostatistics 3	3
SBHS 715	Intervention design	3
SBHS 760	Survey Research Methods	3
SBHS 761	Qualitative Methods (offered only during even years)	3
SBHS 765	Special Topics (Using Mixed Methods for Research and Evaluation - odd years)	3
	Electives*	12
PUBH 797	Dissertation Research	26
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 based on requirements published in the 2026-27 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.

YEAR 1					
FALL		SPRING		SUMMER	
Course	Credits	Course	Credits	Courses	Credits
BMS 700	1	BIOS 503	3		
BIOS 501	3	PUBH 797 (RR)*	1		
BIOS 502	1	SBHS 715	3		
EPID 501	3	SBHS 793 OR 761	3		
PUBH 510	2				
PUBH 796	1				
Total	11	Total	10	Total	
YEAR 2					
FALL		SPRING		SUMMER	
Course	Credits	Course	Credits	Courses	Credits
BIOS 604	3	PUBH 790 (TP)	1	Qualifying Exam	
PUBH 790 (TP)*	1	PUBH 701	3		
PUBH 796	1	SBHS 761 (even years)	3		
PUBH 797 (RR)	1	SBHS 760	3		
ELECTIVE 1	3	ELECTIVE 3	3		
ELECTIVE 2	3				
Total	12	Total	13	Total	0
YEAR 3					
FALL		SPRING		SUMMER	
Course	Credits	Course	Credits	Courses	Credits
PUBH 797	7	PUBH 797	10		
ELECTIVE 4	3				
Dissertations Proposal					
Total	10	Total	10	Total	
YEAR 4					
FALL		SPRING		SUMMER	
Course	Credits	Course	Credits	Courses	Credits
PUBH 797	9				
Dissertation Defense					
Total	10				

*RR = Research rotation; TP = Teaching Practicum. Note: Research credits shown reflect the minimum requirements. Students may enroll in additional research credits as necessary to achieve the degree competencies.

Section 5: Academic and Administrative Policies

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/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 substitutions, waivers and transfer must be submitted by the student to their PhD Program Director on or before the WVU Last Day of Class (see official WVU Academic Calendar) during the student's semester of matriculation.

3. Background and Terminology:

- 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 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.
- 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 a required course's description 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 500 level or above).
 - Courses considered must have been taken in the last five years.

4. Procedures:

- Use the Application for Graduate Credit Transfer Form (form located on SOLE site).
- Fill out the form and submit to your PhD Program Director on or before the official WVU Last Day of Class during your first semester (semester of matriculation).
 - It is recommended that you meet with the PhD Program Director in your Department early in your first semester (or before) to discuss transfer credits and complete the form.
- The PhD Program director may request additional documentation/evidence such as course syllabi to ensure previous courses meet required course competencies and approve credit transfers. These should be provided promptly to finalize the transfer credit form.
- The PhD Program director will submit their review of the request and recommendation to the department Chair, who will review and approve or ask for revisions. Once the Chair approves, the signed form will be submitted to the Office of Research and Graduate Education, and a copy will be provided to the PhD Director and student.

5. Appeals:

- A student wishing to appeal the Chair's decision must submit a written appeal to the Dean within two weeks of receipt of the Chair's decision.
- The Dean will inform all parties of the appeal decision within two weeks of the appeal decision.

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 in good academic standing.

3. Background and Terminology:

- 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.
- 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. More information is available in the Graduate/Professional Catalog (Academic and Professional Standards)
- 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

- The review normally occurs during the week following faculty submission of course grades for all students by the Assistant Dean for Student Affairs or the PhD Program Director. 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 Office of Student Success 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 dissertation chair, PhD Program Director, and department Chair.

Suspension/Dismissal:

- PhD students may be dismissed from the program by the Dean by failing to maintain acceptable grades in their courses, by failing to show acceptable performance in other areas such as research progress or professional behavior (as determined by the program or the University), or by failing to meet the terms of probation.
- Dismissal from a program normally follows a probation sanction.
- Typically, students are dismissed from the PhD program at the end of an academic term and are notified formally by the Dean. However, students can be dismissed from their program without a prior probation period and at times other than the end of a term in the case of serious violations of academic or professional standards, with approval of the Dean and either the Associate Provost for Graduate Academic Affairs or Associate Vice President of Academic Affairs (for Health Sciences programs).

Timeline: Letters of dismissal must be provided to the student, dissertation chair, and department Chair before the start of the next academic semester.

Exceptions to GPA Policy and Appeals

- Appeals for exceptions to policy and/or procedures must be approved by the Dean. The decision of the Dean 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 recommend 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).
- When a student receives a grade of F (on either a required or elective course), the student will be placed on academic probation. This sanction also requires a formal review by the student's dissertation chair, PhD Director, and department Chair. 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 Success will review all student's records for course grades of less than C.
- The Office of Student Success will notify the student, dissertation chair, 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 Dean.
- The decision from the Dean is final.

U Grade Policy

1. Purpose: Clarify policy and procedures relevant to a U course grade.

2. Policy: Students receiving a U in any required course do not get credit for the course and are automatically put on academic probation.

3. Criteria:

- A U grade indicates that a student had an unsatisfactory academic performance or made unsatisfactory progress during the previous semester in experiential learning courses such as teaching practicum, research rotations, or dissertation research.

4. Procedures:

- Faculty will alert the PhD Program Director and Department Chair if they assign a U grade to a PhD student.
- The student with the U grade will be placed on academic probation.
- A U grade also requires a formal review by the student's dissertation chair, PhD Director, and department Chair. The formal review will document the reason(s) for the U. A detailed plan of action will be developed by the dissertation chair, dissertation committee (if formed), and the student for moving forward.
- If the student does not adhere to the agreed upon plan and/or receives a second U grade, this is grounds for dismissal from the PhD program.

5. Exceptions to GPA Policy and Appeals:

- All exceptions to policy and/or procedures or appeals must be approved by the Dean.
- The decision from the Dean is final.

Incomplete Grade Policy

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

2. 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.

3. Faculty/Staff Responsibilities: School of Public Health faculty will be responsible for outlining the requirements for the removal of an Incomplete.

4. 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 provide a written outline of the requirements for removing the “I”.
- After the requirements have been met, the instructor will initiate and sign the WVU Grade Modification Form.

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 dissertation chair
- 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 must develop a scope of effort that approximates the total effort expected for the number of credit hours (about 45 hours of student work per credit).

- Independent studies may be graded using letter grades, pass/fail or satisfactory/unsatisfactory (one for 697/797 research learning experiences)
- 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 an appropriate effort to warrant the specified credit hours (~45 hours per credit).
 - 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.

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 Dean.

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

/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 using the appropriate form (located on SOLE site) to the dissertation chair, PhD Program Director, the Dean's Designee, and the Office of Research and Graduate Education. 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 in 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.

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 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.

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 should be signed by the student, dissertation chair, and sent to the Office of Research and Graduate Education.

IV. 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 PhD Program 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.

Student Computer Policy

Described below are the school-wide minimal computing requirements for incoming students in all degree programs. Students should note that Apple (Mac) computers may be less compatible with software used in required courses within the PhD Plan of Study.

Windows-based laptops (recommended) 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 (Mac) 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 502 and potentially other courses that require data analysis. A JMP license can be purchased through the WVU Software Licensing Information Center ([WVU SLIC](#)) annually.

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

/STUDENT CODE OF CONDUCT

The current student code of conduct can be found on the WVU Office of Student Rights and Responsibilities website. Students are responsible for reading and understanding the policies and expectations outlined on the website for all graduate students at WVU.

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PUBH 790: TEACHING PRACTICUM SYLLABUS

1. **General Information:** This contract outlines the primary expectations for the doctoral students enrolled in PUBH790: Teaching Practicum. Students take two 1-credit hour PUBH 790, either with the same faculty mentor or two faculty mentors, based on their interest to participate in courses offered during the semester. Students are expected to actively contribute to instruction, as part of a course, under the supervision of a faculty mentor/instructor of the course.

The contract contains three parts: (1) An overview of student expectations for Teaching Practicum. This includes the level of engagement/week, number of hours and frequency of mentor supervision meetings for feedback; (2) Faculty mentor/course instructor expectations. This includes specific student responsibilities provided by mentor (a sample list is provided below; can add more as needed); and (3) the contract is signed by the student and the mentor AFTER the student registers for the PUBH 790 course & prior to the start of the semester.

2. **Contract Approval:** This document will serve as an agreement between the student and faculty mentor/instructor of the course of what is expected to be accomplished during the given semester. Barring any major life event (e.g., births, deaths, job loss, etc.) or major illness, if the agreed upon work is not completed, the student will receive an unsatisfactory (U) grade for the semester. If the agreed upon work is satisfactorily completed, the student will receive a satisfactory (S) grade for the semester.

It is the student's responsibility to inform the course instructor regarding PUBH 790 prior to registering for the course and receive approval for mentorship. Each student-mentor contract is signed by the student, the mentor, and approved by the Department PhD Program Coordinator. Ultimately the contract paperwork will be uploaded to the student's record folder.

Student Name & Contact Information: _____

Course Number and Title: _____

Course Instructor & Contact Information: _____

Semester/Year: _____

3. **Setting goals for the Teaching Practicum:** The student/faculty mentor will collaboratively develop the student's teaching practicum goals for the teaching experience.

4. **Roles, Responsibilities and Expectations:** Students will receive regularly scheduled weekly or bi-weekly supervision from the course instructor. Table 1 below provides the role and responsibilities of student-mentors. A formal evaluation is conducted at the end of the semester by the mentor for a satisfactory or unsatisfactory grade for the semester.

Table 1: PUBH 790 Teaching Practicum Mentor and Mentee Roles, Responsibilities and Expectations

Mentees	Mentors
• Participate in a 1-semester teaching practicum. • Request to schedule regular meetings for mentor feedback. • Optional: Attend the Teaching and Learning Commons sessions (short and long) by demand that covers a variety of topics - Sessions by Demand Teaching and Learning Commons West Virginia University (wvu.edu). • Optional: Certificate in University Teaching (15 credits; you can use your electives towards courses)	• Participate in a 1-semester teaching practicum. • Schedule regular supervision meetings and provide feedback. • Optional: Attend the Teaching and Learning Commons sessions that cover a variety of topics (e.g., student engagement, assessment essentials, designing better assignments, building better courses, etc.).

Mentee Expectations/Guidelines: The student:

1. Will take initiative to contact mentor to schedule meetings
2. Will set mutual goals and expectations for the teaching experience. A list of sample activities is provided in Table 2.
3. Will set the level/frequency/means of communication with mentor
4. Will be respectful of mentor's views, ideas, and feedback
5. Will prepare in advance of their meetings with their mentor
6. Will commit to regular communication with the mentor throughout the duration of the course.
7. May not share intellectual property (course syllabus, assessments etc.) outside of mentorship meetings, unless given permission
8. Will communicate with the Department PhD Program Coordinator and the SPH PhD Program Director with any challenges or schedule changes for events.

Mentors Expectations/Guidelines: The mentor:

1. Will be respectful of mentee's views, ideas, and feedback
2. Will set a communication plan for engagement and feedback.
3. Will provide guidance and feedback on mentee's teaching responsibilities and plans
4. Will commit to regular communication with mentee throughout the duration of the course.

5. Will provide specific student responsibilities for teaching practicum (a sample list is provided in Table 2; can also include additional ones to tailor it based on student need/interest)
6. Are not obligated to edit mentee's professional or academic work.
7. Provide feedback on teaching & written reflection as needed
9. May not share intellectual property outside of mentorship meetings unless given permission.
10. Will communicate with the Dept PhD Program Coordinator and the SPH PhD Program Director with any challenges or schedule changes for events

Table 2. Suggested Sample List of Student Responsibilities

- Co-teach one lecture (or more depending on the course) with a PowerPoint or notes for students.
- Tutor students throughout the semester (number of students or topics can be limited or broad based on mentor assessment).
- Develop module learning objectives for their co-teaching of lectures; develop student assessments for the same lectures.
- Develop an assignment or in-class activity.
- Update a number of selected lectures based on mentor guidance on how to revise them.
- Make observations and provide feedback on student engagement during various course topics/activities.
- Develop an alternative lecture or additional lecture for the course in the future.
- Develop a Teaching Philosophy.
- Develop a written reflection of the practicum that may include a self-assessment and learning during the course.

4. Professionalism and Ethical behavior: The student/faculty mentor will model professional and ethical behavior (e.g., confidentiality, recognition of qualifications and limitations, record keeping, relationships, self-awareness and monitoring etc.). Students are expected to exhibit professional behavior in their teaching experience. In addition, students need to be aware and behave in accordance with the WVU Code of Ethics. If any issues or concerns arise specific to their teaching experience, it should be brought to the attention of their Department PhD Program Coordinator and/or the SPH PhD Program Director by email or phone call.

5. Evaluation: The faculty mentor will provide feedback to the student concerning his/her performance during the teaching experience. The students will also seek on-going feedback from their mentor, as needed. Barring any

major life event (e.g., births, deaths, job loss, etc.) or major illness, if the agreed upon work is not completed, the student will receive an unsatisfactory (U) grade for the semester. If the agreed upon work is satisfactorily completed, the student will receive a satisfactory (S) grade for the semester.

6. Signatures:

_____	_____
Student Signature	Date

_____	_____
Course Instructor Signature*	Date

* The mentor/instructor agrees to supervise the student & has approved the Teaching Practicum contract.

PUBH797 Research Rotation Agreement

At the West Virginia University School of Public Health, doctoral students must complete 2 separate 1-credit hour research rotations with faculty. These rotations are intended to last approximately 8 weeks in duration. Students are expected to contribute 5-8 hours of time per week to these rotations. Students receive a satisfactory (S) or unsatisfactory (U) grade based on the quantity and quality of the research performed during the semester. The student and faculty member shall meet and discuss what is to be accomplished prior to the start of the rotation. This document will serve as an agreement between the student and faculty member of what is expected to be accomplished during the rotation. Barring any major life event (e.g., births, deaths, job loss, etc.) or major illness, if the agreed upon work is not completed, the student will receive an unsatisfactory (U) grade for the semester. If the agreed upon work is satisfactorily completed, the student will receive a satisfactory (S) grade for the semester.

Student: _____

Dissertation Chair/Mentor: _____

Semester: _____

Research to be Completed Within the Time Frame Noted Above:

Signatures:

Student Signature: _____ Date: _____

Faculty Signature: _____ Date _____