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Preface

Welcome to Kent State University! We are pleased that you have selected to join the College of Public Health (CPH), Department of Biostatistics, Environmental Health Sciences and Epidemiology (DBEE). For up-to-date information throughout the academic year, please refer to the CPH website (http://www.kent.edu/publichealth/). Additional information is provided via the CPH quarterly newsletter.

This handbook has been prepared to assist students in planning the steps necessary to achieving a graduate degree in DBEE: the MPH or PhD. This handbook attempts to answer some of the most frequently questions asked by students. However, it is assumed that students will have many other questions as they proceed through their program of study. *Students should not hesitate to refer such questions to their Academic Advisor, Preceptor, or Dissertation Chair,* depending upon stage of completion of their degree program. Additionally, this document is intended as an introduction to the requirements, administration, and technical dimensions of the degree programs in DBEE and is not an official University document. In case of conflicts between this handbook and the Graduate Kent State Student Catalog (available at: http://www.kent.edu/academics/catalog), the latter will prevail.

College of Public Health

Kent State University’s College of Public Health was established in 2009 to educate and train students to meet the current and projected shortage of public health professionals in Ohio and the nation. It is one of only two colleges of public health in Ohio and the first to offer a Bachelor of Science in Public Health. Our academic programs integrate theory and practice to equip graduates with the knowledge and skills to address the health challenges of the 21st century. Degree programs in the College include the state’s first Bachelor of Science in Public Health (BSPH), a Masters of Public Health (MPH) with five specializations, and a Doctor of Philosophy (PhD) degree with three specializations: Epidemiology, Health Policy and Management, and Prevention Science. KSU is proud to be on the forefront of the field by being one of only two schools in the state to offer a PhD in Public Health. While this handbook contains policies relevant for all MPH and Ph.D. students in the College, it is tailored to students in the Department of Biostatistics, Environmental Health Sciences, and Epidemiology (DBEE). The contents of this handbook include the “core” requirements common to the MPH and Ph.D. degrees, along with requirements unique to the DBEE specializations.

**Mission:** The mission of the CPH is to develop and promote sustainable public health solutions, in collaboration with community organizations, through education, research and service for populations served by Kent State University campuses and beyond.

**Objectives:** The primary objectives of the College are to:

1. Create an academic environment which promotes the intellectual and professional development of students and faculty;
2. Develop and maintain a commitment to scholarly activity in research, graduate education, and undergraduate education which is commensurate with the goals and mission of Kent State University;
3. Provide programs for all students which meet the educational and technological demands of the disciplines represented in the College;
4. Offer courses in cognate academic disciplines and professional fields which provide the necessary base for the career goals of students and faculty; and,
5. Provide the public with service commensurate with a University.

Implicit in these objectives is a responsibility to teach, which includes but is not limited to, educating undergraduate and graduate students and providing continuing education while promoting and clarifying the role and philosophy of education. A strong commitment to research means creating and maintaining a significant intellectual environment and achieving our broader commitments to the advancement of knowledge and service to the public. Finally, service to the University and to the general public unifies and clarifies the role of the University in the local community, in the State of Ohio, nationally and internationally, and is valued within the College and the University.

Dean’s Office

The Dean’s office is located in 326 Lowry Hall. The office can be contacted via any of the following:

E-mail: publichealth@kent.edu

Phone/fax: 330-672-6500/330-672-6505

Mailing address:
- Kent State University
- College of Public Health
- P.O. Box 5190
- Kent, OH 44242-0001

Dean

The Dean of the College (hereinafter the “Dean”) is the chief administrative official of the College and reports directly to and is accountable to the Provost and Senior Vice President for Academic Affairs. Sonia Alemagno, PhD, is the current Dean of the College of Public Health.

Administrative Support

The following individuals represent the Dean’s Office support staff and can also be reached via the office contact information:

- **Associate Dean, Undergraduate Academic Affairs** - John Graham, Ph.D
- **Assistant Dean, Operations and Community Relations** - Ken Slenkovich, M.A.
- **Director, Academic Budget and Resource Management** - Brent Christman
- **Administrative Secretary** - Grace Battaglia-Hoffman
- **Instructional Designer** - Sasikumar Benzigar, M.Ed., D.Ed.
- **Educational Technology Designer** - Jamie Rhoads
- **Business Analyst** - Barb Fahrny
- **Undergraduate Academic Advisor Coordinator** - Jennifer Miller, M.Ed., M.B.A
- **Administrative Clerk** - Kim Yodice
- **Administrative Assistant** - Karen Kichton
Outreach Program Officer - Josh Filla, M.P.A.

Details on who to contact based on particular needs are listed in Appendix I.

Academic Department Structure

The CPH is organized into three Departments: The Department of Health Policy and Management, the Department of Social and Behavioral Sciences, and the Department of Biostatistics, Environmental Health Sciences, and Epidemiology. Additionally, within this structure are the Office of Public Health Practice and Partnerships, the Center for Public Policy and Health, and the Office of Global Health Programs (Figure 1).

![College of Public Health Organizational Structure](image)

Figure 1. College of Public Health Organizational Structure

Centers and Institutes

**Office of Public Health Practice and Partnerships (OPHPP):** The OPHPP provides workforce development programs for public health professionals to meet continuing education requirements. The Office also recruits organizations to provide student experiential learning opportunities, such as field experiences, internships and practicums. The Center is directed by Kenneth Slenkovich, M.A., Assistant Dean for Operations and Community Relations, and Willie H. Oglesby, Ph.D., Assistant Professor in the Department of Health Policy and Management. Additional information on this office is provided in a subsequent section of this document.

**Center for Public Health Preparedness (CPHP):**

The primary goal of the CPHP is to unite the College of Public Health and external partners for the expressed goals of sharing resources, facilitating collaborations and extending the impact of individual programs. The Center will unite academic, industrial, community and government agencies around public health preparedness (for example, natural or
man-made disease outbreaks) serving as a unique resource for northeastern Ohio and its surrounding communities. Examples of CPHP efforts include production and distribution of educational resources (i.e., “just-in-time” emergency trainings, for credit and non-credit courses, including one-hour seminars, one-day trainings, multiple-day workshops or semester-long courses). Additionally, the CPHP houses the NIH designated training facility of the National Biosafety and Biocontainment Training Program, and provides hands-on laboratory trainings.

**Center for Public Policy and Health (CPPH):** The CPPH conducts research to develop and improve public policies aimed at enhancing the public’s health, and to provide targeted assistance to public, non-profit, and private sector organizations. Information on the CPPH can be found at: [http://www.kent.edu/cpph/index.cfm](http://www.kent.edu/cpph/index.cfm).

**Office of Global Health Programs:** The Global Health Program’s mission is to create new opportunities in global health for Kent State students, as well as to foster interdisciplinary, collaborative research opportunities for faculty. To date, the program includes locations in Europe, Latin America and Southeast Asia; building upon relationships that exist between the College of Public Health, Kent State University and international institutions. Academic offerings include concentrated (two-week) and semester-long courses for undergraduate and graduate students held at international sites. Research projects and faculty exchanges also link the college and other Kent State faculty with counterparts at partner institutions.

**Public Health Student Alliance**

The Public Health Student Alliance (PHSA) is the official student organization for the College of Public Health. The PHSA was founded based on the firm belief that it is important for Kent State University students to participate in humanitarian efforts. Accordingly, the PHSA provides various opportunities to volunteer in the community and within the university. PHSA encourages students to become members and get involved in making a difference in people’s lives, either through volunteering their time or fundraising for various humanitarian causes.

Getting involved gives students a chance to apply some of the concepts learned in class; presenting opportunities to experience first-hand the world of Public Health. The PHSA also assists students in their career and academic decision-making processes.

The purpose of the Public Health Student Alliance is to:

- Promote the study of Public Health;
- Promote academic and professional networking;
- Provide current information about the public health field;
- Develop a sense of community among all students and staff in the College of Public Health;
- Expand opportunities for student professional development;
- Promote social responsibility through community involvement and service;
- Facilitate student dialogue with local, state, and national organizations; and
- Lend support to incoming and current public health students (i.e. mentoring and tutoring).

PHSA membership is open to all Kent State University students, undergraduates and graduates. Membership applications are available on the College website or in the College Office, 3rd Floor Lowry Hall. Information on the PHSA is available at: [http://www.kent.edu/publichealth/meet/phsa/index.cfm](http://www.kent.edu/publichealth/meet/phsa/index.cfm).
Department of Biostatistics, Environmental Health Sciences and Epidemiology

Degree Programs

The DBEE houses three MPH concentrations and one PhD specialization. A graduate degree in Public Health specializing in Biostatistics, Environmental Health Sciences, or Epidemiology equips students with the knowledge and skills needed to pursue career opportunities in their respective fields.

Master of Public Health

All MPH students in the College are required to complete six core courses equaling 19 credits (Table 1). Each concentration requires an additional 21 credits of specific required courses as well as six credits of electives, for a total of 46 credits required for graduation. Example plans of study by concentration are shown in Appendix II. In addition, a comprehensive exam is required to be taken during the student’s last semester and passed before the degree will be conferred.

All MPH students are assigned an academic advisor when admitted to the program. Students must discuss with their advisor before registering for their first semester classes to create a plan of study. If there is a desire or need to deviate from the plan, the student must meet with their advisor to discuss the change(s) before registering for the affected semester. In addition, it is expected that MPH students will contact their academic advisors at least once a semester during the degree program.

<table>
<thead>
<tr>
<th>Table 1. MPH Core Courses (19 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
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<tr>
<td>BST 52019</td>
</tr>
<tr>
<td>EHS 52018</td>
</tr>
<tr>
<td>EPI 52017</td>
</tr>
<tr>
<td>HPM 52015</td>
</tr>
<tr>
<td>HPM 52016</td>
</tr>
<tr>
<td>SBS 50020</td>
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</tbody>
</table>

MPH in Biostatistics

An MPH in Biostatistics trains students in the quantitative science of health data collection, storage, retrieval, analysis, and interpretation. Graduates of our MPH in Biostatistics program are equipped to use statistical methods to design and analyze health-related surveys and experiments for the purpose of improving health. Students in the biostatistics concentration are required to complete the additional courses listed in Table 2.

<table>
<thead>
<tr>
<th>Table 2. Biostatistics MPH Concentration Requirements (21 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>BST 60192</td>
</tr>
<tr>
<td>BST 63012</td>
</tr>
<tr>
<td>BST 63013</td>
</tr>
<tr>
<td>BST 63014</td>
</tr>
<tr>
<td>EPI 63016</td>
</tr>
<tr>
<td>EPI 63034</td>
</tr>
</tbody>
</table>
**MPH in Environmental Health Sciences**

An MPH in EHS helps students to understand how environmental factors, including biological, physical and chemical factors, affect the health of a population. Students also gain the knowledge and skills needed to develop practical strategies for mitigating the effects of harmful environmental hazards. Graduates of our Environmental Health Sciences program will learn how to conduct laboratory analysis of environmental contaminants, develop plans to prepare communities to respond to manmade and natural disasters, incorporate health promoting principles into urban design, and develop safety plans for companies. Students in the EHS concentration are required to complete the additional courses listed in Table 3.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHS 53009</td>
<td>Emerging Environmental Health Issues And Response</td>
<td>3</td>
</tr>
<tr>
<td>EHS 53012</td>
<td>Environmental and Occupational Health</td>
<td>3</td>
</tr>
<tr>
<td>EHS 60192</td>
<td>Practicum Experience in Environmental Health Sciences</td>
<td>6</td>
</tr>
<tr>
<td>EHS 63010</td>
<td>Applied Risk Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EHS 63011</td>
<td>Application of Risk Analysis in Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>EPI 63016</td>
<td>Principles of Epidemiologic Research</td>
<td>3</td>
</tr>
</tbody>
</table>

**MPH in Epidemiology**

An MPH in Epidemiology trains students to analyze the distribution and determinants of disease, disabilities, and death in populations. Graduates of this program will be able to apply quantitative and qualitative methods to investigate disease outbreaks, determine causal relationships between environmental and biological factors, and conduct studies to project health trends in populations. Students in the Epidemiology concentration are required to complete the additional courses listed in Table 4.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BST 63014</td>
<td>Applied Regression Analysis of Public Health Data</td>
<td>3</td>
</tr>
<tr>
<td>EPI 60192</td>
<td>Practicum Experience in Epidemiology</td>
<td>6</td>
</tr>
<tr>
<td>EPI 63014</td>
<td>Epidemiology of Chronic Diseases</td>
<td>3</td>
</tr>
<tr>
<td>EPI 63015</td>
<td>Epidemiology of Infectious Diseases</td>
<td>3</td>
</tr>
<tr>
<td>EPI 63016</td>
<td>Principles of Epidemiologic Research</td>
<td>3</td>
</tr>
<tr>
<td>EPI 63017</td>
<td>Epidemiological Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**MPH Practicum**

**Introduction**

The mission of Kent State University is to “discover, create, apply and share knowledge; foster ethical humanitarian values; educate students to think critically; expand students’ intellectual horizons; and prepare students for responsible citizenship and productive careers.” To this end, students pursuing a Master of Public Health (MPH) will not only engage with faculty in the classroom but will also apply their knowledge and skills in “real world” settings with support and guidance from community preceptors and the College faculty. These practical experiences are gained throughout the MPH program of study, and are particularly emphasized in the Practicum.
Summary of the Practicum Process

Toward the end of the program of study (usually in the second to last semester), students will register with the College’s Practicum Coordinator to begin the Practicum. After approval has been received, students will enroll in PH 60172 and PH 60192 concurrently and will consult with their faculty advisors, other faculty mentors, and the Practicum Coordinator to begin developing the Practicum project. During this process, students reflect on their completed coursework, identify areas of interest for further study, develop a list of possible sites to conduct the Practicum, and generate a preliminary list of learning objectives and activities. In this stage, students are encouraged to think about the “next steps” in their careers and design a Practicum project that will help them achieve those professional goals. Students should begin the process of identifying a practicum project and advisor as early as possible but no later than one semester prior to the semester in which the student intends to begin the Practicum.

After students have developed a preliminary concept about the Practicum project they would like to pursue, they will complete the Practicum Agreement Form and meet with the Practicum Coordinator to review the concept, discuss placement sites and a preceptor, and further develop the learning objectives. After the Practicum Coordinator approves the Practicum Agreement Form, it is signed by the student and preceptor and the original is given to the Practicum Coordinator.

Completion of the Practicum requires a minimum of 300 contact hours and the development and presentation of a portfolio. Ordinarily, this means that students will need at least two semesters to complete the required number of contact hours and develop and present a high-quality portfolio. Details on the requirements of the portfolio and presentation are contained in the Practicum Handout located in the appendices of this document. If the student intends to complete the Practicum at a current place of employment, the Practicum hours and project must be above and beyond the student’s normal work hours and responsibilities.

The Practicum is graded on a “satisfactory/unsatisfactory” basis and the grade is recorded in the student’s academic record under PH 60172 and PH 60192. The grade is based upon the quality of the portfolio, the presentation, preceptor evaluation, self-evaluation, and faculty assessment. In addition, students who are registered for practicum credits are required to attend a set number of practicum presentations by other students. The Practicum Coordinator will determine the required number each semester.

All relevant Practicum forms can be found on the College’s website:
http://www.kent.edu/publichealth/programs/graduate/graduate-forms.cfm.

Examples of Practicum Projects

A Practicum project serves as evidence of the student’s ability to apply knowledge and skills gained in coursework to a public health problem. Practicum projects can take many forms, depending upon the student’s discipline and interests. Examples of practicum projects by discipline include, but are not limited to:

**Biostatistics**
- Analyze and report complex statistical information to pediatricians on the association between in utero exposure to pesticides and the healthy development of newborns.
- Develop a registry and participate in the enrollment of Iraq and Afghanistan veterans suffering from Post-Traumatic Stress Disorder.
- Provide biostatistical support to researchers in a range of areas including, but not limited to, sample size calculations and power analysis, research methodology, data management, and data analysis.
Environmental Health Sciences

- Develop a program that builds the capacity of health department personnel to implement new water monitoring standards.
- Conduct a community awareness program around recycling and use of sustainable materials.
- Apply GIS mapping technology to an environmental health problem that changes how the problem is addressed locally.
- Assess microbial load/bioburden associated with an environmental hazard to a population and propose a mitigation plan to assist that population.

Epidemiology

- Develop and test new strategies of presenting complex epidemiologic information to community members.
- Develop and implement a “mixed methods” approach to studying how H1N1 is transmitted in the social networks of homeless youth.
- Perform secondary data analysis of large datasets to answer a public health research question.

For additional ideas, please refer to the Professional Competencies of each discipline (available from the department).

Student Responsibilities

The student has the primary responsibility of developing, conducting, and presenting the Practicum project and ensuring that all requirements are met. To this end, the student is responsible for:

Development Phase

- Reflecting on completed coursework, identifying areas of interest for further study, developing a list of possible sites to conduct the Practicum, and generating a preliminary list of learning objectives and activities to be reviewed and approved by the Practicum Coordinator.
- Obtaining the approval of the Practicum Coordinator before contacting potential field preceptors or community sites to negotiate a Practicum project.
- Completing the Practicum Agreement Form and obtaining all necessary signatures before beginning the Practicum project. Time spent before approval of the Practicum Agreement Form will not count toward the minimum contact hour requirement.
- Enrolling in PH 60172 and PH 60192 concurrently in the semester in which the student expects to receive the credit hours for the Practicum (for most students, this will be the second to last semester of study).
- Working with the Practicum Coordinator to obtain IRB approval of projects involving data from human subjects (you must have IRB approval before you can start).

Implementation Phase

- Completing two KSU-approved CITI trainings: Social & Behavioral Research and Biomedical Research
- Completing all required aspects of the Practicum project, as described in the Practicum Agreement Form.
- Behaving in a professional manner while completing the Practicum project (including appropriate attire, language, communication, and general appearance).
- Documenting the time devoted to the Practicum project (see Practicum Time Sheet on the College’s website: http://www.kent.edu/publichealth/programs/graduate/graduate-forms.cfm).
- Negotiating absences and make-up time directly with the field preceptor (the Kent State University holiday schedule does not necessarily coincide with the holiday schedule of the field site).
• Contacting the Practicum Coordinator when problems arise (including if the student is asked to do anything s/he finds objectionable, sign any documents, perform any clinical functions, or anything else that falls outside of the scope of the Practicum Agreement Form).
• Completing assignments/tasks given by the Practicum Coordinator.

Final Phase
• Identifying and obtaining approval of a model journal article.
• Preparing the portfolio (see requirements).
• Obtaining approval from the Practicum Coordinator to publicly present the portfolio.
• Satisfactorily presenting the portfolio (see requirements).

Field Preceptor Responsibilities
The field preceptor has the primary responsibility for providing a supportive learning environment for the student and evaluating the student’s work. To this end, the field preceptor is responsible for:

Development Phase
• Meeting with the student to develop the Practicum project.
• Discussing the Practicum project with the Practicum Coordinator.
• Reviewing and signing the final Practicum Agreement Form (http://www.kent.edu/publichealth/programs/graduate/graduate-forms.cfm).

Implementation Phase
• Providing a safe and productive work environment for the student (including a work area, computer, office supplies, or other items needed to complete the Practicum project).
• Providing access to technical, laboratory, administrative, or other equipment needed to complete the Practicum project.
• Signing weekly time sheets (http://www.kent.edu/publichealth/programs/graduate/graduate-forms.cfm).
• Maintaining an appropriate professional mentor relationship with the student.
• Supporting the student during the Practicum project.
• Reporting any problems to the Practicum Coordinator.

Final Phase
• Attending the portfolio presentation, if able.
• Completing the Preceptor Evaluation (see Appendix III) and submitting it to the Practicum Coordinator.

Portfolio Requirements
Each student must complete a portfolio that documents and summarizes the Practicum experience. The portfolio must include a cover, the Practicum Agreement Form, signed time sheets, the narrative, copies of the products that resulted from the practicum, and a self-evaluation. The portfolio must be organized and formatted correctly.

Students are required to work closely with the Practicum Coordinator on the development of the narrative document, including submitting drafts by the stated due dates.
Organization of the Practicum Portfolio

Students should purchase a white 3-ring binder of appropriate size and strength to hold all of the information listed in Table 5. Students should separate each section with labeled tab dividers.

<table>
<thead>
<tr>
<th>Table 5. MPH Practicum Portfolio Required Sections and Details</th>
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<tbody>
<tr>
<td><strong>Item</strong></td>
</tr>
<tr>
<td>Cover</td>
</tr>
<tr>
<td>Section 1</td>
</tr>
<tr>
<td>Section 2</td>
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<tr>
<td>Section 3</td>
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<td>Section 4</td>
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<tr>
<td>Section 5</td>
</tr>
</tbody>
</table>

**Practicum Narrative**

The Practicum narrative is a scholarly description of the Practicum project and is written like a journal article. Although the types of Practicum projects will vary, all Practicum narratives should be written in a standard 4-section format containing the Introduction, Methods, Results, and Discussion. Students should write the narrative as if they were publishing the results of the Practicum project in a peer-reviewed journal.

Students are required to identify and obtain approval of at least one journal article in a peer-reviewed journal to use as a model when developing their Practicum narrative documents.

The Practicum narrative should be no less than 15 pages in length (excluding coversheets, tables, figures, pictures, works cited, and other non-narrative) and follow the formatting requirements in Table 6.

**Self-Evaluation**

The self-evaluation component of the Practicum portfolio is the section where the student links the Practicum experience with prior coursework and with the “next steps” in their careers. Sample questions to address in the self-evaluation include, but are not limited to:

- Why did you create these specific learning objectives in your Practicum?
- Were the learning objectives of your Practicum achieved to your satisfaction/expectation?
- How has your Practicum experience enriched your overall MPH program?
- Did you learn what you thought you would in your MPH program?
- How has the MPH program better prepared you for your “next step?”
- What “lessons learned” would you share with future MPH students?
- Who would you like to acknowledge for their assistance?

The self-evaluation should be no less than 5 pages in length and follow the formatting requirements in Table 6.

<table>
<thead>
<tr>
<th>Table 6. Formatting Requirements for Practicum Narrative and Self-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirement</strong></td>
</tr>
<tr>
<td>Style</td>
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</tbody>
</table>
Presentation Requirements
Students must publicly present and answer questions about their Practicum projects to other students, faculty, staff, their preceptors, and other community members. The Practicum preceptor is encouraged, but is not required, to attend.

Students should prepare the presentation using Microsoft PowerPoint and include enough slides to fill 30 minutes. Students should be prepared to answer questions from the Practicum Coordinator and audience for 15 minutes.

Students must receive approval from the Practicum Coordinator before they can present their Practicum portfolios.

Date, Time, and Location
Students will establish a date and time to present the Practicum with the Practicum Coordinator. The Practicum Coordinator will secure the meeting location, usually in either Lowry or Moulton Halls.

Audio-Visual Equipment
Students are required to use the audio-visual equipment in the presentation room or reserve a laptop and projector from the College. If additional audio-visual equipment is needed, it should be secured by the student with the approval of the Practicum Coordinator.

Handouts
Students must prepare a 1-page handout that summarizes the Practicum project and bring at least 40 copies to the presentation.

The PowerPoint presentation and handout must be approved by the Practicum Coordinator before it is presented.

**MPH Comprehensive Exam**

The MPH comprehensive exam will be given during the semester in which the student intends to graduate. The exam consists of two parts, each of which is graded as pass/fail, and a passing grade of 70% on both parts is required for degree completion. Each concentration conducts its own comprehensive exam, and relevant information will be provided to each student eligible to take the exam at least four weeks before the exam date. Students who expect to graduate in August are required to take the comprehensive exam in the previous spring semester, as the exam is not offered during the summer semester.

In the event that a student does not pass one or both parts of the comprehensive exam, the department student advisory committee (SAC) will convene before the end of the semester to evaluate the student's performance and decide on a plan for the student to retake the exam part that was not passed. The earliest a retake can occur is the
following semester, not including the summer semester. However, the SAC may decide that a student requires an additional semester or more of time to obtain the necessary knowledge to pass the exam. The SAC may require that the student retake a class (not for credit) if it is deemed that the student is deficient in one area in particular. Each exam part may only be retaken once. If a student does not pass the retake, the student will not graduate from that MPH concentration.

**MPH Student Competencies**

**Core Public Health Competencies for MPH concentrations:**

By receiving a Master of Public Health (MPH) degree from the College of Public Health at Kent State University, students will be expected to attain the following public health competencies in addition to those specific to their major:

**Biostatistics**
- Describe the roles biostatistics serve in the discipline of public health.
- Apply descriptive and inferential methodologies according to the type of study data and/or study design (in public health) for answering a particular research question.
- Interpret results of statistical analyses for/in public health studies.

**Health Policy and Management**
- Identify the main components and issues of the organization, financing and delivery of health services and public health systems.
- Apply the principles of management to organizational initiatives.

**Epidemiology**
- Identify key sources of data for epidemiologic purposes.
- Apply the basic terminology and definitions of epidemiology.
- Evaluate the strengths and limitations of epidemiologic reports.

**Environmental Health Sciences**
- Describe the effects of major environmental and occupational agents on human health and safety.
- Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.

**Social and Behavioral Sciences**
- Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
- Identify the social and behavioral determinants that affect health of individuals and populations.

**Concentration Specific Competencies**

In addition to Core Public Health Competencies for MPH Students, each concentration has the following specific competencies that students will have mastered upon completion of the degree:

**Biostatistics**
1. Describe the roles biostatistics serve in the discipline of public health.
2. Apply descriptive and inferential methodologies according to the type of data model for answering a particular public health research question.
3. Interpret results of statistical analyses for/in public health studies.
4. Apply statistical methods to check assumptions of, and conduct analyses using, major multivariate techniques.
5. Explain when and how the major multivariate techniques can be used to answer common quantitative research questions in public health.
6. Explain general principles of study design in attempting to identify risk factors for disease, isolate targets for prevention, and assess the effectiveness of public health interventions.
7. Apply probabilistic and statistical reasoning to structure thinking and solve a wide range of problems in public health.
8. Use information technology to access, evaluate, and interpret public health data.
9. Distinguish among the different data categories and the implications for selection of statistical methods based on these categories.

**Environmental Health Sciences**
1. Describe the effects of major environmental and occupational agents on human health and safety.
2. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.
3. Describe the effects of biological, chemical, and physical hazards on the human body, including the role of genetic factors, pathways and routes of exposure, fate within the body, and adverse health effects.
4. Explain the science underlying testing for the ability of chemicals to elicit adverse human health effects.
5. Identify and evaluate the relationship between exposure to environmental agents and human disease patterns using epidemiologic methods.
6. Explain the different exposure assessment techniques used to characterize environmental health impacts and the advantages and disadvantages of their use.
7. Integrate the disciplines of exposure assessment and toxicology to quantify environmental health risks as they pertain to policy setting initiatives.
8. Evaluate and develop control measures to minimize environmental health risks.
9. Describe and communicate environmental and occupational health findings to diverse communities.

**Epidemiology**
1. Identify key sources of data for epidemiologic purposes.
2. Apply the basic terminology and definitions of epidemiology.
3. Evaluate the strengths and limitations of epidemiologic reports.
4. Describe public health problems pertinent to the community.
5. Apply problem conceptualization and critical thinking to identification of potential risk and protective factors for disease and health problems in populations.
6. Design studies intended to answer epidemiologic research questions. This includes development of appropriate questions, specific aims and choice of analytic techniques.
7. Collect primary data or access secondary data on and demonstrate ability to manage data sets necessary for epidemiologic analysis.
8. Use case-control and cohort study designs to develop a chronic disease research strategy.
9. Describe ethical issues associated with study of chronic diseases.
10. Conduct surveillance and investigative activities and organize data from these activities.
11. Design studies intended to respond to epidemiologic disease outbreaks.
12. Evaluate the impact of social interventions to the epidemiology of negative health states.
13. Apply social behavioral theories to understanding the distribution of risk and prevention of poor health outcomes.

**PhD in Public Health, Epidemiology Specialization**

The procedures, rules, and regulations stated in this handbook are valid under the normal time limits for earning the Ph.D. degree. Typical time to completion for full-time students is as follows:

- Two to four years from time of admission to complete coursework and candidacy examinations.
- Three to five years from the time of reaching candidacy to completion of the dissertation and awarding of the Ph.D. degree.

Part-time PhD students are encouraged to work closely with their Advisors to ensure that they complete all degree requirements within the time limitations set for graduation. Refer to the Graduate Catalog regarding time extension; however, if a student has not completed the candidacy exam an extension will not be considered. Most graduate program forms may be downloaded from the University’s website ([http://www.kent.edu/graduatestudies/forms-library-4-17-14.cfm](http://www.kent.edu/graduatestudies/forms-library-4-17-14.cfm)) or students may obtain a copy from the Department or Dean’s Office.

The following timeline is provided as a guide for a typical four-to-five year process (full-time):

**Two to three years – Advisory Phase**

1. Admitted and assigned an advisor
   a. Meet each semester with advisor
   b. Complete course work in required sequence
   c. Engage in research and teaching activities
2. Inform advisor of the intention to take the Fall or Spring candidacy written exam.
3. Take candidacy exam, which will consist of Part I and II, typically after completion of all required coursework
4. If either part of the exam is not passed, the student will retake the exam the next time that it is offered. If the student does not pass each part after the second attempt, the student will be dismissed from the PhD program

**12-24 months – Candidacy/Dissertation Phase**

1. Request a Dissertation Chair and committee
2. Commence Dissertation Proposal
3. Prepare and orally defend Dissertation proposal to committee
4. Implement Dissertation proposal
5. Orally defend the final Dissertation
6. Graduate

**Advisory/Coursework Phase**

**Areas of Study and Advisors**

The letter of admission to the CPH PhD program specifies the student’s academic department and names the Academic Advisor assigned by the Department Chair. The Academic Advisor plays an important role in the planning of the doctoral program of study during the initial advisory/coursework phase. It is the responsibility of the Academic Advisor to approve the student's plan of study.
EPI PhD Coursework

DBEE doctoral curriculum in epidemiology consists of a minimum of 90 credit hours organized in five curricular domains:

- Prerequisites (13 credit hours)
- Core courses (12 credit hours)
- Courses required for Epidemiology specialization (24 credit hours)
- Content-related elective courses (11 credit hours)
- Dissertation (30 credit hours)

Because PhD students enter the Epidemiology specialization program with different master’s level degrees, a program study guide is shown in Appendix IV to assist with the overall course plan.

The Epidemiology PhD curriculum at Kent State University is designed to help students develop real-world knowledge and skills needed to pursue success in the public health profession. Core curriculum requirements common to all CPH PhD in Public Health specializations are outlined in Table 7. Epidemiology specialization requirements are shown in Table 8.

### Table 7. PhD Curriculum Core Requirements

<table>
<thead>
<tr>
<th>Prerequisites (13 credits)</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BST</td>
<td>52019</td>
<td>Biostatistics in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>EHS</td>
<td>52018</td>
<td>Environmental Health Concepts in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>EPI</td>
<td>52017</td>
<td>Fundamentals of Public Health Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HPM</td>
<td>52016</td>
<td>Public Health Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Health Core (12 credits)</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBS</td>
<td>50020</td>
<td>Social and Behavioral Science Theories</td>
<td>3</td>
</tr>
<tr>
<td>BST</td>
<td>83014</td>
<td>Applied Regression Analysis of Public Health Data</td>
<td>3</td>
</tr>
<tr>
<td>EPI</td>
<td>72028</td>
<td>Methods of Evidence-Based Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HPM</td>
<td>72030</td>
<td>Grant Writing in Public Health</td>
<td>3</td>
</tr>
</tbody>
</table>

### Table 8. Epidemiology PhD Specialization Requirements

<table>
<thead>
<tr>
<th>Content-Specific Methods Courses (15 credits)</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BST</td>
<td>83012</td>
<td>Survival Analysis in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>EPI</td>
<td>73026</td>
<td>Design and Implementation of Health Surveys</td>
<td>3</td>
</tr>
<tr>
<td>EPI</td>
<td>73034</td>
<td>Longitudinal Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EPI</td>
<td>80191</td>
<td>Variable Content Seminar in Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>EPI</td>
<td>83017</td>
<td>Epidemiological Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content-Specific Courses (9 credits; choose 3 from those listed below)</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BST</td>
<td>83013</td>
<td>Experimental Designs in Public Health Research</td>
<td>3</td>
</tr>
<tr>
<td>EPI</td>
<td>73024</td>
<td>Emerging Issues in Chronic Disease Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>EPI</td>
<td>73-25</td>
<td>Emerging Issues in Infectious Disease Epidemiology</td>
<td>3</td>
</tr>
</tbody>
</table>
EPI 73027 Biological Basis of Public Health 3
EPI 73029 Public Health Surveillance Systems 3
EPI 73033 Environmental Epidemiology 3
EPI 80195 Special Topics in Epidemiology 1-3

Content-Related Electives (11 credits)
Content-related elective courses should be selected by the student with a faculty advisor, depending upon the student's research interest. It may occur within the College of Public Health or in other disciplines outside the college.

Dissertation (30 credits minimum)
EPI 80199 Dissertation I* 30

* Each doctoral candidate, upon admission to candidacy, must register for EPI 80199 Dissertation I for a total of 30 hours.

The 30 hours of Dissertation I must be taken in concurrent semesters of 15 credits each, including the summer semester if applicable. It is expected that a doctoral candidate will continuously register for Dissertation I, and thereafter EPI 80299 Dissertation II, each semester, including summer, until all requirements for the degree have been met. Although Dissertation I equals 15 credits per semester, the cost for Dissertation I is equal to 6 graduate credit hours ($2,850 for 2013-2014). The cost for Dissertation II is equal to 1/3 of the graduate per-credit-hour rate ($158.00 for 2013-2014). More information on tuition and fees can be found at http://www.kent.edu/tuition.

Course/curriculum revisions are made at the discretion of the Department. Degree requirements are consistent with University policy mandating that doctoral students complete a minimum of 90 semester hours beyond the bachelor's degree or 60 hours beyond the master's degree in order to qualify for a doctoral degree. Students are expected to carefully consider the total plan of study and weigh the merits of each course listed in the plan of study.

PhD Student Competencies
Upon completion of the PhD in Public Health with a Specialization in Epidemiology, each student should be able to:

Core Competencies
1. Analyze a particular health condition or issue including appropriate measures of prevalence, incidence, association and impact and be able to identify data sources and strengths and limitations of studies.
2. Search, synthesize, and critically evaluate published literature with regard to study design, precision, bias, confounding, ethical issues and gaps in existing knowledge.
3. Conceive and execute independent or team research on a public health policy, condition or issue while applying applicable ethical standards.
4. Translate theory and research into the design, implementation and evaluation of public health programs and policies.
5. Influence societal, organizational and individual factors through effective public health communication.
6. Lead collaborative efforts aimed at achieving organizational and community health goals.
7. Create evidence-based public health programs and strategies responsive to the diverse cultural values and traditions of the communities served.

Epidemiology Specialization Competencies
P.1 Describe the epidemiology of a particular condition including appropriate measures of prevalence, incidence, association, and impact, and be able to identify data sources, and strengths and limitations of descriptive studies.
Understand the biological, environmental, sociocultural, and behavioral factors in the natural history of disease and their influence on the performance, interpretation, and dissemination of epidemiologic research.

Know the principles of screening and surveillance systems. This includes understanding the concepts of validity and reliability, calculating associated measures, and recognizing the types of surveillance systems and approaches used in disease surveillance.

Search, synthesize, and critically evaluate published epidemiologic literature with regard to study design, precision, bias, confounding, ethical issues, and gaps in existing knowledge.

Formulate an original hypothesis and design a study using any of the main study designs understanding the advantages and limitations of each design to address a particular research question.

Demonstrate the ability to develop and implement a study including identifying study design and sampling strategy, calculating sample size, developing a data collection instrument, and collecting and managing data.

Demonstrate expertise in the statistical analysis of epidemiologic data from various study designs including assessing for and managing confounding and interaction.

Interpret, make inference, and communicate epidemiologic results and their implications to scientists and lay persons both orally and in writing (including peer review publications).

Understand the ethical conduct of epidemiologic research including the concepts of human subject protection and confidentiality, and awareness of particular issues relevant to the study of specific populations. Be able to apply this understanding in the design and conduct of research.

Demonstrate mastery of a substantive area, including knowledge and application of that knowledge in conducting original epidemiologic research related to a specific topic.

Registration and Course Scheduling: Students should meet with their Academic Advisor once per semester in order to develop/maintain their plan of study. The schedule of courses is available on FlashLine (https://flashline.kent.edu). The schedule of courses for an upcoming semester is available a few weeks prior to early registration. Following approval of selected courses by the Academic Advisor, students register for courses on Flashline. Any change from the student’s agreed upon plan of study need to be approved by their Academic Advisor. Some courses will require a special permission before students can register. For College of Public Health courses, students should contact Karen Kichton (kkichton@kent.edu) for permission to register in such cases. Changes in registration must be initiated by the student. To add or drop a course before the semester begins, students should log in to Flashline and simply make the change. To add or drop a course after classes begin students need to complete a Petition for Exception to Registration Form (http://www.kent.edu/registrar/forms/upload/petitionforexceptionform.pdf). Note: Failure to drop classes by the established deadline for late drops and adds will result in an increase in the percentage of tuition charged.

Changing Academic Advisors: It is possible for students to change Academic Advisors during the advisory/coursework phase of study. To initiate such action, students should discuss this change with their current Academic Advisor. It will be the student’s responsibility to identify another DBEE faculty member willing to serve as their Academic Advisor and to notify the Department Chair of this change.

Transfer of Credit Hours: A master’s degree and 12 semester credit hours (or maximum 44 semester hours of graduate credit) from accredited institutions may be accepted for transfer towards a doctoral degree if the following conditions are met:

1. Graduate credit was received from that institution.
2. Credit hours must be from an “accredited” institution that is approved or accredited by the appropriate regional accrediting agency (i.e., North Central Association) for graduate-level work;
3. If the transfer is to satisfy a course that is listed on the program of study, then the courses at the prior institution must have an 80% overlap with that course, as determined by the student’s faculty advisor;
4. If the transfer is to add a course as an elective, no overlap is required;
5. The grade received was a “B” or better (or “Satisfactory” or equivalent, if graded on a pass/fail basis) as evidenced by an official transcript;
6. The credit to be transferred is less than nine years old at the time the doctoral degree will be conferred at KSU;
7. The faculty advisor, department chair, dean, and graduate school approve the request; and
8. The transfer conforms to all departmental, college, and university policies.

An “accredited” institution is one that is approved or accredited by the appropriate regional accrediting agency (e.g., North Central Association of Colleges and Schools) for graduate-level work.

To receive credit for course requirements on the doctoral program, students need to submit a written request to their advisor. This request must include syllabi for all courses for which transfer is requested. The advisor will review the request and – if appropriate – submit a Transfer of Graduate Credit form (http://www.kent.edu/graduatestudies/forms-library-4-17-14.cfm) which will be forwarded to the Department Chair and Dean for final approvals.

**Doctoral Candidacy Examination Procedures in Epidemiology**

**Candidacy Examination**

In order to matriculate to doctoral candidacy,¹ students must successfully pass the Doctoral Candidacy Examination (part I and part II). The purpose of the candidacy exam is for the student to demonstrate that they have mastery of Public Health doctoral competencies and the skills necessary to successfully complete a doctoral dissertation. Kent State University requires all doctoral candidates to complete a candidacy exam. The nature of the Public Health Epidemiology candidacy exam is described in the sections that follow.

**Eligibility for Candidacy Examination**

Typically, students take the doctoral degree candidacy examination after completion of all required coursework; however, in some cases students may be permitted to take the examination during the last semester of coursework with approval from the advisor and department chair.

**Structure of Candidacy Examination**

The purpose of the candidacy exam is to demonstrate that the student has a:

1. Mastery of general public health knowledge

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¹ University Requirement:

“To become a candidate for the doctorate, a student must pass a candidacy (comprehensive) examination in the field of the major subject. This examination will be taken when departmental requirements have been met, but it should not be taken later than nine months before the student expects to receive the degree. The content and scope of the examination are determined by the department concerned. The examination may be either written or oral or both. The student is not permitted to continue with the dissertation unless this requirement is satisfied. Failure on the candidacy examination and a subsequent prescription and reexamination are subject to departmental policy. When opportunities for such reexamination are exhausted without success, the student will be dismissed from graduate study. (Kent State University Catalog 2012-2013)" [http://www.kent.edu/catalog/2012/info/policies/cdd/](http://www.kent.edu/catalog/2012/info/policies/cdd/)
2. Mastery of knowledge in the concentration area (Epidemiology); and the
3. Ability to conduct scholarly public health research.

Administration/Format

The PhD candidacy exam committee, composed of epidemiology faculty, will oversee the development and scoring of exam questions. The part I portion of the candidacy exam will be administered as an in-class, closed book exam. Students will take the exam without the aid of notes, books, or any other outside materials. The part I exam will be given over the course of two days. The part I exam will last four hours per day for a total of eight hours. The part I portion of the exam will be proctored and will be paper and pencil based. The part I exam will consist of multiple choice, short answer, calculation, and short essay. Each question will be assigned a point value.

The part II examination is a take-home exam that will be given on a Monday at 11 am. The student will have one week to complete the exam. The exam is due the following Monday at 11 am. The part II examination will include analyses and summation, and a critical review of the literature. The part II exam will be taken without the assistance of other individuals. Students are expected to abide by the University administrative policy regarding student cheating and plagiarism (policy 3-01.8) to ensure that the work is done independently. It is expected that students will utilize notes, books, journals, and the Internet, etc. as necessary to sufficiently complete the exam.

Students who need special accommodations should consult with their advisor at least two weeks in advance of the part I and part II exam and must be registered with the University’s Student Accessibility Services.

Planning

To assist students in preparing for the candidacy exam, the PhD candidacy exam committee will provide guidance on the scope of materials from courses and additional materials that should be reviewed before sitting for the exam. Competencies covered in required courses will serve as the foundation for study. Students should expect to take at least three months to prepare for the exam and are encouraged to form a study group. Topics covered may include those listed in Appendix V.

Timing

Typically, students take the doctoral degree candidacy examination after completion of all required coursework; however, in some cases students may be permitted to take the examination during the last semester of coursework with approval from the advisor and department chair. Students will ideally take the exam before beginning work on their dissertation research. When a student declares (s)he will sit for the exam in the fall or spring semester, (s)he will be informed of the dates of the exam.

Grading

The PhD candidacy exam committee consisting of epidemiology faculty will administer and oversee grading of the exam. An average grade of ≥70% over all graders is required for the student to successfully pass the part I portion of the exam. After the part II exam is completed, the PhD candidacy exam committee will determine whether the student has successfully passed the exam. A majority agreement in favor of passing is required for the part II exam.

2 http://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037779
**Report of Outcome**

Within 14 days of the candidacy exam, the exam committee will notify the student of the outcome. Detailed comments from the committee will be provided to those students who do not successfully pass the candidacy exam.

**Failure/Appeal**

Students who do not successfully pass one or both parts of the candidacy exam can sit for the exam the next time that it is offered or within one year of the first attempt. Failure to successfully complete the part I or part II exam after two attempts total will result in dismissal from the program.

Students do have the option to appeal their grades on the candidacy exam. Procedures have been established so that students who wish to appeal an academic decision may do so. Any formal appeal must be initiated in writing through the Department Chairperson. The process then proceeds according to policy number 4-02.3 of the University Policy Register (administrative policy and procedures for student complaints). Appeals that do not meet established guidelines will not be reviewed.

**Candidacy Phase**

If the candidacy exam committee’s vote is favorable and the student has completed all coursework, the student is advanced to Ph.D. Candidacy Phase. The Report of Candidacy Examination form must be completed by the student and signed by the graduate program coordinator and Department Chair (http://www.kent.edu/graduatestudies/forms-library-4-17-14.cfm). At this time, the student can assemble a dissertation committee and begin developing their dissertation. A doctoral dissertation is required of each doctoral candidate in any department offering the Ph.D. in Public Health.

The doctoral dissertation is expected to be independent research of the highest quality that makes a substantial and original contribution to the student’s discipline. The dissertation must demonstrate that the student has acquired the ability to conduct research in a discerning and original manner. The dissertation must make significant enough contribution to the field in which it is written that at least one scholarly article suitable for publication in a professional peer-reviewed journal may be derived from it or that the findings of the dissertation would be otherwise publishable. The quality of a dissertation is judged by the author’s ability to synthesize a body of current scientific evidence, apply rigorous scientific methods, and articulate original research findings in an intellectual manner. The dissertation must contain, at minimum, an overview of the public health issue to be examined, synthesis and critical analysis of the scientific literature, original research question(s), description of the research methods used and summary of research findings, and discussion of final conclusions.

**Dissertation Registration**

Each doctoral candidate, upon admission to candidacy, must register for Dissertation I twice (EPI 80199) for a total of 30 hours in two consecutive semesters, even if one of those is summer. If students do not graduate at the end of the semester during which they were registered for the second 15 credits of Dissertation I, they must register for 15 credits of Dissertation II (EPI 80299) in the next semester (again, summer is considered a semester) and continuously thereafter until all requirements for the degree have been met. Please note that Dissertation I and II are NOT variable credit courses. Each dissertation registration is for 15 credits, with per-credit fees considerably reduced compared to non-dissertation credits. The In-Progress (IP) grade is used until the student completes the dissertation at which time all IP grades in dissertation are changed to Satisfactory (S) grades. Requirements are the same for full-time and part-time doctoral students.
Dissertation Committee

The student begins by selecting a dissertation topic and drafting a concept paper, which provides a brief overview of the proposed research. The student then selects a Dissertation Chair. Together, the student and Dissertation Chair then select a full committee that will consist of (at minimum):

1. Chair of the dissertation committee
2. One full-time graduate faculty member from the student’s department; and
3. One faculty member outside of the student’s department.

The chair of the dissertation committee must have F4 graduate faculty status. At least two of the other committee members must have F3 or F4 faculty status. Faculty members will advise the student of their faculty status. If a Co-Chair is desired, (s)he should be included in addition to the above minimum. Individuals outside of the university may serve as committee members but cannot serve as chair. Students must receive written approval from the Dissertation Chair and Department Chair before outside individuals can be appointed to the dissertation committee. These outside members require further approval as a temporary graduate associate faculty member.

**Termination of Dissertation Chair Relationship:** When either the candidate or the Dissertation Chair feels that they can no longer continue in the dissertation chair relationship they both should consult with the Department Chair. Beyond the first semester of the dissertation chair relationship, which should be considered a trial period, the investment of effort and resources by both parties indicates that termination is a step that should not be taken lightly. After consultation with the Department Chair, if the candidate or Dissertation Chair still feels the relationship must be terminated, it is his/her right to do so.

**Termination of Dissertation Committee Members:** When the candidate feels they can no longer work with a dissertation committee member, the candidate should meet with his/her Dissertation Chair to discuss the issues. The dissertation chair can meet independently or in conjunction with the doctoral candidate and committee to resolve the issue. Any changes to the committee membership after initial approval by the Graduate School shall be forwarded to the Graduate School by the Dissertation Chair for ratification and approval. Requests for changes in committee membership should include a reason for such changes.

**Dissertation Prospectus**

The student consults with his/her Dissertation Chair and/or other faculty members to refine the research question and methodology. The student will then prepare a written dissertation prospectus that is 12-18 single-spaced pages of crisp, clear and succinct writing that is fully referenced and consists of at least the following sections:

1. Background/Significance/Research Question(s);
2. Pertinent Literature Review; and
3. Methods/Approach.³

The dissertation proposal is written using APA format (see [http://www.library.kent.edu/files/APACheatSheet.pdf](http://www.library.kent.edu/files/APACheatSheet.pdf)). Note: The prospectus may serve as a preliminary draft of the first three chapters of a traditional dissertation: Chapter 1,

³ Students who will be collecting data from human subjects must also include a copy of a completed application to use human participants (form available on the IRB website [http://www.kent.edu/research/researchsafetyandcompliance/irb/forms.cfm](http://www.kent.edu/research/researchsafetyandcompliance/irb/forms.cfm)). Obtaining IRB approvals from other agencies (e.g., hospitals, clinics, etc.) involved in the research is the responsibility of the candidate working under the guidance of the Dissertation Chair.
Introduction and Statement of the Problem; Chapter 2, Review of Literature; and Chapter 3, Methods (includes references used throughout the first three chapters); or may be formatted according to the journal manuscript format, with an Introduction and Statement of the Problem (Chapter 1); Specific Aims and proposed research problems and methods (Chapter 2); and Limitations and Alternative Approaches Considered (Chapter 3).

When the committee members believe that the student is ready to defend his/her dissertation prospectus, the chair will schedule a public presentation of the prospectus by the student. The dissertation prospectus defense shall be presented in a formal meeting including all members of the dissertation committee and open to the general public. Students should be prepared to present their prospectus for 30 minutes and answer questions from the public for approximately 20 minutes. After questions from the public have been answered, they will be excused and the student will meet privately with the committee. During that meeting, the committee will pose additional questions. After this questioning period, the student will be excused and the committee will discuss whether the prospectus has been successfully defended and if the student is ready to begin the research. If a majority of the committee approves the defense, the Dissertation Proposal/Prospectus Defense form will be signed and placed in the student’s file in the Department office, and serves in essence as a contract between the student and the committee. This form is then submitted to the Graduate School, with a copy placed in the student’s file in the Department office. Approval of the proposal permits the candidate to proceed with the actual dissertation research, and serves in essence as a contract between the student and the committee. If the committee rejects the proposal defense, the student must revise the proposal until such time as the committee is satisfied. In situations where significant revisions or a change of topic have been made, students will be required to schedule another proposal defense.

Conducting Research

During the research process candidates should be in frequent contact with their Dissertation Chair(s) and committee members. The schedules of all committee members, including the outside member, shall be considered when selecting a time for all committee meetings.

A federal mandate has charged that individual and institutional grant recipients, like the Kent State University College of Public Health, must train students in the responsible conduct of research. Doctoral students in the DHPM are required to complete this training before they initiate their research. Kent State University Office of Sponsored Programs has implemented an online Responsible Conduct of Research (RCR) training program through the Collaborative Institutional Training Initiative (CITI). Kent State University is a participating institution in CITI, the organization providing the training modules.

The CITI course for RCR was partially funded by the Office of Research Integrity and DHHS and has been designed to meet Federal requirements for formal training in the responsible conduct of research. Instruction is tailored to discipline-specific areas including the Biomedical, Social and Behavioral, and Physical Sciences and Engineering. The course is now available at https://www.citiprogram.org. Upon successful completion of the selected module, trainees will receive a printable certificate.

The CITI RCR Course addresses the following topics:

- Research Misconduct
- Data Acquisition and Management
- Responsible Authorship
- Peer Review
Mentoring  
Conflicts of Interest  
Collaborative Research  

Additionally, proposals involving research on human subjects must be reviewed by the KSU Institutional Review Board. The IRB proposal submission process is summarized in a flowchart that is available in Appendix VI, which provides timelines to guide submissions. Forms are also available on the Office of Sponsored Programs website ([http://www.kent.edu/research/sponsoredprograms/index.cfm](http://www.kent.edu/research/sponsoredprograms/index.cfm)). Appendix VI also provides additional information on the RCR requirement for the DBEE.

**Guidelines for Preparation of Dissertation**

As noted in the Graduate School Catalog, dissertations must demonstrate that the student has acquired the ability to conduct research in a discriminating and original manner. Moreover, dissertations should make a significant contribution to the field in which it is written. Dissertations are representative of work produced by the University and the College of Public Health. Students are responsible for the scholarly and accurate preparation of their work, including, but not limited to, the expression of original ideas, grammar, and format. The *Publication Manual of the American Psychological Association* is the required guide used by students in the DBEE in preparing their dissertation.

**Standards and Expectations for Doctoral Research in the Department of Biostatistics, Environmental Health Sciences, and Epidemiology**

The research question for a dissertation in Epidemiology can be substantive, methodological, or theoretical. In any case, it should have a demonstrable potential for advancing the state of knowledge or practice. Standards for an adequate doctoral dissertation are expressed by expectations for a high level of achievement in the following areas:

1. Originality is expected in doctoral research. It may be achieved through innovation in theory, methods or substantive content, or by creative application of existing theory or knowledge to a new problem. Research that replicates findings of others without this kind of innovation, while often a worthwhile contribution, is not sufficiently original to satisfy the expectations for the dissertation.

2. Depth in the definition and treatment of the research topic is a requirement for doctoral-level research. It implies both technical competence and intellectual sophistication. Depth is to be gauged by the doctoral committee against standards of work publishable in peer-reviewed communications.

3. Scholarship. The dissertation should be competent in scholarship, as well as in scientific technique. The problem should be introduced, the study justified, and the results discussed in such a way as to place the work in its academic context. That is, the dissertation should demonstrate familiarity with the work of others, awareness of important developments and controversies, and an ability to critically synthesize and convey such knowledge.

4. Writing Skills. Competence in scientific writing is among the evaluation criteria for the doctoral dissertation.

**Publication Requirement**

The program leading to the Doctor of Philosophy in Public Health in the DBEE is research oriented, and the candidate's doctoral research is expected to make a scientifically meaningful contribution to methodology and/or substantive knowledge. Peer review in assessing whether these standards have been met is the responsibility of the doctoral committee, acting in the capacity of an internal review body.
A mentored application of new skills is the preferred and most effective mode of learning and is applied to as many components of the doctoral training in DBEE as is feasible. Publication of research findings with external peer review should be first experienced in the didactic and supportive environment of a training program. Postponing these experiences until after graduation can be a significant hurdle to career development.

**Implementation**

As part of the doctoral research proposal approved by the doctoral committee, a minimum of three manuscripts intended for publication must be proposed. The choice of topics and an outline of the scope of the manuscripts are prepared with input from the doctoral advisor and are approved by the doctoral committee as part of the proposal and defense. The doctoral committee, or the doctoral advisor and at least one member of the doctoral committee, serve as an internal peer review group for the final drafts of these manuscripts.

Neither completion of peer review by a journal nor acceptance for publication is required prior to scheduling the doctoral defense. Timely submission of manuscripts resulting from the doctoral research process is encouraged, to give the candidate an opportunity to receive external peer review comments and to experience the interaction with external peers and journal editors. Rejection of a manuscript by a journal (or equivalent external peer-review process) does not preclude a successful completion of the doctoral program. Conflicts that may emerge between recommendations from external peer reviewers and the doctoral committee are resolved by the doctoral committee, according to the academic requirements of the doctoral program. The doctoral committee is the only, and final, arbiter of the acceptability of the doctoral dissertation.

If doctoral research is proposed that does not lend itself to publication according to the process outlined above, an alternative pathway to publication needs to be approved at the time of the Dissertation Prospectus Defense, in order to provide an equivalent learning opportunity to this student. If in the opinion of the doctoral committee the analytic results of the doctoral research do not merit publication, this committee develops an alternative to meet the expectations of the doctoral program and to make available to the student the experience of the publication process.

**Authorship Expectations from Doctoral Research**

The doctoral candidate is expected to assume the role of lead investigator for his/her doctoral research, exercising these responsibilities and decision-making prerogatives with guidance from the dissertation committee Chair. Consistent with this role, the doctoral student is expected to serve as lead author on publications that originate from doctoral research, unless an alternative is stipulated at the time of the doctoral dissertation proposal defense as required by access to data or resources. Under these circumstances, the student’s record should indicate in writing his/her agreement with the data use specifications as well as the advisor’s endorsement. Service on the doctoral committee does not confer authorship to faculty; contributions to a publication that deserve authorship recognition should be measured individually. Authorship recommendations from the scientific editors of the major health sciences journals serve as the guidelines for this process, as summarized in JAMA 1993; 269:2282-2286 and the instructions to authors provided by the major journals.

Assuming lead authorship responsibility and its roles is part of the career development competencies acquired as part of the doctoral training. The doctoral advisor is responsible for assisting the candidate in negotiating authorship issues, particularly in the case of multi-site collaborations, and for studies that have established publication and authorship policies. Guidelines to assist in this process are found in JAMA 1997; 278:579-85, and others.

If the doctoral research is conducted in collaboration with another institution, scientist(s) or agency supplying the data, negotiations should take place early in the planning of the doctoral research and no later than at the time of the defense of
the doctoral dissertation proposal. Expectations of authorship for all publications resulting from the doctoral work should be made explicit as part of such negotiations. Such negotiations should include the student, the doctoral advisor, and the collaborating scientist(s). A written confirmation or understanding of the agreement should follow these negotiations.

It is recommended (not required) that the doctoral advisor and at least one member of the doctoral committee be willing to assume co-author roles on each of the two manuscripts, to guarantee full involvement and timely critical input.

**Format**

Recommended components of a dissertation are as follows (see university guidelines for additional specific requirements):

1. Preliminary pages
2. Title
3. Approval
4. Acknowledgements
5. Table of Contents
6. List of Tables
7. List of Figures
8. Abstract (no more than 350 words)
9. Body
   a. Chapter 1: Introduction and Statement of the Problem
   b. Chapter 2: Review of Literature
   c. Chapter 3: Methods
   d. Chapter 4: Data Analysis
   e. Chapter 5: Discussion, Implications, and Limitations
10. References
11. Appendices

Alternatively, a student may choose to pursue a manuscript-formatted dissertation (3-paper format). In this format, a PhD dissertation may consist of a minimum of three manuscripts on a related theme that the dissertation committee deems suitable for publication. The scope of the manuscripts shall be negotiated with the dissertation committee in advance.

**Composition of the manuscript-based dissertation:**

The dissertation will contain at least the following three sections:

1. An introductory chapter
2. Chapters containing the body of publishable manuscripts (one per chapter). The number of expected chapters (typically three) should be decided by the student’s committee as part of the student’s research proposal and defense.
3. A concluding chapter

The introductory chapter will:

1. Explain the larger problems addressed in the research.
2. Address the significance of the proposed program of research to the field of epidemiology.
3. Discuss the purpose and major goals of the research and (if requested).
4. Contain a comprehensive literature review of the research area that covers all three manuscripts, a detailed discussion of the methodology relevant to the three manuscripts, and overall description of available data sources/data collection methods.

The concluding chapter will:

1. Explain how the manuscripts answer the larger problems mentioned in the introduction.
2. Report on any aspects of the research not included in the manuscripts but worthy of discussion.
3. Discuss the potential for future research.

Normal university policies related to plagiarism apply. Plagiarism refers to the taking or presenting as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. As defined, plagiarize includes, but is not limited to: (a) The copying of words, sentences and paragraphs directly from the work of another without proper credit; (b) The copying of illustrations, figures, photographs, drawings, models, or other visual and nonverbal materials, including recordings, of another without proper credit; and (c) The presentation of work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers. Further detailed information on the University’s definition of plagiarism, as well as administrative policy regarding student cheating and plagiarism are available at: http://www.kent.edu/academics/resources/plagiarism/Information-for-Students/what-is-plagiarism.cfm.

After the dissertation is accepted by the Dissertation Advisor, it will be read by the dissertation committee, and any recommended revisions will be communicated to the student, who will incorporate any changes into their dissertation.

**Preparation for Defense of Dissertation**

Once initial changes are incorporated, and prior to scheduling a defense of the dissertation, the student and his/her Dissertation Chair shall schedule a pre-defense meeting of the Dissertation Committee. The purpose of the meeting is to establish the state of readiness of the manuscript for the final oral defense. The following are possible committee decisions: (1) Unanimous agreement that the dissertation is ready for the oral defense and any suggestions for changes do not need to be seen before the oral defense; (2) One or more committee members request that minor changes be made in the pre-defense copy and wish to see the revisions before determining readiness to defend. An additional meeting of the dissertation committee is not needed for final approval; or (3) The committee determines that major revisions necessitate postponing the scheduling of the oral defense. If possible, a tentative timeframe for completing changes will be identified and a potential date for the next pre-defense committee meeting should be set.

**Oral Defense**

When the dissertation is ready for preliminary approval, the Dean must be notified to request the appointment of a Graduate Faculty Representative (GFR). The GFR will be appointed by the Dean, or his/her designate after consultation, when appropriate, with the Dissertation Chair or Department Chairperson. To qualify, s(he) must have directed a dissertation to completion. The GFR most often comes from outside the student’s department. The GFR may also come from outside the university but must have directed a dissertation to completion. The GFR represents the Graduate Faculty by noting whether or not the nature of the questioning and the responses meet highly respectable scholarly standards. If s(he) has some reservation in regard to this, the reservations are presented immediately to the Dean. The GFR is expected
to question the candidate and to vote on the passing of the final examination. (For further information see Kent State University guidelines dissertation final examination).

Upon completion of all requested revisions, if any, the student will be required to defend their dissertation before a committee of graduate faculty members, including the Dissertation Committee and the Graduate Faculty Representative selected by the Dean from a department other than that of the student’s major.

The meeting date should be scheduled in line with University deadlines for dissertation defense. The Dissertation Chair will designate the time and place of the final oral defense and notify all members of the Dissertation Committee. The defense should be scheduled to allow at least ten days for the Dissertation Committee to look over the dissertation. The candidate should be prepared to make further revisions after the oral defense. At least two (2) weeks prior to the scheduled oral defense, candidates are required to distribute copies of the dissertation abstract, with the approval of the Dissertation Chair, to departmental faculty and graduate students and posted at least five days prior to the defense itself to familiarize members of the Graduate Faculty and other students with the methods and findings of the dissertation. This document should contain the following:

- A short biography (200 words) of the candidate; and
- A brief narrative abstract (250 words) of the dissertation.

The process of the dissertation defense will be determined by each Dissertation Chair, in collaboration with the Dissertation Committee and the student. Typically, the defense consists of:

- A 20-30 minute presentation of his/her findings;
- 15-20 minutes of questions from the public in attendance;
- Dismissal of all except the student, GFR and dissertation committee members from the room;
- Questions from the dissertation committee;
- Student leaves the room once all questions have been asked and dissertation committee conducts the vote; and
- Student is called back in to receive the results.

The total meeting time of the oral defense is usually less than two (2) hours but may extend longer. The responsibility for moderating the oral defense will be that of the Graduate Faculty Representative or a moderator appointed by the Dissertation Chair. The defense of the dissertation is open to the university community.

**Determination of Success or Failure of the Oral Defense:** The moderator will adjourn the defense and clear the room of everyone except the members of the student’s Dissertation Committee. Parliamentary procedure will be observed. The candidate will be evaluated both upon the quality and significance of the dissertation and upon the oral defense of the findings. All committee members will be polled for their vote on the defense and the dissertation (pass or fail). The candidate passes if there is no more than one dissenting vote cast by the Dissertation Committee. All members of the Dissertation Committee will affix their signature to a single form signifying their vote.

Report of examination results must be filed by the chair through the appropriate office. The *Report of Dissertation Final Examination Form* ([link](http://www.kent.edu/graduatestudies/upload/report-of-dissertation-final-examination-10-31-12.pdf)) must be completed and filed with the proper signatures as noted on the form. This form must be on file in the Graduate School at the time the dissertation is officially submitted. Committee members may wish to write separate

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4 The Division of Graduate Studies encourages all dissertation defenses to be publicized well in advance and to be open to all faculty and all graduate students. The definition of “open” will reside with the department.
memos to the Graduate School concerning the dissertation and/or the defense. Members are invited to do so but not required to do so. The Graduate Faculty Representative is expected to provide an evaluation of the dissertation defense including thorough written comments which are forwarded to the Dean’s Office, with a copy to the Department Chair.

**Repeating the Oral Defense:** If the doctoral candidate fails the oral defense of the dissertation, the Dissertation Committee will determine under what conditions another oral defense of the dissertation may be scheduled. The Dissertation Committee is not obligated to provide a second opportunity to defend the dissertation; however, the candidate may be granted one (1) additional opportunity to defend the dissertation. Failure to defend the dissertation successfully means that the candidate must reapply for graduation according to the established deadlines for the term in which the next defense will be scheduled.

**Post-defense Activities**

**Submission of Final Dissertation Copy**

All comments/questions by the Dissertation Committee are to be addressed by the candidate in the final version of the dissertation. The final version must be approved by the Dissertation Committee and be in current APA format. See university requirements for specific requirements. In addition to the bound copies required by the University a bound copy AND an electronic version of the dissertation will be furnished by the candidate to the department.

**Information on Electronic Submission of Dissertations**

After the candidate has passed the oral examination and the Dissertation Committee has signed off on their final dissertation copy, doctoral candidates must submit their dissertation in electronic form. The dissertation will also include an abstract of no more than 350 words. Information on the process may be found on the University Libraries’ Guidelines for the Preparation of Electronic Theses and Dissertations website (http://www.kent.edu/library/about/depts/technicalservices/etd/index.cfm). Theses and dissertations must be prepared according to established guidelines. Guidelines for preparation and typing of theses and dissertations are available in the college office.

Dissertations submitted electronically are available through the OhioLINK ETD Center. The DHPM still requires submission of both a paper and electronic copy for the archives. It is the responsibility of the student to fulfill this requirement.

Students who submit electronically must provide the college with the signature pages on bonded paper, as shown in the Styles Guide.

When submitting electronically, on the Library’s information page there are links on the left that explain how to submit the dissertation/thesis. If the dissertation is already in pdf form, skip to the guidelines link and make sure you have followed all the steps on that page. (Direction #8 on the guidelines page is where the actual uploading directions begin.)

Electronically submit at this site: https://etdadmin.ohiolink.edu/ap:LOGIN

All dissertations must be published according to a plan provided by ProQuest Information and Learning, Ann Arbor, Michigan, for the purposes of archiving, indexing, and dissemination. All communications and relations between faculty or students and ProQuest shall be carried out only through the Kent State University librarian. Publication of the complete dissertation or significant parts of it through other avenues is expected, but this is not to be used in lieu of the requirement
Students have the option to impose an embargo or delay on the electronic publication of their dissertation for 6 months, 1 year or 2 years: [http://www.kent.edu/library/about/depts/technicalservices/etd/faq.cfm](http://www.kent.edu/library/about/depts/technicalservices/etd/faq.cfm). This addresses situations such as a patent application, book contract negotiation, or other proprietary interests that are at stake. You must arrange a publication delay through the college in conjunction with your advisor and indicate the delay in the online form when submitting the Electronic Thesis or Dissertation (ETD) to OhioLINK. You may not request a delay after your online submission has been approved.

**Application for Graduation**

There is a formal application deadline for each graduation period. This deadline is the first Friday of the semester or term in which the doctoral candidate plans to graduate. The deadline is firm and must be met. Refer to the Division of Graduate Studies Catalog or inquire in the Office of Graduate Student Services for specific dates. If any problems are detected once the clearing process has begun, students will be notified by letter. Problems that are not resolved prior to the deadline communicated through the letter will result in removal of the student from the graduation list. At that time, the student will receive a removal letter explaining the reason for the action and procedures for reapplying for graduation. All required coursework and practicum must be completed before students can be cleared for graduation. Students who are on the graduation list will receive a mailing from Office of the Provost. This letter will contain pertinent information regarding graduation ceremony attendance.

**Reapplication for Graduation:** Those applicants who do not meet all of the above requirements for graduation by the posted deadlines must reapply for graduation. When reapplying for graduation, the candidate must adhere to the same calendar deadlines. The doctoral candidate must also register for dissertation credits for the term in which graduation is anticipated.

**Graduation Ceremony**

Every doctoral graduate who attends the commencement ceremony is awarded the ceremonial doctoral hood by the College of Public Health to celebrate their accomplishments as a new Ph.D. graduate. Candidates who plan to participate in the graduation ceremony must make arrangements to be properly attired in a doctoral gown. The University Bookstore rents and sells doctoral gowns. Whether purchased or rented, the doctoral gown must be appropriate to the degree. When ordering a gown, doctoral candidates from the College of Public Health should specify that they have earned the Doctor of Philosophy degree in their specific discipline. The gowns worn by master's or bachelor's degree recipients are inappropriate attire for the doctoral candidate.

**Keeping in Touch**

Ph.D. graduates should update the College of Public Health with their current addresses and professional positions. We take pride in our graduates and would like to share their successes and inform them of future University and College events.

**Publishing**

It is the expectation that new Ph.D. graduates will work with their Dissertation Chair and appropriate committee members to publish from their dissertation. As noted, it is an expectation that at least one scholarly article suitable for publication in a professional peer-reviewed journal is derived from the dissertation or that the findings would be otherwise
publishable. In fulfilling this expectation, the student is assured that the work is theirs and they should at no time feel pressured to include faculty members on subsequent publications. However, it is a professional courtesy to include the Dissertation Chair and key committee members (at the graduate’s discretion) who have contributed significantly to their success. Authorship should be discussed in advance as noted above.

Student Responsibilities and Code of Ethics

Acceptable Academic Performance

**Grades:** Once grades are submitted, they are final and will not be changed except in cases of administrative error. Grades cannot be changed by allowing students to do additional work (e.g., retaking exams; redoing papers; submitting extra credit papers, reports, etc.) or by using criteria other than those applied to all students in the class. In the event of an administrative error, students must contact the instructor as soon as possible following receipt of the grade in question.

**Grade Point Average:** Only work of high quality is approved for graduate credit. Graduate students are expected to maintain a 3.0 average GPA in all work attempted at Kent State. In order to qualify for graduation, a 3.0 average must be maintained for all graduate coursework and prior to taking the culminating examination. Grades below C (2.0) are not counted toward completion of requirements for any advanced degree, but are counted in evaluating a student’s grade point average. Only graduate course credits count toward a graduate degree.

A student who fails to maintain a 3.0 average is subject to dismissal. As well, a graduate student who receives a combination of more than 8 credit hours of B- (2.7) or lower grades, or more than 4 credit hours of grades lower than C (2.0) is subject to dismissal. Dismissal may be recommended by the chair (or director) of the student’s department to the college dean, or the college dean may request the action of the department chair, or action may be recommended by the college dean’s designee.

**“IN” Grades (Incompletes):** The administrative mark of “IN” (incomplete) may be given to students who are currently earning a “C” or better and are unable to complete the required work between the course withdrawal deadline and the end of classes due to extenuating circumstances. Appropriate documentation is required to support the extenuating circumstances. The student must initiate the request for the incomplete mark from the instructor, and it is the responsibility of the student to make arrangements to make up the work. All incompletes must be made up within one calendar year. Instructors are required to complete and submit an Incomplete Mark Form to the Department Chair at the time grades are assigned. This form includes justification for awarding the Incomplete, the work to be completed for the course, and the grade to be assigned if the work is not completed (default grade). A copy of the Incomplete Mark Form is also provided to the student. In the event the instructor assigns an “IN” grade without a default grade, the default grade will be “F” if the work is not completed by the student. Incompletes will not be counted in the computation of grade point averages until the work is completed, at which time an appropriate grade will be assigned based on the instructor’s evaluation of the work submitted and a new grade point average computed. Unless the course is completed or an extension is granted, Incompletes will automatically lapse to the grade designated on the Incomplete Mark Form at the end of one year.

**Grade Grievance Policy:** If there is a dispute about a student’s grade, then it is possible to engage in the University Academic Appeals process outlined in the Graduate Catalog. A student who has a grievance concerning a graduate course
must first contact the professor in charge of the course in order to try and resolve the dispute. If a resolution is not reached, the issue should then be discussed with the Department Chair. All formal appeals must be initiated in writing through the Department Chairperson. Appeals that do not meet established guidelines (See Graduate Catalog) will not be reviewed. If a solution cannot be reached within the Department, or if the issue involves the entire Department, the Dean should be consulted. The University’s policies and procedures, which govern student grievances and student academic complaints, are included in the University Policy Register. Please see the “University Policy Register” Policies: 3342-4-02.102, 3342-02-3 and 3342-8-01.4.

**Time Limits:** Graduate students must register for courses at Kent State University within two years after the students’ admission date to retain active status. Failing to do so, students must reapply, and all requirements in effect at the time of reapplication must be met. If students are unable to begin formal coursework during the term for which admission was originally granted, they must maintain current demographic information and academic transcripts at the admitting office at Kent State University and indicate the term in which they will register.

Master’s degree students will normally complete work within six calendar years after the students’ first graduate registration at Kent State University. Any credit being transferred for meeting degree requirements should also have been earned within the six-year period. Departments with time limits that vary from these norms will notify their students in writing.

It is expected that the doctoral degree students entering Kent State with a baccalaureate will complete the degree in no more than 10 years. Normally, doctoral degree students entering with a master’s degree will complete the degree in no more than nine years. A doctoral candidate is expected to satisfactorily complete the dissertation and pass the final oral examination within five calendar years after having passed the candidacy examination. When an extension of any of these time limits seems to be necessary and proper, the student and advisor will petition the student’s department for an extension. The extension may be denied, in which case the student will be dismissed, or it may be granted with qualification. The student, Advisor and college Dean must be informed of the decision in writing. If the extension exceeds one year, the approval of the college Dean is required. Requests for time extensions exceeding one year must be submitted to the Dean with evidence that the degree candidate is current in his/her field of study.

Additional requirements to graduate are specified in the Kent State University Catalog (available at: http://www.kent.edu/academics/catalog/).

**Academic Dismissals:** Students who are unable to maintain the academic standards of the Department are subject to dismissal. Dismissals will be determined by Department Chair. The most common reason for dismissal is failing to maintain a grade of B or higher (less than a 3.0). When a department has determined that the number of in-progress (IP) or incomplete (IN) grades on a student’s record indicates poor progress toward completion of a degree, it may recommend dismissal of the student to the college Dean. In determining a graduate student’s grade point average, all graduate courses attempted by the student while in a Kent State University graduate program are included in the computation. A change by a graduate student from one department or program to another does not eliminate the grades received under the first enrollment, which are computed in the student’s grade point average. Graduate (but not undergraduate) courses taken by the student over and above those required for the student’s program are included in the grade point average.

A graduate student who has been dismissed from a graduate program normally may not be reinstated for work in the student’s former program or be readmitted in any other program or coursework. However, after one year as a dismissed student, application for reinstatement or readmission may be made based upon evidence that former academic weaknesses
have been appropriately addressed. If the Department Chair and Dean agree that another opportunity should be provided, conditional admission will be granted.

**Dismissal Appeals:** A student who is dismissed has the right to appeal the decision. Appeals must be made in writing to the College of Public Health. The appeal letter must be composed, typed and signed by the student. The appeal letter may be delivered personally or sent by mail, and must include original documentation. Appeal letters also may be sent by fax or as an e-mail attachment from the student's Kent State e-mail address, but must be supplemented by submitting original documentation. Appeal letters for a dismissal made at the end of the fall semester must be received by the Friday before spring semester begins. Appeal letters for a dismissal made at the end of the spring semester must be received by June 15.

Appeals must be based on recent circumstances that were beyond the control of the student. Appeal letters must include the following:

1. An explanation of the extenuating circumstances, such as personal illness/injury, critical family illness or other situations of sufficient severity that they may have adversely affected academic performance. These circumstances must be documented by providing physician statements or other appropriate official documents.
2. Proof of consistent satisfactory academic performance prior to the occurrence of the circumstances believed to be the cause of the dismissal. These efforts must be documented by course instructors, and their statements must be submitted on university letterhead or sent from each instructor's Kent State e-mail address. If errors have occurred for one or more reported grades, the course instructor must verify that a grade change has been submitted.
3. An explanation of why action such as course withdrawal, complete term withdrawal, request for an incomplete grade, etc., was not taken before the end of the semester.
4. A detailed plan of action for achieving academic success for any future enrollment at Kent State University.
5. The student's full name, Banner ID number, current and permanent mailing addresses, current and permanent telephone numbers and Kent State e-mail address.

Appeals that do not meet these guidelines will not be reviewed.

**Academic Honesty**

Students are expected to adhere to all University policies related to academic honesty and plagiarism. The university's policy on student cheating and plagiarism (3342-3-01.8 in the policy register) addresses the procedure when a student is accused of plagiarizing. The outline below summarizes the steps in that process:

**When a Student is Accused of Plagiarism:** If a student is accused of plagiarizing, he/she should expect the following:

1. Instructor will inform the student verbally or in writing that he/she suspects plagiarism.
2. Instructor will provide the student with an opportunity to explain orally or in writing why he/she believes that they did not plagiarize.
3. If instructor still believes student plagiarized, he/she may impose one of three sanctions:
   i. Refuse to accept the work for credit (the student would have to do the work over from scratch in order to have it count towards his or her final grade).
   ii. Give an F or zero to the student for that assignment.
   iii. Fail the student for the entire course.
4. The instructor has discretion in determining the most appropriate response for the violation and deciding how severely to penalize the student.

5. Instructor will fill out the online Cheating/Plagiarism Sanction Form, which gets sent to the Office of Student Conduct. That office will contact the student, the instructor's chair, and the CPH Dean to communicate the sanction applied. The form also advises the student of their right to appeal.

6. Instructor may also recommend to the Department Chair that additional academic sanctions be applied (sanctions impacting the ability of the student to complete a degree).

7. If the Department Chair agrees, the charge will be forwarded to the CPH Dean for consideration of one of the following degree-related sanctions:
   i. Revocation or recommendation to decertify or not to certify.
   ii. Rejection of the thesis, dissertation or work.
   iii. Recommendation for revocation of a degree.

8. If instructor or Dean believes that the academic sanctions listed above are not sufficient, the charge could be forwarded to the Academic Hearing Panel. If the panel determines that more action is needed, the penalties could increase and the student could be dismissed from the university.

9. Students who commit their first, usually less-egregious act of plagiarism are sometimes asked to attend "Plagiarism School."

Right to Appeal a Sanction: If the student believes that they have been unjustly sanctioned or believe that the sanction applied by the instructor was too severe, the ONLY course of action is to appeal. Appeals MUST be made within 15 class days (days are defined as days in which the university holds classes, except for weekends) of receiving the written notice of sanction. If the student decides not to appeal or waits longer than 15 days, the student is stuck with the sanction. An appeal consists of a letter written to the Office of Student Conduct (119 Twin Towers P.O. Box 5190, Kent, OH 44242), which is forwarded to the Academic Hearing Panel (AHP), which facilitate the following process:

1. A hearing will be scheduled where the instructor must demonstrate that the student plagiarized.
2. The student and/or instructor can call witnesses and cross-examine each other (Note: neither side can be represented by legal counsel).
3. The AHP will make a final decision and send it to the parties within 15 days of the conclusion of the hearing.

University policy does allow you to appeal a decision made by the AHP. That appeal must be made in writing within 7 calendar days of the date of the AHP decision to the Provost (Executive Offices, 2nd Floor Library, Kent State University, Kent, OH 44242). Such appeals are limited to the following reasons:

1. The decision was not in accordance with the facts presented.
2. The decision was reached through a procedure not in accordance with this rule.
3. New information is available which suggests modification of the decision.
4. To determine whether the sanctions imposed were appropriate for the conduct violation which the student was found to have committed.

Professional Responsibility

Graduate Assistantships (GA) and other ad hoc research and/or service opportunities are intended as extensions of the teaching mission of the Department of Biostatistics, Environmental Health Sciences, and Epidemiology. While serving in
these capacities, students are representatives of the Department and will comport themselves with total professionalism at all times. Students are expected to follow the dress standards for their work environment. While at work, all students will ensure that their level of effort meet or exceed sponsor expectations. Failure to act professionally may result in a dismissal from the assistantship. At minimum, the student’s annual evaluation (see Appendix III) will reflect their behavior, with implications for subsequent reappointment.

Students who are dismissed or not reappointed to a GA position have the option to appeal. Any formal appeal must be initiated in writing through the Department Chairperson and should include documented evidence of satisfactory performance in their GA position. For more information on academic appeals, see policy number 3342-8-06 of the University Policy Register (administrative policy and procedures for student complaints). Appeals that do not meet established guidelines will not be reviewed.

Financial Aid and Assistantships

Departmental awards are for tuition waivers or for stipends plus tuition waivers. In the latter case, students are required to work 20 hours a week as Graduate Assistants (GAs). There is no fixed number of GA positions in the DBEE, with the number of awards dependent upon funds available. All awards are merit-based.

Eligibility

Initial decisions regarding financial aid/assistantship funding allocations are made on the basis of students’ applications to the program. After making admissions decisions, the DBEE determines the number of students it can support and makes offers accordingly. Students who do not receive funding offers based on their initial applications may apply for funding on an ad hoc basis each semester, with approval dependent upon available project and/or research funds in the Department to support GAs. All recipients of graduate financial aid, whether full- or part-time assistantships, must enroll in a minimum of eight (8) credit hours per semester. Exceptions are those PhD students registered for one hour of Dissertation II.

Expectations and Evaluation Procedures

Depending on the nature of their appointment, GAs are expected to fulfill their work- and/or teaching-related obligations in a timely and appropriate manner and maintain timesheet records of their activity (Appendix III). GAs are evaluated annually. This process includes completion of a Graduate Assistant Self-Evaluation Form and an evaluation by their faculty supervisor (Appendix III). Evaluations are submitted to the Department Chair and will be considered in re-appointment decisions.

Termination of Aid

Appointments or reappointments, including tuition scholarships, are not automatic. They are contingent upon satisfactory progress toward the degree as well as competent performance of assistantship duties. Aid may be terminated because of the violation of the terms of appointment. Students who are no longer “in good standing” (e.g., a 3.0 average or better in all graduate and required undergraduate coursework) or who have Incomplete course grades will not be eligible to be re-appointed. Any student who has been terminated may appeal the decision. The appeal must be initiated in writing to the Department Chair within one (1) week of receiving notice of dismissal. Note: Students funded on an ad hoc basis will not receive similar notification, since there should be no expectation that the funding is ongoing.
If a student is dismissed from the program, his/her funding appointment will also be terminated at that time. Any appointee who has been dismissed may appeal the decision; initiated in writing to the Department Chair within one (1) week of receiving the dismissal notice.

**Grievance Procedures Regarding Funding Appointments**

When a GA has a complaint about actions by a faculty member and/or administrators relating to an appointment/re-appointment, the GA should attempt informal resolution with the parties involved. If such resolution is not possible, the appointee may initiate a formal complaint by notifying, in writing, the Department Chair, with a copy to the Dean. The Chair has the option to seek an informal resolution of the issue. If unsuccessful, the Chair will formally address using University guidelines.

**Internships and Employment Services**

The College of Public health has public health career counseling services available to all DBEE students/graduates. These “Public Health Ambassadors” are available to meet with students by appointment to answer questions about planning futures in public health. Each Ambassador has decades of public health experience and understand what is required to be successful in the field. They can help students increase their knowledge of public health careers, review job and internship search strategies and learn professional competencies for the public health professional. Questions about this resource can be directed to Cheryl Laubacher (claubac1@kent.edu).

**Student Travel**

DBEE allocates limited academic year support for student conference travel for graduate students based on funding availability. Only students presenting a paper or poster at a professional conference will be considered for support and only when a paper or poster has been accepted. While funding is not guaranteed, students are eligible to receive support *once per academic year*. Students seeking such support are to submit a written request to the Department Chair in advance of the conference/meeting that includes the following:

- Conference to attend;
- Dates of attendance; and
- Written confirmation of accepted paper or poster.

Students are encouraged to discuss potential conference paper/poster submissions with their Department Chair prior to submitting to ascertain funding availability. The Chair’s decision regarding student support will be final. Monies will not be provided in advance of travel. Reimbursement will occur after the meeting and require original receipts to be submitted to the College Budget Director.

The Graduate Student Senate of the University also offers travel awards for graduate students. Details and deadlines can be found on their website: [http://www2.kent.edu/graduatesudies/gss/awards/index.cfm](http://www2.kent.edu/graduatesudies/gss/awards/index.cfm).
Email and Computing Policies

Consistent with University policy, in the DBEE university-assigned student e-mail accounts will be the official university means of communication with all students. Students are responsible for all information sent to them via their university-assigned e-mail account. If a student chooses to forward information in their university e-mail account, he or she is responsible for all information, including attachments, sent to any other e-mail account. To stay current with University-, College- and Departmental-information, students are expected to check their official university e-mail account and other electronic communications on a frequent and consistent basis. Recognizing that some communications may be time-critical, the university recommends that electronic communications be checked minimally twice a week.

The University’s electronic communications student policy will provide procedures and regulations to govern the use of electronic communications between the CPH/DBEE and students. Electronic communications may include, but are not limited to, electronic mail, electronic bulletin boards, and information portals. Please refer to 3342-9-01 (Kent state university responsible use of information technology policy) and 3342-9-01.1 (administrative policy on responsible use of information technology) of the Administrative Code, for additional information and guidelines regarding electronic communication.

University procedural standards:

(1) University use of electronic mail: A university-assigned student email account shall be an official university means of communication with all students at Kent state university. Students are responsible for all information sent to them via their university assigned email account. If a student chooses to forward their university email account, he or she is responsible for all information, including attachments, sent to any other email account.

(2) Assignment of student email accounts: New students will be assigned an email account when they register for classes. Once an email account is established, the address will be added to web for students at wfs.kent.edu and the student on-line directory at http://www.kent.edu/phonedirectory.

(3) Expectations regarding student use of university electronic communications, which include, but are not limited to, email and information portals: To stay current with university information, students are expected to check their official university email account and other electronic communications on a frequent and consistent basis. Recognizing that some communications may be time-critical, the university recommends that electronic communications be checked minimally twice a week.

(4) Maintenance of student email accounts: Kent state university will maintain a students’ email account for the life of the student to facilitate communication as an alumnus, or until such time that a former student requests that the account be closed.

(5) Mass and targeted electronic communication: The distribution of mass communication to all students or targeted communication to a specific subset of students shall be restricted to Kent state university departments for university business. External requests will not be honored.

(6) Educational uses of email: Faculty may determine how email and other electronic communications will be used in their classes and it is recommended that faculty expectations of all electronic communication requirements be specified in their course syllabus. Faculty should expect that students are accessing official electronic communications and should use such communications for their courses accordingly.
With regard to computing policy, the Department has a responsibility to provide an environment for research and learning that is free of hostility and considerate of the sensibilities of all participants. The University’s network system allows access to all manner of textual and graphic information from all over the world, some of which could be considered offensive by some people and acceptable by others. Individuals who display information of a graphic or textual nature in a public or private area, viewable by others that consider it to be offensive or degrading, are liable to face charges of harassment. The DBEE encourages students to be careful and considerate of others in choosing what they wish to display on their computer screens.

Diversity

The Department of Biostatistics, Environmental Health Sciences and Epidemiology is committed to attracting, training and engaging students, faculty and staff from a variety of diverse cultures and backgrounds; striving for diversity and inclusive excellence at Kent State University. Thus we work to create and ensure an environment that invites and values contributions from all students. To this end, we are committed to respectful dialog both inside and outside the classroom; treating everyone with dignity and respect. Diversity is fundamental to achieving our educational, research and practice goals; allowing us to learn from each other. If you have questions, please make an appointment with Dr. John Staley or our current University Diversity Advisory Council (UDAC) representative.

Under the University’s Division of Diversity, Equity and Inclusion (see http://www.kent.edu/diversity/index.cfm) there are a number of resources available to students, including:

Women's Center

Kent State University Women's Center facilitates the advancement of and enhances the quality of educational experience and professional life for women students, faculty and staff of all campuses. The Women’s Center serves as a resource for advocacy by providing education, information and referral programs and services. The center is dedicated to promoting dialogue and interaction with all campus constituencies concerned with the pursuit of equity and equality. A secondary purpose is to provide collaborative outreach and support services to women in Kent's larger educational and geographical communities.

The Center is located on Kent Campus in the Carriage House off of Midway Drive, near the Main Street (SR 59) intersection. Hours: Monday through Friday, between 8 a.m.- 5 p.m. Contact: E-mail: wc@kent.edu / Phone: 330-672-9230 / Toll free phone: 866-339-3699

Student Multicultural Center

Student academic success is the primary goal that underscores the important role the Student Multicultural Center plays in student development. This goal is achieved by developing and implementing holistic retention programs, sharing information and ideas that assist individuals in embracing diversity and encouraging mutual respect through educational, cultural and social programming. Additional information on the center can be found at: http://www.kent.edu/smc/index.cfm.

LGBTQ Student Center

The Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ) Student Center was created to provide resources and support for LGBTQ students and their allies. The focus of the Center is to provide a welcoming
environment where LGBTQ students, their allies, families, and friends may connect with caring and informed staff who can provide assistance, resources, and referrals. Additionally, the Center educates the campus community: students, faculty, and staff about sexual orientation and gender identity, in order to make Kent State University a Safe Space for all of our students. The LGBTQ Student Center office is located in office 229 in the Schwartz Center. The phone number is 330-672-8580. Information can also be found on the web at: http://www.kent.edu/diversity/centers/lgbtq/index.cfm.

**SRVSS**

SRVSS Office (pronounced "serves"), The Office of Sexual and Relationship Violence Support Services at Kent State University, offers resources and education for students on personal safety, sexual assault and rape, relationship violence and stalking. SRVSS is located in the Carriage House at 125 Midway Drive on the Kent Campus. Contact: (330) 672-8016. (http://www.kent.edu/srvss/index.cfm)

**CPH/DBEE Facilities**

**Room Reservations:** Room reservations for College-controlled rooms in Lowry and Moulton Halls can be made by contacting Mrs. Karen Kichton at kkichton@kent.edu. Please have the following information ready:

- Name, email address and phone number of the contact person
- Event day and date
- Event starting and ending times

Please submit all requests at least one business day in advance of the use date. While the Department will try to accommodate all student requests, priority is given to college and DHPM faculty requests.

**Building Hours:** The Department of Biostatistics, Environmental Health Sciences and Epidemiology is located in Lowry Hall, 750 Hilltop Drive, Kent, OH 44242 (located on the north campus between Moulton and Merrill Halls), on the third floor. Generally, Lowry Hall is open to the public from 7:30 a.m. to 10:00 p.m. Monday through Thursday and 7:30 a.m. to 5:00 p.m. on Friday. Semester changes in the building schedule will be posted on the main entrances to Lowry Hall. Only authorized students should be in the building after hours and on weekends. To maintain safety, we ask that students not open the doors to other non-authorized individuals after public hours. College of Public Health faculty and staff offices are located on the first and third floors of Lowry Hall.

**Printing and Copying:** The primary Department bizhub is located on the 3rd floor of Lowry Hall.

**Student Offices:** Graduate Assistant offices are located at the north end of the 3rd floor in Lowry Hall.

**Campus Resources**

**Campus Information:**

Online resources are available to everyone at Kent State University via the KSU homepage. These include the following:

- **Flashline** – The University's Web portal, which can be used to check your university e-mail account, among other things. To verify your user I.D. and password, call the Helpdesk at 330-672-4357
KSU Helpdesk – Get answers to computer questions from the Helpdesk website (http://support.kent.edu/) or by calling 330-672-4357.

Campus Phone Directory – Search for phone numbers, office addresses, and email addresses.

Writing Commons – The Writing Commons helps students at any level -- from first year students to doctoral candidates -- with any writing projects they have, in any course, in any program. They provide help with all parts of the composing and revising process -- from understanding assignments and getting started, to organizing ideas, to editing and more. Tutoring sessions last up to 45 minutes, and staff are also available to work with students online, through e-mail and chat. Contact by phone at 330-672-1787 or via email at writing@kent.edu.

Blackboard – Course tools (for instructors), access to online courses, and more. For support contact by email: support@kent.edu or call 2-HELP.

University Health Services: Located in the DeWeese building on Eastway Drive, University Health Services provides non-emergent outpatient care to all eligible students, faculty and staff including examination and treatment for illness and minor injuries, women's health care, laboratory, x-ray, physical therapy, pharmacy services, and health education. UHS accepts all KSU employee health plans and other major carriers. Self-pay rates are also available for uninsured patients.

The staff includes board certified physicians, nurse practitioners, registered nurses, licensed psychologists, pharmacists, physical therapists, and radiographers. Contact to set up an appointment at: 330.672.2322. Website: http://www.kent.edu/uhs/index.cfm.

Student Accessibility Services: Student Accessibility Services (SAS) provides Kent State students with disabilities equal opportunity to participate in, contribute to, and benefit from all university programs, services, and activities. Information on SAS is available at: http://www.kent.edu/sas/index.cfm. The SAS office is located in Rm. 23, DeWeese Center (Phone: 330-672-3391).

Department of Public Safety and Police Services:

The Department of Public Safety and Police Services are located at the Stockdale Safety Building Kent, OH 44242-0001. The non-emergency phone and fax numbers are: Phone: 330-672-3070 Fax: 330-672-3113. For emergencies and immediate assistance call 9-1-1. For more information, visit the Kent State Police Services Web site (http://www.kent.edu/police/index.cfm).

Flash ALERTS is Kent State's official emergency text-message notification system. Flash ALERTS expands the university's ability to alert students, faculty and staff to critical news and information -- regardless of the time of day or a person's location. The subscriber-only service allows students, faculty and staff to receive urgent notification on a text-enabled mobile phone or device. Sign up is simple. To register, visit the Flash ALERTS Web page (http://www.kent.edu/studentlife/safety/flashalerts/).

In the event of inclement weather or emergency, check the university's home page first for the latest notifications and information.

Sexual Assault:
Kent State established the Sexual Assault Response Team (SART) to educate students about personal safety and violence prevention, to empower them to build healthier relationships, and to be responsive to students in need. Please visit the SART (Sexual Assault Response Team) website at [www.kent.edu/SART](http://www.kent.edu/SART) to access support services.

**Parking Services:**

Parking permits are available for purchase online ([http://www.kent.edu/parking/students/commuter/index.cfm](http://www.kent.edu/parking/students/commuter/index.cfm)). All permits must be picked up at 123 Schwartz Center. Semester online parking permit sales dates for graduate students are also posted on the parking services website ([http://www.kent.edu/parking/students/index.cfm](http://www.kent.edu/parking/students/index.cfm)).

**International Student and Scholar Services:**

International Student & Scholar Services (ISSS) is available to assist international students and scholars on maintaining their visa status while studying at Kent State University. They also host many programs and events, which provide opportunities to meet other international and domestic students. ISSS advisors are also available to help international students and scholars with cultural adjustment issues and other issues they may face as new students to Kent State University and living in the United States. Additional information on ISSS is available at: [http://www.kent.edu/issss/index.cfm](http://www.kent.edu/issss/index.cfm). You can also contact ISSS by telephone at x27980.

**KSU Library:** See Appendix VII for a description of library services and contact information.

**Graduate Student Senate:**

The Graduate Student Senate (GSS) has representatives from all campus departments and programs that offer masters and/or doctoral degrees. The purpose of the senate is to “improve graduate student life and research on campus through student initiatives and research grant funding.” [http://www2.kent.edu/graduatestudies/gss/index.cfm](http://www2.kent.edu/graduatestudies/gss/index.cfm)

### Academic Calendar

Kent State University’s Academic Calendar (2012-2016):

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<tbody>
<tr>
<td>Fall International Student Orientation</td>
<td>Aug 20-21</td>
<td>Aug 19-20</td>
<td>Aug 18-19</td>
<td>Aug 24-25</td>
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<tr>
<td>Fall Graduate Student Orientation</td>
<td>Aug 21-22</td>
<td>Aug 20-21</td>
<td>Aug 19-20</td>
<td>Aug 25-26</td>
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<tr>
<td>University Convocation</td>
<td>Aug 24</td>
<td>Aug 23</td>
<td>Aug 22</td>
<td>Aug 28</td>
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<tr>
<td>Fall Classes Begin</td>
<td>Aug 27</td>
<td>Aug 26</td>
<td>Aug 25</td>
<td>Aug 31</td>
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<tr>
<td>Labor Day (1)</td>
<td>Sept 3</td>
<td>Sept 2</td>
<td>Sept 1</td>
<td>Sept 7</td>
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<tr>
<td>Veterans Day Observance (1)</td>
<td>Nov 12</td>
<td>Nov 11</td>
<td>Nov 11</td>
<td>Nov 11</td>
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<tr>
<td>Thanksgiving Recess (2)</td>
<td>Nov 21-25</td>
<td>Nov 27-Dec 1</td>
<td>Nov 26-30</td>
<td>Nov 25-29</td>
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<tr>
<td>Columbus Day Observance (3)</td>
<td>Nov 23</td>
<td>Nov 29</td>
<td>Nov 28</td>
<td>Nov 27</td>
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<tr>
<td>Fall Classes End</td>
<td>Dec 9</td>
<td>Dec 8</td>
<td>Dec 7</td>
<td>Dec 13</td>
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<tr>
<td>Fall Final Examinations</td>
<td>Dec 10-16</td>
<td>Dec 9-15</td>
<td>Dec 8-14</td>
<td>Dec 14-20</td>
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<tr>
<td>Ashtabula, Stark Campus Commencements</td>
<td>Dec 14</td>
<td>Dec 13</td>
<td>Dec 12</td>
<td>Dec 18</td>
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<tr>
<td>Kent Campus Commencement</td>
<td>Dec 15</td>
<td>Dec 13, 14</td>
<td>Dec 12, 13</td>
<td>Dec 18, 19</td>
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<tr>
<td>Presidents Day Observed (4)</td>
<td>Dec 24</td>
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<tr>
<td>Christmas Day Observed (1)</td>
<td>Dec 25</td>
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<tr>
<td>Holiday Schedule (5)</td>
<td>Dec 26-31</td>
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<tr>
<td>New Year’s Day Observed (1)</td>
<td>Jan 1</td>
<td>Jan 1</td>
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<tr>
<td>Spring International Student Orientation</td>
<td>Jan 10-11</td>
<td>Jan 9-10</td>
<td>Jan 8-9</td>
<td>Jan 14-15</td>
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<tr>
<td>Spring Graduate Student Orientation</td>
<td>Jan 11</td>
<td>Jan 10</td>
<td>Jan 9</td>
<td>Jan 15</td>
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<tr>
<td>Spring Classes Begin</td>
<td>Jan 14</td>
<td>Jan 13</td>
<td>Jan 12</td>
<td>Jan 19</td>
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<tr>
<td>Martin Luther King Jr. Day (1)</td>
<td>Jan 21</td>
<td>Jan 20</td>
<td>Jan 19</td>
<td>Jan 18</td>
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<tr>
<td>Event</td>
<td>Start Date</td>
<td>End Date</td>
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<tr>
<td>Spring Classes Resume</td>
<td>Apr 1</td>
<td>Mar 31</td>
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<tr>
<td>Honors Week</td>
<td>Apr 7-13</td>
<td>Apr 6-12</td>
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<tr>
<td>Remembrance Day (7)</td>
<td>May 4</td>
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<tr>
<td>Spring Classes End</td>
<td>May 5</td>
<td>May 4</td>
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<tr>
<td>Spring Final Examinations</td>
<td>May 6-12</td>
<td>May 5-11</td>
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<tr>
<td>Kent State Campus Commencements</td>
<td>May 10-11</td>
<td>May 9-10</td>
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<tr>
<td>Summer Intersession Classes Begin</td>
<td>May 20</td>
<td>May 19</td>
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<tr>
<td>Memorial Day (1)</td>
<td>May 27</td>
<td>May 18</td>
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<tr>
<td>Summer Intersession Classes End</td>
<td>June 7</td>
<td>June 6</td>
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<tr>
<td>Summer I Classes Begin</td>
<td>June 10</td>
<td>June 19</td>
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<tr>
<td>Summer II Classes Begin</td>
<td>June 10</td>
<td>June 19</td>
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<tr>
<td>Independence Day Observed (1)</td>
<td>July 4</td>
<td>July 4</td>
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<tr>
<td>Summer I Classes End</td>
<td>July 13</td>
<td>July 11</td>
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<tr>
<td>Summer III Classes Begin</td>
<td>July 15</td>
<td>July 13</td>
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<tr>
<td>Summer II Classes End</td>
<td>Aug 3</td>
<td>Aug 1</td>
<td></td>
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<tr>
<td>Geauga Campus Commencement</td>
<td>Aug 16</td>
<td>Aug 14</td>
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<tr>
<td>Summer III Classes End</td>
<td>Aug 17</td>
<td>Aug 15</td>
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<tr>
<td>Kent Campus Commencement</td>
<td>Aug 17</td>
<td>Aug 15</td>
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</tbody>
</table>

1. State-or federal-designated holiday
2. Thanksgiving: Classes recessed Wednesday noon through Sunday; offices are closed Thursday and Friday.
3. Columbus Day, the second Monday in October, is a movable holiday, observed the day after Thanksgiving.
4. Presidents Day, the third Monday in February, is a movable holiday, observed contiguous with Christmas Day.
5. Kent State may operate on a holiday schedule during the last part of December. When that occurs, information will be communicated to faculty and staff and will also be posted at [www.kent.edu/hr/records/holiday-schedule.cfm](http://www.kent.edu/hr/records/holiday-schedule.cfm).
6. Spring Recess; no classes, offices are open.
7. Remembrance Day (May 4): final exams, classes or parts of classes recess from noon through 2 p.m.
Frequently Asked Questions

TBD
Appendices
## Appendix I: Key College of Public Health Contacts

<table>
<thead>
<tr>
<th>Subject/Nature of Request</th>
<th>Point of Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration and Course Scheduling Questions</td>
<td>Karen Kichton</td>
</tr>
<tr>
<td>Book Orders: Textbooks and Desk Copies</td>
<td>Grace Battaglia-Hoffman</td>
</tr>
<tr>
<td>Cancellation of Classes by GA Instructors</td>
<td>Notification required to Department Chair &amp; Karen Kichton; Faculty notify students via email list; Karen post sign on door of classroom and office of faculty</td>
</tr>
<tr>
<td>Cancellation of Office Hours</td>
<td>Notification required to Department Chair &amp; Karen Kichton; Faculty notify students via email list; Karen post sign on door of classroom and office of faculty</td>
</tr>
<tr>
<td>Faculty/Student Pay Issues (Hiring) (Grant)</td>
<td>Barb Fahrny</td>
</tr>
<tr>
<td>Faculty/Student Pay Issues (Hiring) (Non-Grant)</td>
<td>Brent Christman</td>
</tr>
<tr>
<td>Scholarship Requests</td>
<td>Margot McGimpsey</td>
</tr>
<tr>
<td>GA Accountability Records (Timesheets)</td>
<td>Karen Kichton</td>
</tr>
<tr>
<td>Internships/Practicums (HPM)</td>
<td>Ken Slenkovich (Internships); John Staley (Practicums)</td>
</tr>
<tr>
<td>IT service/problems</td>
<td>Submit ticket via <a href="http://support.kent.edu">http://support.kent.edu</a> and select the “Submit a Ticket” button; SELECT “Computers, peripherals and mobile devices” as the Request type</td>
</tr>
<tr>
<td>Scheduling meetings with the Dean</td>
<td>Kim Yodice</td>
</tr>
<tr>
<td>Scheduling conference/meeting rooms</td>
<td>Karen Kitchton</td>
</tr>
<tr>
<td>Student concerns</td>
<td>Jonathan VanGeest</td>
</tr>
<tr>
<td>Student records</td>
<td>Karen Kitchton</td>
</tr>
<tr>
<td>Supplies/Misc Equipment Orders</td>
<td>Karen Kitchton for Departments; Barb Fahrny for grant purchases</td>
</tr>
<tr>
<td>Telephones</td>
<td>Kim Yodice</td>
</tr>
<tr>
<td>Travel Reimbursements</td>
<td>Kim Yodice for (non-grant) entry into electronic system – submits to Brent Christman for approval; Barb Fahrny for (grant funded) entry into electronic system – submits to Brent Christman for approval.</td>
</tr>
</tbody>
</table>
Appendix II: MPH Plan of Study Guides

<table>
<thead>
<tr>
<th>Name __________________________</th>
<th>Date ______________</th>
</tr>
</thead>
</table>

**BST MPH Curriculum Plan**

| YEAR 1 | | YEAR 1 | | YEAR 1 | |
|--------|--------|--------|--------|--------|
| Course # | Fall | Name | Credits | | Course # | Spring | Name | Credits | | Course # | Summer | Name | Credits |
| BST 52019 | Biostatistics in Public Health | 4 | | BST 63014 | Applied Regression Analysis of PH Data | 3 | | BST 63015 | Principles of Epidemiologic Research | 3 | |
| EPI 52017 | Fundamentals of PH Epidemiology | 3 | | EPI 63016 | Other core course | 3 | | | Other core course or Elective | 3 | |
| | Other core course | 3 | | | | | | | | |
| TOTAL | 10 | | | TOTAL | 12 | | | | | |

| YEAR 2 | | YEAR 2 | | YEAR 2 (if needed) |
|--------|--------|--------|--------|
| Course # | Fall | Name | Credits | | Course # | Spring | Name | Credits | | Course # | Summer | Name | Credits |
| BST 63013 | Experimental Designs in Public Health Research | 3 | | BST 63012 | Survival Analysis in Public Health | 3 | | BST 60172 | Practicum Seminar | 1 | |
| EPI 63014 | Longitudinal Analysis | 3 | | BST 60192 | Practicum Experience | 5 | | BST 60192 | Practicum Experience | 5 | |
| | Other core course | 3 | | | | | | | | |
| | Other core course or Elective | 3 | | | | | | | | |
| TOTAL | 12 | | | TOTAL | 12 | | | | | |

*NOTE: This plan is a guide, based on when courses are currently offered. Course offerings may change without notice.*

Revised 4/21/2014
Author: Lynette Phillips
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 1</th>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Name</td>
<td>Credits</td>
</tr>
<tr>
<td>BST 52019</td>
<td>Biostatistics in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>EPI 52017</td>
<td>Fundamentals of PH Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>Other core course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
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<td>TOTAL</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Year 2</th>
<th>Year 2 (if needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Name</td>
<td>Credits</td>
</tr>
<tr>
<td>EPI 63017</td>
<td>Epidemiological Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EPI 63014</td>
<td>Epidemiology of Chronic Diseases</td>
<td>3</td>
</tr>
<tr>
<td>Other core course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>12</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3 (if needed)</th>
<th>Year 3 (if needed)</th>
<th>Year 3 (if needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Name</td>
<td>Credits</td>
</tr>
</tbody>
</table>

*NOTE: This plan is a guide, based on when courses are currently offered. Course offerings may change without notice.*

Revised 4/21/2014

Author: Lynette Phillips
Appendix III: Selected Forms

MPH Practicum Preceptor Evaluation

PRECEPTOR EVALUATION

The student’s grade on the Practicum is based upon the quality of the student’s portfolio, the portfolio presentation, an overall assessment by the faculty, and your evaluation as the field preceptor. During the final week of the Practicum project, please complete this assessment and submit it directly to the Practicum Coordinator.

Student/Practicum Information

Student’s Name: ____________________________________________

Practicum Title: ____________________________________________

Preceptor/Site Information

Name of Site: ____________________________________________

Preceptor Name: ____________________________________________ Phone: __________________________

Preceptor Title: ____________________________________________ Email: __________________________

Learning Objectives

At the beginning of the Practicum project, the student developed (and you signed) a Practicum Agreement that specified several learning objectives, the timeline associated with completing the objectives, how the objectives would be achieved, and what evidence would document the completion of the objectives. Referring to that document, please rate the degree to which each learning objective was achieved and provide comments about the quality of the student’s work.

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Rating (circle one)</th>
<th>Comments on Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Achieved</td>
<td>Barely Achieved</td>
</tr>
<tr>
<td></td>
<td>Not Achieved</td>
<td>Barely Achieved</td>
</tr>
<tr>
<td></td>
<td>Not Achieved</td>
<td>Barely Achieved</td>
</tr>
<tr>
<td></td>
<td>Not Achieved</td>
<td>Barely Achieved</td>
</tr>
</tbody>
</table>
Professional Qualities

*Indicate your assessment of the student’s professional qualities on a scale of 1-5 (1=Low 5=High) by circling one number next to each statement below. Circle “NA” if you do not feel qualified to rate the item or if it does not apply.*

The student was …

<table>
<thead>
<tr>
<th>Capable</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Professional</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Able to work well with others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Functioned well as a team leader</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Accepted criticism well</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Sensitive to diversity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Able to provide constructive feedback</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Able to effectively manage time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Able to effectively express ideas/concepts in writing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

Overall Evaluation of the Student

*Using the space below, please provide your overall evaluation of the student.*

Your Feedback

*We routinely make changes to the Practicum process to improve the experience for the students and our preceptors. Using the space below, please provide your feedback on this experience and note anything we can do better.*

Preceptor Signature: ____________________________ Date: ____________________________

Thank you for serving as a field preceptor. Please send this form to the Practicum Coordinator:

Kent State University  
College of Public Health  
Lowry Hall, 3rd Floor  
PO Box 5190  
Kent, OH 44240

publichealth@kent.edu  
www.kent.edu/publichealth  
Fax: 330-672-6505  
Tel: 330-672-6500

Doctoral Advisory Phase Form and Plan of Study

TBD
Notification of Approved Dissertation Topic and Proposal

TBD

Application for PhD Candidacy Exam (sample image)
College of Public Health
Graduate Assistant Faculty Evaluation Form - 2014

Student: _____________________________  Supervisor: _____________________________  Review Date: _____________________________

To provide positive feedback to our graduate assistants, we will be conducting evaluations of their performance. You are asked to provide a performance evaluation for each graduate assistant assigned to you regardless of how much time they work with you. In the meantime, graduate assistants will be conducting the same evaluation on themselves. Both evaluations must be shared with your GA during a mandatory meeting. Circle the rating that corresponds with each characteristic and make comments where appropriate. Sign at the end and have the graduate assistant sign, also. This evaluation is due April 1, 2013 and is to be submitted to the respective department chair.

Performance Rating Key (see last page for definitions)

5-Excellent  4-Very Good  3-Good  2-Fair  1-Poor

1. Accountable: Student manages time effectively by meeting deadlines, efficiently uses resources, and defines and achieves measurable goals resulting in quality outcomes.

   5  4  3  2  1

   Comments: ____________________________________________

   ____________________________________________

2. Adaptable: Student has a positive attitude about change, and is able to transition smoothly.

   5  4  3  2  1

   Comments: ____________________________________________

   ____________________________________________
Graduate Assistant Timesheet (sample image)

<table>
<thead>
<tr>
<th>College of Public Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kent State University</td>
</tr>
<tr>
<td>GRADUATE ASSISTANT ACCOUNTABILITY RECORD</td>
</tr>
</tbody>
</table>

**WEek of (Monday through Sunday) Date Through**

<table>
<thead>
<tr>
<th>Day of Week</th>
<th>Hours Worked</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
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<td>Thursday</td>
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<td>Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Weekly Hours**

**Week of (Monday through Sunday) Date Through**

<table>
<thead>
<tr>
<th>Day of Week</th>
<th>Hours Worked</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
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<td>Thursday</td>
<td></td>
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</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Weekly Hours**

**Graduate Assistant Signature**

**Date**

**Graduate Assistant Work Supervisor**

**Date**

**PRINT Graduate Assistant Name Here**

**Department Chair, (if teaching)**

**Date**

**PLEASE RETURN FORM TO:** Karen Kichton (kkipton@kent.edu)

S:\STUDENT ASSISTANT WORK FOLDER\Graduate Assistant Accountability Record.doc
Graduate Assistant Self-Evaluation Form (sample image)
## Performance Ratings

The following ratings should be used to evaluate performance on each objective and competency (i.e., skills and values), as well as provide an overall assessment (based on an appropriate blend of ratings).

<table>
<thead>
<tr>
<th>Rating</th>
<th>Title</th>
<th>Definition</th>
<th>Key Points</th>
</tr>
</thead>
</table>
| 5      | EXCELLENT   | Consistently exceeds expectations relative to the achievement of objectives, core skills and values. Recognized as a role model or “go-to” person relative to knowledge, results and demonstration of the critical success factors, which are important to the business. | - Consistently exceeds expectation and objectives  
- Mentor and role model for others  
- Consistently challenging themselves and "raises the bar" with more difficult objectives  
- Self-motivated and self-directed  
- Considered to be a high contributor |
| 4      | VERY GOOD   | Consistently meets and often exceeds expectations relative to the achievement of objectives, core skills and values. Consistently works toward continuous improvement and "exceed" achievements. | - Often exceeds expectations and objectives  
- Determines what action is needed beyond stated objectives and follows through  
- Requires little supervision and does more than expected  
- Self-reliant and requires limited direction  
- Considered to be a strong contributor |
| 3      | GOOD        | Fully meets the expectations relative to the achievement of objectives, core skills and values. Successfully performs in all areas. Requires only a moderate amount of supervision and direction. | - Meets expectations and objectives  
- Maintains high standards and proficiency  
- Requires moderate supervision and does as expected  
- Considered to be a solid contributor |
| 2      | FAIR        | Meets some of the expectations relative to the achievement of objectives, core skills and values. Substantial improvement in some areas. May require more direction than expected to complete projects and assigned work. Needs to work on improving performance. | - Meets some expectations and objectives  
- Requires closer supervision regarding priorities and focus  
- Performance needs to improve through communication and coaching  
- Written directives clarifying expectations may be needed (e.g., performance improvement plan) |
| 1      | POOR        | Performs at levels lower than expected levels. Requires close supervision and immediate corrective action. Demonstrates inability, or unwillingness to perform key functions despite evaluation, feedback and coaching. Students assigned this rating must significantly improve their performance within three months. | - Failed to embrace improvement opportunities and performance is unacceptable  
- Must significantly improve performance within three months  
- Written documentation and corrective action are required and performance improvement plan should be in place  
- Feedback about performance has been given, but performance has not reached satisfactory levels |
Appendix IV: PhD Program Guide

Requirements for PhD in Public Health (Epidemiology Specialization) at Kent State University
College of Public Health (91 total credit hours)

Option 1: MPH/MSPH in Epidemiology

Option 2: Non-MPH/MSPH

Public Health Prerequisites (13 C. H.)

Epidemiology Prerequisites* (9 C. H.)

Public Health Research Tools (12 C.H.)

Content Specific Methods Courses (15 C. H.)

Content Specific Courses (9 C. H.)

Content related electives (12 C. H.)

Dissertation (30 C. H.)

*These may be used as content-related electives.
Appendix V: EPI PhD Candidacy Exam Topics

EPI 1 52017 Fundamentals of Public Health Epidemiology

1. Describe national and international public health problems
2. Describe risk factors for well-established morbidity and mortality problems
3. Describe morbidity and mortality trends over time
4. Identify major historical figures and events that have contributed to epidemiologic thought and practice
5. Discuss major accomplishments in epidemiology that have advanced medical care and public health
6. Transmission dynamics of infectious diseases
7. Vital statistics – mortality and morbidity
8. Measures of disease occurrence – incidence, prevalence
9. Calculate the appropriate measures of association for various epidemiologic study designs
10. Direct age adjustments
11. Indirect age adjustments/Standardized mortality ratios
12. Sensitivity and specificity, predictive value
13. Attributable risk and population attributable risk
14. Causality – probably assumed knowledge and reinforced in other courses
15. Screening for chronic diseases
16. Compare the advantages and disadvantages of various types of study designs: observational and experimental designs

EPI 2 63016 Principles of Epidemiologic Research

1. Prevalence study—design, analysis and interpretation of results
2. Types of case-control designs – prevalent case-control, cumulative case-control, nested case-control, case-cohort study
3. Advantages and disadvantages of case-control studies
4. Assumptions underlying case-control designs
5. Determining causality in case-control studies
6. Bias in case-control studies
7. Impact of bias on effect measure, design remedies to enhance validity
8. Defining cases and controls (source populations, timing, comparability, matching)
9. Calculation and interpretation of odds ratio, Mantel-Haenszel odds ratio, confidence intervals for odds ratios
10. Relationship of odds ratio to relative risk, rare disease assumption
11. Calculation and interpretation of attributable risk
12. Matching – rationale, strategy, and interpretation
13. Relationship of stratified analysis to logistic regression analysis
14. Study design rationale, protocol development, quality assurance/control, data tabulation and reporting, inferences, application of results.
15. Understand the elements of the cohort study design
16. Understand the elements of the nested case-control study design
17. Understand strengths and limitations of the cohort study design
18. Understand the causal criteria
19. Understand the similarities and differences between the cohort study design and other epidemiologic study designs
20. Understand the appropriate use of the cohort study design to answer epidemiologic research questions
21. Understand variations in the cohort study design (non-concurrent vs. concurrent)
22. Identify potential sources of information bias in cohort studies
23. Understand sources of misclassification of exposure in cohort studies
24. Identify potential reasons for selection bias in cohort studies
25. Understand appropriate ways to classify exposure in cohort studies
26. Understand appropriate ways to study outcomes in cohort studies
27. Understand how to design a cohort study to study specific types of exposure-disease relationships
28. Understand the ways to express and to calculate incidence rates (cumulative incidence and incidence density).
29. Understand measures of association that can be estimated from data collected longitudinally
30. Understand how to analyze time-to-event data using the life table method
31. Understand the assumptions of the life table method
32. Understand how to analyze time-to-event data using Kaplan-Meier estimation
33. Understand the assumptions of Kaplan-Meier estimation
34. Definition of confounding, sources of confounding, implications of confounding, study design remedies
35. Assessment of confounding through stratified analysis and regression approaches
36. Remedies for confounding
37. Definition of effect modification, its detection, scale of modification, sources of heterogeneity, reporting
38. Ethical conduct of human subject research—ethics, informed consent, IRB
39. Use SAS to analyze cross-sectional, case-control and cumulative risk studies.

**EPI 3 63017 Epidemiological Analysis**

1. Case-control study designs (traditional, matched, nested case-control, case-cohort, case-crossover):
   a. Understand and be able to describe advantages and disadvantages, underlying assumptions, biases, sources and implications of confounding, and study design remedies
   b. Assess confounding appropriately through stratified analysis and regression approaches
   c. Appropriate definition of cases and controls (source populations & target populations, timing, comparability, matching)
   d. Calculation and interpretation of odds ratio, Mantel-Haenszel odds ratio, and confidence intervals for odds ratios
   e. Know the definition of effect modification, its detection, scale of modification, sources of heterogeneity, reporting
   f. Appropriately assess effect measure modification (statistical interaction) using regression models
   g. Understand the relationship of linear regression to logistic regression
   h. Conduct model building in logistic regression, including variable selection and interpretation of coefficients
   i. Sample size calculation (understand the pieces of information necessary to calculate)

2. Cohort studies:
   a. Understand and be able to describe advantages and disadvantages, underlying assumptions, biases, sources and implications of confounding, and study design remedies
   b. Understand the similarities and differences between the cohort study design and other epidemiologic study designs and know when to use each
   c. Appropriately classify exposure and study outcomes in cohort studies
   d. Use appropriate statistical methods based on whether exposures are fixed or time-dependent
   e. Be able to express and to calculate incidence rates (cumulative incidence and incidence density) and know the relationship between the two
   f. Identify and apply appropriate analytic techniques to analyze longitudinally collected data
   g. Understand and be able to explain survival and hazard functions and the relationship between these functions
   h. Understand the assumptions of Kaplan-Meier estimation and how to analyze time-to-event data using Kaplan-Meier estimation and apply them to appropriate datasets
Understand the assumptions and how to test the assumptions of the Cox proportional hazards model, and how the Cox proportional hazards model is used to analyze time-to-event data, and apply them to appropriate datasets.

j. Be able to assess for confounding and effect measure modification in models of longitudinally collected data.

k. Perform SAS programming, output and evaluation using time-dependent epidemiologic data.

**EPI 72028 Methods of Evidence-Based Public Health**

1. Define evidence-based public health and distinguish it from evidence-based medicine.
2. Understand the key concepts of evidence-based decision making as they apply to public health policies and practice.
3. Identify sources and types of public health and epidemiologic evidence.
4. Apply key concepts to searching and evaluating the public health literature.
5. Differentiate between strong evidence and weak evidence and be able to quantify strength of public health programs.
6. Identify barriers to evidence-based decision making in public health settings.
7. Apply evidence-based methods to evaluate effectiveness of public health programs and policies.
8. Use knowledge gained to propose improvements to existing programs and policies.

**BST 83012 Survival Analysis in Public Health**

1. Understand basic concepts of survival analysis models such as: time to event versus observed time, truncation versus censoring.
2. Should be able to identify the different types of censoring and the key assumption of independent censoring.
3. Understand survival functions and their relationship to hazard functions.
4. Be able to make inferences on survival data for one or more groups using life tables and Kaplan-Meier plots.
5. Be able to interpret regression coefficients in models of survival data using log rank tests, Cox regression models and parametric survival models.
6. Using the results from Cox regression models and parametric survival models, be able to quantify the relationship between the time to event and prognostic factors such as mode of therapy or severity of disease.

**EPI 73026 Design and Implementation of Health Surveys**

1. Inference and survey error
2. Issues related to mode of data collection
3. Sampling methods
4. Nonresponse
5. Ethical implications

**EPI 83034 Longitudinal Data Analysis**

1. Repeated Measures ANOVA
2. Response Profile Analysis
3. Parametric models for the mean structure

**BST 83014 Applied Regression Analysis**
1. Understand basic concepts related to regression methods, for example, nature of the outcome, exposure, covariates, confounders, effect modifiers, mediators, etc.
2. Distinguish among the different measurement scales and the implications for selection of statistical methods
3. Understand methodological alternatives to commonly used statistics methods when assumptions are not met
4. Determine appropriate regression methods to analyze and interpret data according to the type of study design for answering a particular research question
5. Apply common statistical methods for inference
6. Interpret results of statistical analyses and data output
Appendix VI. IRB Flowchart and RCR Requirement

An Overview of the Institutional Review Board (IRB) Process at Kent State University

Responsibility Conduct of Research (RCR) training is mandated by a National Science Foundation ruling and required by all DBEE students conducting research. The Kent State Office of Sponsored Programs makes this training available online through the Collaborative Institutional Training Initiative (CITI). Kent State University is a participating institution in CITI, the organization providing the training modules.

The CITI course for RCR has been designed to meet Federal requirements for formal training in the responsible conduct of research. Instruction is tailored to discipline-specific areas including the Biomedical, Social and Behavioral, and Physical Sciences and Engineering. The course is available at https://www.citiprogram.org. Instructions on how to register for the CITI RCR Course through Kent State are located on the Sponsored Programs website: http://www2.kent.edu/research/sponsoredprograms/citi-rcr-information-for-trainees.cfm. Upon successful completion of the selected module, trainees will receive a printable certificate.

Sponsored Programs provides print versions of available course materials; however, trainees must access the course site online to complete the required quiz and, thereby, obtain certification.
Appendix VII: Library Information

Kent State University’s main library is located next to the Student Center. General information on the library and library services can be found at: http://www.kent.edu/library/index.cfm. Calendar hours for the library are available at: http://www.kent.edu/library/about/hourssheets.cfm. Graduate students are encouraged to schedule a time to meet with Clare Leibfarth, subject librarian for nursing and public health. Mrs. Leibfarth can be reached via email at cleibfar@kent.edu or by phone at x24811.

Librarian appointments are designed to help students identify and locate informational resources that can be used to complete classroom and other – related – academic assignments. Appointments are scheduled for approximately 1 hour. Students should arrive on time to take advantage of the entire consultation time. Individuals over 20 minutes late will need to reschedule their appointment. Please contact your librarian if you need to cancel your appointment. Additional library resources can be found using the following links:

Books & More

- Books (KentLINK)
- Books from other Libraries (OhioLINK)

Articles & Journals

- Journal Finder
- Databases A-to-Z | by Subject

Citation Tools

- RefWorks
- Style Manuals

More Research Tools

- Course Guides
- Government Information
- Request an Article
- Resource Guides
- Special Collections & Archives
- Statistical and Qualitative Software Support
- Subject Guides
Appendix VIII. Campus Map

Available at: http://www.kent.edu/campuses/maps/map.cfm