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The policies outlined in this Bulletin are based on conditions at the time of publication and are subject to change. The University of Oklahoma Health Sciences Center College of Public Health reserves the right to modify any provision, without prior notice, to conform with current prevailing laws, rules, regulations, and policies, as approved by the appropriate University officers and governing officials.

It is the responsibility of each student of the University of Oklahoma Health Sciences Center to know the rules, regulations, requirements, and academic policies of his/her respective College/Department. Should questions arise in regard to those policies, it is the responsibility of the student to consult with his/her Academic Advisor, Department Chair or the Dean.

Any student, in accepting admission, indicates his/her willingness to subscribe to and be governed by these rules and regulations and acknowledges the right of the University to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate.

It is the priority of the College of Public Health to assist students having difficulty maintaining standards required in their program of study. Every effort will be made to help students achieve their program of study. Students having such difficulties are urged to seek help by contacting their Advisors as soon as they are aware of the problem.

This Bulletin will answer many of your questions. Students enrolled in the Ph.D. and M.S. degree programs should also consult the Graduate College Bulletin at: http://graduate.ouhsc.edu/gcbulletin/

Americans with Disabilities Act

The University of Oklahoma is committed to the goal of achieving equal educational opportunity and full participation for students with disabilities. Consistent with the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, as amended, The University of Oklahoma ensures that no “qualified individual with a disability: will be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination solely on the basis of disability under any program or activity offered by The University of Oklahoma.

Accommodations on the basis of disability are available by contacting the Disability Resource Center (LDRC) by email, drc@ou.edu, or by calling (405) 325 3852 Voice or (405) 325 4173 TDD. Students requesting disability-related services or accommodations are required to submit appropriate documentation to substantiate the disability. DRC staff will review the documentation and send an e-mail to the student’s
university e-mail account that explains the eligibility determination. Students can expect to receive an initial response within 15 University business days of the Center's receipt of the documentation. Students with disabilities will then schedule an appointment for an initial intake procedure with the Disability Resource Center staff. During this appointment DRC staff and the student will engage in an interactive process and discuss any history of accommodation, strengths and limitations, and review policies/procedures.

Information on policies and registration with DRC may be found on the DRC website at www.ou.edu/drc.

**Equal Opportunity Statement**

The University of Oklahoma in compliance with all applicable federal and state laws and regulations does not discriminate on the basis of race, color, national origin, sexual orientation, genetic information, sex, age, religion, disability, political beliefs, or status as a veteran in any of its policies, practices or procedures. This includes but is not limited to admissions, employment, financial aid and educational services. For questions regarding discrimination, sexual assault, sexual misconduct, or sexual harassment, please contact the Office(s) of Institutional Equity as may be applicable – Norman campus at (405) 325-3546/3549, the Health Sciences Center at (405) 271-2110 or the OU-Tulsa Title IX Office at (918) 660-3107. Please see www.ou.edu/eoo.

The College of Public Health follows all policies of the University of Oklahoma Health Sciences Center. Policies concerning the Code of Ethics, including the Academic Appeals Board, Academic Misconduct, Ethics in Research, Student Professional Behavior in an Academic Program and Sexual Assault, Discrimination and Harassment can be found in the Appendix of this Bulletin. These policies can also be found in the OUHSC Student Handbook located online at http://www.admissions.ouhsc.edu/handbook/StudentHandbook.pdf.

**Recruitment Policy**

The University of Oklahoma and the College of Public Health are committed to a policy of equal opportunity and affirmative action and non-discrimination in the recruitment, admission, and education of students.
University of Oklahoma Health Sciences Center  
College of Public Health Bulletin  
2014 – 2015

Visit the College website at: http://www.coph.ouhsc.edu/

Mission

The mission of the College of Public Health of the University of Oklahoma is to protect and improve the health of the people of Oklahoma, the United States, and other nations through: (1) education, public health workforce development, and cutting-edge research; (2) translation of research and scholarship into public health practice and service; and (3) the development and advocacy of evidence-based health management and policy.

Vision

The College will be nationally recognized for providing excellent education for public health practice professionals and for public health research scientists, for innovative research on contemporary issues in public health, and for translating research and scholarship into evidence-based practice, management, and public health policy.

Core Values

Excellence – The College of Public Health strives to achieve excellence in all of its endeavors.

Integrity – The College of Public Health adheres to the highest standards of honesty, objectivity, transparency, fairness, and ethical conduct at all times.

Public Service – The College of Public Health exists to serve the citizens of Oklahoma and the United States through efforts to protect and improve their health, and to contribute to international efforts to improve the health of other nations.

Health Equity – The College of Public Health advocates the principle that all individuals have a right to the opportunity for a healthy life. The College is committed to reducing and eliminating health disparities among populations.

Responsibility – The College of Public Health strives to make the most effective use of all resources it receives, to use responsibly all state, federal and private funding, and to leverage its resources into additional resources for the College, University, and State of Oklahoma.

Partnership – The College of Public Health is committed to fostering collegial productive partnerships with all stakeholders who share the vision of protecting and improving the public's health.
Core Competencies

The College of Public Health has developed sets of competencies for each of its degree programs that describe the knowledge, skills and abilities that graduates will achieve. The development of the competencies was informed by national consensus models such as the Association of Schools and Programs of Public Health (ASPPH) Core Competency models available on the ASPPH Web site: www.aspph.org. The competencies are periodically reviewed by each department as part of an ongoing continuous improvement process. The College has assigned a unique identifier to each competency to facilitate tracking.

Strategic Goals for 2011 - 2015

Goal 1: Provide excellent education and life-long learning opportunities for both public health practice professionals and public health research scientists and health service organization leaders.

Goal 2: Achieve enhanced national recognition for research and scholarship in public health, and for the translation of this research and scholarship into evidence-based public health practice with an emphasis in population-based preventive approaches. These efforts will be aligned with OUHSC strategic priorities in research related to diabetes, cancer and infectious disease.

Goal 3: Contribute to resolving health disparities in Oklahoma, including those due to socioeconomic status, ethnicity, race, and gender, particularly in the American Indian population.

Goal 4: Sustain and enhance cultural diversity among students, faculty, and staff.

Goal 5: Contribute to education, training, and research in Global Public Health.
Academic Information

Admission Requirements and Categories

A complete application to the OU College of Public Health will include:

1. Completed Schools of Public Health Application Service (SOPHAS) application (www.sophas.org) and payment of fees. The SOPHAS application requires
   a. Transcripts
      US applicants: official transcripts from all institutions attended
      International applicants: WES course-by-course or ICAP evaluation of all international coursework (www.wes.org )
   b. Three letters of reference
   c. A personal essay or career goal statement
   d. A current CV or résumé
   e. International applicants are required to submit TOEFL scores. The minimum acceptable score is 88 on the internet based test. (www.ets.org/toefl)
   f. GRE or GMAT test

2. Completed OU College of Public Health supplemental application (https://app.applyyourself.com/?id=uok-ph ) and payment of fees

Detailed Information concerning admission requirements, the application process and deadlines to all College of Public Health degree programs is available at http://www.coph.ouhsc.edu/admissions/howtoapply.aspx .

All complete applications will be reviewed by the appropriate College of Public Health Admissions Committee and a recommendation will be made to the Dean or his designee for the type of admission status to be offered to the applicant. The admission types are described in the following section.

Full Standing

The University of Oklahoma Health Sciences Center uses the 4.00 scale to calculate grade point averages, with an “A” equal to 4.00. An applicant must have a baccalaureate or entry level first professional degree from an accredited university or college. Applicants with an undergraduate degree must have a 3.00 grade point average (4.00 scale) in upper division coursework or in the last 60 credit hours of coursework applied to the degree. Applicants with an advanced degree must have an overall grade point average of 3.00 in all coursework required for the degree. The applicant must be in good standing with the college or university where currently
enrolled or last attended in order to be considered for admission in full standing to a degree program.

In special cases, an applicant who has completed 12 credit hours or more of graded graduate level coursework in areas that demonstrate the potential to complete the program may be considered for admission. The applicant is encouraged to consult with the college to select the appropriate coursework prior to enrollment. Completion of some quantitative courses will strengthen consideration. The applicant must have completed the coursework at an accredited college or university with a 3.00 grade point average in all graduate work attempted and be in good standing with the college or university where currently enrolled or last attended. Additional academic credit hours that are applicable to the degree program may be used in evaluating a student for admission into a public health degree program.

Special Students

The Special Student admission category is reserved for individuals holding baccalaureate or professional degrees who are not degree-seeking, but wish to take one of more courses to improve their knowledge and skills in specific areas. For example, a medical professional seeking a board certification that requires completion of certain supplementary courses would be an appropriate candidate for Special Student status. Special Students are under the academic supervision of the Dean or his designee. Students who wish to pursue a degree program within the College of Public Health must apply to the degree program they wish to pursue. No more than 12 credit hours may be taken as a Special Student.

Probationary Admission

An applicant who does not meet the minimum 3.00 grade point requirement for admission in full standing may be considered for probationary admission. Only in exceptional situations will applicants with grade point averages below 3.0 be admitted on probationary status. An interview will be required for students seeking admission on probationary status. Probationary admission to the degree program requires the recommendation of the Admissions Committee and approval of the Dean or his designee. When the student has completed the required conditions of the probationary admission, the student’s status will be changed to full-standing in the degree program. Admission on academic probation will depend heavily on other indicators of the applicant’s ability to do successful academic work. These indicators might include but are not limited to a strong performance on standardized tests, a high grade point average in the major, or experiences that clearly indicate strong professional and
academic ability in a public health area related to the degree of interest. Applications indicating a grade point average of less than 2.75 (4.00 scale) in upper division coursework or in the last 60 credit hours of coursework applied to the baccalaureate degree are not admissible.

A student admitted with a grade point average less than 3.00 must receive letter grades of A or B in the initial 9 credit hours of graded public health coursework. The 9 credit hours must be courses required for the degree and approved by the student's faculty advisor and the Dean or his designee. It is expected these courses will be completed within one calendar year following initial enrollment. Students who fail to meet the probationary admission requirements will be dismissed from the degree program and denied further enrollment in the College of Public Health.

Deferred Admission and Readmission

Upon being admitted to the College of Public Health, prospective students are expected to enroll in courses at the University of Oklahoma Health Sciences Center in the semester they are admitted. Upon the approval of the department or Dean or his designee, the Office of Student Services may defer admission for one semester. Longer deferrals require permission of the Dean or his designee. Students are subject to the regulations in effect during their first term of enrollment so long as they maintain continuous enrollments. Students who interrupt their enrollment in the College of Public Health for more than one year must reapply for admission. If readmitted, they will be subject to the regulations and degree requirements in effect at the time of readmission.

Change of Degree or Major

Students in good academic standing may request to change degree option or specialty track within a Program or transfer to another degree program at the Health Sciences Center by completing a Change of College, Major or Degree Option Form. Students on probationary status must move to full-standing status and have an overall graduate grade point average of 3.00 or greater prior to initiating a request for change of status. Students must complete a minimum of nine credit hours of required core coursework prior to applying for a change of status within the College of Public Health.

The Change of Major form is available in the Office of Student Services or online at http://www.coph.ouhsc.edu/current/docs/Changeof%20Major%20Form.pdf. A new career goal statement and résumé should be submitted as well. The request must be approved by all programs involved.
Policy on Graduate Assistants

A student enrolled in a graduate or professional degree program in the College of Public Health can be appointed as a graduate assistant. The primary responsibility of a graduate assistant is participation in the research and teaching effort of the department or program. The work effort must contribute to the graduate or professional education of the student and to fulfilling the requirements for the degree. Graduate assistants are not employees of the University and are not eligible to receive University benefits and are not covered by the University faculty, staff policies, and procedures.

Graduate assistants may be categorized as Graduate Assistants (GA), Graduate Research Assistants (GRA) or Graduate Teaching Assistants (GTA). These categories are defined according to the emphasis placed on the student's responsibilities. A student cannot hold more than one graduate assistant appointment at any one time within the University system and cannot be appointed as a graduate assistant and be a University employee simultaneously.

Graduate Assistant – The primary responsibility is participation in work effort that contributes to the educational process and development of the student.

Graduate Research Assistant – The primary responsibility is participation in the research effort of the department and the graduate program. The work effort must be related to and should contribute to fulfilling requirements for completing the degree.

Graduate Teaching Assistant – The primary responsibility is in the teaching effort of the department and contributes to the development of the student.

To be appointed a GA, GRA, or GTA, the student must meet the following requirements:

1. The student must be enrolled as a full-time student. Full-time enrollment for a Graduate Assistant is defined as six credit hours for fall and spring semesters and three credit hours for the summer term.

2. The student must be appointed for 10 – 20 credit hours per week (0.25 to 0.50 FTE) to the assigned work as a GA, GRA, or GTA. The maximum effort cannot exceed 0.5 FTE. The student is expected to commit the remaining time to the pursuit of their graduate or professional study.

3. The work the student is being appointed for must be related to the student’s program of study.
4. The student must receive a minimum stipend of $500 per calendar month. Students who apply for and are awarded competitive fellowships or scholarships from non-University sources or students paid from training grants may be paid at the rate established by the funding source (i.e., ASPH, NIH, NSF, etc.).

GAs, GRAs, and GTAs may be eligible for waiver of non-resident tuition in accordance with Oklahoma State Regents’ Policy and resident tuition as determined by college tuition waiver resources. A student must be appointed a GA, GRA, or GTA by the first day of class in order to receive a non-resident tuition waiver for that semester.

The Internal Revenue Service grants student status to GAs, GRAs, and GTAs that are enrolled for a minimum of half-time. Half-time enrollment for IRS purposes is five credit hours for fall and spring semesters and two credit hours for the summer semester. If the enrollment drops below this minimum, he/she must be reclassified as an employee and will no longer be considered a GA, GRA, or GTA.

Appointment Outside the Student’s Primary Graduate Department

If the GA, GRA, or GTA appointment is for work experience with a faculty member who does not hold a faculty appointment in the primary department from which the student will receive his/her degree, the information outlined below must be provided to the chair of the department. The Chair will review this information. Following review by the Chair, if the decision is to support appointment, a recommendation with the supporting documentation will be forwarded to the Dean or his designee. The Dean or his designee will review the materials to determine if the work experience is directly related to the program of study and degree requirements. If the work experience is not directly associated with the program of study, the individual will not qualify for the appointment.

The following documentation must be provided by the student and mentor and must include:

1. A detailed description of duties and how they are related to the program of study.

2. Description of the purpose and scope of the project on which the student would work.

3. Identification of the department and college where the project is located.
4. Identification of the faculty member who supervises the work and definition of the faculty member's association with the primary department and/or education.

5. List of skills that will be developed or learned that are directly related to the graduate program objectives.

6. Statement by the student addressing how this experience will enhance the student's career objectives, including specific and measurable outcomes (i.e., professional presentations, publications, etc.).

7. Statement by the supervising faculty member confirming the scope of the work, its relevance to the program of study, the stipend amount, and percent time appointed.

If the work experience qualifies for appointment as a GA, GRA, or GTA, the appointment will be in the primary department even though the department in which the project is funded will provide the stipend support. The appointment paperwork should originate from the primary department and include the signature of the Chair. The appointment must meet all requirements, policies, and procedures defined by the primary department for GA, GRA, and GTA appointments in the department.

These policies are consistent with the University of Oklahoma Health Sciences Center Policy on Graduate Assistants as approved by the OUHSC Deans Council on 4-6-04 and the OUHSC Graduate College. The purpose is to provide an opportunity for students to gain working experience that contributes directly to their graduate and professional academic program of study. It is not the intent to provide a means of employment above and beyond their commitment to their degree program. Any exceptions to these policies must be approved by the Dean or his designee, College of Public Health.
Enrollment Policies

Full-Time and Maximum Enrollment

Full-time enrollment for public health students is nine credit hours during the fall and spring semesters and four credit hours during the summer sessions. For students appointed as a Graduate Assistant, Graduate Research Assistant or Graduate Teaching Assistant, full time during the fall and spring semesters is six credit hours and three credit hours during the summer session (see also the Policy on Graduate Assistants section of this Bulletin). Students may not carry more than 16 credit hours per semester or more than nine credit hours per summer session without the permission of the Dean or his designee.

Health Sciences Center Students Enrolling in Norman Campus Courses

To enroll in Norman campus courses, Health Sciences Center students must receive permission from their HSC College and the instructor of record. The OUHSC Office of Admissions and Records processes all enrollment and adding and/or dropping of courses. Norman campus courses will be listed on the HSC student’s transcript. For further information, contact the College of Public Health Office of Student Services at (405) 271-2308 or the HSC Office of Admissions and Records at (405) 271-2359.

Faculty and Staff Enrollment

To prevent a conflict of interest between the role of student and the role of faculty or staff, the following policy applies to all OUHSC faculty and staff enrolled in coursework and programs. A faculty member may enroll in coursework as a Special Student. If the coursework is in a department in which the faculty member has an appointment, the faculty member must enroll for audit. A faculty member may not enroll for credit and cannot be admitted into a degree program in a department in which he/she holds a faculty appointment or in an academic area of his/her faculty expertise. A full time faculty member cannot be paid as a public health student or receive a student grant. Staff may enroll in coursework as Special Students according to the admission requirements of the course or program. A staff member may not enroll for credit in a course that is taught by a faculty member who has supervisory authority over the staff member’s employment. An exception can be made by the Dean for a required course taught only by the faculty supervisor. If a staff member is admitted to a degree program within the academic unit in which he/she is employed, the following conditions must apply: 1) The staff member’s work and responsibility as an employee must be different from his/her work and responsibility as a student. 2) If the staff member is employed for research effort, the research activity for which the staff member receives payment as an employee cannot be used to meet thesis, dissertation, or field experience requirements. 3) The faculty member with supervisory responsibility for the staff member as an
employee cannot serve as the staff member’s student advisor. 4) The criteria for the evaluation of the staff member as an employee must be identified and differentiated from the criteria for the evaluation of the staff member as a student. 5) The evaluation of the staff member as a student must not be made by any person with supervisory responsibility over the individual as an employee. 6) A full time staff member cannot be paid as a public health student or receive a student grant.

**Auditor**

Audit enrollment is for non-credit and used by students who want to take a class for information, not to count toward a degree. A student enrolling as an auditor must meet guidelines as outlined below. Enrollment as an auditor is permitted in all courses, subject to the approval of the instructor(s) and the Dean or his designee of the College in which the course(s) is offered. Enrollment as an auditor must be completed by the last day of enrollment in any term.

Enrollment as an auditor is indicated with an **AU** or **W** grade on the student’s permanent academic record and no credit/clock hour values designated. Fee charges and refund policies for audit enrollments are the same as for credit enrollments. Students enrolled “exclusively” as auditors may withdraw only during the fee return period and the enrollment will be canceled. No entry will be made on a permanent academic record.

In accepting a student as an auditor, it becomes the responsibility of the instructor to make clear to the student the instructor’s requirements for the audit enrollment. For example, if the student is required to attend regularly, to participate in specific class exercises, perform experiments, take tests, etc., these expectations must be relayed to the student at the time permission is given to enroll as an auditor. Satisfactory completion of the audit enrollment is identified as an **AU** grade. An instructor, at his/her discretion, may assign a **W** grade to an auditor who, in the instructor’s opinion, did not perform according to the specific requirements as identified at the time of enrollment.

A student enrolled exclusively as an auditor may change their enrollment to “credit”, providing the student gains admission to the university during the first two weeks of classes of a semester or the first week of classes of a Summer session with the approval of the instructor(s) and appropriate college dean.

A change of enrollment from “credit” to “audit” may be made no later than the end of the sixth week of classes of a semester or the end of the third week of classes of a summer session, providing the student is passing and receives the approval of the instructor and the appropriate dean. A change of enrollment to audit supersedes the original enrollment for credit, and no withdrawal from the credit enrollment is posted to the student’s permanent record. For more information, contact Admissions and Records, BSEB 200, (405) 271-2359 or email admissions@ouhsc.edu.
Class Attendance

Only those students who are officially enrolled (either for credit or as an auditor) may attend class. Each student is responsible for meeting the requirements of courses in which he or she is enrolled. Specific policies concerning attendance requirements and announced and unannounced examinations are the responsibility of the individual instructor. If absences seriously affect a student’s class work, the instructor is required to report this fact to the appropriate dean, who will transmit the information to the Office of Admissions and Records. Classes are not to be dismissed or rescheduled for extracurricular functions.

Religious Holidays

It is the policy of the University to excuse the absences of students that result from religious observances, unless such an accommodation would clearly cause undue hardship to the educational and/or university process. In accordance with the procedures stipulated by each college to accommodate varying clinical and educational differences, requests for accommodation of religious holidays must be made within the first week of the term in which the course is offered. Accommodations will be provided without penalty for the rescheduling of examinations and/or required clinical, lab or class work that may fall on religious holidays.

Request for Leave of Absence

Students may request a leave of absence from their graduate studies for up to but not to exceed 12 consecutive months (three consecutive academic terms). The request must be approved by their advisor, the department chair, and Dean or his designee. Students on probationary status, if granted a leave of absence, will resume their probationary status upon return from their leave. Students receiving financial aid may be required to return a portion of the aid. They must check with their financial aid officer.

Withdrawing and Dropping Courses

Students should contact the Office of Student Services to initiate the withdrawal or drop procedure. “Withdrawing” from the Health Sciences Center refers to withdrawing from all enrolled courses for a given term. “Dropping” refers to the dropping of one or more courses while remaining enrolled in at least one course for a given term.

Students must consult the academic calendar for grading regulations and deadlines relative to withdrawals and drops. Withdrawing or dropping courses may require students receiving financial aid to return a portion of the aid received. Students must check with their financial aid officer.
Administrative Withdrawal

An administrative withdrawal (AW) may be assigned to indicate that a student has been “involuntarily” withdrawn by the institution during the designated semester for disciplinary or financial reasons or inadequate attendance. Such institutional penalties must follow formal institutional procedures. Administrative withdrawals are GPA neutral.

Course Evaluations

Instructors of all didactic courses will provide their students the opportunity to evaluate the courses. Students are strongly encouraged to participate in mid-term and end-of-course evaluations each semester.
Grades

Course Credit in the College of Public Health

Coursework taken at the University of Oklahoma Health Sciences Center outside the College of Public Health which is to be applied toward fulfilling requirements for a public health degree must be approved for graduate credit and approved by the student's advisor, department chair and Dean.

Grades of A, B, C, D, and F

The grades A, B, C, D, and F are used in computing grade point averages. In the College of Public Health, the grades of A, B, C, and S are the only passing or satisfactory grades, and the grades of D, F and U are failing. Students who receive a D, F or U grade in a required course must register for the required course the next time it is offered. In such re-enrollment, both grades will be shown on the student's academic record and both will be included in the grade point average calculation. Any student presenting credit from another institution for a course previously failed at the University of Oklahoma Health Sciences Center shall not receive credit for such courses except through validation by the department in which the course was originally failed and approval by the Dean.

It is the prerogative of each department to establish grade requirements above the College minimum.

Grades of S and U

The grade of S (satisfactory) is a neutral passing grade. The grade of U (unsatisfactory) is used to indicate that no credit will be given for the course. These grades may be used for seminar courses provided they are taught on a non-competitive basis and all students in the class are graded on this basis. The S grade is the only passing grade accepted for special problem courses, individual research, and directed reading courses. The S grade may not be used for lecture recitation courses except with the expressed approval of the Dean.

Grade of I

The grade of I (incomplete) is a neutral grade. It is not an alternative to an earned letter grade, but is intended as a temporary grade to be used for a student who, for reasons satisfactory to the instructor, is unable to complete certain identifiable requirements of a course and who cannot be assigned any other grade. Typical instances might be absence from a final examination due to illness or inability to submit a term project due to extenuating circumstances. The instructor will indicate to the student what must be done to complete the course, will set a time limit appropriate to the circumstances and
will define the grade to be assigned. Students cannot attend the scheduled course at a future offering in order to complete the I grade. The instructor has the option of assigning a grade accordingly if the student fails to perform as required. For instance, if the instructor requires a paper to complete the I, and the student does not submit the paper, the instructor may calculate the final grade in the course using the failing grade for that assignment.

If by the end of one year no change in grade has been submitted, the grade of I will become permanent on the student’s record. After a grade of I has become permanent, the student may re-enroll in the course. Credit for courses in which a student has received an I at the University of Oklahoma cannot be completed at or transferred from another institution. If the student graduates with a grade of I on the record, it becomes permanent.

Grades of X, S, and U for Enrollment in Thesis and Dissertation Research

The grade of X is a neutral conditional grade and indicates that satisfactory progress is being made on thesis and dissertation research courses 5980 and 6980. It is a complete grade when the final entry is either S (satisfactory) or U (unsatisfactory), indicating either acceptance or rejection of the thesis or dissertation. An intermediate grade of U indicating unsatisfactory progress may be given if circumstances warrant. The grade of X is included in credit hours attempted and credit hours earned. Two U grades for thesis or dissertation will result in termination of the degree program.

Grade of W

No grade is recorded for students withdrawing from the University and dropping all courses in the first two weeks of class, fall and spring semesters, or in the first week of a summer session. A grade of W or F for each course will be assigned by the instructor(s) for complete withdrawals occurring after the second week of class of the fall and spring semesters, or after the first week of class of the summer semester.

Deadlines that must be met when withdrawing or adding or dropping courses are noted in the University’s Academic Calendar for each semester. The Academic Calendar can be found at http://www.ouhsc.edu/admissions/academiccalendar.html.

Repeat Coursework

Students cannot repeat coursework in which they have received a passing grade (A, B, C or S). Exceptions can be made for students receiving a C grade if the program requires a grade of A or B in the specific course. A request from the program must be approved by the Dean. Both the original grade and the repeat grade will be included in the calculation of the GPA.
Transfer Credit

The acceptance of transfer credit from another institution for a public health degree program at the University of Oklahoma Health Sciences Center is determined in accordance with the criteria listed on page 29 of this Bulletin. Grades of courses transferred for credit will not be included in the GPA computation.

Grade Point System

Each hour of A, B, C, D, and F carries a grade point value as follows: A-4; B-3; C-2; D-1; and F-0. Grades of S, I, X, U and W carry no grade point value and are not included in the computation of a student's semester or cumulative grade point average.

Correcting Grades Reported in Error

The instructor initiates the change by filing a Faculty Request for Grade Change form with the Office of Admissions and Records through the Office of Student Services.
Standards of Performance and Evaluation

College of Public Health Academic Standards

The College of Public Health is responsible for review of the performance of the Certificate of Public Health, Master of Public Health (MPH), Master of Health Administration (MHA), and Doctor of Public Health (DrPH) students in accordance with the guidelines described in this publication. The College of Public Health monitors the students’ academic progress and at the end of each semester or summer session and notifies students about their status if they fail to meet the standards of performance required by the College.

All students enrolled in both professional and graduate degree programs offered through the College of Public Health are expected to receive a letter grade of A or B in all courses taken. If a student receives a letter grade of C, they will be notified by the Associate Dean for Academic Affairs that their academic performance is below the expected standard. Should the student receive a second grade of C, they will receive a letter from the Associate Dean for Academic Affairs placing them on notice that any additional grades below a B may be grounds for dismissal from the degree program.

If at any time a student receives a failing grade of D or F in a course or if the student receives a third grade of C, the student may be required to meet with a subcommittee of the Admissions and Academic Advisement Committee appointed by the Associate Dean for Academic Affairs to show cause why they should not be dismissed from the degree program. Under special circumstances, the subcommittee may recommend continuation on academic probation due to specific issues as identified by the subcommittee. The subcommittee recommendation will be acted upon by the Associate Dean for Academic Affairs.

If a student in the Certificate, MPH, MHA, or DrPH degree program is placed on academic probation under this policy and subsequently receives an additional grade of C or less, they may be immediately dismissed from the degree program.

If a student is enrolled in the Master of Science (MS) or Doctor of Philosophy (PhD) degree program and is placed on academic probation under this policy and subsequently receives an additional grade of C or less, a recommendation may be forwarded to the Graduate Dean that the student be dismissed from the Graduate Program due to failure to maintain satisfactory academic progress.
**Academic Probation**

Students who fail to maintain an overall grade point average of 3.00 in all courses attempted will be placed on academic probation. Students will also be placed on probation if they fail to maintain satisfactory progress as determined by their annual evaluation or in receiving the grade of U. Students placed on academic probation for low GPA will be evaluated at the end of each subsequent semester. The probationary status will remain until the student raises the overall GPA to 3.00 or higher. The probationary requirements must be completed within nine credit hours of graded coursework or one calendar year from being placed on probation, whichever comes first. This is the probationary period, during which students must demonstrate satisfactory progress in improving their cumulative grade point average. Students placed on probation for a grade of U or for failure to maintain satisfactory progress will be evaluated at the end of the following semester. Receiving a grade of D, F, or U may be grounds for dismissal prior to completing the probationary period.

At the end of the probationary period, students who achieve a 3.00 cumulative grade point average and/or regain satisfactory progress will be returned to full status and will be allowed to continue their enrollment. Those who fail to achieve a cumulative grade point average of at least 3.00 for all courses awarding grade points may be denied further enrollment after this probationary period. If the department or program wishes to recommend that the student merits an extension of the probationary period, the extension will be considered a second probationary period. The time limit of this extension must be specified by the department or program and approved by the Dean. The second probationary period will not exceed two consecutive academic terms.

Students are limited to two academic probations. If a student fails to maintain a 3.00 grade point average and the rules require probation for a third time, the student will be denied further enrollment and will be dismissed from the College of Public Health programs.

**Departmental Standards**

Each semester the Office of Student Services under the supervision of the Associate Dean of Academic Affairs will evaluate each student's academic performance. A review of the student's grades will be conducted to determine if the student is in good standing. Students who are not in good standing will be further evaluated and may be required to meet with the Admissions and Academic Advisement Committee as outlined in this section (Standards of Performance and Evaluation) of the Bulletin.
In addition, each student is encouraged to meet with his/her academic advisor each semester to review the student’s progress toward meeting degree requirements. In order to enroll each semester, the advisor must approve the student’s enrollment//progress. At this time, the advisor should discuss with the student the student’s career goals and professional development and academic performance.

Annual Review of Student Progress

Departments shall conduct an annual review and evaluation of their students’ progress in meeting degree requirements. Each department shall establish a student review procedure to coordinate and forward all reviews to the students and the Office of Student Services. Annual reviews are to be conducted in June.

1. Criteria. The review may include, but is not limited to, considerations such as progress toward meeting conditions of admission; completion within the prescribed period of time of those courses in which the student has received the grade of I; completion of core course requirements; completion of special prerequisite requirements; progress toward completing field work requirements; and the general quality of academic performance. The review also may encompass the student’s broader scholarly capabilities and professional development.

2. Procedure. The department will make this review annually and notify each student of the student's progress and performance toward satisfying degree requirements. If there are deficient areas, the department must specify clearly what each student must do to receive a satisfactory evaluation and specify a time for a second review. A copy of this letter must be sent to the Office of Student Services. The Office of Student Services and the Associate Dean of Academic Affairs will review the student’s total record. If appropriate, the student will be placed on probation.

3. Second Review. The Office of Student Services and the department will conduct a second review for all students placed on probation. In this second review, the department will determine if: (a) the student is making satisfactory progress; (b) the student’s level of performance is unsatisfactory and the student is ineligible for further enrollment; or (c) the department believes the student’s progress is still unsatisfactory but wishes to petition the Dean to continue the student on probation for an additional semester or summer session. The student and the Dean will be notified in writing of the results of this second review. The Dean may either remove the student from probation, deny the student further enrollment, or continue the student on probation for an additional semester. When application of the above rules
requires the student to go on probation a third time, the student will be denied further enrollment.

Residence Requirements

The primary purpose of residence requirements is to encourage the educational and professional development of individuals seeking advanced degrees. The opportunity for the student to associate with the faculty and other students in the University community, to utilize the facilities on the campus, and to take advantage of a wide variety of cultural opportunities justifies a relatively extended campus stay. In addition, the University must be in a position to oversee the development of the candidate.

The student must be in residence at the University of Oklahoma and engaged in coursework or research activities prescribed by the major department/program for at least two regular semesters for each degree program.

Qualifying for an Advanced Degree or Certificate

To qualify for a degree or certificate, students must achieve an overall grade point average of 3.00 or higher in all courses comprising a part of the degree program. The grade of S, U, I, and X for which no grade points are awarded, are considered neutral in determining the graduating grade point average.
Graduation Deadlines

The date of graduation for each term shall be the last day of final examination in the fall, the date of commencement in the spring and the last day of classes in the summer. Students must be enrolled in a minimum of two credit hours the semester of graduation. These dates for an academic year may be found in the Academic Calendar. To entitle a student to graduate as of that date, all work required for the degree and payment of tuition and fees, must be completed satisfactorily prior to the first day of classes of the next semester or summer session. It is the student’s responsibility to make sure all degree requirements have been met. If the student has not completed all the requirements, the student will become a graduate the following semester.

Graduation Ceremony

The official commencement for all students is held on the Norman campus each spring. A College convocation is held each spring semester. Diplomas are awarded three times a year. Students should complete the graduation application at the time they enroll for their last semester.

To be eligible to participate in the spring commencement and convocation ceremonies, students must complete all degree requirements before the start of the summer semester. For MPH students, these include the completion of the MPH practicum paper and oral presentation and accompanying comprehensive oral examination. Similarly, MS, PhD and DrPH graduates must have completed all degree requirements including defending and submitting the final copies of the thesis and dissertation.

Summer and fall graduates will be invited to a graduation luncheon at the end of the respective semester to recognize their accomplishments. All summer and fall graduates are invited to participate in the following spring commencement and convocation ceremonies.

Diploma and Fees

During the candidate’s last semester, the candidate must file an official Application for Graduation and pay all tuition and fee charges before the degree will be conferred and a diploma issued. The candidate who plans to participate in the commencement ceremony must purchase a cap and gown.
Consent for Letters of Recommendation

In compliance with the Family Educational rights and Privacy Act (FERPA) students and alumni are required to authorize release of academic information. The requesting individual – a student or alumnus – is responsible for completing an authorization form and presenting it when requesting a letter of recommendation from any OUHSC faculty or staff. If the requester provides a similar official signed authorization form from another entity then it may be used instead as long as authorization to release the student (or alumni) education record is granted by the alternative form. The form is located at www.ouhsc.edu/portals/1047/assets/documents/forms/consent_authorization.pdf. A copy of the signed authorization form should be provided to the COPH Office of Student Services for the student’s file.
Professional Programs

Certificate of Public Health

A Graduate Professional Certificate in Public Health is targeted toward those individuals who can benefit from formal public health instruction, but for whom the MPH degree is not necessary for their career trajectory. Those students successfully completing the certificate program will be eligible for consideration by the individual college departments for enrollment in the MPH degree program.

The curriculum for the Certificate in Public Health will consist of the five (5) core courses required for all Master of Public Health degrees. The courses are:

BSE 5163 Biostatistics Methods I
BSE 5113 Principles of Epidemiology
HPS 5213 Social and Behavioral Sciences in Public Health
OEH 5013 Environmental Health
HAP 5453 US Health Care System

The required number of credit hours equals 15. All coursework completed with a grade of A, B, or C while enrolled in the certificate program may be applied to a College of Public Health degree program if the student is admitted to the degree program within three years of completing the certificate requirements and the degree program evaluates the coursework as appropriate for the program of study. Credit may apply to a degree for those students admitted more than three years after completing the certificate requirements based on the individual's professional work experience. In no instance will credit be given for any coursework completed in excess of six years prior to admission into a degree program.

The admission standards for the certificate program will be the same standards in place for the MPH degree program: a baccalaureate degree or equivalent from an accredited institution of higher education with a grade point average of 3.00 or greater in upper division coursework or in the last 60 credit hours of coursework applied toward the undergraduate degree or completion of an entry level professional degree from an accredited institution with an accumulative grade point average of 3.00 or greater. Refer to the Types of Admissions section of this Bulletin for additional information on admission requirements.

All students enrolled in the certificate program must maintain a cumulative grade point average of 3.00 or greater in order to complete the program and receive the certificate. MPH students who have completed their core course requirements may petition for award of the certificate provided their GPA in the core courses is at least 3.00.
Master of Public Health (MPH)

The MPH degree is a College of Public Health professional graduate degree designed to prepare practicing professionals in the field of public health based upon the adopted competencies. The MPH degree offers opportunities for specialization in: Biostatistics, Epidemiology, Health Administration and Policy, Health Promotion Sciences, Environmental Health, Interdisciplinary Public Health, and Public Health Preparedness and Terrorism.

Beginning with applications for the Fall 2015 term, all applicants for the MPH degree will indicate their primary MPH program of interest and an alternate program if desired. The application will be reviewed by a committee of faculty from the department hosting the program, or the College’s Admissions and Academic Advisement (AAA) Committee in the case of application for the MPH in Interdisciplinary Public Health, and the committee will make an admission recommendation to the Dean. If two programs are indicated and both recommend admission, the applicant may choose between them. If no positive recommendation is made, admission will be denied.

MPH degree programs require 42-45 credit hours of study, depending on the program. All MPH students are expected to complete the 15-hour core curriculum within the first 21 credit hours of study. Completion of the core courses within the first 21 hours provides foundational knowledge and skills needed for advanced course work and also establishes eligibility to take the National Board of Public Health Examiners (NBPHE) examination for the Certified in Public Health (CPH) credential (see below).

The core curriculum is comprised of:

BSE 5163 Biostatistics Methods 1
BSE 5113 Principles of Epidemiology
HPS 5213 Social and Behavioral Sciences in Public Health
OPH 5013 Environmental Health
HAP 5453 U. S. Health Care System

Program of Study
Students are required to file an Outline of Course Work during the first semester of enrollment. This form, which is available from the Office of Student Services, documents degree program course requirements at the time the student enters the program, and provides the student a guideline for courses needed to complete degree. It is signed by the student and the academic advisor, and any subsequent changes in the student’s program course work must be approved by the department or program, documented in writing, and filed with the Office of Student Services.
CPH Examination

Effective Fall 2013, all new MPH students are required to take the Certified in Public Health (CPH) Examination. This examination, offered by the National Board of Public Health Examiners (NBPHE), provides a credential for public health professionals that documents mastery of core competencies.

Students who have completed 21 credit hours including all five of the core courses are required to take the examination. The examination is offered in October and February at a local testing venue and on campus in May. Costs associated with the examination will be paid by the college. Verification of eligibility to take the examination is coordinated by the Office of Student Services.

Once the student has passed the exam and all requirements have been verified, the student will be Certified in Public Health, and can add the initials CPH to his/her name and degree. Students not passing the examination will be provided remedial tutoring and advising prior to taking the examination for a required second attempt. Passing the examination is not a criterion for graduation.

Details about the exam can be found at the following web site: http://www.nbphe.org/

MPH Culminating Experience

The MPH Culminating Experience is comprised of the following:

- Completion of the CPH 7003 Integrated Public Health Practice course, which is designed to tie together concepts from the individual core courses (BSE 5113, BSE 5163, OEH 5013, HPS 5213, and HAP 5453) through case studies;
- Completion of CPH 7941 Practicum Preparation Seminar, which is designed to help the student identify a relevant practice experience opportunity, secure a Preceptor to guide them through the Practicum, and Complete the Practicum Agreement;
- Completion of the 240 contact hour practice experience (CPH 7950 Public Health Practicum) under the guidance of the Preceptor and faculty practicum advisor;
- Preparation of the MPH Paper; and
- Completion of the oral presentation of the MPH Paper and accompanying comprehensive oral examination.

A student must be in good academic standing, be accepted into a degree program, and have completed CPH 7941 Practicum Preparation Seminar prior to enrolling in CPH 7950.
Enrollment for one credit hour in CPH 7950 is required the semester the student begins the practicum contact hours at the host site. However, the student may begin logging practicum time after the Practicum Agreement is signed by the faculty practicum advisor, the preceptor, and the practicum coordinator and submitted to the Office of Student Services.

If the practicum experience is not finalized during the semester of initial enrollment, a grade of “I” may be awarded. The student must complete the Practicum including the MPH Practicum Paper within one year from initial enrollment in CPH 7950. If the practicum is completed before the student’s last semester of study, the MPH Paper is to be submitted during the semester of enrollment in CPH 7950 Public Health Practicum; however, the oral presentation of the MPH Paper and associated comprehensive oral examination will not occur until the student’s last term of enrollment. The MPH Practicum should be completed as near to the end of a student’s program as is possible.

Although the oral comprehensive examination component of the MPH Culminating Experience occurs in conjunction with the MPH Paper presentation, the examining committee’s questions will not be limited to the scope of the practice experience. The student should be prepared to respond to questions on any aspect of their MPH studies.

The Culminating Experience is guided by a committee developed by the student and the student’s faculty advisor. The committee will be comprised of a minimum of three persons, generally two faculty members from the degree department and a faculty member or professional from outside the degree department. All members of the committee will have appropriate contributing knowledge of and experience in the student’s master’s paper project. Outside members not holding a faculty appointment in the College of Public Health must be approved by the Dean or his designee.

The committee will have the responsibility to assist and guide the student through the selection of the practicum and writing of the MPH master’s paper and the oral presentation. The committee chair will review the completed master’s paper and determine if the paper is acceptable for oral presentation to the committee. The paper must be submitted to the committee members a minimum of two weeks prior to the scheduled date of the oral presentation. The student, working with the chair of the committee, will arrange a time for the presentation. Should revisions to the Practicum Paper be directed by the Culminating Experience Committee following the oral presentation and examination, the paper will be revised and resubmitted. The approved final paper must be accepted by the Committee before the student is certified for graduation.
Additional detailed information about the practicum and required forms are available at http://coph.ouhsc.edu/current/practicum.aspx

Admission to Candidacy

Students who are doing satisfactory work may normally be admitted to candidacy for a degree as soon as they have enrolled in sufficient hours for the degree. The Admission to Candidacy form (http://coph.ouhsc.edu/current/docs/AdmissToCandidacyForm.pdf) should be filed with the Office of Student Services at the beginning of the semester in which the student expects to graduate. The Academic Calendar located at http://www.ouhsc.edu/admissions/academiccalendar.html lists the specific deadline for each semester. Also, at the time the Admission to Candidacy is filed with the Office of Student Services, students should obtain instructions governing the completion of coursework and graduation from the Office of Student Services.

Once the Culminating Experience/Public Health Practicum is complete (pass or fail), the results must be turned into the Office of Student Services on the Authority for the Comprehensive Examination form. If the committee requests additional changes be made to the practicum paper, the chair of the committee should not submit this form until all corrections and changes have been completed. A final version of the practicum paper should be submitted to the CPH 7950 Final Approved MPH Practicum Paper Dropbox in D2L. All degree requirements must be completed by the last day before the start of the next semester in order to graduate as of that semester. If everything has not been completed the student must enroll in a minimum of two credit hours the next semester.

If the student does not pass the Culminating Experience, a report must be submitted by the chair of the student’s committee to the Office of Student Services indicating what remedial steps the student may take to successfully complete the Culminating Experience. This report must also outline the student’s deficiencies. A student who fails a second time will no longer be eligible for a master’s degree in the academic program.

Transfer Credit

The acceptance of transfer credit from another institution for the MPH and MHA degrees is determined in accordance with the following criteria:

1. Twelve transfer hours may be accepted in a 44-hour program and fifteen hours in a 60-hour program. Any other request should not exceed 25% of the degree program.
2. The coursework transferred must represent valid advanced credit earned in courses from an accredited college or university.

3. The credit must carry a grade of A, B, or S.

4. The credit must be applicable to the degree program.

5. The transfer credit must not be more than six years old at the time of admission to the degree program. In special cases, credit more than six years old may be transferred if recommended and validated by the department and approved by the Dean or his designee. The departmental procedures to validate the student’s current knowledge and competency must have the approval of the Dean or his designee.

6. Credit from a professional degree program such as the MD, DDS, or DVM may be applied toward a master’s degree as transfer credit, provided that such courses carry a grade of A, B, or S and have been approved by the accepting department or program and the Dean or his designee.

7. Coursework completed at the University of Oklahoma Norman and Tulsa campuses will be considered as residence credit, and upon approval of the department or program and the Dean or his designee, may be used without limitation as credit toward a master’s degree.

8. Credit hours previously presented and counted for one master’s degree or certificate may not be applied toward satisfying the requirements of a second master’s degree or certificate with the exception of approved dual degree programs.

9. All transfer coursework must be approved by the department or program and by the Dean or his designee. Departments or programs with transfer rules more stringent than those listed in this section shall take precedence and shall be listed in the departmental section of this publication.

10. Transfer credit is considered neutral in computing the University of Oklahoma grade point average for the purpose of determining academic status, probation, and graduation.

Time Limits for Completing Professional Master’s Degrees (MPH and MHA)

A student registered in a master’s degree program typically will complete work within six calendar years after the student’s first enrollment at the College of Public Health.
Departments with shorter time limits have so indicated in the section of this Bulletin that refers specifically to their program.

When additional time is necessary and appropriate, 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 department must inform the student, advisor, and Dean of its decision in writing. If the extension exceeds one year, approval by the Dean is required. Extensions needing approval by the Dean will require that the department or program unit certify that the student’s knowledge will be current and appropriate to the degree at the time the degree is awarded.

Credit for individual courses taken at the University of Oklahoma or at another accredited university that is to be applied toward a master's degree must not be more than six years old at the time of admission or readmission to the College of Public Health. No more than one quarter of the credit hours (transfer credit and residence credit) applied toward a master's degree can be more than six years old at the time of graduation.

A student's registration in a master's degree program is terminated upon receiving the degree. To continue studies in the College of Public Health, re-application in another degree program or as a special student must be made and approved. Course work applied toward the awarded master’s degree cannot be applied for credit for a second master's degree. Coursework taken after award of a master's degree may not be applied to a doctoral degree program unless they were taken after acceptance to the program.

Double Major Master of Public Health Degree Programs

Students admitted into the MPH degree program through the College of Public Health may receive an MPH degree with a double major in two separate academic areas within the College of Public Health. The general requirements for such degree programs are:

1. The student must be accepted by both programs before completing 22 credit hours in the College of Public Health
2. Both disciplines will be represented as academic faculty advisors for the student. Both advisors will assist the student in coordinating his or her progress and meeting graduation requirements.
3. The student must satisfy all course requirements for both academic areas.
Dual Degree Programs

A student may pursue two academic degrees simultaneously via a dual degree program. However, the student must be accepted into the second degree program before the completion of no more than 12 semester hours of study in the first program as required by University policy. Additional information is available from the Office of Student Services. Currently available dual degree programs are:

MPH in Health Promotion Sciences + Master of Social Work

MPH in Health Administration and Policy + Doctor of Medicine

MPH in Health Administration and Policy + Juris Doctor

MS in Biostatistics + BS in Mathematics

Accelerated Dual Degree Program

The accelerated dual degree program establishes a framework of rules by which academic units may offer students the option of earning combined bachelor's and advanced degrees in an accelerated manner. The program allows students with 30 hours of advanced standing credit to earn both the bachelor’s and the master’s degrees within three to four years of matriculation. Interested applicants should contact the academic programs of interest to design a degree plan. An example of this type of program is the BS in Mathematics / MS in Biostatistics, which is described in detail in the Department of Biostatistics and Epidemiology section of this Bulletin.
Doctor of Public Health Degree (DrPH)

A key goal of the College of Public Health at the University of Oklahoma Health Sciences Center is to support and sustain the state and regional public health workforce. To meet the increasing demand for doctoral level training in the form of a professional program emphasizing the translation of knowledge into practice, the College established the Doctor of Public Health degree (DrPH).

The DrPH is an advanced professional practice terminal degree for individuals intending to pursue a professional public health practice career. The DrPH degree program requires a minimum of 51 credit hours above the Master degree. Although the DrPH is a college-wide program, the Department of Health Administration and Policy has the primary responsibility for managing and administering this doctoral program. The DrPH program focuses on developing leadership, management and critical analytical skills with sufficient flexibility to accommodate discipline-specific interests of candidates. The overarching theme is the development of requisite competencies for a leadership role in public health.

Admission Requirements

a. An MPH degree from a CEPH-accredited school of public health or MPH program. Applicants with other master's or doctoral degree will be considered on a case-by-case basis; however, if accepted, these students may be required by the DrPH Admissions and Academic Advisement (DrPH AAA) Committee to take additional courses that guarantee competency in the MPH core.

b. A minimum of three years of work experience in a public health-related field is required.

c. Three letters of recommendation, of which at least one must be from a current or recent (within the past two years) work supervisor.

d. Applicants with a graduate level grade point average of less than 3.5 are usually non-competitive. However, the DrPH AAA Committee also considers the applicant's work history, educational experience, personal recommendations, Graduate Record Examination scores, and other data in making recommendations for admission.

Complete information regarding the application process can be found online at http://www.coph.ouhsc.edu/admissions/howtoapply.aspx.
The DrPH AAA Committee, whose chair and members are appointed by the Dean or his designee, is responsible for screening applications and recommending admission. The Dean or his designee will receive the admission committee’s recommendation and approve or deny the applicants.

Curriculum

The curriculum for the program consists of 90 semester credit hours. Those who are admitted with an MPH degree from a CEPH-accredited program are required to take a minimum of 36 credit hours of course work and 15 dissertation credit hours. Students who are admitted without an MPH are required to take the 15 credit hour MPH core curriculum in addition to the doctoral requirements, subject to determination by the DrPH AAA Committee. The curriculum requires doctoral students to take 27 prescribed credit hours in 9 required courses and 9 credit hours from among a list of acceptable electives. However, the DrPH AAA Committee may approve other courses if its members judge that a student has previously completed equivalent courses at the graduate level. Courses will reflect expected competencies for senior leaders in public health. If prerequisites are required for any of the courses, the doctoral candidate must take these in addition to the required list of courses. Generally, directed readings will not be allowed as part of the doctoral curriculum. A listing of the prescribed courses follows:

**Required Research Methods and Analytic Skills** (12 credit hours)

- HAP 6773 Quantitative Issues in Healthcare Quality
- HPS 6933 Qualitative Research Methods in Public Health
- HPS 6943 Advanced Program Evaluation
- BSE 5193 Intermediate Epidemiology Methods

**Required Leadership and Management** (15 credit hours)

- HAP 6783 Advanced Public Organizations and Decision Making
- HAP 6953 Advanced Healthcare Quality
  or
- HAP 5466 Healthcare Quality Practice
- HAP 5863 Strategic Management in Health Service Organizations
- HAP 5543 Marketing of Health Services
- HAP 5663 Human Resource Management in Health Services Organizations
Other Courses (9 credit hours to be selected from the following)

BSE 5173 Biostatistics Methods II (prerequisite BSE 5013 SAS)
BSE 5663 Analysis of Frequency Data (prerequisite BSE 5013 SAS)
BSE 5643 Regression Analysis (prerequisite BSE 5013 SAS)
BSE 5303 Infectious Disease Epidemiology
BSE 5363 Epidemiology and Prevention of Chronic Diseases
OEH 6252 Occupational and Environmental Risk Communication
HPS 6633 Health Promotion Theory I: Individuals and Small Groups
HPS 6643 Health Promotion Theory II: Communities, Organizations, and Government
HPS 6833 Social Marketing
HPS 6923 Social Determinants of Health

Transfer Credit for Doctoral Programs

The acceptance of transfer credit from another institution for the DrPH degree is determined in accordance with the following criteria:

a. A maximum of 25% of didactic coursework completed under the program of study designed by the DrPH AAA Committee may be transferred by the student from a DrPH or PhD program at another institution, provided the courses have not been previously applied to a degree;

b. The coursework transferred must represent valid advanced credit earned in courses from an accredited college of university;

c. The credit must carry a grade of A, B, or S;

d. The credit must be applicable to the degree program;

e. Individual courses applied must not be more than six years old at the time of admission to the degree program. In special cases, credit more than six years old may be transferred if recommended and validated by the relevant department and approved by the Dean or his designee;

f. Coursework completed in departments at the University of Oklahoma Norman and Tulsa campuses will be considered as residence credit, and upon approval of the department and the Dean or his designee, may be used as credit toward a doctoral degree;
g. Credit hours previously counted for one doctoral degree may not be applied toward a second doctoral degree;

h. Credit by correspondence or by advanced standing examination will not apply toward a doctoral degree; and

i. All transfer coursework must be approved by the DrPH AAA Committee (see below) and by the Dean or his designee.

Transfer credit is considered neutral in computing the University of Oklahoma grade point average for the purpose of determining academic status, probation, and graduation.

**Time Limits for Completing the Doctoral Degree**

A DrPH student who enters the College of Public Health is expected to pass the General Examination within four calendar years of the student's first enrollment. All degree requirements for the DrPH are expected to be completed within six years from initial enrollment.

Individual courses, not applied toward a previous graduate degree, taken at the University of Oklahoma or at another accredited university that are to be applied toward a DrPH degree must not be more than six years old at the time of admission or readmission to the program. In addition, no more than 25% of any didactic coursework transfer credit and resident credit applied toward a doctoral degree can be more than six years old at the time of graduation.

**The DrPH Admissions and Advisement (DrPH AAA) Committee**

The DrPH Admissions and Advisement Committee is appointed by the Dean and is comprised of five members, at least three of whom are faculty representing the Department of Health Administration and Policy. Other members will represent other program areas of the college; up to one member may be from outside the College of Public Health. The committee has two functions: (1) reviewing applications to the DrPH program and providing admission recommendations to the Dean, and (2) serving as the advisory committee for all DrPH students through completion of the General Examination. The committee, supplemented with the individual student’s intended faculty mentor as an ad hoc member, has the responsibility to advise the student from
matriculation through completion of the General Examination, meet with the student during the first three months following matriculation, design an appropriate curricular plan and submit it to the Office of Student Services as the Report of DrPH Advisory Conference, and annually evaluate the student’s progress and document the review as an annual update of the Report of the DrPH Advisory Conference. The committee also develops and administers the written component of the General Examination, and conducts the subsequent oral portion of the General Examination (see below).

It is also the prerogative of the Dean to participate as, or assign, an Ex Officio member of any doctoral committees.

DrPH General Examinations

Each DrPH doctoral candidate, after successfully completing the didactic course work and upon the concurrence of the DrPH AAA Committee, will take a written and oral examination. The DrPH General Examination will consist of written and oral elements, to be completed independently. The written portion may be taken during or after the semester the student enrolls in the final didactic requirements for the degree in accordance with the approved Report of DrPH Advisory Conference and any approved subsequent modifications to the Report. The oral portion of the examination will be administered by the DrPH AAA Committee within two weeks following the satisfactory completion of the written portion of the General Examination.

The General Examination’s written portion is to consist of questions submitted by each of the DrPH AAA Committee members, designed to ascertain the degree to which the student has attained competency in the theory and knowledge of the field, and the extent to which the student is prepared to undertake the practice-based research phase of the DrPH degree program. Each member of the committee shall submit one question for the written portion. Each examination question should require the student no more than 7 days and no less than four hours to answer, keeping in mind that the student may be working simultaneously on 5 separate examination questions. The total time frame for the written portion should not extend beyond two consecutive weeks, unless special circumstances arise, and for which prior approval is sought through the office of the Associate Dean for Academic Affairs, or Dean, of the College.

The student must first pass a minimum of three of the five written questions to take the oral portion of the examination. In the instance that the student fails one or two of the questions, if the entire committee agrees, the student may proceed to the oral portion of the examination. Otherwise, the advisory committee will fail the student and the student will not proceed to take the oral portion. If the committee votes to halt the examination
and not proceed to the oral, the examination will be suspended and the student
counseled on steps to address the inadequacies noted in their effort. A second chance
will be afforded the student to complete the failed portions of the examination; however,
if faculty members have reservations about the student’s performance, based on the
areas failed in the original attempt, each faculty member will be offered the opportunity
to pose follow-up questions at the time of the second attempt. The time frame for the
second attempt will be set by the advisory committee.

During the oral portion of the examination, the advisory committee asks the student to
address and clarify those areas of concern that may have been noted during the written
portion of the examination, but which were not judged to constitute failure. Additionally,
the oral portion allows the committee to explore the student’s preparedness in research
methods and the student’s ability to articulate the approach he or she plans to follow in
developing the research prospectus and research project. If the student fails to perform
well on the oral portion of the examination, the advisory committee may allow a second
attempt to the student. Should the student fail at either the second attempt on the
written portion or the oral portion, the student will have failed the General Examination
and the DrPH AAA Committee will recommend to the Dean that the student be
terminated from the DrPH program. The Dean of the College will prepare a letter
stating that the student will not be allowed to enroll in subsequent coursework, and
academic program support is withdrawn.

It is the responsibility of the committee members individually and collectively to evaluate
the student’s performance and to state with confidence that the student is prepared to
move forward to candidacy, or that the student requires additional didactic training, or to
terminate the student from the DrPH program without award of the degree. The student
passes the General Examination if the DrPH AAA Committee approves the student’s
performance on both the written and oral portions.

Successful completion of the General Examination will result in the status of the
doctoral student being changed to Candidate for the degree of Doctor of Public Health
and the candidate will then undertake the development and presentation of the research
prospectus, to be completed in no more than six months following the completion of the
General Examination. Student advisement and assessment after completion of the
General Examination becomes the responsibility of the student’s DrPH Doctoral
Dissertation Committee.
The DrPH Doctoral Dissertation Committee

The DrPH Doctoral Dissertation Committee is established by the Candidate's faculty dissertation advisor in consultation with the Candidate. Members of the Dissertation Committee may or may not include members of the DrPH AAA Committee, depending on the practice-based research and mentoring expertise required. The faculty dissertation advisor chairs the committee. It is the responsibility of the chair and Candidate to craft the appropriate Dissertation Committee membership. The committee will consist of five members with the majority from the Department of Health Administration and Policy and two from outside of the Department of Health Administration and Policy, one of whom may be from outside of the College of Public Health. The Dissertation Committee chair need not be a faculty in the Department of Health Administration and Policy but must be approved by the College to chair DrPH committees. The committee shall guide the student in refining the dissertation topic and developing the prospectus, and must approve the prospectus before dissertation research begins.

The DrPH Dissertation Committee for each student must be approved by the Dean of the College of Public Health. It is also the prerogative of the Dean of the College to participate as, or assign, an Ex Officio member of any doctoral committees.

The functions of the Doctoral Committee will be to:

a. Guide the Candidate in the selection of an appropriate public health topic and in the research design and methodology for the practice-based dissertation;

b. Approve the Candidate's research plan or prospectus;

c. Advise and assist the Candidate with specialty information necessary to design and complete the dissertation;

d. Perform an annual evaluation of the Candidate's progress toward the degree and communicate the results of the evaluation to the student and to the Associate Dean for Academic Affairs;

e. Read and correct the drafts of the practice-based dissertation to insure that appropriate standards are met; and

f. Schedule and administer the dissertation defense.
Requirements for Enrolling in Dissertation Research

The initial enrollment in HAP 6980 Research for Doctoral Dissertation must be for at least two credit hours and only students who have completed the General Examination and have been admitted to candidacy may enroll in 6980. Subsequently, each DrPH student must maintain continuous enrollment during each semester in at least two credit hours of 6980 until the requirements for the degree are completed or candidacy for the degree is terminated. Enrollment in 6980 during the summer session is required if work is being done on the dissertation.

The continuous enrollment requirement will be waived for a student who is not working on the dissertation but enrolled in full-time coursework. However, if dissertation work is being done, a student must enroll in 6980 regardless of the number of other credit hours of enrollment. Exceptions to the continuous enrollment requirement will be considered on an individual basis by petition to the Dean.

The Dissertation Committee chair/faculty advisor will determine the number of dissertation research (HAP 6980) credit hours for each enrollment on the basis of the amount of faculty and University resources and services required by the individual student, but each enrollment will be for two or more credit hours.

Development and Defense of Dissertation Prospectus and of Dissertation

Following successful completion of coursework and Comprehensive Examination, the DrPH candidate will develop and defend, before the Dissertation Committee, a prospectus for a practice-based dissertation. The prospectus must be completed within six months of Admission to Candidacy. Upon the committee's approval of the prospectus, the Candidate will complete the dissertation and defend it before the committee.

Dissertation Reading Copy

Upon the approval of the Dissertation Committee Chair, the doctoral Candidate should prepare and distribute reading copies of the dissertation to each doctoral committee member. The reading copy should be in an acceptable dissertation format and must include all figures and tables, numbered pages, and a complete bibliography.
It is the responsibility of the student to assure that the dissertation format complies with the Graduate College standards as defined in the “Instructions for the Master’s Thesis and Doctoral Dissertation” (http://graduate.ouhsc.edu/currentstudents/documents/GuidelinesforPreparationoftheMastersThesisandDoctoralDissertation_000.pdf). Upon approval of the Dissertation Committee Chair, a dissertation reading copy should be submitted to the Office of Student Services along with a memorandum from the Committee Chair indicating approval and listing the members of the Dissertation Committee. Reading copy deadlines are printed in the Academic Calendar for each semester (http://www.ouhsc.edu/admissions/AcademicCalendar.aspx). Students who wish to file an electronic dissertation must submit their reading copy as a PDF document using Adobe Acrobat. Approval to submit in this format must be indicated in the submission memorandum.

The Dean or his designee will direct the committee to read and determine whether the dissertation demonstrates the student’s discipline. The committee may accept or reject it. If the committee rejects the dissertation reading copy, the student will be given another opportunity to submit an acceptable dissertation to the committee and the College. The committee may require changes and corrections. When the dissertation is in an acceptable format to the College and a degree check indicates the student has completed all coursework with acceptable grades, the student may schedule the dissertation defense and final oral examination, i.e., the DrPH Culminating Experience.

DrPH Culminating Experience

The DrPH Culminating Experience is a defense of the dissertation and is open to the public. At least 10 days before the defense, the candidate must submit to the Office of Student Services an Announcement for the Final Exam and a double-spaced abstract of no more than 350 words. The candidate must be enrolled in at least two hours the semester he/she is to take the final oral examination. Authority for the Defense of the Doctoral Dissertation and other forms are given to the candidate’s Dissertation Committee Chair before the final oral exam. All members of the Dissertation Committee must sign the form and signify whether the examination was satisfactory or unsatisfactory. At least four members of the doctoral committee, including the Chair and an outside member, must be present to conduct the examination. The Associate Dean for Academic Affairs may appoint an observer for the College who would not be a voting member. The results of the dissertation defense must be reported to the Office of Student Services within 72 hours. A unanimous report from the Dissertation Committee is expected; however, on occasion some dissenting reports are received. If one member dissents, the dissent is recognized as a minority report. If two members of the
Dissertation Committee dissent, a minority report must be filed and the Dean will investigate and make the final decision. If more than two members vote unsatisfactory, the defense is judged to be a failure. Only one attempt is granted in defending the dissertation. If the defense is determined to be unsatisfactory (failure), the decision is final and the defense cannot be repeated. Furthermore, the student will be dropped from the rolls of the College and candidacy for the doctoral degree will terminate.

**Depositing a Dissertation in the Library**

Candidates may elect to submit their dissertation in electronic or print format. Candidates submitting electronically must first convert the dissertation document and the abstract to PDF format, prepare two CD-ROMS with a copy of the dissertation and abstract on each, and submit the two CD-ROMs and a paper copy of the dissertation signature page containing original signatures of the doctoral committee. All other students must submit three final copies of the dissertation on 100% cotton bond paper with original signatures of the committee. The dissertation must be delivered to the Office of Student Services within 60 days of the final defense. If all is in order, the copies of the dissertation are given to the candidate to be deposited with the library.

If a student fails to do this, the results of the defense will be set aside and the student must present to the Office of Student Services a new reading copy of the dissertation that received preliminary approval of the Dissertation Committee Chair. When the doctoral committee accepts this new reading copy, the student can then schedule the final oral examination, which shall constitute the defense of the dissertation.

It is essential that all doctoral candidates make themselves responsible for the complete and accurate collation of their dissertations before turning them in to the library. Students are also reminded that if they are utilizing copyrighted material in the dissertation, they must obtain permission from the holder of the copyright for such reproduction; without such permission, the author of the dissertation is liable to prosecution once the dissertation has been made a published document.
Graduate Degree Programs

For all students admitted to the Master's of Science (M.S.) and Doctor of Philosophy (Ph.D.), the degree authority resides with the OUHSC Graduate College and the student’s Dean is the Graduate Dean.

Master of Science Degree (MS)

The Master of Science (MS) degree is a Graduate College degree and is awarded in recognition of the successful completion of substantial post-baccalaureate study in a chosen field. It may be a course of study designed to serve as a foundation for more advanced work leading to the doctoral degree. Students enrolled in the Master of Science degree programs are responsible for the policies and procedures as defined in this Bulletin and the Graduate College Bulletin, which may be found online at http://graduate.ouhsc.edu/GCBulletin/.

Doctor of Philosophy (PhD)

Students enrolled in the PhD programs are responsible for the policies and procedures as defined in this Bulletin and the Graduate College Bulletin, which may be found online at http://graduate.ouhsc.edu/GCBulletin/.
Academic Departments

Department of Biostatistics and Epidemiology

Mission

The Department of Biostatistics and Epidemiology, which was founded in 1968, was the first University department to combine these two disciplines into a single administrative unit. The objectives of the department are to produce professional biostatisticians and epidemiologists and to give each specialist additional preparation in the other discipline.

The department’s programs are designed to prepare students as independent biostatistics and epidemiology researchers with careers in schools of public health and medicine; in health agencies, and medical institutions; or as consultants in the biomedical fields.

Professional Degrees Offered

• Master of Public Health (MPH) degree in Biostatistics
• Master of Public Health (MPH) degree in Epidemiology

Graduate Degrees Offered

• Dual BS/MS degree in Biostatistics (offered with OU Norman)
• Master of Science (MS) degree in Biostatistics
• Master of Science (MS) degree in Epidemiology
• Doctor of Philosophy (PhD) degree in Biostatistics
• Doctor of Philosophy (PhD) degree in Epidemiology

Programs of Study

Master of Public Health in Biostatistics

Course Requirements:

• The 5 core courses 15 credit hours
• Required BSE courses 7 credit hours
• Elective BSE courses 18 credit hours
• Integrated Public Health Practice 3 credit hours
• Public Health Practicum Courses 2 credit hours
Core Courses for MPH in Biostatistics:
BSE 5163  Biostatistics Method I
BSE 5113  Principles of Epidemiology
HPS 5213  Social and Behavioral Sciences in Public Health
OEH 5013  Environmental Health
HAP 5453  U. S. Health Care System

Required Courses:
BSE 5001  Problems in Biostatistics and Epidemiology
BSE 5013  Applications of Microcomputers to Data Analysis
BSE 5173  Biostatistics Methods II
CPH 7003  Integrated Public Health Practice
CPH 7941  Practicum Preparation Seminar – 1 credit hour
CPH 7950  Public Health Practicum – 1 credit hour (240 contact hours)

Elective Courses:
Epidemiology methods course 3 credit hours
Non-Methods Epidemiology course 3 credit hours
Applied Biostatistics courses numbered above 5173 6 credit hours
Other Electives – BSE courses only 6 credit hours

A minimum of 45 credit hours is required for the MPH degree in Biostatistics.

Additional Degree Requirements:
• Computer Literacy (See computer requirements elsewhere in this Bulletin.)
• Basic Knowledge of the Biomedical Sciences
• MPH candidates in biostatistics are required to take the CPH Examination and to complete the Culminating Experience. Please see page 28 for detailed information.
• The Culminating Experience is guided by a committee developed by the student and the student’s faculty advisor. The committee will be composed of a minimum of three persons: one faculty in Biostatistics, one faculty in Epidemiology, and one faculty in the College of Public Health from a department outside the Department of Biostatistics and Epidemiology. All members of the committee will have appropriate contributing knowledge of and experience in the student’s master’s paper project. Outside members not holding a faculty appointment in the College of Public Health must be approved by the Dean or his designee.
Master of Public Health in Epidemiology

Course Requirements:
- The 5 core courses 15 credit hours
- Required BSE courses 13 credit hours
- Elective BSE courses 12 credit hours
- Integrated Public Health Practice 3 credit hours
- Public Health Practicum Courses 2 credit hours

Core Courses:
- BSE 5163 Biostatistics Methods I
- BSE 5113 Principles of Epidemiology
- HPS 5213 Social and Behavioral Sciences in Public Health
- OEH 5013 Environmental Health
- HAP 5453 U. S. Health Care System

Required Courses:
- BSE 5001 Problems in Biostatistics and Epidemiology
- BSE 5013 Applications of Microcomputers to Data Analysis
- BSE 5193 Intermediate Epidemiologic Methods
- BSE 5303 Epidemiology of Infectious Disease
- BSE 5363 Epidemiology & Prevention of Chronic Diseases
- CPH 7003 Integrated Public Health Practice
- CPH 7941 Practicum Preparation Seminar – 1 credit hour
- CPH 7950 Public Health Practicum – 1 credit hour (240 contact hours)

Elective Courses:
- Applied Biostatistics courses numbered above 5163 6 credit hours
- Other Electives – BSE courses only 6 credit hours

A minimum of 45 credit hours is required for the MPH degree in Epidemiology.

Additional Degree Requirements:
- Computer Literacy (See computer requirements elsewhere in this Bulletin.)
- Basic Knowledge of the Biomedical Sciences
- MPH candidates in biostatistics are required to take the CPH Examination and to complete the Culminating Experience. Please see page 28 for detailed information.
• The Culminating Experience is guided by a committee developed by the student and the student’s faculty advisor. The committee will be composed of a minimum of three persons: one faculty in Epidemiology, one faculty in Biostatistics, and one faculty in the College of Public Health from a department outside the Department of Biostatistics and Epidemiology. All members of the committee will have appropriate contributing knowledge of and experience in the student’s master’s paper project. Outside members not holding a faculty appointment in the College of Public Health must be approved by the Dean or his designee.

Master of Science in Biostatistics

Course Requirements:
• One non-BSE core course 3 credit hours
• Required BSE courses 24 credit hours
• Elective BSE courses 12 credit hours

Core Courses: One of the following:
HAP 5453  U. S. Health Care System
OEH 5013  Environmental Health
HPS 5213  Social & Behavioral Sciences in Public Health

Required Courses:
BSE 5001  Problems in Biostatistics and Epidemiology
BSE 5013  Applications of Microcomputers to Data Analysis
BSE 5113  Principles of Epidemiology
BSE 5163  Biostatistics Methods I
BSE 5703  Principles of the Theory of Probability
BSE 5733  Principles of Mathematical Statistics I
BSE 5173  Biostatistics Methods II
BSE 5980  Research for Master’s Thesis – 4 credit hours
BSE 5111  Scientific Integrity in Research – 1 credit hour

Elective Courses:
Epidemiology Courses 6 credit hours
Applied Biostatistics courses numbered above 5173 6 credit hours

A minimum of 39 credit hours is required for the MS degree in Biostatistics.

Additional Degree Requirements:
• Computer Proficiency (met with BSE 5013)
• Basic Knowledge of the Biomedical Sciences
• Master's Thesis: A student writing a thesis should choose a topic and a thesis committee consistent with procedures established by the sponsoring department and the Graduate College. The committee must consist of a major professor and at least two other graduate faculty members as approved by the Graduate Dean. The minimum requirements for the master's thesis committee composition are:
  1. Major Professor: Biostatistics faculty member
  2. Discipline-specific Member: Biostatistics faculty member
  3. Member from other BSE Discipline: Epidemiology faculty member
Note that a fourth member from outside the Department of Biostatistics and Epidemiology may be included, but is not required.

• Comprehensive Examination

BS Mathematics/MS Biostatistics Accelerated Dual-Degree Program

The program is a modification of an existing Bachelors of Science in Mathematics degree program. It permits students entering the University as freshman to earn both a Bachelors of Science degree in Mathematics and a Master of Science degree in Biostatistics within four to five years. This time period is one or more years shorter than the time normally required completing both degrees. The program is structured so that 24 credit hours of work can be applied to both degree programs.

During the first three years, the students will take a variety of courses in the humanities, in the sciences that relate to biomedical science, and in mathematics. The 12 required courses in mathematics include calculus, linear algebra, probability theory, and other subjects that provide a foundation for the understanding and use of statistics. Approximately one and a half years of the program will be spent at the Health Sciences Center where the student will take specialized courses involving methods and applications of statistical analysis, data analysis, principles of epidemiology, and public health issues. A research project will culminate in a thesis.

This program will prepare the students for careers in health agencies and medical institutions, for consultation in the biomedical fields, and for biostatistics research. Students may seek to continue their studies at the Health Sciences Center by applying for admission to the Doctor of Philosophy program in Biostatistics.
Admission

The requirements for admission to the program are the same as those for admission to the College of Arts and Sciences. These requirements are listed in the Bulletin and class schedule of the University of Oklahoma.

Students may apply for admission to the Graduate Program provided they have completed (1) at least 45 credit hours of coursework; (2) at least nine of these credit hours are in upper division courses; and (3) the overall GPA and the GPA in all upper division coursework are both 3.00 or better. International students must also submit a TOEFL score of at least 570. Students who have been granted admission to the Graduate Program may begin taking the graduate coursework.

All students, regardless of admission status, are required to maintain a GPA of 3.00 or greater in all coursework completed. The 136 credit hours submitted to satisfy the requirements of the program may not include more than eight credit hours with a grade of C. Moreover, the 136 credit hours submitted to satisfy the requirements of this program may not include any credit hours in courses numbered 4000 or above for which a grade lower than a C was given.

<table>
<thead>
<tr>
<th>UNDERGRADUATE COURSES COUNTED TOWARD THE BS DEGREE</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirement (Students in the program must meet all the general education requirements. The Capstone requirement for the BS degree is satisfied by the thesis required for the MS degree.)</td>
<td>9-19</td>
</tr>
<tr>
<td>Core Area I. Symbolic and Oral Communication</td>
<td>8</td>
</tr>
<tr>
<td>Core Area II. Natural Science</td>
<td></td>
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<tr>
<td>The physical science must be one of the following:</td>
<td></td>
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<tr>
<td>Chemistry 1315 General Chemistry (L)</td>
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<tr>
<td>Chemistry 1425 General Chemistry for Majors (L)</td>
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<tr>
<td>Physics 1205 Physics I for Sciences Majors (L)</td>
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<tr>
<td>Physics 1214 Physics for Life Science Majors</td>
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<tr>
<td>Physics 2514 Physics for Science and Engineering Majors</td>
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<tr>
<td>The biological science must be one of the following:</td>
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<tr>
<td>Zoology 1114 Introductory Zoology</td>
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<tr>
<td>Zoology 2404 Ecology and Environmental Quality</td>
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<tr>
<td>Core Area III. Social Sciences</td>
<td>Core Area IV. Humanities</td>
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<tr>
<td>Major Support Requirement (One of the following:)</td>
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<tr>
<td>Zoology 2124 Human Physiology (requires ZOO 1121)</td>
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<tr>
<td>Zoology 2343 Human Heredity (offered irregularly)</td>
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<tr>
<td>Microbiology 2815 Introduction to Microbiology (L)</td>
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</tr>
<tr>
<td>Major Requirements in Mathematics (A grade of “C” or better is required in each course numbered below 4000. A grade of “B” or better is required in each course numbered 4000 or higher.)</td>
<td></td>
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<tr>
<td>MATH 1823 Calculus/Analytic Geometry I</td>
<td></td>
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<tr>
<td>MATH 2423 Calculus/Analytic Geometry II</td>
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<tr>
<td>MATH 2433 Calculus/Analytic Geometry III</td>
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<tr>
<td>MATH 3443 Calculus/Analytic Geometry IV</td>
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<tr>
<td>MATH 3333 Linear Algebra I</td>
<td></td>
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<tr>
<td>MATH 3513 Foundations of Analysis</td>
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<tr>
<td>MATH 4323 Higher Algebra</td>
<td></td>
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<tr>
<td>or MATH 4433 Introduction to Analysis</td>
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<tr>
<td>MATH 4033 Applied Matrix Models</td>
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<tr>
<td>or MATH 4073 Numerical Analysis</td>
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<tr>
<td>or MATH 4083 Numerical Analysis II</td>
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<tr>
<td>MATH 5803 Theory of Probability</td>
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<tr>
<td>or BSE 5703 Theory of Probability</td>
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<tr>
<td>MATH 5723 Introduction to Mathematical Statistics</td>
<td></td>
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<tr>
<td>or BSE 5733 Principles of Mathematical Statistics I</td>
<td></td>
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<tr>
<td>Elective Courses in Mathematics (Two of the Following)</td>
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<tr>
<td>(Students may elect to take 5000 level versions if the course is listed as a 4000/5000 level course.)</td>
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<tr>
<td>MATH 4033 Applied Matrix Models</td>
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<tr>
<td>MATH 4073 Numerical Analysis I</td>
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<tr>
<td>MATH 4083 Numerical Analysis II</td>
<td></td>
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<tr>
<td>MATH 4113 Boundary Value Problems</td>
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<tr>
<td>MATH 4193 Introduction to Mathematics Modeling</td>
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<tr>
<td>MATH 4323 Higher Algebra I</td>
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<tr>
<td>MATH 4333 Higher Algebra II</td>
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<tr>
<td>MATH 4373 Abstract Linear Algebra</td>
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<tr>
<td>MATH 4433 Introduction to Analysis I</td>
<td></td>
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<tr>
<td>MATH 4443 Introduction to Analysis II</td>
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<tr>
<td>MATH 4853 Introduction to Topology</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>MATH 4733</td>
<td>Multivariate Statistical Methods</td>
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<tr>
<td>or BSE 6663</td>
<td>Analysis of Multivariate Data</td>
</tr>
<tr>
<td>MATH 5783</td>
<td>Regression Analysis</td>
</tr>
<tr>
<td>or BSE 6643</td>
<td>Regression Analysis</td>
</tr>
<tr>
<td>MATH 5773</td>
<td>Nonparametric Methods</td>
</tr>
<tr>
<td>or BSE 5653</td>
<td>Nonparametric Methods</td>
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</tbody>
</table>

Unrestricted Elective Courses
Note: Must be approved by Advisory Committee

TOTAL UNDERGRADUATE COURSES COUNTED TOWARD THE BS DEGREE 100

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td></td>
<td><strong>GRADUATE COURSES COUNTED TOWARD MS</strong></td>
<td></td>
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<tr>
<td></td>
<td>One (1) Elective, non-methods course in Epidemiology</td>
<td>3</td>
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<tr>
<td></td>
<td>Elective courses in Biostatistics. Two of the following:</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>These may be selected here if they have not been used to satisfy one of the requirements above.</td>
<td></td>
</tr>
<tr>
<td>MATH 5733</td>
<td>Nonparametric Methods</td>
<td></td>
</tr>
<tr>
<td>or BSE 5663</td>
<td>Nonparametric Methods</td>
<td></td>
</tr>
<tr>
<td>BSE 5663</td>
<td>Analysis of Frequency Data</td>
<td></td>
</tr>
<tr>
<td>BSE 6643</td>
<td>Survival Data Analysis</td>
<td></td>
</tr>
<tr>
<td>MATH 4733</td>
<td>Multivariate Statistical Methods</td>
<td></td>
</tr>
<tr>
<td>or BSE 6663</td>
<td>Analysis of Multivariate Data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Remaining Elective courses</td>
<td>3-9</td>
</tr>
<tr>
<td></td>
<td>(Any course in BSE which has not been used to satisfy any of the above requirements may be selected except the following which may not be used: BSE 5103 or BSE 6950.)</td>
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</tbody>
</table>

TOTAL GRADUATE COURSES COUNTED TOWARD THE MS DEGREE 12

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>UNDERGRADUATE AND GRADUATE COURSES TOWARD BS &amp; MS</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required Courses in Biostatistics and Epidemiology</td>
<td>16</td>
</tr>
<tr>
<td>BSE 5113</td>
<td>Principles of Epidemiology</td>
<td></td>
</tr>
<tr>
<td>BSE 5163</td>
<td>Biostatistics Methods I</td>
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<tr>
<td>BSE 5001</td>
<td>Problems in Biostatistics and Epidemiology</td>
<td></td>
</tr>
<tr>
<td>BSE 5173</td>
<td>Biostatistics Methods II</td>
<td></td>
</tr>
<tr>
<td>BSE 5193</td>
<td>Intermediate Epidemiologic Methods</td>
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</tr>
<tr>
<td>BSE 5980</td>
<td>Research for Master's Thesis (3 credit hours)</td>
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</tbody>
</table>

Note: The thesis also satisfies the Senior Capstone Requirement. It may be necessary to enroll in more than three (3) credit hours of BSE 5980;
however, only three (3) credit hours may apply to the minimum 136 credit hours required for the program.

<table>
<thead>
<tr>
<th>Required Core Course</th>
<th>One of the following:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAP 5453</td>
<td>U. S. Health Care System</td>
<td></td>
</tr>
<tr>
<td>OEH 5013</td>
<td>Environmental Health</td>
<td></td>
</tr>
<tr>
<td>HPS 5213</td>
<td>Social &amp; Behavioral Sciences in Public Health</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>Two of the following:</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note: Only courses that were not selected to meet the undergraduate major requirements in mathematics <strong>OR</strong> the undergraduate elective courses in mathematics may be selected to meet this requirement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 4033</td>
<td>Applied Matrix Models</td>
<td></td>
</tr>
<tr>
<td>MATH 4073</td>
<td>Numerical Analysis I</td>
<td></td>
</tr>
<tr>
<td>MATH 4083</td>
<td>Numerical Analysis II</td>
<td></td>
</tr>
<tr>
<td>MATH 4113</td>
<td>Boundary Value Problems</td>
<td></td>
</tr>
<tr>
<td>MATH 4193</td>
<td>Introduction to Mathematics Modeling</td>
<td></td>
</tr>
<tr>
<td>MATH 4323</td>
<td>Higher Algebra I</td>
<td></td>
</tr>
<tr>
<td>MATH 4333</td>
<td>Higher Algebra II</td>
<td></td>
</tr>
<tr>
<td>MATH 4373</td>
<td>Abstract Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 4433</td>
<td>Introduction to Analysis I</td>
<td></td>
</tr>
<tr>
<td>MATH 4443</td>
<td>Introduction to Analysis II</td>
<td></td>
</tr>
<tr>
<td>MATH 4853</td>
<td>Introduction to Topology</td>
<td></td>
</tr>
<tr>
<td>MATH 4733</td>
<td>Multivariate Statistical Methods</td>
<td></td>
</tr>
<tr>
<td>or BSE 6663</td>
<td>Analysis of Multivariate Date</td>
<td></td>
</tr>
<tr>
<td>MATH 5783</td>
<td>Regression Analysis</td>
<td></td>
</tr>
<tr>
<td>or BSE 6643</td>
<td>Regression Analysis</td>
<td></td>
</tr>
<tr>
<td>MATH 5773</td>
<td>Nonparametric Methods</td>
<td></td>
</tr>
<tr>
<td>or BSE 5653</td>
<td>Nonparametric Methods</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL UNDERGRADUATE AND GRADUATE COURSES TOWARD THE BS AND MS DEGREES
(Note: The credit hours listed in this section total 25 but only 24 of these may be applied to the minimum 136 credit hours required for this program.)

<table>
<thead>
<tr>
<th>CREDIT HOUR SUMMARY</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Undergraduate Credit Hours Counted Toward the BS Degree</td>
<td>10</td>
</tr>
<tr>
<td>Total Credit Hours Counted Toward the MS Degree</td>
<td>12</td>
</tr>
<tr>
<td>Total Credit Hours Counted Toward BS and MS Degrees</td>
<td>24</td>
</tr>
<tr>
<td>Minimum Credit Hours Required for the Program</td>
<td>136</td>
</tr>
</tbody>
</table>
From time to time, curriculum reviews may indicate that some courses need to be modified, deleted, or replaced. The specific courses listed above as requirements or electives for the program may be changed at any time by joint action of the Department of Mathematics and the Department of Biostatistics and Epidemiology.

Awarding of Degrees:

The BS and MS degrees will be awarded simultaneously after the completion of all requirements.

**Master of Science in Epidemiology**

Course Requirements:

- One Non-BSE Core course 3 credit hours
- Required BSE courses 25 credit hours
- Elective BSE courses 12 credit hours

Core Courses: (One of the following:)

- HAP 5453 U. S. Health Care System
- OEH 5013 Environmental Health
- HPS 5213 Social & Behavioral Sciences in Public Health

Required Courses:

- BSE 5001 Problems in Biostatistics and Epidemiology
- BSE 5013 Applications of Microcomputers to Data Analysis
- BSE 5113 Principles of Epidemiology
- BSE 5163 Biostatistics Methods I
- BSE 5193 Intermediate Epidemiologic Methods
- BSE 6194 Advanced Epidemiologic Methods
- BSE 5980 Research for Master’s Thesis – 4 credit hours
- BSE 5303 Epidemiology of Infectious Disease
  or
- BSE 5363 Epidemiology and Prevention of Chronic Diseases
- BSE 5111 Scientific Integrity in Research

Elective Courses:

- Epidemiology Courses 6 credit hours
- Applied Biostatistics courses numbered above 5163 6 credit hours
A minimum of 40 credit hours is required for the MS degree in Epidemiology.

Additional Degree Requirements:
- Computer Proficiency (met with BSE 5013)
- Basic Knowledge of the Biomedical Sciences
- Master's Thesis A student writing a thesis should choose a topic and a thesis committee consistent with procedures established by the sponsoring department and the Graduate College. The committee must consist of a major professor and at least two other graduate faculty members as approved by the Graduate Dean. The minimum requirements for the master’s thesis committee composition are:
  1. Major Professor: Epidemiology faculty member
  2. Discipline-specific Member: Epidemiology faculty member
  3. Member from other BSE Discipline: Biostatistics faculty member
Note that a fourth member from outside the Department of Biostatistics and Epidemiology may be included, but is not required.
- Comprehensive Examination

Doctor of Philosophy in Biostatistics

The Doctor of Philosophy (PhD) is an advanced research-oriented Graduate Program which requires in-depth study of and research in Biostatistics.

1. Prerequisites:

Students applying to the PhD in Biostatistics must have completed a Master's degree program (MPH or MS) in Biostatistics or a related field. With approval of the Department and Graduate Dean, up to 40 credit hours from the Master's program may be counted toward the PhD.

Depending on their background, the student's Advisory Committee may also require the student to enroll in additional elective courses that cover topics that students ordinarily complete in their MS or MPH curricula that are prerequisites for Doctoral level courses. These may be completed after enrolling in the PhD program. These include the following courses:

- COPH Core Courses: (One of the following) (3 credit hours)
  - HAP 5453 U. S. Health Care System
  - OEH 5013 Environmental Health
  - HPS 5213 Social & Behavioral Sciences in Public Health
BSE Required Courses (19 credit hours)
BSE 5001 Problems in Biostatistics and Epidemiology
BSE 5013 Applications of Microcomputers to Data Analysis
BSE 5113 Principles of Epidemiology
BSE 5163 Biostatistics Methods I
BSE 5173 Biostatistics Methods II
BSE 5193 Intermediate Epidemiologic Methods
BSE 5663 Analysis of Frequency Data

2. Required Courses:

The student must earn at least 30 credit hours in coursework at the University of Oklahoma after admission to the PhD program. The student is required to take the following courses as either a PhD student or in completing his/her MS or MPH degree.

Graduate College:
BSE 5111 Scientific Integrity in Research 1 credit hour

BSE Required Courses:

General/Epidemiology Courses: 9 credit hours
BSE 5153 Clinical Trials
BSE 6192 Grant Writing
BSE 6194 Advanced Epidemiologic Methods

Theory Courses:

During first year of Doctoral coursework: 6 credit hours
BSE 5703 Principles of the Theory of Probability
BSE 5733 Principles of Mathematical Statistics I

Following the first year of Doctoral coursework: 6 credit hours
BSE 5743 Principles of Mathematical Statistics II
BSE 6553 Linear Models

Applied Biostatistics: 12 credit hours
BSE 5653 Non-Parametric Methods
BSE 6563  Longitudinal Data Analysis
BSE 6643  Survival Data Analysis
BSE 6663  Multivariate Biostatistics

3. Elective Courses (at least 3 credit hours total):

The student must complete at least three additional credit hours of elective coursework in the Department of Biostatistics and Epidemiology. This coursework must be approved in advance by the student’s Advisory Committee. The following courses do not satisfy this requirement: BSE 5980, 6950, or 6980.

4. Dissertation:

The student must enroll for at least 20 credit hours in Research for Doctoral Dissertation (BSE 6980). No more than 25 credit hours in BSE 6980 may be applied toward the minimum 90 credit hours required for the degree.

5. Other Requirements:

a. Students are required, prior to initiation of Doctoral research, to complete training in Responsible Conduct of Research (RCR) and Protection of Human Research Subjects. The training includes completion of two sections of the CITI course (Protection of Human Research Subjects and Responsible Conduct of Research), attendance at the OUHSC IRB In-House Education Program, and successful completion of a one credit course in RCR approved by the Department.

b. Students are required to attend all departmental and College of Public Health seminars during the spring and fall semesters.

c. Students are required to enroll in a minimum of six credit hours during the spring and fall semesters.

d. Students are required to achieve a working knowledge of methods, programming, and applications of computers as used in Biostatistics and Epidemiology. This knowledge may be acquired by formal class work or by experience acquired either before entering or during the course of the program. Completing BSE 5013 with a passing grade constitutes the minimum level of knowledge associated with this requirement.
e. Students are required to achieve a basic knowledge of the biomedical sciences as they relate to human health and disease. This requirement may be satisfied in one or more areas. Any coursework needed to satisfy this requirement may be taken at this or another institution, either before or after entering the program. One example of an applicable course is Principles of Pathobiology (PATH 6024).

f. Tools of research that increase research proficiency are required. Research tools include competence in the use of computerized databases, and in the oral and written presentation of research data. The faculty will validate students' acquiring of tools of research as they assess students' performance on (1) the written qualifying examination, (2) the general and oral examinations, and (3) the dissertation.

g. Students must pass a written qualifying examination at the end of the first year of doctoral coursework, which must include BSE 5703 and BSE 5733. The qualifying examination will consist of two parts, each roughly four hours long. One part will focus on knowledge of statistical theory and mathematical statistics, and the other will assess ability to process, analyze, and interpret data collected to answer a research question.

h. Students must pass a General Written and Oral Examination.

i. Students must complete the defense of the dissertation within five years of the end of the semester within which the General Written and Oral Examination was successfully completed. If the time expires before the dissertation is completed, the coursework must be revalidated by retaking and passing the General Written and Oral Examination.

**Doctoral Program in Epidemiology**

The Doctor of Philosophy (PhD) is an advanced, research-oriented Graduate Program which requires in-depth study of and research in Epidemiology.

1. Prerequisites

   Students applying to the PhD in Epidemiology must have completed a Master’s degree program (MPH or MS) in Epidemiology or equivalent, Applications of Microcomputers to Data Analysis (BSE 5013) or equivalent, Epidemiology of
Infectious Diseases (BSE 5303) or equivalent, and Epidemiology and Prevention of Chronic Diseases (BSE 5363) or equivalent. With approval of the Department and the Graduate Dean, up to 40 credit hours from the Master's program may be counted toward the PhD.

2. Required Courses (22 credit hours total)

Departmental Epidemiology Courses (12 credit hours)
BSE 6192 Grant Writing
BSE 6194 Advanced Epidemiologic Methods (if not taken for MPH)
BSE 5343 Methods in Infectious Disease Epidemiology
BSE 6323 Molecular and Genetic Epidemiology

Students who have already taken any of these may substitute another Epidemiology course with the approval of their Advisory Committee.

Departmental Biostatistics Courses (9 credit hours)
Any three of the following:
BSE 5173 Biostatistics Methods II
BSE 5663 Analysis of Frequency Data
BSE 6643 Survival Data Analysis
BSE 6663 Multivariate Biostatistics
BSE 6563 Longitudinal Data Analysis

Students who have already taken more than two (2) of these courses may substitute other Biostatistics courses with the approval of their Advisory Committee.

Graduate College Requirement: BSE 5111 Scientific Integrity in Research – (1 credit hour)

3. Elective Courses (6 credit hours)

Students must select at least six credit hours of elective courses in Epidemiology, in addition to those listed above. These must be approved by the student’s Advisory Committee. The following courses may not be used to satisfy this requirement: BSE 5980, 6950, or 6980.
4. Dissertation

Students must enroll for at least 22 credit hours in Research for Doctoral Dissertation (BSE 6980). Up to 25 total credit hours in BSE 6980 may be counted toward the degree.

5. Additional Requirements and Expectations of Doctoral Students

a. Students are required, prior to initiation of doctoral research, to complete training in Responsible Conduct of Research. The training includes completion of two sections of the CITI course (Protection of Human Research Subjects and Responsible Conduct of Research) and successful completion of a one credit course in RCR approved by the Department.

b. Students are required to attend all departmental and College of Public Health seminars during the spring and fall semesters.

c. Students may be enrolled part-time (minimum six credit hours in fall and spring semesters) while completing their coursework requirements but are expected to enroll full-time once they begin their dissertation research.

d. Students are required to have a working knowledge of methods, programming, and applications of computers as used in Epidemiology prior to admission. This knowledge may be acquired by formal class work or by experience acquired before entering the program. Having completing BSE 5013 (or equivalent) with a passing grade will satisfy this requirement.

e. Students are required to achieve a working knowledge of the biomedical sciences as they relate to human health and disease. This requirement may be satisfied in one or more areas. Any coursework needed to satisfy this requirement may be taken at this or another institution, either before or after entering the program.

f. Tools of research are required. The purpose of the research tool is to increase research proficiency by developing competence in those skills deemed necessary for successful research performance. Such skills might include the ability to employ techniques of gathering, analyzing and/or presenting research data or reading, writing, or speaking one or more foreign languages in which there occurs significant technical publications in the student’s area of research.
g. Students must pass a general written and oral examination. Students must complete the defense of the dissertation within five years of the end of the semester within which the general examination was successfully completed. If the time expires before the dissertation is completed, the coursework must be revalidated by retaking and passing the general examination.

h. Regardless of whether or not the doctoral dissertation is based on original data or secondary data analysis, doctoral students should have a range of experiences in primary data collection. These experiences may be gained either prior to or during the doctoral training program. Students must have experience in at least five of these processes, with at least one from each tier. The exact experiences and potential opportunities for primary data collection will be agreed upon by the students and their Advisory Committee as part of their program plan.

Experiences Involving Contacts with Research Participants:

- Questionnaire administration (interview or mailed)
- Subject recruitment, follow-up, or retention activities
- Working with the community to implement research
- Environmental, occupational or personal exposure monitoring
- Collection of measurements on study participants

Experiences Involving Data Collection:

- Medical or other record abstraction
- Biospecimen collection
- Laboratory analysis
- Staff training and certification
- Editing and coding of data as it is collected, including that associated with a systematic review of meta analysis
- Database development or management

Experiences Involving Instrument Development:

- Development and testing of study protocols or IRB applications
- Questionnaire/abstraction form design and pre-testing, including that associated with a systematic review or meta analysis
- Designing and implementing quality control activities
Committee Structures for Doctor of Philosophy Students

As part of the admission process, the department faculty, in concert with the department chair, will review the candidate’s file relative to research and other interests and appoint an appropriate faculty advisor who will serve as chairperson of the students’ Advisory Conference Committee.

1. Advisory Conference Committee

   This Committee shall:

   a. Be appointed by the faculty advisor in concert with the student and the department chair in the first semester of the student's pursuit of the doctoral degree.

   b. Approve the program of study.

   c. Coordinate with the departmental faculty the compilation and administration of the student's written portion of the general examination and administer the oral portion of the examination.

   d. Submit a report to the Graduate Dean indicating whether the student passed or failed the general examination and a recommendation for Admission to Candidacy.

   e. Assist the student in the appointment of the permanent doctoral committee in the first semester following admission to candidacy. This assignment is made after the following actions have been taken by the candidate:

   1) The students must obtain agreement from a faculty member who will direct the dissertation and act as chair of the permanent doctoral committee. The chairperson may be selected from either Biostatistics or Epidemiology depending on the major thrust of the proposed dissertation. The selection of the chair of the permanent doctoral committee may be made from among all faculty authorized by the Graduate Dean to chair doctoral committees.

   2) In consultation with the selected chairperson, the student will request other faculty members to serve on the permanent doctoral committee. Final approval of this committee rests with the departmental chair and the Graduate Dean.
If the student and the advisory conference committee disagree on the composition of the permanent doctoral committee, or any other matter, the conflict shall be resolved at one (1) of the following levels in the order listed:

a. The Chairman of the Department of Biostatistics and Epidemiology  
b. The Dean of the College of Public Health  
c. The Dean of the Graduate College

2. Permanent Doctoral Committee

This Committee shall:

a. Approve the prospectus for the dissertation.  
b. Provide technical guidance in the research.  
c. Supervise, particularly through the chairperson of the permanent doctoral committee, the organization, collection of references, techniques, methods of analysis, conclusions, and the writing of the dissertation.  
d. Approve the reading copy.  
e. Approve the defense of the dissertation.

3. Composition of Committees

The Advisory Conference Committee and the Permanent Doctoral Committee shall each be represented by the following disciplines:

a. Epidemiology Majors:
   1) At least two Epidemiologists  
   2) At least one Biostatistician  
   3) At least one faculty from another Department in the College of Public Health

b. Biostatistics Majors:
   1) At least two Biostatisticians  
   2) At least one Epidemiologist
3) At least one faculty from another Department in the College of Public Health

Both the advisory conference committee and the permanent doctoral committee will consist of a minimum of five faculty members. No more than two members of the committee can lack authorization to direct a doctoral dissertation.

General Examinations and Admission to Candidacy

A student may take the general examination when the student’s advisory conference committee has determined they have completed sufficient coursework and any tools of research as described in the Committee’s report. The examination tests the student’s mastery of a number of related fields as well as the capacity for synthesis, sound generalizations, and critical analysis.

After completion of the Master’s degree, a doctoral student is normally expected to complete all the degree requirements to take the general examination within three years of full-time enrollment after entering the Doctoral program.

The general examination will be offered annually. The department chair will schedule examination dates and times at least six weeks before the exam takes place, after consultation with eligible students, the student’s Advisory Conference Committee members, and departmental faculty. Written examination questions will cover the following areas:

1. Biostatistics Majors:
   
   Basic Biostatistical Methodology
   Advanced Biostatistical Methodology
   Biostatistical Theory
   Epidemiological Principles and Methods

2. Epidemiology Majors:

   Basic Biostatistical Methodology
   Epidemiological Principles and Methods
   Advanced Epidemiologic Methods: application of advanced epidemiologic methods to the design of one or more studies related to a designated research question. The question will vary in topic (either communicable or non-communicable diseases) depending on the student’s major area.
The written portion of the general examination is prepared by the examination committee, which may be a committee of the entire departmental faculty. Individual departmental faculty will write questions that cover each of the required areas and provide these to the examination committee. The examination committee will review and coordinate with the departmental faculty the development of the student’s general examination. The examination committee is responsible for the administration of the written portion of the general examination.

The faculty member who submitted the question(s), as well as other faculty, will grade the question(s) and report their evaluation to the examination committee. The examination committee will evaluate the student’s overall performance and the committee chair will present the results to the departmental faculty for a decision on pass/fail or remediation. The chair of the examination committee will transmit the final decision to the student. It is the responsibility of the student’s advisory conference committee to interact with the student to schedule the oral portion of the general examination or arrange the re-examination and/or remediation for those students whose performance is unsatisfactory.

To proceed to the oral examination, the student must achieve an “unqualified pass” on the written examination; a majority of the examination committee must vote that the study has passed each of the components of the written examination.

If the student fails the first written examination, the Department Chair reports the failure to the Graduate Dean, and the student is allowed a second attempt. A student can fail individual components of the examination as well as the entire examination, taken as a whole. The student must repeat the components that were failed. The student must take the second examination at the next scheduled written comprehensive examination. Failure to receive an unqualified pass on the second attempt will result in the student’s termination from the doctoral program.

The student’s advisory conference committee, including the committee’s outside member, administers the oral examination as authorized by the Graduate College. Additional departmental faculty may take part (as non-voting members) with the approval of the chair of the advisory conference committee. A successful pass on the oral examination entitles the student to be recommended for Admission to Candidacy by the Graduate Dean and to proceed toward the dissertation. If at least two voting members dissent from a judgment that the student’s performance on the oral examination is satisfactory, the advisory conference committee will be adjourned, the entire departmental faculty will consult and deliberate to decide the outcome of the oral
examination. The faculty's deliberation should consider the students' performance on the written exam and their coursework. Subsequent to the discussion of departmental faculty, the advisory conference committee will reconvene for a final vote. The final authority to decide the outcome of the oral examination resides with the advisory conference committee.

Faculty Evaluation of Student Progress

Progress of doctoral students is monitored by their major Advisor based on meetings at least bi-monthly. If a student is not making satisfactory progress in his/her doctoral program as determined by the major advisor, in consultation with the advisory/dissertation committee, the major advisor will write to the student setting forth the deficiencies and what must be done to remediate them.

The student and graduate advisor/dissertation committee chair shall complete an annual evaluation of the student's progress toward the degree. Dissertation committee members will be involved in the review for those students who have passed their comprehensive exams. The progress report will include goals and a plan of action towards degree completion. In addition, the student completes a summary of scholarly achievements during the reporting period and develops a plan for continued professional development with advisor input. The report is to be completed by the student and faculty advisor. The advisor is required to meet with the student to review and discuss the report. In addition, for students who have passed the comprehensive exams, the dissertation committee chair and other committee members are required to meet with the student to review and discuss the report.

A student may be retained in the department only so long as he/she continues to make satisfactory progress toward the degree.

The Dissertation Prospectus

A dissertation prospectus must be approved and signed by the doctoral dissertation committee. It should include the title of the dissertation research, an abstract, a summary of the background and significance of the proposed research, specific aims, and a description of the proposed research design and methods. A complete reference list should also be included. The signed prospectus shall be filed with the department.

The prospectus is intended to be a general description of the work proposed, and review and signature by the doctoral dissertation committee represents an understanding between the student and the doctoral dissertation committee as to the
conduct of the doctoral dissertation research. Substantial revisions from the prospectus that arise during the course of the research must be reviewed and approved by the dissertation committee.

Computer Requirements for All BSE Students

Students admitted into any degree program in the Department of Biostatistics and Epidemiology (BSE) are required to have laptop computers. The computer must run the following software:

1. **Antivirus software** that is configured to permit frequent updates of virus definitions. OUHSC provides students with free downloads of recommended antivirus software at [http://it.ouhsc.edu/services/desktopmgmt/antivirussoftware.asp](http://it.ouhsc.edu/services/desktopmgmt/antivirussoftware.asp).

2. **Word processing and spreadsheet software** capable of producing reports of professional appearance and capable of saving to a disk, USB key, and other media files that are readable in Microsoft WORD. OUHSC Information Technology (IT) recommends Windows 2000, including MS OFFICE 2000 or a more recent version.

3. **EPI-INFO software**, which students can download free from the CDC website: [www.cdc.gov](http://www.cdc.gov). Click on Publications Software & Products, then click on Software, and, finally, clock on Epi Info. Follow the instructions to download the software. All program requirements are subject to periodic revisions.

4. **The SAS statistical package.** All upper-level biostatistics courses employ SAS as their primary statistical package. Students can obtain a one (1) year license for SAS (v9.2 or higher) from OUHSC Information Technology (IT) at the Student Center (271-2203) or the Rogers Building (271-8664).

   The system requirements for SAS are:

   a. Windows 2000 or Windows XP Professional (SAS v9.2 cannot install on operating systems less than Windows 2000.)

   b. At least 800Mb free space on your hard drive for v8.1, or 1.2 GB.

   c. Students whose laptops do not meet the specifications for running SAS version 9.2 or higher should contact IT Support Services (271-8664) to investigate installing SAS version 6.12.
5. **Recommended Hardware Configurations:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Minimum</th>
<th>Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processor</td>
<td>1.8 GH</td>
<td>2+GH or faster</td>
</tr>
<tr>
<td>RAM</td>
<td>256MB + 16 MB Graphics RAM</td>
<td>512 MB + 32 MB Graphics RAM or more</td>
</tr>
<tr>
<td>Hard Drive</td>
<td>30 GB</td>
<td>60 GB or more</td>
</tr>
<tr>
<td>Floppy Drive</td>
<td>3.5&quot; 1.44 MB drive</td>
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</tr>
<tr>
<td>CD ROM Drive</td>
<td>Any CD ROM</td>
<td>32x or higher</td>
</tr>
<tr>
<td>Display</td>
<td>TFT Active Matrix Color 14.1 inch</td>
<td></td>
</tr>
<tr>
<td>Sound</td>
<td>16-bit sound, blaster pro compatible</td>
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</tr>
<tr>
<td>Battery</td>
<td>Three (3) hours of active use</td>
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<tr>
<td>Mouse</td>
<td>Integrated Device</td>
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</tr>
<tr>
<td>PCMCIA Slots</td>
<td>2 Type II or 1 Type III</td>
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</tr>
<tr>
<td>Modem</td>
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<tr>
<td>Ethernet Card</td>
<td>10/100 PCMCIA Card</td>
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</tr>
<tr>
<td>Ports</td>
<td>Serial, parallel, mouse/keyboard, 2 USB</td>
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</tr>
<tr>
<td>Security</td>
<td>Carrying case</td>
<td>Carrying case plus cable lock and security cable</td>
</tr>
<tr>
<td>Printer</td>
<td>A printer</td>
<td>Inkjet or laser printer</td>
</tr>
<tr>
<td>Surge Protection</td>
<td>Clamping Level=140v &amp; Surge Response Time(\leq1) ns</td>
<td>Clamping Level=140v &amp; Surge Response Time(\leq1) ns &amp; Phone Line Protection</td>
</tr>
<tr>
<td>Warranty</td>
<td>Three (3) year parts and one (1) year labor</td>
<td></td>
</tr>
</tbody>
</table>

6. **Computer Purchase:**

The IT “Support Services” web page (http://it.ouhsc.edu/services/techsales.asp) contains a link to the “Dell University Program”. OUHSC students can receive discounts on Dell products and may take advantage of special Dell offerings and services.
Departmental of Biostatistics and Epidemiology Faculty

Michael Anderson, PhD, Assistant Professor, Biostatistics
Education: PhD - Kansas State University, 2009; MS - Kansas State University, 2006; BA - Utah State University, 2003
Current Research Interests: Bayesian methods of classifying unknown DNA sequences, viral RNA sequences, microarray tissue samples

Laura A. Beebe, PhD, Professor, Epidemiology, Presidential Associates, Presidential Professor
Education: PhD - University of Oklahoma, 1997; MPH - University of Oklahoma, 1989; BS - Phillips University, 1987
Professional Affiliations: Oklahoma Public Health Association, Tobacco-Free Oklahoma Coalition, American Public Health Association, Society for Epidemiologic Research, Society for Pediatric and Perinatal Epidemiologic Research, Delta Omega
Current Research Interests: Teaching and training methods in Epidemiology and Biostatistics, community-based participatory research, tobacco control

Lindsay Boeckman, MS, Instructor, Biostatistics
Education: MS – University of Oklahoma Health Sciences center, 2007; BS – University of Oklahoma, 2004
Current Research Interests: tobacco cessation and control, dental health screening, public health program evaluation

Janis Campbell, PhD, Associate Professor of Research, Epidemiology
Professional Affiliations: American Public Health Association, Oklahoma Public Health Association, Oklahoma Cancer Registrars Association, Phi Beta Kappa - University of Oklahoma Chapter, National Association of Central Cancer Registries
Current Research Interests: Cancer prevention and research (OU Community Networks Program and Oklahoma Central Cancer Registry), community based participatory research with American Indian tribes and organizations (REACH US)
Hélène Carabin, DVM, PhD, Professor, Epidemiology; President’s Associates’ Presidential Professor
Education: PhD – McGill University, Quebec, Canada, 1998; MSc – University of Montreal, Quebec, Canada, 1994; DVM – University of Montreal, Quebec, Canada, 1992
Professional Affiliations: International Epidemiology Association, International Society for Environmental Epidemiology, American Association of Tropical Medicine and Hygiene, Royal Society of Tropical Medicine and Hygiene, “Ordre professionnel des medecins veterinaries du Quebec”, Oklahoma Veterinary Medical Association, American Public Health Association, Delta Omega, Sigma-Xi, Elected Counselor, International Health Section, American Public Health Association
Current Research Interests: The evaluation of the effect of risk factors and their potential epidemiological and economic impact on the epidemiology and transmission of infectious diseases in developing countries, the design and statistical analysis of clustered data with a particular focus on infectious diseases, the development of valid methods for the estimation of the global burden of zoonotic diseases

Kai Ding, PhD, Assistant Professor, Biostatistics
Education: BS, Statistics, 2002, Fudan University; MS, Statistics, 2005, University of Kentucky; PhD, Biostatistics, 2010, University of North Carolina at Chapel Hill
Professional Affiliations: American Statistical Association
Current Research Interests: Semiparametric modeling, Survival analysis, High dimensional data, Longitudinal data analysis, Environmental health, HIV/AIDS and cancer studies

June E. Eichner, PhD, Professor, Epidemiology
Education: HSH - University of Pittsburgh, 1989; PhD – University of Texas, 1986; MPH – University of Texas, 1981; BA – Wooster, 1972
Professional Affiliations: American Association for the Advancement of Science, American Heart Association, American Heart Association Council on Epidemiology and Prevention, Society for Epidemiologic Research, International Society of Genetic Epidemiology, American Public Health Association
Current Research Interests: Prevention of chronic disease by promoting healthy lifestyle choices in children and youth, gene-environment interactions and risk factors for coronary heart disease and type 2 diabetes
**Tabitha Garwe**, PhD, Assistant Professor of Research, Epidemiology
*Education*: BS, Medical Laboratory Sciences, University of Zimbabwe, 1997; MPH, Epidemiology, University of Oklahoma, 2000; PhD, Epidemiology, University of Oklahoma, 2010
*Current Research Interests*: Trauma outcomes, infectious disease, quantitative epidemiological methods

**James George**, MD, George Lynn Cross Research Professor, Departments of BSE and Medicine, Clinical Epidemiology
*Positions*: Chief, Hematology-Oncology – Oklahoma, 1990-1999; Faculty – College of Medicine, University of Texas at San Antonio, 1970-1990
*Education*: Post-Doctoral training – Vanderbilt, Walter Reed Army Institute of Research, University of Rochester; MD – Ohio State, 1962
*Professional Affiliations*: American Society of Hematology, American Society for Clinical Investigation
*Current Research Interests*: Studies of patients with disorders of blood platelets: The Oklahoma Thrombotic Thrombocytopenic Purpura (TTP) Registry; an inception cohort for studies of etiology, clinical course, and long-term outcomes; studies of novel treatments for immune thrombocytopenic purpura (ITP)

**Elisa T. Lee**, PhD, George Lynn Cross Research Professor, Biostatistics
*Education*: PhD New York University, 1974; MS – University of California (Berkeley), 1964; BA – National Taiwan, China, 1961
*Professional Affiliations*: American Statistical Association, Society for Epidemiological Research, American Diabetes Association
*Current Research Interests*: Cardiovascular Disease in American Indians (The Strong Heart Study), an epidemiologic study of prevalence, incidence and risk factors of heart disease, stroke and diabetes; Native Healthy Lifestyle: A Return to Balance (the Balance Study), a clinical trial to prevent heart disease in people with metabolic syndrome

**Nasir Mushtaq**, PhD, MBBS, MPH, Assistant Professor, Epidemiology – Tulsa George Kaiser Family Foundation Chair in Public Health Epidemiology
*Education*: PhD – University of Oklahoma Health Sciences Center 2011; MPH – University of Oklahoma Health Sciences Center 2006
*Professional Affiliations*: American Public Health Association, American Association for the Advancement of Science (AAAS) Science Program for Excellence in Science, Oklahoma Public Health Association, Society for Research on Nicotine and Tobacco, Pakistan Medical & Dental Council (PMDC)
Current Research Interests: epidemiology of chronic diseases and epidemiologic methods; epidemiology of tobacco use particularly smokeless tobacco, tobacco dependence, tobacco use behaviors, and evaluation of tobacco control policies; global health

Jennifer David Peck, PhD, Associate Professor, Epidemiology
Education: PhD – University of North Carolina, 2000; MS – Texas A & M University, 1995; MS – Texas A & M University, 1992; BA – University of Texas at Arlington, 1989
Professional Affiliations: Society for Epidemiologic Research, Society for Pediatric and Perinatal Epidemiologic Research
Current Research Interests: Reproductive and perinatal Epidemiology addresses intrauterine exposures to endocrine active compounds and adverse pregnancy outcomes including genitourinary malformations and congenital hearing loss

Gary E. Raskob, PhD; Dean, College of Public Health; Professor Biostatistics and Epidemiology; Professor of Medicine, Clinical Epidemiology
Education: PhD – University of Oklahoma, 1999; MSc – McMaster, 1985; BSc – Toronto, 1982
Professional Affiliations: American Association of University Professors, American College of Clinical Pharmacology, American Federation for Clinical Research, American Heart Association, American Medical Writers Association, American Society of Hematology, Canadian Society for Clinical Investigation, International Society on Thrombosis & Haemostasis, New York Academy of Sciences, Oklahoma Public Health Association, Phi Kappa Phi, University of Oklahoma Chapter, Society for Clinical Trials
Current Research Interests: Methods to improve the diagnosis of thrombosis, clinical trials of thrombosis prevention

Julie A. Stoner, PhD Professor and Chair, Biostatistics, Director, BSE Research Design and Analysis Center, President Associates’ Presidential Professor
Education: PhD – University of Washington, 2000; MS – University of Washington, 1997; BS – Kansas State University, 1995
Professional Affiliations: American Statistical Association, International Association for Dental Research
Current Research Interests: Analysis of correlated data; clinical trial design, monitoring and analysis
Deirdra Terrell, PhD Assistant Professor, Epidemiology
Education: PhD – University of Oklahoma, 2008; MPH – University of Oklahoma, 2000; BS – Oklahoma Baptist University, 1998
Professional Affiliations: Oklahoma Public Health Association, American Society of Hematology
Current Research Interests: Prevalence of thrombotic thrombocytopenic purpura (TTP) in Oklahoma; quality of life in patients with TTP, novel treatments for immune thrombocytopenic purpura, examining the clinical and etiologic overlap between autoimmune TTP and systemic lupus erythematosus

David M. Thompson, PhD Associate Professor, Biostatistics, Associate Director, BSE Research Design and Analysis Center
Professional Affiliations: American Statistical Association, Alpha Eta Society
Current Research Interests: Latent class analysis, analysis of longitudinal data

Sara K. Vesely, PhD Professor, Presbyterian Health Foundation Presidential Professor, Biostatistics; Assistant Dean for Academic Affairs
Education: PhD - University of Oklahoma, 1998; MPH – University of Oklahoma, 1994; BA – University of Oklahoma, 1993
Professional Affiliations: American Statistical Association, American Public Health Association, Society of Epidemiologic Research, American Society of Hematology, Delta Omega
Current Research Interests: Classification and regression trees (CART); clinical trials methodology, thrombotic thrombocytopenia purpura hemolytic uremic syndrome (TTP-HUS); youth assets

Aaron Wendelboe, PhD Assistant Professor, Epidemiology
Position: EIS Officer, New Mexico, 2006 – 2008
Education: PhD – University of North Carolina, 2006; MS – University of Utah, 2002; BS – Brigham Young, 2000
Professional Affiliations: American Public Health Association
Current Research Interests: Infectious diseases of the respiratory tract (e.g., pertussis and influenza) with emphasis in pediatric populations and applied epidemiology of infectious diseases, conducting outbreak investigations and disease surveillance
**Daniel Yan Zhao**, PhD, Associate Professor, Biostatistics - Tulsa
*George Kaiser Family Foundation Chair in Public Health Biostatistics*
**Education:** PhD – Iowa State University 2002, MS – Iowa State University 1998
**Professional Affiliations:** American Statistical Association
**Current Research Interests:** multiple testing and adaptive designs in clinical trials; sample size and power calculations for nonparametric tests; design, monitoring, analysis, and reporting of clinical trial data in urology, neuroscience, and oncology

**Ying Zhang**, PhD, Assistant Professor of Research, Biostatistics
**Education:** PhD – School of Public Health, West China University of Medical Sciences, 1998; MS – School of Public Health, West China University of Medical Sciences, 1994; Bachelor of Medicine - West China University of Medical Sciences, 1991
**Professional Affiliations:** American Public Health Association, American Heart Association
**Current Research Interests:** Cardiovascular disease; longitudinal cohort studies; American Indian health; diabetes; model building and model selection in time-to-event analyses
Department of Health Administration and Policy

Mission

The mission of the Department of Health Administration and Policy (HAP) is to enhance the effectiveness of public health and health services delivery by contributing to health policy analysis and improving the administration of all health service organizations.

Professional Degrees Offered

- Master of Public Health (MPH) degree in Health Administration and Policy
- Master of Health Administration (MHA) degree
- Doctor of Public Health (DrPH) degree which is described in a separate section of this Bulletin

All students are expected to comply with the policies regarding academic and scholarly integrity and professional behavior in an academic program. These policies can be found in the Code of Ethics section of this Bulletin.

Programs of Study

Master of Public Health in Health Administration and Policy (MPH)

Admission Requirements:
See the Admission Requirements in the Academic Information section of this Student Bulletin

Course Requirements:

- The COPH MPH Core Courses: 15 credit hours
- Required HAP Courses: 18 credit hours
- Elective Courses: 6 credit hours
- Practicum Preparation Seminar: 1 credit hour
- Integrated Public Health Practice: 3 credit hours
- Public Health Practicum: 1 credit hour (240 contact hours)

COPH MPH Core Courses:

BSE 5163 Biostatistics Methods I
BSE 5113 Principles of Epidemiology
HPS 5213 Social and Behavioral Sciences in Public Health
OEH 5013  Environmental Health
HAP 5453  U. S. Health Care Systems

A total of 15 credit hours

**Required HAP Courses:**

- HAP 5183  Organizational Theory and Behavior
- HAP 5203  Health Economics
- HAP 5353  Public Health Law and Regulation
- HAP 5623  Health Forecasting and Budgeting
- HAP 5303  Health Policy and Politics
- HAP 5883  Health Care Quality Management

A total of 18 credit hours

**Other required courses:**

- CPH 7003  Integrated Public Health Practice
- CPH 7941  Practicum, Preparation Seminar
- CPH 7950  Public Health Practicum (1 credit hour, 240 contact hours)

A total of 5 credit hours

**Electives – a total of six credit hours**

A minimum of 44 credit hours is required for the MPH degree in the Department of Health Administration and Policy.

**Additional Degree Requirements:**

Students must meet with their advisor at least once every semester. The faculty advisor is responsible for updating the student’s permanent record which is filed in Student Services. Students may not arrange a practicum if on academic probation.

MPH candidates in the Department of Health Administration and Policy are required to take the CPH Examination and to complete the Culminating Experience. Please see page 28 of this Bulletin.
Performance Expectations

Students will gain competencies, which were developed by the Association of Schools and Programs of Public Health Education Committee for the Master’s Degree in Public Health. A complete list of competencies is available on the college web site at http://coph.ouhsc.edu/departments/hap/documents/MPH%20in%20HAP%20Competencies.pdf Each course syllabus also includes the specific competencies addressed in that course. Upon completing the program, a student should have mastered the following competencies:

<table>
<thead>
<tr>
<th>Discipline-Specific Competencies</th>
<th>Interdisciplinary/Cross-Cutting Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>Communication and Informatics</td>
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<tr>
<td>Environmental Health</td>
<td>Diversity and Culture Leadership</td>
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<tr>
<td>Epidemiology</td>
<td>Public Health Biology</td>
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<tr>
<td>Health Policy and Management</td>
<td>Professionalism</td>
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<tr>
<td>Social and Behavioral Sciences</td>
<td>Program Planning</td>
</tr>
<tr>
<td></td>
<td>Systems Thinking</td>
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</tbody>
</table>

HAP MPH-Department Specific Competencies

- Describe the legal and ethical basis for public health and health services.
- Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
- Apply principles of strategic planning and marketing to public health.
- Apply quality and performance improvement concepts to address organizational performance issues.
- Apply “systems thinking” for resolving organizational problems.
Master of Health Administration (MHA)

The mission statement of the MHA Program:

Prepare future healthcare leaders through excellence in education and practice.

The vision statement of the MHA Program:

We will be nationally recognized for:

- Innovative education;
- Experiential learning;
- Transformative research; and
- Health improvement through exceptional service.

The values of the MHA Program:

Excellence, Professionalism, Innovation, Leadership, Integrity, Stewardship, and Quality

Admission Requirements:

1. Successful applicants for admission must hold a bachelor's degree awarded from an accredited institution with a minimum grade-point average of 3.00 calculated using upper division coursework of undergraduate credit. All undergraduate majors are considered. Since class sizes are limited, early application is encouraged. The department reserves the right to rescind the letter of acceptance if the candidate does not respond timely to the offer of admission.
2. All applicants must submit an aptitude test score from either the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT).
3. All applicants must submit three (3) letters of recommendation and transcripts from all the schools they have attended.
4. If invited for an interview, applicants are expected to participate in either an on-campus interview or a technology-assisted interview.
5. For international applicants, the minimum acceptable score for the internet based TOEFL is 100.
6. Applicants are encouraged to complete three-credit hour undergraduate course work in each of the following: Accounting, Economics and
Statistics. It is also recommended that applicants have a background in or have completed a course in college algebra prior to enrollment.

7. Students previously admitted to the College of Public Health seeking a change of major must satisfy all of the foregoing admission requirements for the MHA program.

The MHA degree and all related course requirements are completed in no more than three academic years. Historically approximately 95% of the students admitted into the MHA program at OUHSC complete the program and receive the MHA degree.

Course Requirements:

Required Courses:
HAP 5183 Organizational Theory and Behavior
HAP 5203 Health Economics
HAP 5303 Health Policy and Politics
HAP 5323 Operations Research
HAP 5453 U. S. Health Care System
HAP 5483 Health Care Law and Ethics
HAP 5543 Marketing of Health Services
HAP 5563 Human Resource Management
HAP 5613 Financial Management of Health Service Organizations
HAP 5623 Forecasting and Budgeting
HAP 5643 Quantitative Methods in Health Administration
HAP 5733 Managed Care and Integrated Delivery Systems
HAP 5863 Strategic Management in Health Service Organizations
HAP 5873 Health Information Systems
HAP 5883 Health Care Quality Management
HAP 5973 MHA Capstone: Seminar in Health Services Management
HAP 7103 Managerial Epidemiology
HAP 7913 Professional Communication

Electives: 6 credit hours which are subject to the approval of the faculty advisor and/or the Program Director

A minimum of 60 credit hours is required for the MHA degree.

The availability of course offerings is subject to change and should be monitored by the student and faculty advisor as the student progresses through the curriculum. The Program is continuously reassessing the courses and the curriculum, which are subject
to change. Students will be required to satisfy the requirements published when admitted or as modified during their time in the program.

Students must meet with their advisor at least once every semester. The faculty advisor is responsible for updating the student’s permanent record which is filed in Student Services. These meetings should track and monitor the student’s attainment of the program’s competencies. The program is accredited by the Commission on the Accreditation of Healthcare Management Education (CAHME).

Guidelines for transferring credit from other CAHME accredited institutions can be found on page 30 of this Bulletin.

Internship Requirements:

All MHA students must complete an internship in Health Administration (no credit hours). Students will schedule the internship upon successful completion of 30 credit hours. If the student’s GPA is below 3.00 or if the student has received a grade lower than a B in any course, the internship may be scheduled at a later date which may delay graduation.

It is recommended that the internship include 10 to 12 weeks of field experience. The student should plan on spending 400 hours in the field and should prepare a log book recording tasks, projects, meetings, etc., to reflect time spent in the internship.

The student’s faculty advisor will serve as the student’s internship advisor and will discuss site selection and assist with the preparation of the work plan by the student. The written and oral internship report will be reviewed by the faculty advisor prior to the presentation by the student to the committee; the advisor must rate the content, organization, rigor and written clarity of the report as satisfactory. In addition, the student’s performance must be rated by the preceptor as good or excellent in a written evaluation that will be included in the student’s file. Failure to receive these performance results will require remedial action to be determined by the faculty advisor.

The semester following the completion of the internship, students must submit a Request to Present Internship form to schedule the internship presentation. The student must successfully present a written and oral substantive summary of the internship. The presentation of the internship should exhibit the student’s mastery of the subject matter, the application of the classroom didactic learning to the internship assignments and experiences, and clear presentation of the projects, assignments and learning
opportunities that occurred during the internship. Once the presentation has been
approved and scheduled, the Office of Student Services will issue an MHA Authority
Form. The internship defense presentation will usually be administered by a panel of
three faculty members, and chaired by the student's faculty advisor. The student is
required to submit the completed written report, slides and any exhibits, attachments or
related documents to the faculty members at least fourteen calendar days prior to the
scheduled date of the presentation. If this is not done, the student's faculty advisor will
cancel the presentation and the student must reschedule it at a later date.

Within 72 hours after the internship presentation is complete, the MHA Authority Form
must be returned to the Office of Student Services with the results and signatures of all
committee members. If the student does not pass the internship presentation, a report
must be submitted by the chair of the student's committee to the Office of Student
Services indicating what remedial steps the student may take to successfully complete
the internship presentation. This report must also outline the student's deficiencies. A
student who fails a second time will no longer be eligible for a master's degree in the
academic program.

Additional detailed information about the internship and required forms are available in
the Office of Student Services

Additional Degree Requirements

Performance Expectations

The successful student must demonstrate achievement of competencies in the following
subject areas. These competencies are in accordance with requirements of the
Commission on Accreditation of Healthcare Management Education (CAHME). The
competencies are Appendix K of this Bulletin and are on the department's web site at
http://www.coph.ouhsc.edu/departments/hap/documents/MHA%20in%20HAP%20Comp
etencies.pdf. Each course syllabus also includes the specific competencies addressed
in that course.

The CAHME-accredited MHA program has been developed around the mastery of
competencies necessary to be successful in health care administrative positions. The
competencies of the program are based on and aligned with the program's
mission, vision and values. After completion of the MHA program, a student will have
the ability to demonstrate:

A. Synthesis and evaluation of the healthcare system, healthcare
management, and issues related to:
   1. Healthcare organizations,
2. access to care,
3. financing healthcare,
4. human resources,
5. financial management,
6. strategic planning and thinking,
7. quality improvement, and
8. legal and regulatory matters.

B. Communication Skills including:
   1. Characterizing and utilizing appropriate forms and standards of communication methods applicable in professional healthcare settings;
   2. Establishing best practices of communication skills; and
   3. Effectively identifying and responding to the audience and its wants, needs, interests, and beliefs.

C. Critical thinking, analytical skills, and problem-solving abilities including:
   1. Using quantitative, statistical and financial analyses to solve problems;
   2. Creating and using strategic planning and strategic thinking to discern among alternatives and make recommendations; and
   3. Applying quality improvement techniques to analyze and change organizational outcomes.

D. Leadership, Professionalism, and Ethics including:
   1. Engaging people, organizations, and key stakeholders when developing goals and executing plans;
   2. Mobilizing teams, using negotiating skills, and accounting for individual and organizational pressures and needs;
   3. Demonstrating integrity in personal and organizational practices, respecting diverse opinions, and holding themselves and others accountable for their actions; and
   4. Using a corporate ethical decision-making process in a healthcare setting and apply ethical principles and policy statements to resolve ethical issues.

MHA Graduation Requirements

Admission to Candidacy

Students who are doing satisfactory work may normally be admitted to candidacy for a degree as soon as they have enrolled in sufficient hours for the degree. The Admission to Candidacy form (http://coph.ouhsc.edu/current/docs/AdmissToCandidacyForm.pdf) should be filed with the Office of Student Services at the beginning of the semester in which the student expects to graduate. The Academic Calendar located at
http://www.ouhsc.edu/admissions/academiccalendar.html lists the specific deadline for each semester. Also, at the time the Admission to Candidacy is filed with the Office of Student Services, students should obtain instructions governing the completion of coursework and graduation from the Office of Student Services.

Methods of Evaluation
The program relies on written examinations, participation in class, participation in team activities, simulation exercises, role-playing, oral presentations, analysis of manuscripts in the peer reviewed literature, the preparation and presentation of assigned papers and written assignments, case studies, off campus team assignments, and sensitivity analysis to evaluate the performance of students.

Graduates of the MHA Program
Historically, the Program has placed 90% of its students in a post-graduate fellowship or in an employment position in the healthcare industry within three months of graduation.

Department of Health Administration and Policy Faculty

Christina Juris Bennett, J.D., Assistant Professor
Professional Affiliations: Licensed to practice law in Ohio and Tennessee; American Bar Association

Dale W. Bratzler, DO, MPH, Professor and Associate Dean
Professional Affiliations: American Osteopathic Association, American Medical Association, Infectious Diseases Society of America, Society for Healthcare Epidemiology of America, Oklahoma Osteopathic Association, Oklahoma State Medical Association, Tulsa Osteopathic Medical Society, Tulsa County Medical Society, American College of Osteopathic Internists, University of Health Sciences - College of Osteopathic Medicine Alumni Association, Alumni Association - Central Missouri State University, Alumni Association - University of Oklahoma Health Sciences Center, College of Public Health, American Health Quality Association

Ann F. Chou, Ph.D., M.P.H., M.A., Associate Professor
Education: Ph.D., University of California, Berkeley; M.A., University of California, Berkeley; M.P.H., Yale University; B.A., Harvard University
Current research interests: Health Information Technology, Quality Improvement, and Implementation of Evidence-Based Practices.

Professional Affiliations: Member, the National Governors Association Health Information Security and Privacy Collaborative; Member, Special Interest Group on Quality, American College of Medical Genetics.

Gary Cox, J.D. Visiting Associate Professor
Education: J.D. – University of Tulsa, 1973; B.A. – Northeastern State University
Professional Affiliations: Oklahoma Bar Association; Board Member and President-Elect, National Association of County Health Officials; Oklahoma Public Health Association Executive Board; Founding member, Community Health Foundation; American Public Health Association; Turning Point, Executive Committee; CDC Community Based Participatory Prevention Research Grant Review Panel; Director, Tulsa City-County Health Department

Bruce D. Dart, Ph.D., MS, REHS, Visiting Associate Professor
Education: PhD, Walden University, 2005, MS, Central Michigan University, 1989
BA, Drury University 1977
Professional Affiliations: Registered Environmental Health Specialist, 1983, Former President, Board of Directors, National Association of County and City Health Officials, (NACCHO), Past-President, Public Health Association of Nebraska Member, American Public Health Association, Administration Section
Board Chair, Metropolitan Human Services Council - Tulsa

Ed Hamilton, MHA, FACHE, Adjunct Lecturer for Health Administration and Policy
Education: MHA – University of Oklahoma Health Sciences Center – 1997; BBA – University of Central Oklahoma, 1989
Current Research Interests: Health system strategy, policy and market development
Professional Affiliations: Fellow, American College of Health Care Executives

E. Scott Henley, J.D., Ph.D. Adjunct Professor for Health Administration and Policy
Education: J.D. – Oklahoma City University; Ph.D. – University of Oklahoma; M.A. – University of Iowa; B.A. – University of Oklahoma
Professional Affiliations: Fellow, American College of Health Care Executives

Craig W. Jones, M.H.A., F.A.C.H.E., Visiting Associate Professor
Education: M.H.A., Washington University in St. Louis, School of Medicine; B.A., Grove City College
Professional Affiliations: Fellow, American College of Health Care Executives

Amir A. Khaliq, PhD, Associate Professor
Education: PhD – University of Toronto – 1996; MSHS – University of California at Los Angeles, 1991; MSc – University of London School of Hygiene and Tropical Medicine, 1986; MB, BS - University of The Punjab
Current Research Interests: The broad areas of organizational behavior and program planning and evaluation
Shari K. Kinney, Dr.Ph., RN, Assistant Professor
Education: Dr.Ph., University of Oklahoma; M.P.H., University of Oklahoma; M.S.N., University of Oklahoma; B.S.N., University of Oklahoma; B.A., University of Kansas
Current Research Interests: Maternal and Child Issues; Public Health Issues; and State and County Health Department Service Response.
Professional Affiliations: Registered Nurse, Oklahoma License

Jennifer Lepard, Dr.Ph., Lecturer
Education: Dr.Ph., University of Oklahoma; M.P.A., University of Oklahoma; B.A., University of Oklahoma
Current Research Interests: Public Health Policy Issues; Preemption and Smoking Cessation.
Professional Affiliations: Chair of the Oklahoma Health Improvement Plan, Tobacco Workgroup

Steven E. Mattachione, J.D., CPA, FHFMA, Associate Dean for Planning and Evaluation, College of Public Health, Chair, Department of Health Administration and Policy, Associate Professor and Executive-in-Residence,
Education: JD – Loyola Law School, Los Angeles, 1976; BSc – Loyola University, Los Angeles, 1973
Current Research Interests: Electronic Health Information Exchange in Oklahoma, hospital capacity planning, financial risk assessment and management

Beth Pauchnik, J.D., Lecturer
Education: J.D. -- Oklahoma City University; B.S.N., University of Central Oklahoma
Professional Affiliations: American Bar Association, Oklahoma Bar Association, American Nurses Association

Daniel Pryor, B.B.A., Lecturer
Education: B.B.A., University of Oklahoma
Professional Affiliations: Certified Public Accountant (licensed in Oklahoma)

Robert H. Roswell, MD, Senior Associate Dean, Professor of Medicine, Professor of Health Administration and Policy
Education: MD – University of Oklahoma, 1975; BS – Oklahoma State University, 1971
Current Research Interests: health information technology, health care access, and health outcomes

Dwain Steven Shaw, J.D. Lecturer at the Schusterman Center, Tulsa,
Education: JD –University of Tulsa, 2003; MPH – University of Texas Health Science Center, 1987; BHCA – Southwest Texas State University, 1985; LVN – Austin Community College, 1982.
Department of Health Promotion Sciences

Mission

The Department of Health Promotion Sciences prepares public health professionals to function in leadership roles in the development, promotion, and application of social and behavioral science theory and methods to the solution of community health problems.

Professional Degrees Offered

• Master of Public Health (MPH) degree in Health Promotion Sciences
• Master of Public Health/Master of Social Work (MPH/MSW) dual degree

Graduate Degrees Offered

• Master of Sciences (MS) degree in Health Promotion Sciences
• Doctor of Philosophy (PhD) degree in Health Promotion Sciences

Programs of Study

Master of Public Health in Health Promotion Sciences

Course Requirements:
• The 5 Core Courses 15 credit hours
• Required Courses 15 credit hours
• Selective/Elective Course (Diversity Requirement) 3 credit hours
• Elective Courses 6 credit hours
• Integrated Public Health Practice 3 credit hours
• Public Health Practicum Courses 2 credit hours

Core Courses:
BSE 5163 Biostatistics Methods I
BSE 5113 Principles of Epidemiology
HAP 5453 US Health Care System
HPS 5213 Social and Behavioral Sciences in Public Health
OEH 5013 Environmental Health

Required Courses:
HPS 5453 Theoretical Concepts in Health Promotion
HPS 5463 Community Assessment, Organization, and Interventions
HPS 5503  Introduction to Health Education and Health Promotion
HPS 5543  Health Program Evaluation
HPS 5563  Program Planning for Health Promotion
CPH 7003  Integrated Public Health Practice
CPH 7941  Practicum Preparation Seminar – 1 credit hour
CPH 7950  Public Health Practicum 1 credit hour (240 contact hours)
Electives:  6 credit hours

Selective/Elective Course (Diversity Requirement) from one of the following:
HPS 5803  Cross-Cultural Perspectives in Health
HPS 5853  Health and the American Indian
HPS 5653  Minority Health and Aging

A minimum of 44 hours is required for the MPH degree in Health Promotion Sciences.

Additional Degree Requirements:

MPH candidates in health promotion sciences are required to take the CPH Examination and to complete the Culminating Experience. Please see page 28 for detailed information.

Master of Public Health/Master of Social Work (MPH/MSW) Dual Degree Program

This program awards both degrees upon completion of the 84-hour curriculum.

• Public Health  36 credit hours
• Social Work  48 credit hours

Public Health Core Courses:
BSE 5163  Biostatistics Method I
BSE 5113  Principles of Epidemiology
HPS 5213  Social & Behavioral Sciences in Public Health
OEH 5013  Environmental Health
HAP 5453  US Health Care System
CPH 7003  Integrated Public Health Practice

MPH/MSW students are required to take the CPH Examination. Please see page 28 for detailed information concerning the CPH Examination. The practicum experience for MPH/MSW students is coordinated through the MSW program.
Health Promotion Required Courses:
HPS 5453 Theoretical Concepts in HP (F)
HPS 5503 Introduction to Health Education and Health Promotion (S)
HPS 5563 Program Planning for Health Promotion (S)
HPS 5463 Community Assessment, Organization and Intervention (F)

Diversity Requirements: (One of the following)
HPS 5803 Cross-Cultural Perspectives in Health
HPS 5853 Health and the American Indian
HPS 5653 Minority Health and Aging

Health Promotion Electives (3 credit hours)

Social Work Required Courses:
SWK 5103 Generalist Practice with Individuals, Families, and Groups (F)
SWK 5233 Human Behavior: Individuals, and Families (F)
SWK 5083 Social Work Research Methods I
SWK 5313 Social Welfare in a Changing World (S)
SWK 5243 Human Behavior: Groups, Organizations, and Communities
SWK 5113 Generalist Practice: Groups, Organizations, and Communities
SWK 5553 Administration in Social Work (F)
SWK 5633 Program Planning and Implementation (F)
SWK 5983 Social Services Monitoring and Evaluation (S)

Practicum:
SWK 5413 Foundation Practicum I
SWK 5423 Foundation Practicum II
SWK 5820 Practicum III (S) (Must be completed in a public health setting.)

Social Work Electives (3 credit hours)

Master of Science in Health Promotion Sciences

Course Requirements:
HPS 5453 Theoretical Concepts in Health Promotion
HPS 5503 Introduction to Health Education and Health Promotion
HPS 5543 Health Program Evaluation
HPS 5563 Program Planning for Health Promotion
HPS 5980* Research for Master's Thesis (3-6 credit hours)
BSE 5163 Biostatistics Methods I
BSE 5113  Principles of Epidemiology
HAP 5453  U. S. Health Care Systems
or
OEH 5013  Environmental Health
Selective/Elective Course (Diversity Requirement) from one of the following:
HPS 5803  Cross-Cultural Perspectives in Health
HPS 5853  Health and the American Indian
HPS 5653  Minority Health and Aging
Research Skill Elective for MS in Health Promotion Sciences
Substantive Electives (5-8 credit hours)

Additional Degree Requirements for MS in Health Promotion Sciences:

- Oral Thesis Defense
- Master's Thesis

A minimum of 38 hours is required for the MS degree in Health Promotion Sciences

**Course Sequencing**

The required sequence of courses is listed in the following tables. Since Departmental courses are only taught once a year and certain courses are important prerequisites for other courses, it is essential that students follow the recommended sequence. Of particular importance are the following sequences:

- HPS 5503 Introduction to Health Ed and Health Promotion (Spring only) → HPS 5453 Theoretical Concepts in Health Promotion (Fall only)
- BSE 5163 Biostatistics Methods I → HPS 5543 Health Program Evaluation (Spring only)
- HPS 5453 *Theoretical Concepts in Health Promotion (Fall only) → HPS 5463 *Community Assessment, Organ. & Interventions (Fall only) → HPS 5563 Program Planning for Health Promotion (Spring only)

* Can be taken simultaneously.
In order to assure that students are following the proper course sequence, all students must meet with their advisor each semester in order to complete enrollment for the next semester. In addition, all students are requested to enroll for at least six credit hours per semester to allow students to progress through the curricula as a cohort.

Additional Course Requirements for MS in Health Promotion Sciences:

Comprehensive Examination/Culminating Experience for Master's degrees:

A Comprehensive Examination is one of the requirements for Master's degrees offered within the Department of Health Promotion Sciences. The examination is an oral exam that covers all fields of public health. The Dean of the Graduate College will authorize the examination for MS students.
Doctor of Philosophy (PhD) in Health Promotion Sciences

Admission Requirements:

Master's degree in Public health (or relevant Master's degree and completion of the five core public health courses; 3.50 GPA; suitable GRE score such as 1100 (pre 8/2011) or 300 (post 8/2011) on the verbal and quantitative reasoning sections of the exam; TOEFL score of 570 (paper), 235 (computer), or 88 Internet based; evidence of writing and research ability (writing sample); and a statement of purpose. Prospective students also must identify and contact a potential HPS faculty mentor with whom the students would like to study and the faculty member must agree to serve as a mentor. Conditional admittance on probationary status may be conferred for students who do not meet all of the admission requirements.

Curriculum: (completion of a minimum of 60 credit hours post-Master's)

Core Courses (9 credit hours)

HPS 6633 Health Promotion Theory I: Individuals and Small Groups
HPS 6643 Health Promotion Theory II: Communities, Organizations and Government
HPS 6943 Advanced Program Evaluation

Methods (15 credit hours)

Required Courses:

HPS 6933 Qualitative Research Methods in Public Health
BSE 5173 Biostatistics Methods II
or BSE 5663 Analysis of Frequency Data
HPS 6953 Advanced Research Methods in Social and Behavioral Sciences

Two additional courses in either Qualitative or Quantitative Methods (student will become specialist in either qualitative or quantitative methods)
Quantitative Methods Electives (Prerequisite: BSE 5173 or BSE 5663)
BSE 5643 Regression Analysis (every other Fall)
BSE 5653 Nonparametric Methods
BSE 6643 Survival Data Analysis (every other Fall)
BSE 6663 Analysis of Multivariate Data (every other Fall)
HPS 6853 Measurement in Health Education
Qualitative Methods Electives (Prerequisite: HPS 6933):
HPS 6453 Focus Group Research
HPS 6833 Social Marketing
SOC 5313 Qualitative Methods: Participant Observation
SOC 6232 Advanced Qualitative Analysis

Related Area: 9 credit hours

A minimum of three courses from one of the following core competencies from other areas of public health or an established discipline in the social or behavioral sciences (i.e., anthropology, communication, political science, psychology, sociology, social work). Approved courses for the related area include:

**Anthropology:**
ANTH 5223 Theories of Culture
ANTH 5123 Introduction to Socio-Cultural Anthropology
ANTH 5563 Medicine and Society
ANTH 5803 Theories of Identity
ANTH 5833 Theories of Social Organization

**Communication:**
COMM 5263 Health Communication
COMM 5333 Organizational Communication
COMM 5343 Mass Communication Perspectives
COMM 5553 Persuasive Communication Campaigns
COMM 6453 Seminar in Social Influence
COMM 6433 Communication in Health Organization

**Political Science:**
PSC 5323 Problems in Public Policy (Health Policy)
PSC 5343 Public Policy and Inequality
PSC 5403 Mediating Institutions: Parties, Interest Groups, and Mass Media
PSC 5733 Contemporary Political Theory
PSC 6003 Political Science: Survey of a Discipline

**Psychology:**
PSY 5103 Physiological Psychology
PSY 5413 Personality
PSY 5423 Social Psychology
PSY 5703 Survey of Industrial and Organizational Psychology
PSY 5203  Survey in Cognitive Psychology
PSY 6933  Seminar in Human Learning and Motivation

Sociology:
SOC 5933  Seminar in Sociological Social Theory
SOC 6313  Seminar in Social Change
SOC 6363  Special Topic in Social Differentiation
SOC 5383  Seminar in Social Stratification
SOC 6903  Seminar in Issues in Sociological Theory

Social Work:
SWK 5013  Profession of Social Work
HPS 5603  Human Behavior and the Social Environment I
SWK 5263  Human Behavior and the Social Environment
SWK 5313  Social Welfare in a Changing World

Occupational and Environmental Health
OEH 6252  Occupational and Environmental Risk Communication
OEH 5033  Environmental Issues
OEH 5233  Principles of Environmental Management
OEH 5723  Occupational and Environmental Hazards
OEH 5262  Occupational and Environmental Law

Biostatistics and Epidemiology – Epidemiology Track
BSE 5153  Clinical Trials
BSE 5193  Intermediate Epidemiological Methods
BSE 5303  Epidemiology of Infectious Disease
BSE 5363  Epidemiology and Prevention of Chronic Disease
BSE 6333  Pediatric Epidemiology (every other Fall)

Health Administration and Policy
HAP 5183  Organizational Theory and Behavior
HAP 5413  Principles of Health Services Management
HAP 5613  Financial Management
HAP 5873  Health Information Systems
HAP 5303  Health Policy and Politics

Substantive Area:  15 credit hours
(i.e. health and aging; minority health; adolescent health; health disparities; maternal and child health; international health; social determinants of health; women’s health)
Courses to support these concentrations can be found through the University. Each student must identify sufficient courses to satisfy the declared substantive area. Health and aging is an example of one area that could be sustained through the following courses:

BSE 5363    Epidemiology and Prevention of Chronic Diseases
BSE 6353    Epidemiology of Cardiovascular Disease
BSE 6363    Cancer Epidemiology and Prevention
HAP 5783    Public Policy and the Aged
HAP 5823    Long Term Care Administration
HPS 5383    Health and Illness in Old Age
HPS 5473    Psychology of Aging
HPS 5603    Human Behavior and the Social Environment I
HPS 5753    Psychosocial Aspects of Disability
HPS 5653    Minority Health and Aging
SWK 5010    Social Gerontology

Dissertation: Minimum of 12 credit hours

The dissertation includes two written comprehensive exams. The comprehensive exam is composed of two exams in three areas: Theory and Methods and the Substantive Area. The Theory and Methods exam is a departmental exam. Any faculty member in the department can submit questions and serve as a reader. The Theory and Methods exam must have no fewer than three readers. The Substantive Area exam will be given by the student's dissertation committee. The five-member dissertation committee will be composed of three faculty members from HPS, one from COPH or the Substantive Area and one faculty member from the related area. The comprehensive exams will be given at least once a year at a time established by the Department. In the event that a student fails part of the comprehensive exam, he/she will be required to retake that exam. Dissertation Proposal Oral Defense – Once the student has successfully passed the written comprehensive exams, the student will complete and orally defend a dissertation proposal under the direction of the five-member Dissertation Committee.

Dissertation Oral Defense – The five-member Dissertation Committee will conduct the oral defense of the dissertation.
Department of Health Promotion Sciences Faculty

J. Neil Henderson, Professor
Education: PhD – University of Florida, 1979; MS – Florida State University, 1975; BA – University of Central Florida, 1973
Professional Affiliations: American Anthropological Association, Association for Anthropology and Gerontology, Gerontological Society of America, Society for Applied Anthropology (Fellow), Society for Medical Anthropology, International Indigenous Dementia Research Group
Current Research Interests: Lifespan health processes, biocultural analysis of health and disease, intercultural health communications, health and disease in American Indian/Alaska Native populations, newly emerging chronic diseases in American Indians/Alaska Natives, dementing diseases in American Indians/Alaska Natives, diabetes among American Indian/Alaska Natives, impact of organizational culture on health care dynamics, informal long term care strategies in American Indian/Alaska Natives, cultural construction of health and disease, enhanced paraprofessional capability in community and family health, non-empirical environments and health effects.

Valerie Blue Bird Jernigan, Associate Professor
Education: DrPH – University of California, Berkley, 2007; MPH, University of Oklahoma Health Sciences Center, 2003; BA, University of Southern Maine, 2000.
Professional Affiliations: American Public Health Association, Society of Public Health Educators, Society of Behavioral Medicine, Board Member of the Canadian Institutes of Health Research.
Current Research Interests: Empowerment and advocacy interventions using participatory action research; community-based participatory policy work; environmental and policy strategies to address obesity.

Robert John, Professor
Education: PhD – University of Kansas, 1985; M. Phil – University of Kansas, 1982; MAT – University of Florida, 1975; BA – Vanderbilt University, 1972
Professional Affiliations: American Public Health Association, American Sociological Association, Association for Gerontology in Higher Education, Gerontological Society of America (Fellow), International Social Marketing Association
Current Research Interests: Gerontological health, health disparities/minority health, social determinants of health, social marketing, and social theory.
Misti Leyva, Assistant Professor of Research
Education: PhD – Oklahoma State University, 2012; MS – University of Oklahoma Health Sciences Center, 2001; BA – Texas Tech University, 1990
Professional Affiliations: Academy of Nutrition and Dietetics, American Society for Bone and Mineral Research, American Diabetes Association
Current Research Interests: Nutritional influences on diabetic complications, specifically pre-eclampsia, cardiovascular disease and bone disorders.

Roy F. Oman, Professor and Vice Chair
Education: PhD – University of Oregon, 1992; MS – University of Oregon, 1989; BA – Seattle University, 1986
Current Research Interests: Youth assets and youth risk behaviors, public health approaches to physical activity, program evaluation methodology.

Lancer Stephens, Assistant Professor of Research
Education: PhD – University of Oklahoma Health Sciences Center, 2009; MS – Northeastern State University, 1998; BS – University of Central Oklahoma, 1995
Professional Affiliations: Association of American Indian Physicians, Native Community Research Exchange
Current Research Interests: Health Literacy in Native Renal Disease, Diabetes Prevention in Native Youth, Tobacco Cessation in Tribal Populations.

Vicki L. Tall Chief, Associate Professor
Professional Affiliations: American Public Health Association, Oklahoma Public Health Association, Association of Schools of Public Health, ETA Sigma Gamma, Delta Omega, Interagency Committee on Smoking and Health
Current Research Interests: Health promotion program planning, implementation and evaluation in community settings, workforce development in health departments, all-hazards preparedness for tribal populations.
Eleni L. Tolma, Associate Professor
Education: PhD – University of South Carolina, 2000; MPH – University of South Carolina, 1993; BS – Duquesne University, 1990
Professional Affiliations: American Public Health Association, Society of Public Health Education, Eta Sigma Gamma
Current Research Interests: Breast cancer prevention, health disparities, program evaluation, community development, behavioral motivation, instrumentation, international health, adolescence health, food insecurity, teen pregnancy prevention.

Marianna S. Wetherill, Assistant Professor of Research
Current Research Interests: Food insecurity; community-based food relief efforts; health impact and use of farmers’ markets by low-income populations; HIV/AIDS treatment and care.

Adjunct Faculty:

Professor Emeritus: Willie V. Bryan, EdD; Mitchell V. Owens, EdD HPS
Interdisciplinary Public Health

Mission

The Masters of Public Health (MPH) degree in Interdisciplinary Public Health is designed to provide broad based knowledge and skills in public health practice to those individuals working in the public health arena wishing additional education for career enhancement and/or advancement. The interdisciplinary degree also provides an opportunity for those individuals with a professional degree in health care or health service to complement their professional knowledge and skills with a public health perspective. All MPH students are expected to complete 15 credit hours of the core courses within the first 22 credit hours of study. Students who do not request a specialty track or who are not accepted to the a discipline-specific track will continue in the Interdisciplinary MPH program

Course Requirements

- The five core courses: 15 credit hours
- Selective courses: 15 credit hours
- Elective courses: 9 credit hours
- Practicum Preparation Seminar 1 credit hour
- Integrated Public Health Practice 3 credit hours
- Public Health Practicum: 1 credit hour (240 contact hours)

Selective Courses – One additional course from each of the five disciplines.
Elective Courses – Three elective courses based on interest and desired emphasis.

Core Courses:

- BSE 5163 Biostatistics Methods 1
- BSE 5113 Principles of Epidemiology
- HPS 5213 Social and Behavioral Sciences in Public Health
- OEH 5013 Environmental Health
- HAP 5453 U. S. Health Care System

The total number of credit hours required for the Interdisciplinary MPH degree is 44.

Additional Degree Requirements

Interdisciplinary MPH candidates are required to take the CPH Examination and to complete the Culminating Experience. Please see page 28 for detailed information.
Department of Occupational and Environmental Health

Mission

The objective of the Department of Occupational and Environmental Health is to unite in an interdisciplinary training and research program persons grounded in natural, physical, and health sciences in order to develop an understanding of human response to the environment, as well as the response of the environment to the activities of humans.

Professional Degrees Offered:

• Master of Public Health (MPH) degree in Environmental Health

Graduate Degrees Offered:

• Master of Science (MS) degree in Industrial Hygiene & Environmental Health Science
• Doctor of Philosophy (PhD) degree

Programs of Study:

Master of Science (MS) Degree in Industrial Hygiene & Environmental Health Science

Program Educational Objectives:

1. The Master of Science program in Industrial Hygiene and Environmental Health Sciences at the University of Oklahoma Health Sciences Center will prepare professional practitioners to apply scientific knowledge to the anticipation, recognition, evaluation, and control of environmental hazards or stresses affecting human health. Competencies demonstrated by graduates will include the ability:
   • To identify overt and potential health hazards in the workplace and to apply analytical skills in the evaluation of those health risks;
   • To effect control of workplace hazards through application of engineering, administrative, or personal protective procedures;
   • To educate workers and management concerning occupational hazards and the prevention of occupational health problems;
   • To apply knowledge of the regulations of various agencies having occupational health and safety functions;
   • To function on multidisciplinary teams to protect and enhance worker health. The program will additionally prepare professional practitioners to work
effectively in positions with responsibility for elements of environmental management, such as compliance with environmental regulations or planning and budgeting of environmental projects.

2. Graduates will aspire to and achieve professional certification, such as the Certified Industrial Hygienist (CIH) credential, appropriate to their employment history and circumstances.

3. Graduates will communicate technical and business information accurately and effectively.

Accreditation: The Master of Science program in Industrial Hygiene and Environmental Health Sciences is accredited by the Applied Science Accreditation Commission of ABET. For more information, visit www.abet.org.

Required Courses (48 credit hours)
OEH 5013 Environmental Health
OEH 5102 Occupational and Environmental Health Sampling Strategies
OEH 5213 Principles of Environmental Health and Safety Management
OEH 5262 Occupational and Environmental Laws and Regulations
OEH 5702 Principles of Safety
OEH 5723 Fundamentals of Occupational and Environmental Health Science
OEH 5734 Noise and Radiation Hazards
OEH 5743 Industrial Hygiene and Environmental Measurements
OEH 5972 Technical Reporting and Professional Ethics
OEH 5980 Research for Master's Thesis (4 credit hours)
OEH 6553 Occupational and Environmental Toxicology
OEH 6752 Occupational Hazards Control
OEH 6252 Risk Communication
OEH 5801 Basic Ergonomics

BSE 5113 Principles of Epidemiology
BSE 5163 Biostatistics Methods I
HPS 5213 Social and Behavioral Science in Public Health
HAP 5183 Organizational Theory/Behavior or
HAP 5453 U. S. Health Care Systems

Additional Degree Requirements:
• Quantitative Skills Examination
• Field Practice (240 contact hours)
• Industrial Hygiene Knowledge Survey
• Oral Thesis Defense
• Master's Thesis

Master of Public Health (MPH) in Environmental Health

Course Requirements:
• The 5 Core Courses 15 credit hours
• Required OEH Courses 20 credit hours
• Elective Courses 4 credit hours
• Integrated Public Health Practice 3 credit hours
• Public Health Practicum Courses 2 credit hours

Core Courses:
OEH 5013 Environmental Health
BSE 5163 Biostatistics Methods I
BSE 5113 Principles of Epidemiology
HPS 5213 Social and Behavioral Sciences in Public Health
HAP 5453 U. S. Health Care System

OEH Required Courses:
OEH 5023 Public Health Biology and Sanitation
OEH 5213 Principles of Environmental Health and Safety Management
OEH 5262 Occupational and Environmental Law
OEH 5723 Fundamentals of Occupational and Environmental Health Science
OEH 6252 Risk Communication
OEH 6553 Occupational and Environmental Toxicology
OEH 5743 Industrial Hygiene and Environmental Measurements
CPH 7003 Integrated Public Health Practice
CPH 7941 Practicum Preparation Seminar
CPH 7950 Public Health Practicum

Electives 4 credit hours

Additional Degree Requirements:
• Computer Competency
• Quantitative Skills Examination
• MPH candidates in Environmental Health are required to take the CPH Examination and to complete the Culminating Experience. Please see page 28 for detailed information.

A minimum of 44 credit hours is required for the MPH degree in Environmental Health.
Master of Public Health Degree

In addition to other entry requirements of the College of Public Health, applicants to the MPH program in OEH must have completed the following: a College Algebra or higher course, 30 hours in basic sciences, mathematics, engineering and technology, with at least 9 hours in chemistry to include organic chemistry and a course in physiology, biochemistry, or other appropriate life science course.

Master of Science Degree

In addition to other entry requirements of the College of Public Health, applicants to the MS program in OEH must have completed the following: College Algebra or higher course, 60 hours in basic sciences, mathematics, engineering and technology, with at least 12 hours in chemistry to include organic chemistry and a course in physiology, biochemistry, or other appropriate life science course, and one course in physics. Also required is a minimum of 21 hours in communications, humanities, and social sciences.

Doctor of Philosophy (PhD) Degree

The Doctor of Philosophy (PhD) degree is an advanced, research-oriented degree program requiring in-depth study of and research in a specialty area within the broad field of occupational and environmental health. General requirements for admission and completion of the degree are consistent with those applicable to all PhD programs as described in the Graduate Bulletin. Minimum requirements are 90 semester hours, including approved transfer work but excluding any credit for research tools.

To be admitted to the Ph.D. program in the Department, the candidate must hold a Masters degree from an accredited institution in a related field and display a clear research orientation and firm knowledge of research techniques. The Master's degree must be from an institution which has English as its primary language of instruction or the candidate must have scored a minimum of 90 (120 scale) on the TOEFL. The applicant must be accepted by the Department and be admitted into the doctoral program by the Graduate Dean. Applicants are also required to take the Graduate Record Exam (GRE).

Acceptance to the program will be determined based upon the following criteria:

1. Admission to the OEH PhD program is based on the student's GPA, GRE scores, quality of reference letters, strength of background (coursework, work experience), available space in the program, ability of OEH faculty members to provide mentorship in the planned research area, and the capacity to provide needed
resources for research. The applicant must have a minimum overall GPA of 3.25 (4.0 scale) based on all graduate work attempted.

2. The applicant’s statement of career goals must be compatible with Occupational and Environmental Health and must demonstrate an understanding of the central role of the dissertation research experience in the Doctor of Philosophy degree. Furthermore, the statement of career goals must include a description of the applicant’s intended research topic, including a rationale for the proposed work and a self-assessment of how the applicant’s prior educational and/or work background has prepared the applicant to approach the proposed research.

3. The applicant must provide a minimum of three letters of recommendation, all of which must be from respondents who can offer first-hand evaluations of the applicant’s background and professional interests. At least one of the references must address the applicant’s academic capabilities in accomplishing a doctoral program.

4. The applicant’s acceptance is contingent upon personal interviews by the Departmental Faculty, and the availability of an academic advisor in the applicant’s area of research interest.

5. The applicant must have demonstrated potential for performing individual research. This requirement normally can be satisfied by the Masters thesis or by first authorship on a peer-reviewed scientific publication.

The PhD curriculum contains 12 or more credits of supporting courses outside of the defined specialization. These courses may be selected from the formal courses offered by the Department or elsewhere, or may be specifically offered for the student in the form of Directed Readings. All courses, including those related to research tools, must be approved by the student’s advisory committee. After completion of didactic coursework, the doctoral student must pass a written and oral general examination to be admitted to candidacy. A dissertation must be presented and successfully defended. No more than 30 credit hours will be allowed for work related to the dissertation (OEH 6980). A doctoral candidate is normally expected to complete all the degree requirements within five years after admission to candidacy.
Additional OEH Department Requirements

Quantitative Skills and Comprehensive Examinations for Some Master's Degrees:

Each MS student is required to successfully complete both a written quantitative skills examination, an Industrial Hygiene Knowledge Survey, and an oral comprehensive examination as a condition of graduation. The written Quantitative Skills Examination (QSE) is administered by the Department of Occupational and Environmental Health and tests the student's command of basic quantitative skills relevant to the degree program. It is graded pass/fail and must be satisfactorily completed prior to being admitted to candidacy and administration of the oral comprehensive examination. The QSE is offered only once each semester (including the summer session). The QSE is designed to evaluate the candidate's skills and abilities in using first principles and effective quantitative synthesis techniques to solve problems. In its current form, students are presented with 50 problems, from which the student selects 30. For the 30 problems worked, a score of 70% is passing. Department faculty members have prepared the Math and Chemistry Manual as a background and practice reference for students to refresh their fundamental mathematical and chemistry skills of the nature encountered in coursework. Exercises provided are meant to be illustrative of the type of problems one would be likely to encounter in the general Occupational and Environmental Health and Safety (OEHS) field. It is important to note that these exercises are not meant to be an exhaustive compilation of every type of problem a person may encounter in the OEHS field, nor they are a definitive study guide for the QSE. However, a student who can comfortably work the problems presented in the manual should have little or no problem passing the QSE. Therefore, all students who are required to sit for the QSE are encouraged to use the manual as a study guide and to be comfortable with the calculation methods and technical concepts included.

The Industrial Hygiene Knowledge Survey (IHKS) is a tool that the Department uses to assess the basic IH knowledge of graduating students. It should be taken in conjunction with the QSE. The IHKS consists of questions concerning the non-quantitative aspects of IH. The exam is taken anonymously and no score is used in evaluating the performance of individual students.

The oral comprehensive examination is administered no earlier than the student's last semester of enrollment, and only after the student has been admitted to candidacy. In order to apply for candidacy, the student must have completed or be in the last semester of all coursework required for the degree, and must also have successfully completed the written quantitative skills examination. The oral examination is conducted by a committee of no few than three members of the faculty, with the committee chair
having his/her primary appointment in the Department of Occupational and Environmental Health. The comprehensive oral examination tests the student's command of technical knowledge relevant to the degree program, as well as his/her ability to integrate and apply that knowledge in problem assessment and resolution situations. The oral comprehensive examination is graded pass/fail based on majority opinion of the examining committee.

The student is allowed no more than two attempts to pass either the written quantitative skills examination or the final oral comprehensive examination. Two failures of the written quantitative skills examination or two failures of the final oral comprehensive examination will result in termination of the examination process and recommendation that the degree not be awarded, regardless of previous academic performance.

Field Practice Requirement for the MS in IH/EHS

The purpose of the field practice requirement is for the student to gain practical experience in industrial hygiene and/or environmental health in an actual workplace setting. The field practice experience supports the student outcomes of understanding the impact of occupational/environmental health solutions within an organization, understanding business and managerial practices, and functioning on multi-disciplinary teams.

To meet the field practice requirements, the student must:

1. Work at least 240 hours in the field setting. This work should be primarily focused on specific professional goals agreed upon in advance (preferably in writing) between the student and the preceptor (supervisor). Note: OUHSC policy requires a memorandum of understanding with the field practice site.
2. Obtain a written performance evaluation from the field practice supervisor. Either the COPH evaluation form or the company's evaluation form may be used.
3. Submit a formal paper reporting on the field practice. This paper should include:
   - an overview of the internship setting, with an explanation of its function within the organization and a description of the team or unit in which the student served;
   - a summary of the student's activities, with their known or anticipated impact in the organization;
   - conclusions or lessons learned.

The paper and performance evaluation must be submitted to the student's academic advisor and placed in the student's official file.

Students who enter the program with two years or more of full-time professional experience in occupational or environmental health or safety will be deemed to have
satisfied the field practice requirement if they provide the following documentation, which shall be placed in the student’s official file:

- A narrative description of their professional work experience in the field.
- A written performance evaluation or letter of support from their employer, dated in the most recent year of employment, which shall be no more than 5 years before the student’s planned date of graduation.

Masters Thesis Progress Policy

The thesis is intended to be completed in two semesters, with two hours of enrollment in Research for Masters Thesis per semester. In order to complete the thesis in a timely manner, an approved Prospectus must be completed by the end of the first semester of enrollment in thesis hours. Failure to have a Prospectus formally approved by the student’s committee prior to the end of the first semester of thesis enrollment will require the award of a grade of Unsatisfactory (“U”). An acceptable draft thesis should be submitted by the end of the second semester of thesis enrollment. Failure to comply with this deadline will result in the award of a “U” grade if the thesis advisor judges the student’s progress to be unsatisfactory. Failure to submit an acceptable draft thesis by the end of the third semester of thesis enrollment will require the award of a “U” grade. Upon the awarding of a second “U” grade in Research for Masters Thesis, whether consecutive or not, the thesis process will be terminated due to unsatisfactory progress, the student will be denied further enrollment, and the degree program will be terminated. Students are limited to a total of four semesters (eight credit hours) of enrollment in Research for Masters Thesis. Failure to complete all requirements for the thesis within this period will result in termination of the thesis process for lack of progress, denial of further admission, and termination of the degree program.

Additional information is available through the OEH web page at: http://www.coph.ouhsc.edu/departments/oeh/default.aspx.
Department of Occupational and Environmental Health Faculty

Daniel T. Boatright, Professor and Senior Associate Dean for Public Health Practice
Education: PhD – University of Oklahoma, 1981; MS – University of Oklahoma, 1976; BS – East Central State University, 1974
Professional Affiliations: American Public Health Association, Royal Society of Health, United Kingdom, National Association for Environmental Management, National Environmental Health Association, National Association of Professional Sanitarians, American Association for the Advancement of Science, Academy of Environmental Health Sciences, Oklahoma Water Pollution Control Association, National Association of Local Environmental Health Administrators
Current Research Interests: Environmental risk assessment and management techniques and practices, environmental risk communication, environmental workforce health and safety policy issues, international issues in environmental health education

Evan Floyd, Assistant Professor

David L. Johnson, Professor
Education: PhD – University of North Carolina at Chapel Hill, 1985; MS – University of Texas at Austin, 1980; BS – University of Texas at Austin, 1975
Professional Affiliations: American Industrial Hygiene Association, Oklahoma Section of the American Industrial Hygiene Association, American Conference of Governmental Industrial Hygienists, American Association for Aerosol Research, British Occupational Hygiene Society

Robert A. Lynch, Associate Professor and Chair
Education: PhD – University of Oklahoma, 1993; MPH – University of Oklahoma, 1989; MS – University of Oklahoma, 1979; BS – University of Oklahoma, 1977
Professional Affiliations: National Association of Professional Sanitarians
Current Research Interests: Environmental management, ecological risk assessment, determinants of residential exposure to air toxics
Margaret L. Phillips, Associate Professor
Education: MHS – Johns Hopkins University, 1989; PhD – University of Illinois (Urbana), 1987; MS – University of Illinois (Urbana), 1982; AB – Mt. Holyoke College, 1980
Professional Affiliations: American Industrial Hygiene Association, Delta Omega, Phi Beta Kappa, American Chemical Society. Certified Industry Hygienist (CP 6248, American Board of Industrial Hygiene)

Current Research Interests: Exposure assessment, broadband optical radiation, determinants of occupational and community exposure to air contaminants

James L. Regens, Professor and Associate Dean for Research, College of Public Health
Professional Affiliations: International Atomic Energy Agency Technical Committee (Chair), Planning for the Remediation of Sites Undergoing Decommissioning
Current Research Interests: Risk assessment, modeling/simulation, technology evaluation and decision analysis

Alicia L. Salvatore, Assistant Professor
Professional Affiliations: American Public Health Association; Society of Behavioral Medicine; Community-Campus Partnerships for Health.
Current Research Interests: Community-based participatory research; social and environmental determinants of health; multi-level and community-based health promotion; children’s environmental health; global health; impact of work on the health of workers and their families; immigrants and vulnerable populations; chronic disease prevention; translation of evidence-based research to public health practice
Jun Wang, Assistant Professor.
Professional Affiliations: Air & Waste Management Association, American Industrial Hygiene Association, American Association for Aerosol Research
Current Research Interests: Exposure measurement and risk assessment of hazardous air pollutants, specifically aerosols; biotoxicity of aerosols and nanoparticles; development of engineering control of occupational inhalation exposure engineering

Adjunct Faculty:

Professors Emeritus: Charles H. Lawrence, PhD
Robert Y. Nelson, PhD

Adjunct Professors: Robert Hurst, PhD

Adjunct Assistant Professors: Michael Dennis, MS, CIH, CSP
Tony Clyde, PhD
Anne Pate, PhD
Tommy Klepper, JD, MPH
Public Health Preparedness and Terrorism Response

Mission

The public health preparedness major is designed to provide an interdisciplinary approach for building and enhancing professional competency in disaster preparedness and response with an emphasis on the public health aspects. Through specialized coursework from each of the core public health disciplines, education and training for the major is broad-based and comprehensive.

Course Requirements

All students will take the five core courses required to complete the MPH along with courses, from various COPH Departments, that provide expertise in all-hazards preparedness, disasters and infectious diseases, terrorism and counterterrorism. Students must earn two credit hours of course credit under Directed Readings (OEH 5960) by completing a minimum of five Independent Study Program self-study courses offered by the Emergency Management Institute (www.training.fema.gov/EMI/Web/IS/). Students must complete the online training before completion of CPH 7950 Public Health Practicum.

Students are required to complete a practicum (equivalent to 240 contact hours) as part of the degree requirements.

MPH Core Courses (15 credit hours)

BSE 5163    Biostatistics Methods
BSE 5113    Principles of Epidemiology
HPS 5213    Social and Behavioral Sciences in Public Health
OEH 5013    Environmental Health
HAP 5453    US Health Care System

Preparedness and Terrorism Required Courses (27 credit hours)

OEH 6252    Risk Communication
BSE 5303    Epidemiology of Infectious Diseases or
BSE 5333    Introduction to Emerging Infectious Diseases and Bioterrorism or
BSE 5343    Methods in Infectious Disease Epidemiology
CPH 7733    Introduction to Global Health
CPH 7013    Fundamentals of Terrorism and Counterterrorism
CPH 7323    Chemical, Biological, Radiological, Nuclear, & Explosives Terrorism
CPH 7113  Advanced Topics in All-Hazards Preparedness
CPH 7433  Psychological Aspects of Public Health Preparedness
OEH 5960  Directed Reading – FEMA Independent Study Program (2 credit hours
CPH 7003  Integrated Public Health Practice
CPH 7941  Practicum Preparation Seminar
CPH 7950  Public Health Practicum on a preparedness topic (1 credit hour - 240 contact hours)

The total number of credit hours required for the MPH degree in Public Health Preparedness and Terrorism Response is 42.

Additional Degree Requirements

MPH candidates in the Public Health Preparedness and Terrorism Response program are required to take the CPH Examination and to complete the Culminating Experience. Please see page 28 for detailed information.
COURSE CATALOGUE

BIOSTATISTICS AND EPIDEMIOLOGY

BSE 5001 PROBLEMS IN BIOSTATISTICS AND EPIDEMIOLOGY
Prerequisites: Concurrent or previous enrollment in BSE 5113 and 5163. Applied problem solving in biostatistics and epidemiology.

BSE 5013 APPLICATION OF MICROCOMPUTERS TO DATA ANALYSIS
Prerequisites: BSE 5163 or permission of the instructor. Introduction to the use of data management and processing equipment and 1 package (SAS) readily available on this campus. Storage, manipulation, and retrieval of data and statistical summaries are emphasized.

BSE 5023 COMPUTER APPLICATIONS IN PUBLIC HEALTH
Prerequisites: BSE 5163 or Permission of Instructor. Application of currently available hardware and software to common problems encountered in Public Health practice.

BSE 5111 SCIENTIFIC INTEGRITY IN RESEARCH
This course is designed to provide training to M.S. and Ph.D. students in Biostatistics and Epidemiology in the responsible conduct of research, scientific integrity, and the protection of human research subjects. The class will cover issues related to: 1) acquisition, management, sharing, and ownership of data; 2) conflict of interest and commitment; 3) human subjects’ protection; 4) research misconduct; 5) publication practices and responsible authorship; 6) peer review; and 7) collaborative science. The course is to be completed prior to initiation of thesis or dissertation research.

BSE 5113 PRINCIPLES OF EPIDEMIOLOGY
Prerequisites: None. This course provides an introduction to epidemiology for students majoring in any aspects of public health. The principles and methods of epidemiology investigation, both of infectious and non-infectious diseases are discussed.

BSE 5153 CLINICAL TRIALS
Prerequisites: Basic Statistics and Epidemiology or permission of instructor. Principles for the design and conduct of clinical trials are discussed. Emphasis will be given to protocol preparation, randomization, sample size, trial monitoring, ethical issues and data analysis.
BSE 5163  BIOSTATISTICS METHODS I
Prerequisites: College algebra and ability to use computer spreadsheet or instructor permission. Fundamental concepts and applications of statistics. This course and BSE 5173 serve as an introduction to all higher level courses in statistics. This course makes use of the SAS statistical package.

BSE 5173  BIOSTATISTICS METHODS II
Prerequisites: BSE 5163 and BSE 5013. More complex forms of the analysis of variance are presented. The fundamental aspects of experimental design as well as covariance, multiple regression, curvilinear regression, and the binomial and poisson distribution are discussed.

BSE 5193  INTERMEDIATE EPIDEMIOLOGIC METHODS
Prerequisites: BSE 5113 or equivalent. Methodological issues important to the design of epidemiologic studies of both infectious and non-infectious disease. Topics include formulation of a research question, types of studies, sample size, sampling methods, biases and confounding, data collection instruments and the presentation and interpretation of data.

BSE 5253  INTRODUCTION TO OCCUPATIONAL & ENVIRONMENTAL EPIDEMIOLOGY
Prerequisites: BSE 5113 and BSE 5163 or equivalent. Methodologic issues and approaches used in occupational and environmental risk assessment studies will be presented. These include study design, assessment of exposures, ascertainment of outcomes, methods of analysis and sources of data. Examples of classic occupational and environmental studies will be presented and implications for health policy will be discussed.

BSE 5303  EPIDEMIOLOGY OF INFECTIOUS DISEASE
Prerequisites: BSE 5113. Intended for epidemiology majors. Lectures and laboratory sessions devoted to the study of factors common to all infectious diseases as well as studies of specific disease.

BSE 5333  INTRODUCTION TO EMERGING INFECTIONS AND BIOTERRORISM
Prerequisites: BSE 5113 Principles of Epidemiology. The course will introduce students to a wide variety of topics relating to emerging infections and bioterrorism. The course will first provide an overview of emerging diseases and the factors associated with their appearance. Second, the course will examine bioterrorism, its agents, history, potential impact and discuss public health preparedness.
BSE 5343  METHODS IN INFECTIOUS DISEASE EPIDEMIOLOGY
Prerequisites: BSE 5113; BSE 5303; or authorization from the instructor. This course aims at covering methods applicable to the design and conduct of epidemiological studies specific to infectious diseases.

BSE 5363  EPIDEMIOLOGY AND PREVENTION OF CHRONIC DISEASES
Prerequisites: BSE 5113; BSE 5163; BSE 5193 or BSE 5001. This course is a survey of chronic diseases and the epidemiologic methods used to study them. Students are expected to read and report on the literature and to use descriptive statistics on survey data of chronic disease risk factors.

BSE 5403  SOCIAL EPIDEMIOLOGY
Prerequisites: BSE 5113 Principles of Epidemiology; BSE 5163 Biostatistics Methods I or permission of instructor. The purpose of this course is to provide students with both the information and experience to identify social determinants of health outcomes in populations. Students will develop an understanding of the general concepts of social epidemiology and develop their own critical assessment of how social factors impact health outcomes and the development of disease. Students will participate in class discussions, read relevant material, and conduct and report on a community assessment project.

BSE 5563  THEORY AND APPLICATION OF MATRICES OF BIOSTATISTICS
Prerequisites: Permission of Instructor. Understanding of matrix theory necessary for further courses in statistics which utilize these techniques extensively. A lecture recitation designed for majors enrolled in the biostatistics curriculum.

BSE 5603  SAMPLING THEORY AND METHODS
Prerequisites: BSE 5163 and permission of Instructor. To introduce various commonly used sampling methods including when and how to apply them, advantages and disadvantages, how to determine sample size, and the design of forms and questionnaires for data collection.

BSE 5633  PUBLIC HEALTH STRATEGIES FOR TOBACCO
Prerequisites: BSE 5113, 5163, HPS 5213, OEH 5013 or permission of the instructor. This course provides an overview of the history, health effects, politics and prevention of tobacco use, examining the issue from all perspectives: epidemiological, psychosocial, political, economic and environmental. Students will explore the multidimensional aspects of tobacco use and the research and methodology contributing to best practices in tobacco control.
BSE 5643  REGRESSION ANALYSIS
Prerequisites: BSE 5163 and 5013. Multiple linear regression analysis, including polynomial regression, indicator variables, and covariance analysis are covered. Also covered are: tests of hypotheses and interval estimates, model selection and validation, methods for measurement errors; diagnostic methods for outliers, influence, and multicollinearity; nonlinear regression, logistic regression with non-normal distributions; and time-series analysis and forecasting. Applications are drawn from public health.

BSE 5653  NONPARAMETRIC METHODS
Prerequisites: BSE 5013, BSE 5163 one of the following: BSE 5173 or BSE 5643 or BSE 5663. Modern techniques of nonparametric analysis applied to single and multiple samples, including approaches based on signed- and ranked-transformed data and on permutation tests. Discussion of exact results and large sample approximations. Nonparametric analysis of categorical data summarized in contingency tables. Nonparametric bootstrapping. Introduction to robust regression. Analysis of qualitative data as it applies to experimental design in biology and medicine. Discussion of the binomial and chi square tests as well as rank based and distribution free methods to the k-sample case and nonparametric measures of correlation and association. Analysis of variance of ranked data is included.

BSE 5663  ANALYSIS OF FREQUENCY DATA
Prerequisites: BSE 5163 and 5013. Test and measures of association for contingency table analysis, partitioning chi-square, the odds ratio; comparative trials; analysis of categorical data with matched samples; combining evidence from contingency tables; effects and controls of misclassification errors; and multiway contingency tables are covered in this course.

BSE 5703  PRINCIPLES OF THE THEORY OF PROBABILITY
Prerequisites: Permission of Instructor. Introduction to the principles to the theory of probability. Primarily for the student who plans to major in the field of statistics.

BSE 5733  PRINCIPLES OF MATHEMATICAL STATISTICS I
Prerequisites: BSE 5703 and Differential and Integral Calculus. An introduction to mathematical statistics and the theory of statistical inference. The theory of distributions including sampling distributions, multivariate distributions and approximations to distributions.

BSE 5743  PRINCIPLES OF MATHEMATICAL STATISTICS II
Prerequisites: BSE 5733. Law of large numbers, estimation of parameters, central limit theorem, confidence intervals and tests of hypotheses. Regression, sampling from a
normal population, experimental design, analysis of variance, and distribution free methods.

BSE 5960  DIRECTED READINGS IN BIOSTATISTICS AND EPIDEMIOLOGY
Prerequisites: Permission. May be repeated; maximum credit six hours. Offers the student the opportunity to explore with faculty guidance, areas of interest in biostatistics or epidemiology not specifically incorporated in formal courses.

BSE 5980  RESEARCH FOR MASTER'S THESIS
Prerequisites: Permission. Credit hours vary.

BSE 5990  SPECIAL STUDIES
Prerequisites: Permission of Instructor. Topics of a special nature or of unusual interest to students. Deals with a specific topic, area or problem, which is not adequately covered in the current curriculum, as judged by the training needs of the students.

BSE 6151  APPLIED STATISTICAL METHODS FOR CLINICAL TRIALS
Prerequisites: BSE 5163 Biostatistical Methods I, BSE 5153 (or concurrent enrollment), BSE 5013 Applications of Microcomputers to Data Analysis. This course is designed to introduce the student to practical applications of statistical methods in clinical trials.

BSE 6192  GRANT WRITING SKILLS IN EPIDEMIOLOGY
Prerequisites: BSE 5303, BSE 5363, BSE 5193. Problems encountered in the design and execution of epidemiologic field studies in human populations. Students will be required to design a field study for a specific disease and prepare a scientific protocol and emphasis will be placed on grantsmanship.

BSE 6194  ADVANCED EPIDEMIOLOGIC METHODS
Prerequisites: Principles of Epidemiology and Introductory course in Biostatistics. This course will cover, in depth, the design of epidemiologic studies, practical and theoretical considerations, biases, confounding and misclassification, concept of cause and causal models. Examples from the literature will be evaluated and methods of analysis presented.

BSE 6233  REPRODUCTIVE AND PERINATAL EPIDEMIOLOGY
Prerequisites: BSE 5113 Principles of Epidemiology & BSE 5163 Biostatistics Methods I. This course provides an overview of the epidemiology of major reproductive and perinatal health endpoints including infertility, fetal loss, birth weight, congenital malformations and infant mortality. Current knowledge of the determinants of these
outcomes is introduced with emphasis on methodologic considerations specific to the study of reproductive and prenatal health.

BSE 6323 MOLECULAR AND GENETIC EPIDEMIOLOGY
A description of the use of human genetics and molecular biology in studying host susceptibility to disease. Includes a background review of Mendelian genetics and single gene defects as well as methodologies currently being used in the laboratory and their application to epidemiologic studies of multifactorial disease.

BSE 6333 PEDIATRIC EPIDEMIOLOGY
Prerequisites: BSE 5113. This course provides an overview of the epidemiology of selected causes of morbidity and mortality in infants and children. The descriptive epidemiology and suspected risk factors will be reviewed. Methodological issues specific to the design or conduct of studies in this age group or that are related to the individual disease processes will be addressed through lectures, group discussions and problem sets.

BSE 6353 EPIDEMIOLOGY OF CARDIOVASCULAR DISEASE
Prerequisites: BSE 5113, BSE 5363 or Permission. The course includes a detailed review of the epidemiology of the major cardiovascular diseases including natural history, prevention, and treatment. Major cardiovascular studies are reviewed.

BSE 6363 CANCER EPIDEMIOLOGY AND PREVENTION
Prerequisite: BSE 5363 and BSE 6323. A detailed review of epidemiologic aspects and prevention strategies for the major cancer sites is presented. Emphasis is placed on the causes, prevention, early detection, and control of cancer.

BSE 6553 LINEAR MODELS I
Prerequisites: BSE 5563, BSE 5743. The theoretical development of analytic methods for the analysis of data conforming to linear models with a review of basic mathematical statistics, an introduction to linear models and their classifications, the general linear model of full rank, curvilinear models and model of functional relationships.

BSE 6563 LONGITUDINAL DATA ANALYSIS
Prerequisites: BSE 5163 Biostat. Methods I; BSE 5013 Microcomputer Applic. Data Analysis; BSE 5173 Biostatistics Methods II. The course focuses on data that are correlated in time, space, or through an inherent hierarchical structure. Applications for continuous outcomes include repeated measures, mixed, random coefficient, and hierarchical models. Applications for categorical outcomes include general estimating equations and generalized linear mixed models.
BSE 6643 SURVIVAL DATA ANALYSIS  
Prerequisites: BSE 5163 and BSE 5013 and either BSE 5663 or BSE 5653 or by permission of the instructor. Discussion of statistical methods for the analysis of clinical and laboratory data related to survival. Special attention is given to data from experimental animals and human patients with acute diseases, for example, cancer.

BSE 6663 ANALYSIS OF MULTIVARIATE DATA  
Prerequisites: BSE 5173, BSE 5663 or Permission of Instructor. The development and application of the statistical techniques which are currently used for description, estimation, and hypothesis testing of multivariate data collected in medical or health related studies. Use of computer programs which perform these techniques and of programs which can be combined to perform these techniques will be emphasized.

BSE 6950 RESEARCH IN BIOSTATISTICS AND EPIDEMIOLOGY  
Open only to advanced students to engage in supervised research into Biostatistics or Epidemiology.

BSE 6960 DIRECTED READINGS  
Intensive directed readings in a specific area of interest.

BSE 6980 RESEARCH FOR DOCTORAL DISSERTATION  
Prerequisites: Permission. Credit hours vary.

COLLEGE OF PUBLIC HEALTH

CPH 7003 INTEGRATED PUBLIC HEALTH PRACTICE AND PREPAREDNESS  
Prerequisites: BSE 5113, BSE 5163, HPS 5213, OEH 5013, HAP 5453 (3 of 5). Integrated Public Health Practice and Preparedness (CPH-7003) is part of the Culminating Experience for all Master of Public Health students. The course requires the student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates aspects of professional practice. This course includes applied practice projects that allow the student to demonstrate discipline specific core competencies and the core interdisciplinary/cross-cutting competencies.

CPH 7013 FUNDAMENTALS OF TERRORISM  
Prerequisites: None. This course provides a systematic overview of terrorism for students majoring in Public Health. Didactic elements and exercises will be used to examine: What is terrorism? What are the organizational attributes of terrorist groups?
What factors motivate terrorist groups and individuals? What are the tactics and targets of terrorism? Emphasis will be placed on understanding the historical evolution, organization, motivation, and tactics of terrorists at the group and individual levels.

CPH 7113  ADVANCED TOPICS IN ALL HAZARDS PREPAREDNESS
Prerequisites: Accepted to MPH program in Public Health Preparedness or permission of instructor. This course is an overview of the current issues facing public health professionals tasked with preparing for and responding to technological and natural disasters. The course will provide foundation information on all hazards preparedness.

CPH 7223  POLICY AND LEGAL ASPECTS OF TERRORISM
A three credit-hour course that would teach Master's level students in bioterrorism about the law as a public health tool. This course will provide students with an understanding of current laws relevant to public health preparedness, an appreciation of emerging areas of law, as well as past, present, and future conditions that will raise legal issues, require legal solutions, and impede or facilitate the success of public health legal interventions.

CPH 7323  CHEMICAL, BIOLOGICAL, RADIOLOGICAL, NUCLEAR & EXPLOSIVES TERRORISM
Prerequisites: None. This course provides a systematic overview of chemical, biological, radiological nuclear, and explosives terrorism. Didactic elements and exercises used to examine weapons of mass destruction and weapons of mass effect. Emphasis is placed on understanding the basic principles of explosive devises, chemical warfare agents and toxic industrial chemicals, biological agents, radiological dispersion devices, nuclear devices.

CPH 7433  PSYCHOLOGICAL ASPECTS OF PUBLIC HEALTH PREPAREDNESS
Prerequisites: None. This course addresses the public health role in preparedness for the psychological aspects of terrorism and disaster; no prior psychological study required.

CPH 7633  PUBLIC HEALTH STRATEGIES FOR TOBACCO CONTROL
Prerequisites: BSE 5113, 5163, HPS 5213, OEH 5013 or permission of the instructor. Multi-Level course: BSE 5633. This course provides an overview of the history, health effects, politics and prevention of tobacco use, examining the issue from all perspectives: epidemiological, psychosocial, political, economic and environmental. Students will explore the multidimensional aspects of tobacco use and the research and methodology contributing to best practices in tobacco control.
CPH 7733  INTRODUCTION TO GLOBAL HEALTH
Prerequisites: Permission of instructor required for enrollment. This course provides a
systematic introduction to global health, emphasizing an interdisciplinary approach to
understanding current and emerging transnational health issues, major governmental
and non-governmental actors that address key problem areas, and factors that
influence the success and failure of interventions.

CPH 7941  PRACTICUM PREPARATION SEMINAR
Prerequisites: good standing in the MPH program and a minimum of 36 hours to be
completed by the end of enrollment in CPH 7941. This course is a prerequisite for
enrollment in CPH 7950 Public Health Practicum. The student will identify and secure a
practicum host site and preceptor; complete the necessary prerequisites specific to the
student’s practicum experience; complete the Application for Practicum; and complete
the Practicum Agreement.

CPH 7950  PUBLIC HEALTH PRACTICUM
Prerequisite: CPH 7941. This course provides a planned, supervised and evaluated
public health practicum experience that approximates some aspects of professional
practice that applies classroom knowledge and skills to achieve practice goals and
objectives. A maximum of 1 hour can be applied toward the MPH degree.

CPH 7990  SPECIAL STUDIES
The course offers the student the opportunity to explore topics of a special nature or
areas of interest in public health.

HEALTH ADMINISTRATION AND POLICY

HAP 5183  ORGANIZATIONAL THEORY AND BEHAVIOR
Organization design, theories of management, the social psychology of organizations.

HAP 5203  HEALTH ECONOMICS
This course is designed to give students an overview of health care markets. Topics
include supply and demand of medical care, physicians input into the production of
health care, supply and demand health insurance, medical liability costs, and the role of
alternative delivery systems in health care markets.

HAP 5213  ADVANCED HEALTH ECONOMICS
Open to advanced students for study of specialized areas in health economics. Student
will conduct an in-depth study of a special area of economic analysis of health issues.
HAP 5303  HEALTH POLICY AND POLITICS
How health policy in the U. S. is initiated, formulated and implemented. A comparative, cross-national and cross-state perspective is employed to analyze political culture, interest group and party behavior, the legislative and executive processes, and the dynamics of federalism.

HAP 5323  OPERATIONS RESEARCH
A review of the queing theory, linear and goal programming, networks, (pert, cpm, dynamic programming) simulation.

HAP 5353  PUBLIC HEALTH LAW
Introduction to the legal system and its potential for advancing public health policy implementation. Judicial decisions are analyzed to reveal the major legal issues confronting public health professionals. Topics include federal public health activity, state public health powers, patients' rights and other topics relevant to delivering health care to large populations.

HAP 5453  U. S. HEALTH CARE SYSTEMS
This course focuses on the history and structure of health organizations in the U. S. Also examined are the functional interrelations among institutional and financial arrangements in the health industry. The course concludes with a comparison of international health systems.

HAP 5483  HEALTH CARE LAW AND ETHICS
An overview course focusing on the impact of laws and regulations on the processes involved in delivering health care services and the ethical issues raised. Topics covered include civil liability in the provider-patient relationship; treating consent and refusal, licensing and medical staff, antitrust, and managed care issues.

HAP 5543  MARKETING OF HEALTH SERVICES
Specific topics include analysis of the market, the development and administration of a marketing program, and methods of evaluating marketing strategies.

HAP 5563  HUMAN RESOURCES MANAGEMENT IN HEALTH SERVICES ORGANIZATIONS
Basic concepts and theories of human resources management and their application in the health care organization. Included are current human resources management theories and techniques and their impact on the health care organization's personnel management practices.
HAP 5613   FINANCIAL MANAGEMENT OF HEALTH SERVICE ORGANIZATION
The course focuses on indicators of fiscal performance that are common to all health
service organizations. Emphasized are the fundamentals of managing working capital,
sources of funding and capital rationing. The course concludes with discussion of
advanced methods of improving profitability.

HAP 5623   HEALTH FORECASTING AND BUDGETING
This course examines methods of developing forecasts and the budgets for the
programmatic activity of health organizations that function in the public or private
section.

HAP 5633   FINANCING HEALTH CARE IN THE U. S.
Prerequisites: HAP 5453 or permission of the instructor. This course examines the
history, development and current theories of financing health care in the United States.
The course considers financial management issues and the related strategic questions
facing healthcare organizations. The course also reviews the effect these financial
issues have had on community health status and the sources of revenue derived from
health services operations.

HAP 5643   QUANTITATIVE METHODS IN HEALTH ADMINISTRATION
Prerequisites: Permission of Instructor. The focus of the course is on the application of
statistical analyses to administrative functions, issues or problems that are germane to
health service organizations. Excel and other statistical packages are used to perform
required calculations.

HAP 5673   ADVANCED HEALTH CARE FINANCIAL MANAGEMENT
This course emphasizes advanced methods and computer applications that improve
financial decisions and fiscal performance. The focus is on liquidity, profitability, debt
structure and capital decision.

HAP 5713   FORECASTING METHODS IN HEALTH ADMINISTRATION
The course examines the use of management information and various approaches to
the development of forecasts. Based on projections. The course also focuses on
methods of managing the risks imposed on health organizations.

HAP 5733   MANAGED CARE AND INTEGRATED SYSTEMS
Course focuses on the structures and processes that characterize managed care
organizations and integrated health systems. Contractual obligations and relations
among health professionals are also discussed.
HAP 5766    HEALTHCARE QUALITY PRACTICE
Prerequisites: BSE 5163 and HAP 5453. To provide the participants with enhanced skills to initiate, develop and sustain health care change. The program provides the participants with advanced skills in organizational development, team building, problem solving techniques and process improvement.

HAP 5783    PUBLIC POLICY AND THE AGED
The student is introduced to the mechanism and methods of public policy formulation and traces the history of social policy in the U.S. related to the aged. The course also provides an introduction to public policy analysis and research.

HAP 5843    PUBLIC HEALTH PRACTICE
The purpose of this course is to integrate the principles of Health Administration, Biostatistics, Epidemiology, Health Promotion Sciences and Environmental Health as components that contribute to public health practice.

HAP 5863    STRATEGIC MANAGEMENT IN HEALTH SERVICES ORGANIZATION
Emphasized elements of organizational strategy with a focus on leadership, application of general themes to health industry, components of strategic plan and the development, implementation and evaluation of plans in relation to organizational environments.

HAP 5873    HEALTH INFORMATION SYSTEMS
Covers the methods, techniques and technologies used to collect, analyze, and disseminate information needed to effectively manage health service organizations. Includes, but is not limited to, the use of computers in managing organizations.

HAP 5883    HEALTH CARE QUALITY MANAGEMENT
Prerequisites: HAP 5453, HAP 5183, BSE 5113, and BSE 5103. An introduction to the process of quality improvement in health care organization. Different criteria and guidelines for implementing total quality management and the continuous quality improvement process will be discussed. Differentiation will be attempted between component of quality assurance and quality management.

HAP 5950    FIELD WORK IN HEALTH ADMINISTRATION
Supervised experience in field work appropriate to training and career goals.

HAP 5960    DIRECTED READING
Offers the student the opportunity to explore, with faculty guidance, areas of interest in health not specifically incorporated in formal courses.
HAP 5973  SEMINAR IN HEALTH ADMINISTRATION
Prerequisites: All required courses in the MHA program. This course serves as the capstone for the MHA program. The course ensures that students possess the knowledge, skills and ability required of all senior administrators. The course also ensures that students are able to comprehend, integrate, and apply previous training to problems or issues that occur in a health service organization.

HAP 5990  RESEARCH IN HEALTH ADMINISTRATION
Supervised research into the organization and administration of medical care and Public Health programs.

HAP 6123  SEMINAR ON INDUSTRY AND HEALTH
Reviews the strategies, methods, and techniques industry is using to control health care expenditures. Includes analysis of trends; interrelationships with industry and third party payors, managed care systems, and government; employee benefit packages, self insurance; employer health promotion, employee assistance programs and utilization control.

HAP 6453  COMPARATIVE INTERNATIONAL HEALTH SYSTEMS
A comparative analysis of the evolution, administrative structure, finance and provision of medical care in selected countries throughout the world.

HAP 6773  QUANTITATIVE ISSUES IN HEALTHCARE QUALITY
Prerequisites: BSE 5163 Biostatistics Methods I, HAP 5453 U. S. Healthcare Systems, HAP 5883 Health Care Quality Mgt. This course studies quantitative analysis and tools in Health Care Quality and Quality Improvement. Several display and analyses quality tools will be discussed. SPSS software will be used to apply statistical methods on the analyses and reporting of databases for health care quality studies and improvement projects in healthcare organizations.

HAP 6783  ADVANCED PUBLIC ORGANIZATIONS AND DECISION-MAKING
Prerequisites: HAP 5183 Organizational Theory and Behavior. The course is the study of current theories of public organizations, management, and decision-making. The readings include both seminal and more contemporary work on the theories as well as their application to health and public sector organizations.

HAP 6883  HEALTH INSURANCE AND FINANCE
Prerequisites: HAP 5203 Health Economics or instructor permission. The course covers the economics of health insurance, its role in healthcare markets and its effects on healthcare financing and costs. The course examines both the efficiency benefits
insurance provides and the efficiency losses insurance creates in health care markets and market failures. The course discusses basic insurance terminology, public private, employment-based health insurance plans and options.

HAP 6893  HEALTHCARE RISK MANAGEMENT
Prerequisites: BSE 5163 Biostatistics Methods; HAP 5453 U. S. Health Care Systems; HAP 5883 Health Care Quality Mgt.. Healthcare risks and how to implement strategies that can mitigate risks are discussed. It provides students with information on the functionality of risk management systems. It will reinforce the skills needed for risk assessment data management, configure facility management risks, perform risk analysis and create risk models in health care organizations.

HAP 6940  REPRESENTATIVE STUDIES IN HEALTH ADMINISTRATION
Topics vary.

HAP 6953  ADVANCED HEALTHCARE QUALITY
Prerequisites: HAP 5883 Healthcare Quality Management. This course identifies current topics in healthcare quality from the different perspective of the provider, consumer and regulator. Participants will critique activities and mechanisms related to understand quality issues. The course will focus on practical application of quality in healthcare facilities, including process of documentation, performance monitoring, and outcome improvements.

HAP 6960  DIRECTED READING
Participation in subject and field investigation under the supervision of the faculty.

HAP 6972  SEMINAR FOR DOCTORAL STUDENTS
A forum for depth exploration, articulation, and discussion of current health care issues and trends, as well as their administrative implications. Doctoral students will lead, respond, discuss, and summarize issues.

HAP 6980  RESEARCH FOR DOCTORAL DISSERTATION
Research for Doctoral dissertation.

HAP 6983  ADVANCED HEALTH CARE ORGANIZATIONS AND ENVIRONMENT
Prerequisites: HAP 5183 Organizational Theory and Behavior. This course is the study of current theories of complex organizations. Beginning with a comparison between closed and open systems of organizing, organizations are examined in the context of its environment. Special emphasis will be given to the internal and external environments as they relate to organizational innovation and change.
HAP 7103  MANAGERIAL EPIDEMIOLOGY
The focus of the course is on the role and use of epidemiologic tools in the field of health care administration. Epidemiologic techniques are applied to specific areas of health administration including management, planning, quality assurance, marketing, directing, organizing, staffing and community relations in the market of the healthcare organization.

HAP 7913  PROFESSIONAL COMMUNICATION SKILLS
The Professional Communication Skills course seeks to instruct public health and health administration students on appropriate writing and oral presentation skills. It teaches those skills through intensive feedback, discussion, and projects built to simulate health care delivery situations.

HEALTH PROMOTION SCIENCES

HPS 5073  HUMAN BEHAVIOR IN OCCUPATIONAL MEDICINE
An advanced course dealing with the cultural, psychological, and sociological aspects of human behavior in the work setting. Focus will be on providing the student with an understanding of the various personal factors that influence the worker in the workplace and how the worker's performance affects the overall work setting.

HPS 5213  SOCIAL AND BEHAVIORAL SCIENCES IN PUBLIC HEALTH
Introduction to basic concepts of social and behavioral sciences in public health theory and practice. Social factors influencing health outcomes, theories of health behavior and health promotion at the community level are emphasized.

HPS 5223  MEDICAL ANTHROPOLOGY
Investigates the dynamic relationships of the biological, cultural, political, and economic forces interactively contribute to a population's health status, organization of health resources and delivery of health care in a culturally pluralistic society and world.

HPS 5383  HEALTH AND ILLNESS IN OLD AGE
This course reviews the relationship between aging and health status and the factors which affect health services utilization by older people.

HPS 5453  THEORETICAL CONCEPTS OF HEALTH EDUCATION
Prerequisites: HPS 5503 or permission. Introduction of theories of health behavior and behavior change at individual, group and social levels. Emphasis is on the examination
of major theoretical concepts and discussion of similarities and differences and their application.

HPS 5463 COMMUNITY ASSESSMENT, ORGANIZATION AND INTERVENTIONS
Prerequisites: HPS 5503. The course addresses knowledge and skills for facilitating community organization and empowerment for health promotion. Topics addressed include defining community and an ecological approach to community development; assessing community needs and assets; building upon community capacities; and gaining trust and entry into communities.

HPS 5473 PSYCHOLOGY OF AGING
This course examines psychosocial adjustment in aging. Topics include adjustment to role changes, psychological well-being, mental health and disorder, and cognitive changes.

HPS 5493 HEALTH PROMOTION INTERVENTIONS FOR CHRONIC DISEASE
Course emphasizes individual, interpersonal, organizational, community, public policy, and cultural interventions to reduce the society burden from chronic diseases.

HPS 5503 INTRODUCTION TO HEALTH EDUCATION & HEALTH PROMOTION
An overview of the historical, behavioral sciences, epidemiological, and conceptual foundations of health education and health promotions. Stresses stages of program development, models of practice, and professional issues.

HPS 5543 PROGRAM EVALUATION
Prerequisites: HPS 5213; HPS 5563. The purpose of the course is to introduce key concepts used in program evaluation and to provide the student with the conceptual tools needed to participate meaningfully in program evaluation activities. The course integrates many previous courses, including biostatistics, research methods, and theory. The stress is on practical evaluations that can be conducted in applied settings.

HPS 5553 COMMUNITY-BASED PARTICIPATORY RESEARCH IN PUBLIC HEALTH
Prerequisites: HPS 5503, HPS 5213 and HPS 5463. Community-based Participatory Research (CBPR) is defined as systematic inquiry, with the collaboration of those affected by the issue being studied, for the purposes of education and action for social change. This course will examine CBPR theory, methodology and practice with diverse populations and health issues.
HPS 5563  PROGRAM PLANNING FOR HEALTH PROMOTION
Covers basic components of the program planning process in health education, including problem analysis, needs assessment, intervention design, implementation and process evaluation.

HPS 5623  PSYCHOSOCIAL INFLUENCES ON HEALTH
Psychosocial and social factors in public health. Topics include personality, coping styles, social support, depression, instrument development, self-disclosure, social learning theories, suicide and other social factors related to health.

HPS 5633  THE FAMILY AND HEALTH
Study of the internal and external factors (social, cultural, physical, economic and psychological) affecting the family and the relationship of changing family form and function to other major institutions related to public health.

HPS 5653  MINORITY HEALTH AND AGING
An examination of ethnic and cultural variations in physical and mental health status among minority aging individuals. Topics include mortality, morbidity, social and environmental influences on health status, individual risk factors, functional impairment, and the relation of these issues to the use of health care services.

HPS 5693  PHYSICAL ACTIVITY AND PUBLIC HEALTH
This course will draw from public health, medicine, behavioral sciences, exercise physiology, and epidemiology to examine physical inactivity as a public health problem. The course will provide students with skills and knowledge to plan, implement, and evaluate physical activity programs.

HPS 5713  ADOLESCENT HEALTH
This course will focus on methods for the assessment of health issues and public health interventions for adolescents. Psychosocial, psychodynamic, sociocultural and ecological perspectives on adolescents will be examined. Influences of biological factors, cognition and creativity, peers, sexual development, and adolescent subculture will also be studied. A variety of early intervention and treatments will be explored.

HPS 5803  CROSS-CULTURAL PERSPECTIVES IN HEALTH
Emphasis is on the attitudes, customs, traditions, perceptions and beliefs held by some ethnic minority groups and the impact these attitudes have upon the abilities of public health workers to interact with these individuals.
HPS 5853 HEALTH AND THE AMERICAN INDIAN
Health needs, beliefs, and practices of American Indian groups will be explored as they relate culturally. Content areas include: American Indian health needs, problems and resources history; problems of reservation and urban Indians; Alaskan Natives; and the interrelationship of health, property ownership, and social organization.

HPS 5950 RESEARCH IN SOCIAL SCIENCES AND HEALTH BEHAVIOR
Introduction to research principles and practices on a designated research problem.

HPS 5953 RESEARCH METHODS IN SOCIAL AND BEHAVIORAL SCIENCES
Research design, measurement, methods of data collection, analysis and interpretation of results and application in the behavioral sciences.

HPS 5960 DIRECTED READING
Intensive reading in special areas with staff.

HPS 5980 RESEARCH FOR MASTER’S THESIS
Credit hours vary.

HPS 5990 SPECIAL STUDIES
Topics of a special nature or of unusual interest to the individual student which are not adequately covered in curriculum.

HPS 6230 DOCTORAL SEMINAR IN CONTEMPORARY SOCIAL & BEHAVIORAL ISSUES
Topics change with each offering, and include contemporary issues in public health, health education and health promotion.

HPS 6453 FOCUS GROUP RESEARCH
Prerequisites: HPS 6933. A valuable qualitative research methods used in health promotion. For those students who intend to conduct focus group research during their careers must possess a thorough understanding of the concepts involved. Includes discussion on appropriate use of research, planning phase, implementation phase, data analysis, collaboration and budget, and reporting results.

HPS 6533 HUMAN SEXUALITY
Prerequisites: None. Study the dynamics relative to the inclusion of sexuality and family life instruction in health education, education, counseling, and social service programs.
HPS 6553 COMMUNITY HEALTH AND MEDICAL PLURALISM
Prerequisites: None. This course will provide students a broad perspective of heath care dynamics by delineating the multiple sectors of health care and health care actors found in all communities. The dynamic interplay among the sectors and actors will be viewed in terms of the social ecology model of community health.

HPS 6633 HEALTH PROMOTION THEORY I: INDIVIDUALS AND SMALL GROUPS
Prerequisites: Admission to doctoral program or completed HPS 5354 and Departmental approval. Introduces students to advanced theory regarding strategies and concepts of health behavior, health behavior changes and health outcomes of individuals and small groups. A comprehensive understanding of the theoretical foundations of health promotion sciences and the capacity to evaluate and utilize theory in the development of health promotion strategies and interventions is stressed. Addresses history and the scientific foundations of health promotions.

HPS 6643 HEALTH PROMOTION THEORY II: GROUPS, ORGANIZATIONS, COMMUNITIY & POLICY
Prerequisites: Admission to doctoral program or completed HPS 5453 and Departmental approval. Introduce students to the major theories of health behavior and behavior change at group, organizational, community, and policy levels. Emphasis is on the examination of major theoretical concepts, discussion of similarities and differences, and their application.

HPS 6653 COMMUNITY MENTAL HEALTH I
Involves the organization and delivery of mental health services at the community level, with specific emphasis on the application of the principles of preventive mental illness at the community level. Additionally, epidemiological, primary prevention strategies and risk and resiliency factors for developing mental disorders, substance abuse and family violence problems will be explored.

HPS 6833 SOCIAL MARKETING
Prerequisites: HPS 5503 or HPS 5453. The purpose of this course is to introduce students to the technique of social marketing. Students will identify an issue they wish to address through a social marketing effort and work through the social marketing planning process.

HPS 6843 HEALTH ATTITUDES
Attitudes relevant to the topics of health and health care in the context of a general theory of attitude formation and change, with special emphasis on attitude
measurement and the relationship of attitude change to social and technological change.

HPS 6853 MEASUREMENT IN HEALTH EDUCATION
Explores the evaluation methodologies for specific application in health promotion programs. Uses behavioral, social science and evaluation models in contrast to the biomedical model.

HPS 6923 SOCIAL DETERMINANTS OF HEALTH
Admission to doctoral program or instructor permission. The purpose of this course is to provide a thorough background to the ecological model of health that fully acknowledges the complexity of the social determinants of health and how interventions at each level of the ecological model can be designed and implemented to improve population health.

HPS 6933 QUALITATIVE RESEARCH METHODS IN PUBLIC HEALTH
Prerequisites: Admission to the doctoral program or permission of the instructor. This course will identify the intellectual foundations of qualitative research in the context of multiple research methods. Rationales for most appropriate use of qualitative techniques will be delineated. Qualitative research design construction will be specified. The use of a coding scheme as a simultaneous research technique and analytic device is emphasized.

HPS 6943 ADVANCED PROGRAM EVALUATION
Prerequisites: Admission to doctoral program or completed HPS 5993 and Departmental approval. This course provides the student with knowledge and skills necessary to conduct program evaluations for a variety of programs in diverse public health settings. The course builds on the HPS master level program evaluation course by providing students with an in depth examination of the program evaluation process, methods, and goals. Current issues emerging with the area of program evaluation are also addressed.

HPS 6953 ADVANCED RESEARCH METHODS IN SOCIAL & BEHAVIORAL SCIENCES
Emphasis is on development of research proposals and preparation of manuscripts for publication. Each student prepares a proposal for a social or behavioral research project in public health which will be critiqued by faculty and students. Required of M.S. and Doctoral students before submitting prospectus to Advisory Committee.

HPS 6980 RESEARCH FOR DOCTORAL DISSERTATION
Credit hours vary.
OCCUPATIONAL AND ENVIRONMENTAL HEALTH

OEH 5013 ENVIRONMENTAL HEALTH
The effects of the environment on health. Consideration is given to urban water supply and wastewater disposal, air quality control, solid and hazardous waste, and sanitation.

OEH 5023 PUBLIC HEALTH BIOLOGY AND SANITATION
Prerequisites: OEH 5013. This course will provide basic understanding of the biology of organisms (mostly microorganisms) that are important in public health, the sources of organisms in the environment, and the protective measures that can be used to control exposures from a technical and management standpoint.

OEH 5102 OCCUPATIONAL AND ENVIRONMENTAL SAMPLING STRATEGIES
Essential elements of sampling and analysis strategies for occupational and environmental contamination, interpretation of data and record keeping requirements are discussed.

OEH 5213 PRINCIPLES OF ENVIRONMENTAL HEALTH & SAFETY MANAGEMENT
Prerequisite: OEH 5013. Designed to introduce students to the principles and practices of environmental health and safety management. Emphasis is on the industrial, municipal, state and federal system.

OEH 5233 INTEGRATED ENVIRONMENTAL MANAGEMENT
Permission. Structured to expand on principles and concepts presented in OEH 5213 through applying environmental management skills to a variety of environmental health issues including policy analysis, economic, legal, social, technical, and political, and the manner in which these factors influence environmental decision-making.

OEH 5262 OCCUPATIONAL AND ENVIRONMENTAL LAW
An overview of occupational and environmental health law focusing on RCRA, SDWA, OSHA, TSCA, NEPA, and other critical legislation and regulations guiding occupational and environmental health efforts.

OEH 5702 PRINCIPLES OF SAFETY
Prerequisites: permission. Basic principles of safety management and injury prevention are presented, with emphasis on programs and practices applied to major issues in occupational safety. Essential elements of ergonomic performance and basic principles of safety science are introduced. The ergonomic and safety evaluation of the workplace, risk reduction through management, engineering and behavior modification are discussed.
OEH 5723  FUNDAMENTALS OF OCCUPATIONAL AND ENVIRONMENTAL HEALTH SCIENCES
Prerequisites: none. This course is an introduction to fundamental concepts of physical science applied to qualitative and quantitative examination of occupational/environmental problems impacting human health. This course will provide the students with an understanding of how to apply theoretical constructs to solve problems in the occupational/environmental health arena.

OEH 5734  NOISE AND RADIATION HAZARDS
Prerequisite: College-level physics and OEH 5723. Permission of instructor may be substitutes for OEH 5723. Students will acquire a basic understanding of the nature and properties of noise, ionizing radiation, and nonionizing radiation; the interactions of these forms of energy with matter; the implications of these properties and interactions for health effects, dose assessment, and control; and guidelines for radiation protection and hearing conservation programs.

OEH 5743  INDUSTRIAL HYGIENE AND ENVIRONMENTAL MEASUREMENTS
Prerequisite: OEH 5723. This course familiarizes students with basic measurements used in the field of occupational and environmental health. It is primarily a lab class that exposes students to procedures that they have been introduced to in pre-requisite classes. Part of the class is spent in the laboratory, but a significant portion occurs in the field. Students will learn basic lab techniques such as equipment calibration, sample collection methods, laboratory analytical methods, and field analytical techniques.

OEH 5801  BASIC ERGONOMICS
Prerequisites: None. This course is designed to introduce students to the basic principles of ergonomics. On completion of this course, students should be able to analyze jobs for ergonomic risk factors and communicate their findings to professional peers and lay people.

OEH 5960  DIRECTED READINGS
May be repeated; maximum credit four hours. Designed for each student with an extensive directed reading in a specific area of the student’s interest and/or background.

OEH 5972  TECHNICAL REPORTING AND PROFESSIONAL ETHICS
Prerequisites: none. Student will develop skills in written and oral technical communication and learn conventions of scientific and business writing. Ethical principles of professional practice and responsible conduct of research will be discussed.
OEH 5980 RESEARCH FOR MASTER'S THESIS
Credit hours vary.

OEH 5990 SPECIAL STUDIES
May be repeated with change of subject matter. Topics of a special nature or of unusual interest to the student. Deals with a specific topic, area or problem in depth which is not adequately covered in the current curriculum as judged by the training needs of the student.

OEH 6102 RESEARCH METHODS IN OCCUPATIONAL & ENVIRONMENTAL HEALTH
Scientific methods of investigating occupational and environmental health problems; evaluating research studies; developing research designs. Special emphasis will be given to quantitative research tools, modeling and simulation techniques.

OEH 6252 RISK COMMUNICATION
Prerequisites: OEH 5213, OEH 5723, & OEH 5013 or Permission. Designed to acquaint public health students with risk communication concepts, strategies and activities during non-emergency and emergency situations by investigating the structure, methodology, and application of theoretical principles of communication with a focus on the occupational and environmental health area.

OEH 6553 OCCUPATIONAL AND ENVIRONMENTAL TOXICOLOGY
Prerequisites: OEH 5013 and organic chemistry. This course covers the fundamentals of Toxicology that Public Health students majoring in Occupational and Environmental Health will need in their careers. It is roughly divided between classic toxicology which covers means of exposure, mechanisms or toxicity, absorption/distribution/elimination of toxins, biotransformation and practical/applied toxicology which covers the use of this information in assessing the risks to populations in ambient and occupational settings.

OEH 6722 OCCUPATIONAL HEALTH AND SAFETY MANAGEMENT
Information management and analysis, legal and ethical dilemmas, government regulations, and organization strategy issues that impact on the management of an occupational health and safety program.

OEH 6752 OCCUPATIONAL HAZARDS CONTROL
Prerequisites: OEH 5723 or instructor permission. This course introduces students to worker protection strategies incorporating engineering, administrative, and personal protective equipment approaches. It prepares students to: recognize incorrect industrial exhaust ventilation system choice, design, and operation: select appropriate personal
protective equipment; and develop protective procedures and associated program documents compliant with relevant regulations.

OEH 6980 RESEARCH FOR DOCTOR’S DISSERTATION
Hours may vary.
Appendix A

Academic Appeals Policy and Procedure

The College of Public Health follows the Academic Appeals Policy and Procedures of the University of Oklahoma Health Sciences Center.

The Policy is reproduced here from the Faculty Handbook; all section notations refer to the Faculty Handbook. The full document is available online at http://www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf.
ACADEMIC APPEALS POLICY AND PROCEDURES

The Academic Appeals policy is established to provide students with an appeal mechanism by which they can request a hearing before an Academic Appeals Board. An Academic Appeals Board shall be established in each college of the University consisting of an equal number of students and faculty. Faculty members of the Board will be chosen by the faculty of the college for a three-year term. Student members of the Board will be appointed for a term of one year by the dean of the college, upon recommendations from the college student association president.

It shall be the primary function of a Board, through an appointed Hearing Panel, to adjudicate appeals described below: NOTE: For purposes of this policy, prejudice is defined as resulting from or having a bias against. Capricious is defined as not logical or reasonable, impulsive or unpredictable.

1) Appeals of an academic evaluation in a course, appeals related to a thesis or dissertation defense, or appeals related to a general or comprehensive exam [see note below], in which the student alleges there was a prejudiced or capricious evaluation by the instructor(s) or evaluator(s).

2) Appeals of suspension or dismissal under the Student Professional Behavior in an Academic Program Policy, the basis of which the student alleges is prejudiced or capricious.

3) Appeals of academic program-related decisions resulting in the student being dismissed from a program or being required to repeat a semester or year, the basis of which the student alleges is prejudice or capricious.

Note: 1) Any thesis, dissertation, or general or comprehensive exam appeals by a Graduate College student must be submitted to the Graduate College Dean and shall be heard by the Graduate College Appeals Board. [See 4.16.2 1) (d)]

All students may obtain assistance in interpretation of appeals policies and procedures in their respective college student affairs office or in the Office of the Vice Provost for Academic Affairs.

Both parties shall have the right to be accompanied by a personal advisor or legal counsel throughout the hearing. Provided, however, that the faculty member may have legal counsel at the hearing only if the student does. The Hearing Panel may have its counsel present throughout the hearing, regardless of whether the parties are represented. These individuals may not question witnesses or address the panel.

4.16.1 Academic Appeals Hearing Panel

Each Academic Appeals Hearing Panel shall generally consist of 3 faculty and 3 student members from the college’s Academic Appeals Board. However, to allow flexibility for unforeseen scheduling conflicts, a minimum of 2 faculty and 2 student members shall be sufficient for a hearing to convene. If that minimum number cannot attend, the hearing date will be re-scheduled. In all instances, the membership of the Hearing Panel must remain equally balanced between faculty and students. The dean or his/her designee will appoint one of the faculty members to serve as Chair of the Hearing Panel.

4.16.2 Academic Appeals Process

All appeals under this policy must be handled according to the following processes.

1) Appeals of an Academic Evaluation Related to a Course, a Thesis or Dissertation Defense, or a General or Comprehensive Exam:

The responsibility for academic evaluations of students rests with the faculty.

The sole basis for an appeal of an academic evaluation in a course, or appeal related to a thesis or dissertation defense, or appeal related to a general or comprehensive exam, under the Academic Appeals Policy is an alleged prejudiced or capricious evaluation by the instructor(s) or evaluator(s). The burden of proof shall be upon the
student, who must establish by a preponderance of the evidence (i.e., more likely than not) that the evaluation was prejudiced or capricious. The Academic Appeals Board is not the forum for other grievances related to a course or academic assignment (e.g., disappointment in a grade or dissatisfaction with the instructor or the course). Such matters should be discussed with the department chair or college dean.

The appeal process related to evaluation in a course includes an informal resolution procedure as well as a procedure for formal appeal to the Academic Appeals Board. If a student feels he or she has received a prejudiced or capricious evaluation by an instructor, the student must first seek an informal resolution through the process noted in (a) and (b) below. Note: Graduate student appeals related to a thesis or dissertation defense or general or comprehensive exam skip to the process noted in (d) below.

(a) **Conference with the Instructor:** The student shall set forth his or her allegation of a prejudiced or capricious evaluation in a written statement that details the circumstances giving rise to the allegation and provide the statement to the instructor. A conference between the student and instructor shall be held in an attempt to discuss and resolve the matter per the following timeline.

   (1) **Timeline:** In cases of an evaluation made known to a student during the term, the student must provide the detailed written statement above, notifying the instructor of the dispute over the academic evaluation, and must attempt to resolve differences no later than 10 University business days after the results of the evaluation are made known to the student. In cases of end-of-term evaluations, the student must provide the detailed written statement above, notifying the instructor of the dispute over the academic evaluation and must attempt to resolve differences no later than February 15 for the previous fall semester or winter intersession and no later than September 15 in cases of end-of-term evaluations for the previous spring semester, spring intersession, or summer term.

(b) **Conference with the Department Chair:** If the dispute is not resolved to the satisfaction of the student after the conference with the instructor, he or she must attempt to resolve the matter with the department chair (in those instances in which the complaint is against the department chair as the instructor, references to the "department chair" shall refer to the dean.) The student must request a meeting with the department chair within 10 University business days of the student’s meeting with the instructor. The department chair must be given a copy of the detailed written statement provided to the instructor pursuant to subsection (a) above.

As part of this informal resolution process, the department chair will: 1) meet with the student and consider the information contained in the detailed written statement provided by the student; 2) remind the student that the responsibility for academic evaluation rests with the faculty; 3) explain that the appeal must be based on an articulated prejudiced or capricious action of the faculty member; 4) confer with the instructor, if deemed necessary; and 5) advise the student about the academic appeals process and procedures should there be no resolution and the student decides to request a hearing on the matter. The chair should make no statement about whether the matter should go to a hearing or whether a hearing will be granted.

(c) **Request for a Hearing:** If the dispute is not resolved to the satisfaction of the student after the conference with the department chair, then the student may request a hearing on such matter, through the dean (in those instances in which complaint is against the dean as the instructor, references to the "dean" shall refer to the Vice Provost for Academic Affairs) of the college offering the course. Any thesis, dissertation, or comprehensive exam appeal by a Graduate College student shall be heard by the Graduate College Appeals Board.

If a student failed to notify an instructor or department chair or failed to attempt resolution within the timelines above, the dean shall deny any request for a hearing unless, in the view of the dean, the student has been prevented from complying with the appropriate time limit (as, for example, in the case of a student being called into military service).

(d) The filing of a written request for a hearing related to an evaluation in a course shall be made to the dean within 10 University business days following the day when the attempts at resolution in
paragraphs (a) and (b) above are completed. The Dean must be provided a copy of the detailed written statement provided to the instructor pursuant to subsection (a) above.

The filing of a written request for a hearing related to graduate student appeals of a thesis or dissertation defense or a general or comprehensive exam shall be made to the dean within 10 University business days following the day the graduate student was notified of the evaluation.

(e) The dean (or Vice Provost for Academic Affairs) shall deny any request for a hearing that does not meet this deadline noted in subsection (a) above unless, in the view of the dean the student has been prevented from complying with the appropriate time limit (as, for example, in the case of a student being called into military service). Furthermore, if in the judgment of the dean the case does not meet the criteria for appeal the dean may refuse the student a hearing.

(f) Upon receiving notice of a student’s request for a hearing, and if the dean has determined that the timelines have been met and the student’s allegation meets the criteria for appeal, the dean or his/her designee shall schedule a Hearing Panel selected randomly from the college’s Academic Appeals Board. The dean or his/her designee will appoint one of the faculty members to serve as Chair of the Hearing Panel.

(g) Prior to the Hearing: The Chair of the Hearing Panel will notify the student and the instructor in writing and request, by a date determined by the Chair, the following documentation:

1) A list of proposed witnesses to be called and a brief summary of the testimony of each proposed witness

2) Two copies of the exhibits proposed to be presented

Once the documentation has been received by the Chair, each party will be provided with the other party’s documentation and given an opportunity to make objections, per the Chair’s instructions.

(h) Hearing Procedures

(1) Each Chair of the Hearing Panel shall obtain a copy of the Hearing Guide for the Academic Appeals Hearing Panel from the Office of the Vice Provost for Academic Affairs.

(2) The Chair of the Hearing Panel has the authority to preside at the hearing, to keep order throughout the hearing process, to exercise control over the hearing for efficiency and relevancy, and to determine all relevant timelines including the extension of any such timelines.

(3) The Chair of the Hearing Panel will notify the student and the instructor in writing of the applicable hearing procedure, the date and location of the hearing, and all relevant timelines.

(4) Each party will be allowed to give a five-minute opening statement and a five-minute closing statement. After the opening statements, the Hearing Panel shall provide the parties an opportunity to present their respective positions, including the presentation of documentary evidence and witness testimony. Each party shall be given the opportunity to cross-examine witnesses presented by the other. The Hearing Panel may also directly question any witnesses and will consider any relevant documents presented.

(5) The Hearing Panel will make determinations about the facts and the credibility of witnesses and determine by majority vote whether the student has proven his or her claims by a preponderance of the evidence that there was a prejudiced or capricious evaluation.

(6) In the event of a tie vote, the finding will be that the student did not meet the burden to prove by majority vote his or her claims that there was a prejudiced or capricious evaluation.
The faculty member’s grade, or the evaluator(s) assessment, will not become final until the appeal is concluded or is withdrawn by the student. In cases where the student proves there was a prejudiced or capricious evaluation, the faculty member(s) or evaluator(s) will re-evaluate the student’s performance in the course, or in the thesis or dissertation defense or general or comprehensive exam, whichever was appealed, according to the applied criteria. The student’s dean has the responsibility to confirm that the appropriate evaluation is recorded on official student records, or that re-evaluation has occurred in the case of thesis or dissertation defense or general or comprehensive exam appeals.

Meetings of the Hearing Panel, including the hearing, are closed to the public.

In cases involving an evaluation related to a course, the decision of the Hearing Panel (i.e., the evaluation was or was not proven to be prejudiced or capricious) shall be communicated in writing to the dean of the college, who shall notify the student’s dean (if different), the student, the instructor, and the Vice Provost for Academic Affairs.

The findings of the Hearing Panel and the disciplinary sanction shall be final and not appealable within the University unless the student submits written evidence to the Senior Vice President and Provost of (1) manifest procedural irregularities that effectively denied the student a fair hearing; (2) new and significant evidence becomes available which that could not have been discovered by a reasonably diligent student before or during the original hearing; or (3) probable inequity exists in the disposition of the matter.

Harmless deviations from prescribed procedures may not be used to invalidate the finding or proceeding. Technical departures from these procedures and errors in their application shall not be grounds to overturn the Hearing Panel’s finding unless, in the opinion of the Senior Vice President and Provost, the technical departure or errors were such as to have prevented a fair determination of the issues.

Appeals of the Hearing Panel’s Findings

Appeals, on the basis of (i) (1), (2), or (3) above, shall be made in writing to the Senior Vice President and Provost within 10 University business days of the time such grounds for appeal are discovered or should have been discovered. Consideration of such appeals may be made by the Senior Vice President and Provost upon the basis of written statements and such other evidence as the Senior Vice President and Provost may require according to procedures the Senior Vice President and Provost deems appropriate.

In all cases, the President and the Board of Regents reserve the right to review, at their discretion, the decision of a Senior Vice President and Provost for manifest error or inequity.

2) Appeals Under the Student Professional Behavior in an Academic Program Policy

Students who are suspended or dismissed due to violations of the Student Professional Behavior in an Academic Program Policy may request a hearing under the Academic Appeals Policy according to the procedures noted herein. The sole basis for an appeal under the Student Professional Behavior in an Academic Program Policy is alleged prejudice or capriciousness in the suspension or dismissal decision or action. The burden of proof shall be upon the student, who must establish by a preponderance of the evidence (i.e., more likely than not) that the suspension or dismissal was prejudiced or capricious. A student may not appeal an action taken simply because he/she does not agree with it.

Appeals related to violations of the Student Professional Behavior in an Academic Program Policy are handled according to the procedures noted below.
(c) The filing of a written request for a hearing shall be made to the Senior Vice President and Provost within 10 University business days following the day when the student was notified of the suspension or dismissal.

(d) The Senior Vice President and Provost shall deny any request for a hearing that does not meet this deadline unless, in the view of the Senior Vice President and Provost, the student has been prevented from complying with the appropriate time limit (as, for example, in the case of a student being called into military service). Furthermore, if in the judgment of the Senior Vice President and Provost, the case does not meet the criteria for appeal the Senior Vice President and Provost may refuse the student a hearing.

(e) Upon receiving notice of a student’s request for a hearing, and if the Senior Vice President and Provost has determined that the deadline has been met and the request meets the criteria for appeal, the Senior Vice President and Provost or his/her designee shall schedule a Hearing Panel selected randomly from the college’s Academic Appeals Board. The Senior Vice President and Provost or his/her designee will appoint one of the faculty members to serve as Chair of the Hearing Panel.

(f) Prior to the Hearing: The Chair of the Hearing Panel will notify the student and the Dean in writing and request, by a date determined by the Chair, the following documentation:

1) A list of proposed witnesses to be called and a brief summary of the testimony of each proposed witness

2) Two copies of the exhibits proposed to be presented

Once the documentation has been received by the Chair, each party will be provided with the other party’s documentation and given an opportunity to make objections, per the Chair’s instructions.

(g) Hearing Procedures

1) The Chair of the Hearing Panel shall obtain a copy of the Hearing Guide for the Academic Appeals Hearing Panel from the Office of the Vice Provost for Academic Affairs.

2) The Chair of the Hearing Panel has the authority to preside at the hearings, to keep order throughout the hearing process, to exercise control over the hearing for efficiency and relevancy, and to determine all relevant timelines including the extension of any such timelines.

3) The Chair of the Hearing Panel will notify the student and the dean, who shall act as the respondent in appeals under the Student Professional Behavior in an Academic Program Policy, of the applicable hearing procedure, the date and location of the hearing, and all relevant timelines.

4) Each party will be allowed to give a five-minute opening statement and a five-minute closing statement. After the opening statements, the Hearing Panel shall provide the parties an opportunity to present their respective positions, including the presentation of documentary evidence and witness testimony. Each party shall also be given the opportunity to cross-examine witnesses presented by the other. The Hearing Panel may also directly question any witnesses and will consider any relevant documents presented.

5) The Hearing Panel will make determinations about the facts and the credibility of witnesses and determine by majority vote whether the student has proven his or her claims regarding the suspension or dismissal by a preponderance of the evidence.
(6) In the event of a tie vote, the finding will be that the student did not meet the burden to prove by majority vote his or her claims that there was a prejudiced or capricious decision or action.

(h) The decision to suspend or dismiss will not become final until the appeal is concluded or is withdrawn by the student. In cases where the student proves there was prejudice or capriciousness in the suspension or dismissal decision or action, the student shall be reinstated to the program under such terms and conditions as previously in effect.

(i) Meetings of the Hearing Panel, including the hearing, are closed to the public.

(j) In cases involving Student Professional Behavior in an Academic Program, the Hearing Panel will transmit in writing its finding to the Senior Vice President and Provost, who shall notify the dean of the college, the student's dean (if different), the student, and the Vice Provost for Academic Affairs.

(k) The findings of the Hearing Panel shall be final and not appealable within the University unless the student submits written evidence to the Senior Vice President and Provost of (1) manifest procedural irregularities that effectively denied the student a fair hearing; (2) new and significant evidence that could not have been discovered by a reasonably diligent student before or during the original hearing, or (3) probable inequity in the disposition of the matter. Harmless deviations from prescribed procedures may not be used to invalidate the finding or proceeding. Technical departures from these procedures and errors in their application shall not be grounds to overturn the Hearing Panel's finding unless, in the opinion of the Senior Vice President and Provost, the technical departure or errors were such as to have prevented a fair determination of the issues.

(l) Appeals of the Hearing Panel's Findings

Appeals, on the basis of (k) (1), (2), or (3) above, shall be made in writing to the Senior Vice President and Provost within 10 University business days of the time such grounds for appeal are discovered or should have been discovered. Consideration of such appeals may be made by the Senior Vice President and Provost upon the basis of written statements and such other evidence as the Senior Vice President and Provost may require according to procedures the Senior Vice President and Provost deems appropriate.

In all cases, the President and the Board of Regents reserve the right to review, at their discretion, the decision of a Senior Vice President and Provost for manifest error or inequity.

3) Appeals of Academic Program-Related Decisions

(a) Students who are dismissed from a program or required to repeat a semester or year may request a hearing under the Academic Appeals Policy according to the procedures noted herein. The sole basis for an appeal of an academic program-related decision is alleged prejudice or capriciousness in the dismissal or requirement to repeat. The burden of proof shall be upon the student, who must establish by a preponderance of the evidence (i.e., more likely than not) that the dismissal or requirement to repeat a year was prejudiced or capricious. A student may not appeal an action taken simply because he/she does not agree with it.

(b) Appeals related to academic program-related decisions are handled according to the procedures noted below.

(c) The filing of a written request for a hearing shall be made to the Senior Vice President and Provost within 10 University business days following the day when the student was notified of the academic program-related decision.

(d) The Senior Vice President and Provost shall deny any request for a hearing that does not meet this deadline unless, in the view of the Senior Vice President and Provost, the student has been prevented from complying with the appropriate time limit (as, for example, in the case of a
student being called into military service). Furthermore, if in the judgment of the Senior Vice President and Provost, the case does not meet the criteria for appeal, the Senior Vice President and Provost may refuse the student a hearing.

(e) Upon receiving notice of a student’s request for a hearing, and if the Senior Vice President and Provost has determined that the deadline and criteria for appeal have been met, the Senior Vice President and Provost or his/her designee shall schedule a Hearing Panel selected randomly from the college’s Academic Appeals Board. The Senior Vice President and Provost or his/her designee will appoint one of the faculty members to serve as Chair of the Hearing Panel.

(f) Prior to the Hearing: The Chair of the Hearing Panel will notify the student and the Dean in writing and request, by a date determined by the Chair, the following documentation:

1) A list of proposed witnesses to be called and a brief summary of the testimony of each proposed witness

2) Two copies of the exhibits proposed to be presented

Once the documentation has been received by the Chair, each party will be provided with the other party’s documentation and given an opportunity to make objections, per the Chair’s instructions.

(g) Hearing Procedures

1) The Chair of the Hearing Panel shall obtain a copy of the Hearing Guide for the Academic Appeals Hearing Panel from the Office of the Vice Provost for Academic Affairs.

2) The Chair of the Hearing Panel has the authority to preside at the hearings, to keep order throughout the hearing process, to exercise control over the hearing for efficiency and relevancy, and to determine all relevant timelines including the extension of any such timelines.

3) The Chair of the Hearing Panel will notify the student and the dean, who shall act as the respondent in appeals related to academic program-related decisions of the applicable hearing procedure, the date and location of the hearing, and all relevant timelines.

4) Each party will be allowed to give a five-minute opening statement and a five-minute closing statement. After the opening statements, the Hearing Panel shall provide the parties an opportunity to present their respective positions, including the presentation of documentary evidence and witness testimony. Each party shall also be given the opportunity to cross-examine witnesses presented by the other. The Hearing Panel may also directly question any witnesses and will consider any relevant documents presented.

5) The Hearing Panel will make determinations about the facts and the credibility of witnesses and determine by majority vote whether the student has proven his or her claims regarding the academic-program related decision by a preponderance of the evidence.

6) In the event of a tie vote, the finding will be that the student did not meet the burden to prove by majority vote his or her claims that there was a prejudiced or capricious decision.

(h) In cases where the student proves there was prejudice or capriciousness in the academic program-related decision, the student shall be reinstated (if dismissed) or the requirement to repeat a semester or a year will be withdrawn. The student shall be reinstated under such terms and conditions as previously in effect.

(i) Meetings of the Hearing Panel, including the hearing, are closed to the public.
The Hearing Panel will transmit in writing its finding to the Senior Vice President and Provost, who shall notify the dean of the college, the student's dean (if different), the student, and the Vice Provost for Academic Affairs.

The findings of the Hearing Panel shall be final and not appealable within the University unless the student submits written evidence to the Senior Vice President and Provost of (1) manifest procedural irregularities that effectively denied the student a fair hearing; (2) new and significant evidence that could not have been discovered by a reasonably diligent student before or during the original hearing, or (3) probable inequity in the disposition of the matter. Harmless deviations from prescribed procedures may not be used to invalidate the finding or proceeding. Technical departures from these procedures and errors in their application shall not be grounds to overturn the Hearing Panel's finding unless, in the opinion of the OUHSC Senior Vice President and Provost, the technical departure or errors were such as to have prevented a fair determination of the issues.

Appeals of the Hearing Panel's Findings

Appeals, on the basis of (k) (1), (2), or (3) above, shall be made in writing to the Senior Vice President and Provost within 10 University business days of the time such grounds for appeal are discovered or should have been discovered. Consideration of such appeals may be made by the Senior Vice President and Provost upon the basis of written statements and such other evidence as the Senior Vice President and Provost may require according to procedures the Senior Vice President and Provost deems appropriate.

In all cases, the President and the Board of Regents reserve the right to review, at their discretion, the decision of a Senior Vice President and Provost for manifest error or inequity.

(Regents, 6-19-16, 1-26-99, 12-3-02, 6-25-08, 12-11-11, 12-7-12, 1-24-13)
Appendix B

Academic Misconduct Code

The College of Public Health follows the Academic Misconduct Code of the University of Oklahoma Health Sciences Center.

The Policy is reproduced here from the Faculty Handbook; all section notations refer to the Faculty Handbook. The full document is available online at http://www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf.
ACADEMIC MISCONDUCT CODE

This Code applies to students, former students, and graduates

12.1 ACADEMIC MISCONDUCT

Academic Misconduct includes any act which improperly affects the evaluation of a student’s academic performance or achievement, including but not limited to the following:

(a) Cheating: the use of unauthorized materials, methods, or information in any academic exercise, including improper collaboration;

(b) Plagiarism: the representation of the words or ideas of another as one’s own, including:

1) direct quotation without both attribution and indication that the material is being directly quoted; e.g., quotation marks;
2) paraphrase without attribution;
3) paraphrase with or without attribution where wording of the original remains substantially intact and is represented as the author’s own;
4) expression in one’s own words, but without attribution, of ideas, arguments, lines of reasoning, facts, processes, or other products of the intellect where such material is learned from the work of another and is not part of the general fund of common academic knowledge;

(c) Fabrication: the falsification or invention of any information or citation in an academic exercise;

(d) Fraud: the falsification, forgery, or misrepresentation of academic or clinic work, including the resubmission of work performed for one class for credit in another class without the informed permission of the second instructor; or the falsification, forgery, or misrepresentation of other academic or medical records or documents, including admissions materials, transcripts, and patient records; or the communication of false or misleading statements to obtain academic advantage or to avoid academic penalty;

(e) Destruction, misappropriation, or unauthorized possession of University property or the property of another;

(f) Bribery or intimidation;

(g) Assisting others in any act proscribed by this Code; or

(h) Attempting to engage in such acts.

It is the responsibility of each faculty member and each student to be familiar with the definitions, policies, and procedures concerning academic misconduct.

12.2 REPORTING ACADEMIC MISCONDUCT

12.2.1 WHO MAY FILE

Any University administrative, faculty, or staff member may bring a complaint of academic misconduct by submitting a written report as provided hereafter. Students who identify an act of academic misconduct should report that act to an administrative, faculty, or staff member so that a complaint may be forwarded to and filed by the instructor of the course involved.

12.2.2 INVESTIGATION OF MISCONDUCT

Before imposing a grade penalty or filing a complaint of academic misconduct, the faculty or staff member may initiate a preliminary inquiry to determine whether the incident meets the definition of misconduct under Section 12.1. During the course of this inquiry the faculty or staff member may discuss the matter with the student suspected of misconduct.
12.2.3 FACULTY MEMBER ELECTS TO RECOMMEND ADMONITION

12.2.3.1 A faculty member may conclude that an incident that meets the definition of misconduct under Section 12.1 nevertheless merits an admonition rather than a disciplinary sanction as defined in Section 12.5. In particular, a faculty member might conclude (but is not required to conclude) that the incident is more appropriately treated as an instructional rather than a disciplinary matter. When the faculty member concludes that an admonition is the more appropriate action, the faculty member may elect to reduce a student's grade and/or require additional, remedial academic work without first filing a charge of academic misconduct, subject to the following limitations and conditions:

(a) **NOTE:** The admonition option is intended for assignments and examinations that do not involve a semester-long activity and when the incident in question is not of an egregious nature. The faculty member may not use the admonition option for an incident of misconduct on a final examination, a term paper or project, an examination that determines the status of graduate students (e.g., qualifying, candidacy, general, comprehensive and certification examinations and defenses of theses and dissertations), a master's thesis, or a doctoral dissertation;

(b) A faculty member who elects to use the admonition option may impose no grade reduction greater than loss of all credit for the assignment at issue. Unless otherwise specified in the course syllabus. Provided, however, in no event shall a student receiving an admonition receive a grade penalty of F or U for the course; and,

(c) A faculty member who elects to use the admonition option must do the following within 10 University business days after discovery of the incident, and before imposing the grade reduction or other requirement:

1) inform the student of the nature of and basis for the misconduct;

2) give the student an opportunity to explain;

3) inform the student of the intent to recommend admonition to the Vice Provost for Academic Affairs, admonish the student and explain the grade reduction or other requirement to be imposed;

4) where appropriate, instruct the student to resolve any confusion the student may have had regarding what constitutes proper academic conduct; and

5) inform the student how to appeal the decision. Notice of procedures for appeal shall be provided in writing; such notice shall be presumed adequate if provided in the course syllabus with a reference to this policy on the consequences of accepting the admonition and the procedures for appeal.

6) The student may contest the admonition by contacting the Vice Provost for Academic Affairs within ten (10) University business days from the date of the instructor's notice to the student and scheduling a meeting as provided below in Section 12.3.

12.2.3.2 The faculty member shall notify their dean in writing of the incident and the recommendation for admonition, ordinarily within 10 University business days of discovery of the incident. The dean shall forward notice of the incident to the student's dean, if different, and to the Vice Provost for Academic Affairs, ordinarily within 10 University business days of receipt of notice from the faculty member. Following consultation with the faculty member's dean and the student's dean, the Vice Provost for Academic Affairs
shall notify the faculty member and the student whether the recommendation for admonition is accepted.

12.2.3.3 Unless the Vice Provost for Academic Affairs imposes a disciplinary sanction as described in Section 12.5, a student who accepts an admonition and resulting grade reduction under this subsection shall not be deemed to have admitted guilt for an act of academic misconduct; provided, the record of the admonition may be used in any subsequent academic misconduct proceeding, as appropriate, to establish the student’s prior familiarity with the fundamental rules of academic integrity.

12.2.3.4 In cases of repeated offenses or otherwise as appropriate, the Vice Provost for Academic Affairs may announce a disciplinary sanction as provided in Section 12.5. Prior to imposing such a sanction, the Vice Provost for Academic Affairs shall send notice to the student, ordinarily within 10 University business days of receipt of notice of repeated offense(s) from the student’s dean but in no case more than 45 University business days after discovery of the incident. Notice of the Vice Provost for Academic Affairs intent to impose a sanction shall be treated as a “complaint” for purposes of notice and hearing as provided in Sections 12.3 and 12.4 of this Code. The disciplinary sanction shall not be imposed until the student is permitted the opportunity to respond as provided in Sections 12.3 and 12.4 of this Code.

12.2.4 FACULTY MEMBER ELECTS TO FILE A CHARGE OF ACADEMIC MISCONDUCT

12.2.4.1 Notification of Dean

The individual bringing the complaint of academic misconduct must notify the dean in writing with a brief description of the evidence within ten University business days after discovery of the incident, exclusive of University breaks or academic intercessions.

(a) If the incident is discovered by a faculty member in a particular course, he or she must notify his or her dean with a brief description of the evidence as well as the student’s dean, if different, and impose a grade penalty as noted below. A faculty member who concludes that a student has engaged in, or is engaging in, academic misconduct must fail the student on the examination or paper and may set additional penalties to the extent of denying credit in the course. The faculty member’s grade sanctions will not become final until the student is found guilty by the Academic Misconduct Board, defaults, or admits the charges. The student’s dean has the responsibility to confirm that the appropriate grade is recorded on official student records.

(b) If the incident is discovered by someone other than a faculty member in a course, or is reported by a student or other person, the dean of the accused student shall be notified. If no particular class is involved (e.g., submission of a falsified application), the Vice Provost for Academic Affairs shall be notified.

12.2.4.2 Notification of the Student

The student’s dean shall initiate academic misconduct procedures against the student. The dean shall notify the student in writing of the charge of academic misconduct, describing the alleged act and the grade penalty determined by the instructor, if a course is involved, and of the student’s right to request a hearing by serving the student in person or by mail to the last address provided to the University. The dean shall simultaneously send notification to the Vice Provost for Academic Affairs.

A student may continue his or her regular enrollment in the University pending administrative resolution of misconduct allegations. However, until such resolution, a student may not graduate or receive a transcript without approval of the Senior Vice President and Provost, and any official transcript released during such period shall bear a notation that student code proceedings are ongoing.
12.3 CONFERENCE WITH VICE PROVOST FOR ACADEMIC AFFAIRS

Within five University business days of the date of the Dean’s notification letter, the student shall contact the Vice Provost for Academic Affairs and schedule a conference to discuss the matter.

If the student fails to respond within the prescribed time or fails to meet as directed, the student shall be in default and thereby waives the right to all University hearings, appeals, and challenges. In the event of a default at this point, the Vice Provost shall notify the student’s dean who shall confirm imposition of grade penalties and implement disciplinary sanctions.

At the conference between the student and the Vice Provost for Academic Affairs, the Vice Provost shall describe the academic misconduct process, possible sanctions, and the student’s right (a) to a hearing with adequate notice; (b) to be represented by an attorney at the student’s expense in which case the University reserves the right to be represented by University Legal Counsel; and (c) to refrain from discussing the matter or from making any statement regarding the matter. At the conclusion of the conference, the student may:

(a) Deny the charges – If the student denies the charges and wishes a hearing to contest them, the student must submit a written request for such a hearing to the Vice Provost within five University business days of the conference. Failure to submit a written request within the prescribed time shall waive the student’s right to any University hearings, appeals, or challenges of the charges or of any sanctions imposed as a result of the academic misconduct. The student may also use this written request to respond in writing to the allegation.

(b) Admit the charges – If the student admits to the charges at this time or denies the charges but fails to submit a request for a hearing, the Vice Provost will inform the student’s dean and the dean of the college offering the course. The grade penalty shall be confirmed, and the student’s dean shall make his or her decision regarding disciplinary sanctions, if any. Provided, however, that if the student admits to the charges but wants to confer with the dean or to submit a written statement concerning extenuating circumstances affecting disciplinary sanctions, the student may do so only if done within five University business days of the date of the admission to the charge. Failure to do so within the five days will result in the dean making his or her decision without such information.

Nothing in this policy is intended to preclude the student from discussing the incident with the person initiating the charge, if that person agrees. Such a meeting should be scheduled after the conference between the student and the Vice Provost for Academic Affairs. Any such meeting shall not extend the period of time for requesting a hearing.

The person initiating the charge of academic misconduct may withdraw the charge at any time prior to the commencement of a hearing by the AMB or, if no hearing is held, prior to the imposition of a final sanction by sending written notice to the student’s dean. The dean shall inform, in writing, the Vice Provost and others involved that the charge has been withdrawn and, at his or her discretion, may terminate the case.

12.4 HEARING

12.4.1 Academic Misconduct Boards

Each college shall establish an Academic Misconduct Board (AMB) consisting of two students and three members of that college’s faculty to hear each case.

Membership of the AMB shall be determined by the dean on an ad hoc basis from a pool of ten faculty and ten students. The faculty members for the pool shall be determined by the faculty of the college. Student members shall be appointed or selected from nominations submitted by appropriate student organizations. Terms of service shall begin September 1 and end August 31 except that, if a hearing is in progress at this time, any retiring member shall be continued on the board until the case in progress is closed.

The dean of the college shall appoint an additional faculty member who shall be nonvoting to chair the AMB and to be responsible for the board’s administrative matters, including scheduling of cases, notification of hearings and decisions, and maintenance of records.
12.4.2 Selection of AMB to Hear the Appeal

In a case in which a hearing has been requested, the facts of the case shall be determined by the AMB of the student's college.

12.4.3 Scope of Hearing

The Board will consider the information and arguments presented, make findings of facts of matters in dispute, and determine whether the student did engage in the alleged act.

The Board will also hear any evidence and argument by the parties concerning extenuating circumstances that may affect decisions about what disciplinary actions might be imposed and may make recommendations to the dean concerning disciplinary sanctions. (Section 12.5)

12.4.4 Hearing Procedures

(a) Each AMB shall establish the procedures to be followed for the hearing.

(b) Prior to the hearing each party shall furnish to the other party a list of witnesses to be called and exhibits to be used at the hearing, as requested by the AMB chair.

(c) Students who elect to have legal counsel representation at the hearing shall furnish the name of such counsel, when identified, but no later than ten University business days before the hearing to the dean and the chair of the AMB.

(d) Written notification of a hearing must be distributed to the parties involved at least ten University business days in advance of the hearing date, and shall include:

1. The authority for the hearing and the hearing body;
2. Reference to the specific rule or rules involved;
3. Date, time, nature, and place of the hearing;
4. A brief faculty statement of the charges and issues involved;
5. Names of AMB members and a statement that parties have a right to challenge any member no later than 5 days prior to the hearing.

(e) Students who fail to appear after proper notice will be deemed to have admitted to the charges against them.

(f) Hearings shall be closed to the public and shall be confidential.

(g) Hearings shall be tape recorded or transcribed.

(h) Witnesses shall be asked to affirm that their testimony is truthful.

(i) The burden of proof shall be upon the complainant, who must establish the guilt of the student by a preponderance of the evidence.

(j) Prospective witnesses other than the complainant and the student are excluded from the hearing during the testimony of other witnesses. All parties, witnesses, and the public shall be excluded during AMB deliberations.

(k) Formal rules of evidence shall not be applicable in these proceedings. The chair of each AMB shall give effect to the privileges recognized by law.

(l) The AMB shall not receive or consider arguments about the legality of any provision under which a charge has been brought or the legality of the procedures under which the hearing is proceeding. Such questions should be presented in writing to the Senior Vice President and Provost.
(m) Principals in the case shall have reasonable opportunity to question witnesses and present information and argument deemed relevant by the AMB.

(n) Final decisions of all AMBs concerning guilt or innocence and recommendations to the student's dean regarding disciplinary sanctions shall be by majority vote of the members present and voting. The final report shall contain a written statement setting forth findings of fact and the decision on each of the charges, and may contain recommendations for disciplinary sanctions with the reasoning behind these recommendations. A minority report may be filed.

12.4.5 Findings of AMB

(a) If the AMB finds that the facts do not support the allegations, the charges will be dismissed. The chair of the AMB shall transmit the finding in writing to the student's dean, the dean of the college offering the course, if different, and the Vice Provost for Academic Affairs within five University business days of the conclusion of the hearing. The student's dean shall notify the student and the Vice Provost for Academic Affairs in writing of the decision of the AMB and the dismissal of the charges within ten university business days after receiving the AMB decision. The matter is then ended, and the grade is recorded appropriately. The AMB record of the case shall be destroyed by the chair of the AMB 20 days after transmittal of the decision.

(b) If the AMB finds that the facts support the allegations against the student, the student shall be found guilty, and the AMB may recommend disciplinary sanctions (See 12.5). The AMB's finding and recommendations must be transmitted to the student's dean, along with the recording of the hearing, and to the Vice Provost for Academic Affairs in writing within five University business days of the conclusion of the hearing. The student's dean shall notify the student and the Vice Provost for Academic Affairs in writing of the finding and recommendations of the AMB and of the dean's decision. A letter to the student at the address last provided the University by the student shall be sufficient to meet this requirement. Copies of the letter may also be provided to other parties who have a legitimate need to know of the action. Implementation of the appropriate action or disciplinary sanction by the student's dean shall end the process.

12.5 DISCIPLINARY SANCTIONS

12.5.1 Additional Recommendation of Disciplinary Sanctions

The AMB may recommend to the student's dean disciplinary sanctions including, but not limited to, those noted below:

(a) **Censure** – A written reprimand for violation of acceptable standards of academic conduct. This action takes formal notice of the student's act of academic misconduct and provides a formal warning that a further act of academic misconduct will result in far more severe action.

Censure shall not be noted on a student's transcript, but it will be noted in the Office of the Vice Provost for Academic Affairs. Copies of the letter of censure shall be provided to the student, the Vice Provost for Academic Affairs, the appropriate deans, and the instructor.

(b) **Limited Notation Suspension** – Suspension from classes and other privileges for a period of not less than one semester or more than one calendar year. During this period, the student will not be allowed to earn credits for transfer to the University of Oklahoma at any other institution. Any credits earned at another institution during a period of suspension shall not be recorded on the student's University of Oklahoma transcript and shall not be acceptable transfer credit at the University of Oklahoma. A notation of suspension for academic misconduct shall be made on the student's transcript. Such transcript notation shall be removed upon the student's graduation from the University or four years from the date of suspension, whichever comes first. The student's college is responsible for notifying the Registrar to remove the notation.

(c) **Permanent Notation Suspension** – Suspension from classes and other privileges for a period of not less than one semester or more than one calendar year. During this period, the student will not be allowed to earn credits for transfer to the University of Oklahoma at any other institution. Any credits earned at another institution during a period of suspension shall not be recorded in the student's University of Oklahoma
transcript and shall not be accepted as transfer credit at the University of Oklahoma. A permanent notation of suspension for academic misconduct shall be made on the student’s transcript.

(d) **Expulsion** – Termination of student status for an indefinite period, intended to be permanent. A permanent notation of expulsion for academic misconduct shall be made on the student’s transcript. Such notation shall be permanent. If a student is reinstated after an expulsion, it is only after a complete reconsideration of his or her case by the Senior Vice President and Provost.

12.5.2 Determination of Disciplinary Sanction

The student’s dean shall determine the appropriate disciplinary sanction. The dean may consider the evidence in the record regarding extenuating circumstances and may request additional information prior to making his/her decision.

12.6 Appeals

Decisions regarding the facts and the disciplinary sanction shall be final and not appealable within the University, unless (1) manifest procedural irregularities effectively denied the student a fair hearing, (2) new and significant evidence becomes available which could not have been discovered by a reasonably diligent student before or during the original hearing; or (3) probable inequity exists in the disposition of the matter. Such appeals must be made within ten days of the time such grounds for the appeal are discovered or should have been discovered.

Appeals shall be made in writing to the Senior Vice President and Provost. Consideration of such appeals may be made by the Senior Vice President and Provost upon the basis of written statements and such other evidence as the Senior Vice President and Provost may require according to procedures he deems appropriate.

Harmless deviations from prescribed procedures may not be used to invalidate the decision or proceeding. Technical departures from these procedures and errors in their application shall not be grounds to withhold disciplinary sanctions unless, in the opinion of the Senior Vice President and Provost, the technical departure or errors were such as to have prevented a fair determination of the issues.

In all cases, the President and the Board of Regents reserve the right to review, at their discretion, any decision of a hearing body for manifest error or inequity.

(Regents, 6-9-98, 1-26-99, 12-3-02, 6-25-08)

12.7 Academic Misconduct in Off-Campus Courses

The principles of academic integrity, due process, and confidentiality apply fully in all courses offered by any Health Sciences Center academic unit. When an allegation of academic misconduct arises in a course in which instruction is primarily given or received in a place other than the Health Sciences Center campus, procedures shall be employed which are consistent with those in Section 12 to protect the rights of all parties as provided by law and University policy. The definition of academic misconduct in such classes and the procedure for filing a charge, notification, hearing, appeal, and sanction shall be the same as those for the Health Sciences Center campus, as cited in Section 12. All travel and related costs shall be borne by the student.

(Regents, 6-25-08)
OUTLINE OF ACADEMIC MISCONDUCT PROCEDURES
HEALTH SCIENCES CENTER

Incident and Investigation

Instructor Recommends Admonition and Administers Student within 10 University Business Days of Discovery of Incident [12.2.3]

Instructor Files Academic Misconduct Charge with Student’s Dean [12.2.4.4]

Student Accepts Admonition and Grade Penalty

Student Contest Admonition, Contacts VPAA within 10 University Business Days from Instructor Notice [12.2.3.1]

Dean Notifies Student [12.2.4.2]

Dean Notifies Student with VPAA: Optional Meeting with Instructor [12.3]

Student Meets with VPAA; Optional Meeting with Instructor [12.3]

Charges Withdrawn [12.3]

Student Admits Charges and Meets with Dean [12.3.6(b)]

END

Instructor Notifies their Dean within 10 University Business Days of Discovery [12.2.3.1]

Dean Notifies VPAA and the Student’s Dean within 10 University Business Days of Receipt of Notice from Instructor [12.2.3.2]

VPAA Notifies Instructor and Student whether Admonition is Accepted [12.2.3.2]

VPAA Proposes No Additional Sanction [12.2.3.3]

VPAA Proposes Disciplinary Sanction [12.2.3.4]

VPAA Notifies Student within 45 University Business Days of Discovery of Incident [12.2.3.4]

Student Found Not Guilty, Charges Dismissed [12.4.5(a)]

Student Found Guilty, Disciplinary Sanction may be Recommended [12.5.1]

Grade Penalty, if any, imposed [12.2.4.1]

Student’s Dean Recommends Disciplinary Sanction [12.5.2]

END

General Notes:

* VPAA = Vice Provost for Academic Affairs
For specific details and procedures see Appendix C
Appendix C

Ethics in Research Policy

The College of Public Health follows the Ethics in Research Policy of the University of Oklahoma Health Sciences Center.

The Policy is reproduced here from the Faculty Handbook; all section notations refer to the Faculty Handbook. The full document is available online at http://www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf.
3.25 ETHICS IN RESEARCH POLICY

(a) Introduction

Research and other scholarly activity at The University of Oklahoma must be above reproach. Each member of the University community has the responsibility to ensure the integrity and ethical standards in any activity with which he or she is associated directly, or any activity of which there is sufficient knowledge to determine its appropriateness. Misconduct in the conduct of research undermines the scholarly enterprise and erodes the public trust in the University community to conduct research and communicate results using the highest standards and ethical practices. The University of Oklahoma is responsible both for promoting scholarly practices that prevent misconduct and for developing policies and procedures for dealing with allegations or other evidence of scholarly or research misconduct.

This policy establishes uniform policies and procedures for investigating and reporting instances of alleged or apparent misconduct involving research, including, but not limited to, research or research training, applications for support of research or research training, or related research activities that are supported with funds made available under the Public Health Service Act. The policies and procedures outlined below apply to faculty, staff and students. They are not intended to address all scholarly issues of an ethical nature. For example, discrimination and affirmative action issues are covered by other University policies.

(b) Definition of Scholarly Misconduct

Scholarly misconduct involves any form of behavior that entails an act of deception whereby one's work or the work of others is misrepresented. Other terms, such as research fraud, are here subsumed within the term "scholarly misconduct" as defined below. The term scholarly misconduct will be used to encompass scientific as well as other types of scholarly misconduct. Scholarly misconduct is distinguished from honest errors and ambiguities of interpretation that are inherent in the scholarly process. Further, scholarly misconduct involves significant and intentional breaches of integrity which may take numerous forms such as, but not limited to, those outlined below:

(b)(1) Falsification of data ranging from fabrication to deceptive selected reporting of findings and omission of conflicting data.

(b)(2) Plagiarism and other improper assignment of credit, such as excluding others or claiming the work of others as one's own; presentation of the same material as original in more than one publication; inclusion of individuals as authors who have not made a definite contribution to the work published; and submission of multi-authored publications without the concurrence of all authors.

(b)(3) Improper use of information gained by privileged access, such as through service on peer review panels, editorial boards or policy boards of research funding organizations.

(b)(4) Serious deviation from the scientific method accepted in proposing or carrying out research, deliberate manipulations or improper reporting of results.

(b)(5) Material failure to comply with federal, state or institutional rules governing research: Including, but not limited to, failure to file conflict of interest reports and/or to undergo prescribed training, serious or substantial violations involving the use of funds, care of animals, protection of human subjects, or use of
investigational drugs, recombinant products, new devices, or radioactive, biological and/or chemical materials.

(b)(6) Inappropriate behavior in relation to misconduct: Including inappropriate accusations of misconduct; failure to report known or suspected misconduct; withholding or destruction of information relevant to a claim of misconduct; and retaliation against persons involved in the allegation or investigation of misconduct.

(c) Process for Handling Allegations of Scholarly Misconduct

(c)(1) Initiation of an allegation of misconduct. Initial allegations or evidence may be reported by anyone to any faculty member or administrator, who must then report the allegations to the Senior Vice President and Provost and to the Vice President for Research. If the person to whom the report would normally be given is involved in some way in the misconduct, the next higher academic officer should be informed. The Senior Vice President and Provost or Vice President for Research shall take interim administrative actions, as appropriate, to protect Federal funds and insure that the purposes of the Federal financial assistance are carried out during the inquiry and investigation stages.

The Senior Vice President and Provost or Vice President for Research shall informally review any allegations of scholarly misconduct, confer with the dean of the college in which the allegation is alleged to have occurred and Legal Counsel and determine whether the allegation warrants initiation of the inquiry process according to the policies and procedures for scholarly misconduct or whether other University policies or procedures should take precedence. The Senior Vice President and Provost or Vice President for Research will counsel the individual(s) making the allegation, as to the policies and procedures to be used. If the reporting individual chooses not to make a formal allegation but the Senior Vice President and Provost or Vice President for Research believes an inquiry is warranted, an inquiry shall be initiated. The institution will pursue an allegation of misconduct to its conclusion, even if the person against whom the allegation is made (hereinafter referred to as the "Respondent") leaves or has left the institution before the case is resolved.

Interim administrative action prior to conclusion of either the inquiry or the investigation may be indicated as the institution is responsible for protecting the health and safety of research subjects, patients, students, staff, and Federal funds as well as the public interest. Such action may range from restriction on some activities to full suspension of the Respondent. Notification of external sponsors and the NIH Office of Research Integrity, if appropriate, should be initiated by the Provost.

(c)(2) Inquiry

(a) The first step of the review process is an inquiry which has as its purpose fact finding in an expeditious manner to help determine if an allegation is deserving of further formal investigation, and if formal investigation is not warranted, to make recommendations concerning the disposition of the case.

(b) An Inquiry Committee composed of no fewer than three tenured faculty with no real or apparent conflict of interest, with no appointment in the department of either the individual(s) making the allegation or the Respondent, with appropriate expertise for evaluating information relevant to the cases shall be appointed by the Senior Vice President and Provost or Vice President for Research within fifteen University business days after receipt of an allegation.

(c) The Senior Vice President and Provost or Vice President for Research shall notify the Respondent, in writing, of the allegations and the procedures which will be used to examine the allegations. The Respondent will be informed of the proposed membership of the Inquiry Committee to identify in advance any bias or conflict of interest.

(d) Where the individual(s) making the allegation seeks anonymity, the Inquiry Committee shall operate in such a way as to maintain the anonymity to the degree compatible with accomplishing the fact-finding purpose of the inquiry. Such anonymity cannot, however, be assured. Further, this anonymity may be neither desirable nor appropriate where individual testimony is important to the substantiation of the allegations.
(e) Information, expert opinions, records, and other pertinent data may be requested by the Inquiry Committee. All involved individuals are obligated to cooperate with this Committee by supplying such requested documents and information. Uncooperative behavior by any involved individual may result in immediate implementation of a formal investigation or institutional sanctions.

(f) All material will be considered confidential and shared only with those with a need to know. The Provost or Vice President for Research and the members of the Inquiry Committee are responsible for the security of relevant documents.

(g) All and any forms of evidence may be gathered by, the Inquiry Committee, which will also conduct interviews of all individuals possessing relevant information but in particular the Respondent and the individual(s) making the allegation.

(h) All individuals may have the assistance of personal legal counsel, at their expense, at both the inquiry and investigative stages; however, principals are expected to speak for themselves at the interviews.

(i) The review by the Inquiry Committee should be completed and a written report filed within sixty University business days of written notification to the Respondent that an Inquiry Committee is being named. The written report shall contain what evidence was reviewed, summarize relevant interviews and include the findings and recommendations of the Inquiry Committee. If this deadline cannot be met, a request for extension and a report of reasons and progress to date, together with the anticipated time frame, should be filed with the Senior Vice President and Provost and the Vice President for Research and all individuals with a need to know should be informed.

(j) The written report of the Inquiry Committee will be conveyed to the Senior Vice President and Provost or the Vice President for Research, who shall give a copy of the written report of inquiry to the Respondent and provide the Respondent with access to all evidence. The Respondent shall be given the opportunity (ten University business days) to comment in writing upon the findings and recommendations of the Inquiry Committee. These comments may be made part of the record.

(k) If, after reviewing the outcome of the inquiry, the Vice President for Research, in consultation with the Senior Vice President and Provost determines the need for a formal investigation, the Senior Vice President and Provost or Vice President for Research will initiate that action within fifteen University business days by appointment of a Committee of Investigation, and by immediately notifying, among others with a need to know, the Director of the National Institutes of Health (NIH) Office of Research Integrity, if appropriate, and the funding source, if any, that an investigation is being undertaken. This notification is expected to occur within twenty-four hours of the determination of the need for a formal investigation. Under certain circumstances, the University may be expected to notify the sponsoring agency or funding source at a point prior to the initiation of an investigation. Factors used in determining the timing of such notification include the seriousness of the possible misconduct; the presence of an immediate health hazard; and consideration of the interests of the funding agency, the scientific community, the public, and the individual who is the subject of the inquiry and his/her associates.

(l) If, after reviewing the outcome of an inquiry, the Senior Vice President and Provost or Vice President for Research determines that a formal investigation is unwarranted, or if the inquiry is terminated for any reason, the Senior Vice President and Provost or Vice President for Research shall:

- a. notify all involved individuals and make diligent efforts to restore the reputations of persons alleged to have engaged in misconduct when allegations are not confirmed,
- b. undertake diligent efforts to protect the positions and reputations of those persons who, in good faith, have made allegations of scientific misconduct
- c. send a report to the NIH Office of Research Integrity stating the intent to terminate the procedure without an investigation and including a description of the reason for such termination.
If the Inquiry Committee finds the allegations not to have been brought in good faith, sanctions may be recommended against the individual(s) making the allegation.

(m) Records of the inquiry are confidential to the maximum extent possible and are to be passed on to the Committee of Investigation only if a formal review is initiated. The records of inquiry shall contain sufficiently detailed documentation of the inquiry to permit a later assessment of the reasons for determining that an investigation was not warranted, if necessary. If a formal review is not initiated, the records shall be kept by the Senior Vice President and Provost or Vice President for Research for at least three years after completion of the inquiry and shall, upon request, be provided to authorized Department of Health and Human Services personnel.

(c)(3) Investigation

(a) The Senior Vice President and Provost or Vice President for Research shall appoint a Committee of Investigation of no fewer than three senior faculty with no real or apparent conflict of interest, hold no appointment in the department of either the individuals making the allegation or Respondent, and have appropriate expertise for evaluating the information relevant to the case. Preferably, at least one member should not be associated with the institution.

(b) The Senior Vice President and Provost or Vice President for Research shall notify the Respondent, in writing, that there will be an investigation, specifically listing the areas to be reviewed and describing the procedures to be used during the investigation. The Respondent will be informed of the proposed membership of the Committee of Investigation to identify any bias or conflict of interest.

(c) The purpose of the Committee of Investigation is to further explore the allegation(s) and to determine whether scholarly misconduct has been committed, and, if so, the extent of the misconduct. The investigation normally will include examination of all documentation, including but not necessarily limited to relevant research data and proposals, publications, correspondence, and memoranda of telephone calls. Interviews should be conducted of all individuals involved. The interviews should include the Respondent and the individual(s) making the allegation, as well as other individuals who might have information regarding key aspects of the allegations.

Respondent shall be given the opportunity to address the allegations and evidence at the interviews. Complete summaries of these interviews should be prepared, provided to the interviewed party for comment or review, and included in the investigatory file. The Committee of Investigation may request the involvement of outside experts. The investigation must be sufficiently thorough to permit the Committee of Investigation to reach a firm conclusion about the validity of the allegations and the scope of the wrongdoing or to be sure that further investigation will be unlikely to alter an inconclusive result. In the course of an investigation, additional information may emerge that may justify broadening the scope of the investigation beyond the initial allegation. Should this occur the Respondent is to be informed, by the Vice President for Research in writing of any significant new directions in the investigation. In addition to making a judgment on the veracity of the charges, the Committee of Investigation may recommend sanctions to the Senior Vice President and Provost or Vice President for Research.

(d) All individuals involved in the investigation are obligated to operate in timely fashion by producing any additional data requested for the investigation. Copies of all materials obtained by the Committee of Investigation shall be provided to the Respondent and, as judged appropriate by the Committee of Investigation, to other concerned individuals.

(e) The proceedings of the Committee of Investigation are confidential and will be closed. A tape recording of proceedings may be made.

(f) Every effort should be made to complete the investigation within 120 University business days; however, it is acknowledged that some cases may render this deadline difficult to meet. In such cases, the Committee of Investigation shall compile a progress report, identify reasons for the delay, and request an extension from the Senior Vice President and Provost or Vice President for Research. The Senior Vice
President and Provost or Vice President for Research shall convey to the funding or other relevant agency such information as may be required by it, at intervals as required by the agency.

(g) All significant developments during the formal investigation as well as the interim and final findings and recommendations of the Committee of Investigation will be reported by the Senior Vice President and Provost or Vice President for Research, among others, to the research sponsor, the NIH Office of Research Integrity, and others if appropriate.

(h) Upon completion of the investigation, the Committee of Investigation shall deliberate and prepare its findings and recommendations. The Committee of Investigation shall submit to the Senior Vice President and Provost and Vice President for Research a full written report which details the Committee of Investigation’s findings and recommendations and the documentation to substantiate the findings. This report shall be sent to the Respondent by the Senior Vice President and Provost or Vice President for Research. The Respondent shall be given twenty University business days to comment in writing on the allegations, evidence, findings, and recommendations of the Committee of Investigation. The Senior Vice President and Provost shall then make the decision regarding the findings and recommendations, and if applicable, application of sanctions. The Senior Vice President and Provost shall inform the Respondent in writing of his determination and any sanctions, as well as the appeal process. If the sanctions involve the recommendation for termination of employment, the Senior Vice President and Provost will comply with the University termination procedures.

(i) When appropriate, the Senior Vice President and Provost will submit the final report of the investigation to the Director of the NIH Office of Research Integrity and the funding agency. In cases involving a recommendation for severe sanctions, the notification will state, “These sanctions are being recommended and, following University policy, appropriate procedures to appeal the case may be initiated by the Respondent.” On occasion they may request for an extension. The final report must describe the policies and procedures under which the investigation was conducted, how and from whom information was obtained relevant to the investigation, the findings and the basis for the findings and include the actual text or accurate summary of the views of any individual(s) found to have engaged in misconduct, as well as a description of any sanctions taken by the University.

(j) If the formal investigation is terminated for any reasons without completing all requirements for an investigation, the Senior Vice President and Provost shall send a report to the NIH Office of Research Integrity including a description of the reasons for such termination.

(k) After the investigation has been completed, the Committee of Investigation shall deliberate and prepare its findings and recommendations.

(c)(4) Resolution

(a) Finding of absence of scholarly misconduct. All research sponsors and others initially informed of the investigation shall be informed in writing that allegations of misconduct were not supported. If the allegations are deemed to have not been made in good faith, appropriate disciplinary action should be taken against the individuals making the allegation. If the allegations, however incorrect, are deemed to have been made in good faith, no disciplinary measures are indicated and an effort should be made to prevent retaliatory actions. In publicizing the findings of no misconduct, the institution should be guided by whether public announcements will be harmful or beneficial in restoring any reputations that may have been lost. Usually, such decisions should rest with the person who was wrongfully accused. Diligent efforts, as appropriate, should be undertaken to restore the reputations of persons alleged to have engaged in misconduct when allegations are not confirmed and to protect the positions and reputations of those persons who, in good faith, make allegations.

(b) Findings of scholarly misconduct. The Senior Vice President and Provost or the Vice President for Research is responsible for notification of all federal agencies, sponsors, or other entities initially informed of the investigation of the finding of scholarly misconduct. The institution should take action appropriate for the seriousness of the misconduct, including but not limited to the following:
1. **Notification:** Consideration should be given to formal notification of the following, among other appropriate entities:

   - Sponsoring agencies, funding sources
   - Co-authors, co-investigators, collaborators
   - Department, School, or Institution
   - Editors in journals in which fraudulent research was published
   - Editors of other journals or publications, other institutions, other sponsoring agencies, and funding sources with which the individual has been affiliated
   - State professional licensing boards
   - Professional societies

2. **Institutional Disciplinary Action** including, but not limited to the following:

   - Removal from particular project
   - Special monitoring of future work
   - Letter of reprimand
   - Probation for a specified period with conditions specified
   - Suspension of identified duties or privileges for a specified period, with or without salary
   - Termination of employment

(c) **Appeal**

Individuals may appeal the finding of the Committee of Investigation and/or the sanction. A written statement of the grounds for the appeal must be submitted to the President within thirty University business days of written notification of the results of the investigation. Grounds for appeal include new previously unconsidered evidence which was not available earlier, sanctions not in keeping with the findings, conflict of interest not previously known among those involved in the investigation, or other lapses in due processes. Upon receipt of a written appeal, the President will evaluate the evidence and make a determination. At the President's discretion, the Investigation may be reopened. The President's decision will be binding on all parties and will be conveyed to all involved in a timely fashion. In case of termination of employment, the decision may be appealed according to University policies.

(Regents, 6-25-97, 6-25-08, 12-7-12)
Appendix D

Student Professional Behavior in an Academic Program

The College of Public Health follows the Student Professional behavior in an Academic Program policy of the University of Oklahoma Health Sciences Center.

The Policy is reproduced here from the Faculty Handbook; all section notations refer to the Faculty Handbook. The full document is available online at http://www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf.
STUDENT PROFESSIONAL BEHAVIOR IN AN ACADEMIC PROGRAM POLICY

HEALTH SCIENCES CENTER

The University of Oklahoma Health Sciences Center (OUHSC) strives to attract, matriculate, and train health professions and public health, biomedical, and pharmaceutical sciences graduate students (hereinafter referred to as OUHSC students) who not only possess the intellectual capacity for health professions and graduate study but also have a high capacity for ethical and professional behavior. Since training in ethical and professional behavior is an integral part of training in the health professions, conduct during training is an academic issue. Professionalism is one critical cornerstone of a successful academic program, just as it is a cornerstone of the responsible conduct of research, maintaining integrity and compassion in the delivery of health care, and building a collegial and conscientious health professions team.

Circumstances may arise during a student’s course of study that call into question the capacity or commitment of the student to maintain this academic standard. As such, the colleges and training programs retain the responsibility and authority to determine a student’s fitness to continue in the program of study.

The process of transitioning from a student to a health care professional requires study, self-reflection and self-management on the part of learners. Ethical and professional behaviors are critical to the effective education of OUHSC students, and are considered a core competency in the academic program, and, thus, are a key factor in academic good standing. When a student accepts an offer of admission into OUHSC programs, he or she commits to comply with all regulations, including those regarding ethical and professional conduct, established by the University, the OUHSC, the respective College, and the Program.

As a distinct learning community within the University, the OUHSC has established the Student Professional Behavior in an Academic Program Policy (referred to as “the Policy” or “this Policy”) and adopted procedures for addressing standards of ethical and professional behavior for OUHSC students. The policy and procedures identify student responsibilities and rights in conjunction with standards of fairness, privacy, and due process. They are derived, in part, from the standards of conduct adopted by national organizations that accredit OUHSC programs (e.g., ASHA, CODA, NLNAC, LCME, ACPE) or license or certify OUHSC learners (e.g., NCCPA, state licensing boards) and the standards of ethical and professional behavior adopted by national and local professional organizations.

Since training in ethical and professional behavior is integral to the education of OUHSC students, violations of this Policy will be considered as academic issues. Failure to meet ethical and professional behavior standards will result in action up to, and possibly including, dismissal and may jeopardize advancement and graduation.

In addition to the academic and clinical-related requirements of each college and program, this Policy and its related procedures shall govern academic and professional behavior at the OUHSC. In the event any OUHSC college and/or health professions program develops a statement of principles and responsibilities related to standards of ethical and professional behavior specific to its respective profession, such statements must conform to the Policy and its procedures.

This Policy is not intended to address the types of student conduct violations described in the University of Oklahoma Student Rights and Responsibilities Code, Section VI 1-22; academic misconduct, as described in Section 4.18 and Appendix C of the OUHSC Faculty Handbook. For cases in which both the Student Rights and Responsibilities Code and the Student Professional Behavior in an Academic Program Policy may apply, this Student Professional Behavior in an Academic Program Policy shall take precedence.

A. Objectives

1. To document the priority placed by the Health Sciences Center on the academic standards related to student ethical and professional behavior.

2. To provide students, faculty, and staff with clear articulation of the expectations regarding student ethical and professional behavior.

3. To provide the OUHSC colleges with clearly articulated authority to act when dealing with student ethical and professional behavior issues.
4. To identify procedures for managing and addressing student ethical and professional behavior issues.

5. To ensure standards of fairness, privacy, and certain processes are applied, as applicable.

B. Scope

All OUHSC students are expected to demonstrate high standards of ethical and professional behavior in all educational and clinical settings, including but not limited to:

1. classroom-based milieu (e.g., classrooms, lecture halls, laboratories, on-line and technology-based classes);

2. professional and clinical sites that are part of the learning program (e.g., hospitals, clinics, community health centers, ambulatory settings);

3. other settings not part of the formal learning program but which contribute to the learning process (e.g., student-run special interest group meetings and activities, clubs and governance structures, interactions with University or OUHSC administrators and other members of the campus community); and,

4. Other settings as described below:

   This Policy is intended to guide the ethical and professional behavior of students studying in the OUHSC programs. It is not intended to directly guide or address behavior that is a part of a student’s private life, but such behavior may come to the attention of the OUHSC in several ways and become the focus of a Policy investigation or charge:

   a) Conduct may be reported to a member of the faculty or administration by a variety of sources (e.g., police, friends, parents, other agencies) that raises a concern about the student’s capacity to continue his or her studies. If such reported conduct raises a concern about the safety of the student or the safety of others that the student may have contact with at the institution or includes behavior that could indicate an issue with moral, ethical, or personal values that would preclude satisfactory functioning in the discipline, an investigation may be conducted and action taken on the basis of the investigation.

   b) If a student is charged with an offense in the civil justice system and the University becomes aware of and verifies this circumstance through self-report of the student or a reliable, verified source, the University may elect to not pursue an investigation until the outcome of the civil court proceeding is known, unless the alleged offense is such that allowing the student to continue his or her studies could be detrimental to the safety of patients or others, as determined by the OUHSC Vice Provost for Academic Affairs.

   c) If a student is charged with a criminal offense, he or she is obligated to report this to the college Dean immediately. If a matriculating student has been charged with a criminal offense between the time he/she wrote an application and the time he/she arrives at school, or at any time while a student, he/she must inform the Dean of the charges before the first day of classes. If the University later discovers that a student withheld disclosure of a criminal charge, he/she may be subject to immediate dismissal by the Dean. Depending upon the nature of the criminal charge, the student may not be allowed to continue the course of study until there is final disposition of the criminal charge either by verdict, plea, or dismissal. This is consistent with the obligation of the University to ensure the safety of patients and others.

OUHSC students are expected to hold themselves to the highest standards of ethical and professional conduct. As part of their education and training, these students must begin to practice professional behaviors that they will uphold for the rest of their professional lives. Fundamental attributes of professionalism and ethical and professional behavior include, but are not limited to, honesty and integrity, dedicated desire to learn and respect
for the academic process, concern for the welfare of patients and their families, a commitment to patient confidentiality, respect for the rights of others, emotional maturity, and self-discipline.

While not all inclusive, examples of unacceptable ethical and professional behavior include but are not limited to the following:

- Lack of integrity and honesty (e.g., lying about, misrepresenting, or not reporting information about care given, clinic errors, or any action related to clinic functions; acting outside the scope of his/her role in a clinical, academic, professional or administrative setting). **NOTE:** Allegations of academic misconduct, including but not limited to cheating, plagiarism, fabrication, fraud, destruction, bribery or intimidation, assisting others in any act proscribed by the Academic Misconduct Code, or attempting to engage in such acts, as defined under the Academic Misconduct Code are addressed in the Academic Misconduct Code.

- Failure to demonstrate professional demeanor or concern for patient safety (e.g., use of offensive language and gestures, being under the influence of alcohol or drugs in the educational or clinic setting)

- Unmet professional responsibility (e.g., not contributing to an atmosphere conducive to learning due to poor attendance, punctuality issues, and/or distracting, or insensitive behavior in class, lab, or clinic; poor personal hygiene; needing continual reminders to complete responsibilities in a timely manner; not responding to requests [written, verbal, e-mail, telephone] in a timely manner; breaching patient confidentiality)

- Exhibiting disruptive behavior (e.g., pushing, punching, throwing things, making inappropriate gestures, threats, verbal intimidation, language that belittles or demeans, negative comments with racial, ethnic, religious, age, gender or sexual overtones, making imperient or inappropriate written entries in the medical record or making statements attacking students, faculty or staff)

- Lack of effort toward self-improvement and adaptability (e.g., resistant or defensive in accepting constructive criticism; remaining unaware of own inadequacies; resisting considering or making suggested changes to improve learning, behavior, or performance; not accepting responsibility for errors or failure; abusive or inappropriately critical, arrogant)

- Lack of respect for cultural diversity (e.g., inappropriate interpersonal interaction with respect to age, culture, race, religion, ethnic origin, gender, sexual orientation)

- Exhibiting diminished relationships with members of the health care team (e.g., not functioning appropriately within the health care team or not demonstrating the ability to collaborate with fellow students, staff)

- Exhibiting diminished relationships with patients and families (e.g., insensitive to the patient's or family's needs, inappropriate personal relationships with patients or members of their families, lack of empathy)

- Failure to maintain and safeguard the confidentiality of patient and research participant information, including paper and electronic records, verbal communications, and social networking and electronic media sites

- Failure to comply with college and program academic and clinical-related requirements (e.g., training, immunization, HIPAA)
C. Procedures for Handling Breaches of Ethical and Professional Behavior Standards

Violations of this Policy will be handled as follows:

1. Who May File

Complaints about possible breaches of ethical and professional behavior may be initiated by individuals within the College or Department/Section (students, faculty, staff, and administration) or by external sources (patients, families, visitors, extramural rotation sites, other agencies with which a student has had contact). If reported elsewhere, the initial complaint should be promptly forwarded to the student's program director or assistant/associate dean of student affairs or directly to the Dean of the College. The formal complaint must be in writing, with a brief description of the evidence, and submitted within 10 University business days after discovery of the incident, exclusive of University breaks and academic intercessions.

2. Complaints Review and Investigation; Sanctions

Any egregious unethical or unprofessional behavior must be reported to the Dean and could result in the student's being immediately suspended or dismissed from the program. Examples of egregious or unprofessional behavior would include but are not limited to patient endangerment, unacceptable patient management, inappropriate alteration of patient records, or behavior that poses a danger to persons or property or an ongoing threat of or disruption of the academic process. The Dean must consult with the Vice Provost for Academic Affairs, Legal Counsel and other officials as appropriate to determine if the matter should proceed under other applicable University policies. Should the Dean take the immediate action of suspending or dismissing a student from the program, the student may request a hearing under the Academic Appeals Board process, as described in Section 3 below.

For less egregious unethical and unprofessional behavior, rather than filing a formal complaint about professional behavior, the faculty member or program director may conclude (but is not required to conclude) that the incident is more appropriately treated as an instructional rather than a disciplinary matter. In such cases, the faculty member or program director will contact the student directly to discuss the issue, provide feedback, and make suggestions for how the behavior at issue can be improved. If the faculty member or program director believes that an effective resolution resulted from meeting with the student, no further action is required. The incident shall be documented in the student’s file and may be used in the future, where applicable, to indicate a pattern, practice, failure to benefit from redirection.

In the event that the faculty member or program director determines that giving the student feedback about issues of concern was not successful in resolving the issue or if the behavior is of a significant or serious nature (but not warranting immediate suspension or dismissal), a Professionalism Concerns Report (PCR) will be completed by the faculty member or program director. The focus of this PCR process is educational, with the goal of helping the health professions student move forward successfully in coursework, clinical practice experience, and interactions within the Health Sciences Center community.

A PCR must be filed with the college's assistant/associate dean of student affairs within 10 University business days from the time the behavior was observed or reported, exclusive of University breaks and academic intercessions.

Following receipt of the PCR, the college’s assistant/associate dean of student affairs will meet with the student to discuss ways in which the unprofessional behavior can be improved, thus allowing the student adequate opportunity to make appropriate behavioral changes. The student will be asked to sign the PCR to acknowledge that the PCR has been reviewed and may respond to the PCR by providing additional written information. The college's assistant/associate dean of student affairs may require remedial action, such as a corrective action plan, mandated counseling or probationary status, which shall be noted on the PCR. The PCR is then forwarded to the college Dean and to the Graduate College Dean, if applicable.
In the event that a student fails on three occasions to meet the expected standards of ethical and professional conduct as documented by PCRs and/or documentation in the student's file, the assistant/associate dean of student affairs or if appropriate, the Graduate College Dean, has the option to place the student on probation, suspend the student, or dismiss the student, depending on the nature of the student's behavior. Prior to any such action, the student affairs dean, Graduate College Dean, or other appropriate administrator will meet with the student, identify the concerns, identify the anticipated action, and provide the student an opportunity to present his/her version of events leading to the situation. Within 3 days of such meeting, the student will be provided notice of the action taken. If dissatisfied with the action taken, the student may request a hearing in accordance with Section 3 below.

3. Appeal Process

Students who are dismissed or suspended from their program may request a hearing under the OUHSC Academic Appeals Policy (Section 4.16 and Appendix C of the OUHSC Faculty Handbook).

A student may not appeal an action taken simply because he/she does not agree with it.

(Regents 12-1-11)
Appendix E

Student Rights and Responsibilities Code

The College of Public Health follows the Student Rights and Responsibilities Code of the University of Oklahoma Health Sciences Center.

The Policy is reproduced here from the Faculty Handbook; all section notations refer to the Faculty Handbook. The full document is available online at http://www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf.
STUDENT RIGHTS AND RESPONSIBILITIES CODE
The University of Oklahoma

I. Overview and Mission

The purpose of the Student Rights and Responsibilities Code (referred to as the "Code" or "this Code") is to establish specific student rights and responsibilities while maintaining an environment conducive to the University of Oklahoma’s mission. The processes and procedures of this Code establish and enforce standards of conduct through educational experiences, fostering student learning and development while maintaining student retention.

II. Authority and Jurisdiction

The Board of Regents of the University of Oklahoma is charged in the Constitution of the State of Oklahoma with governing the University, and nothing in this Code prevents the Board of Regents from establishing or amending rules or procedures in order to fulfill its responsibility. In collaboration with the appropriate University official, the University Vice President for Student Affairs has day-to-day responsibility for disciplinary matters and maintenance of records of all actions taken. The University Vice President for Student Affairs shall be vested with the authority to establish and operate a Student Conduct Office. The respective campus Director of Student Conduct shall work in collaboration with appropriate University officials, but shall report to the University Vice President for Student Affairs ("UVPSA") for the operation of the Student Conduct Office ("Student Conduct").

This Code and the Procedures shall be effective beginning September 19, 2011.

III. Student Rights

Students of the University of Oklahoma are guaranteed certain rights by the Constitutions of the United States and the State of Oklahoma and the University of Oklahoma Student Association. Those documents are controlling and any questions of student rights must be decided on the language contained in those documents. Among other rights, the following apply:

1. The student has the right to form, join and participate in any student organization or group without regard to race, color, national origin, sex, sexual orientation, genetic information, age (40 or older), religion, disability, political beliefs or status as a veteran. 
   http://www.ou.edu/home/eco.html and http://www.ou.edu/home/misc.html
2. The student has the right to pursue his/her education as long as he/she meets the University’s applicable academic standards and observes applicable laws and policies.
3. The student has the right to certain procedural due process, including notice and an opportunity to be heard.
4. The student has the right to request appropriate action from the administration for any violation of right guaranteed by this Code.
5. The student has the right not to be charged twice by the Student Conduct Office for one incident.
6. The student has the right to establish and/or disseminate publications free from any censorship or other official action controlling editorial policy or content in accordance with University policies.
7. The student has the right to invite and hear any person of his/her choice on any subject of his/her choice subject to applicable regulations and/or University policy.
8. The student has the right to use campus facilities, subject to regulations governing the facility.  
   http://www.ou.edu/content/studentaffairs/services/policies_and_forms.htm/  
   http://www.ouhscc.edu/policy/
9. The student has the right of assembly to demonstrate, inform, or protest, in accordance with University policy.
10. The student has the right to be secure in his/her possessions, against invasion of privacy, and unreasonable search and seizure.
IV. Student Conduct Proceedings

Procedures under this Code are attached as Appendix A and available at: http://studentconduct.ou.edu/. In collaboration with the appropriate University official, the UVPSA or other appropriate administrative official vested with such authority, has discretion to take various actions under this Code for violations of law or University policy. Such actions are separate from civil, criminal or licensure proceedings that may relate to the same incident. Proceedings under the Code may be carried out prior to, simultaneously with, or following civil, criminal or licensure proceedings, at the discretion of the University.

The University will initiate the appropriate process under the Code within 365 calendar days from the date that a University employee discovers the act. Provided, however, the appropriate process shall be initiated immediately upon receipt of findings from the University’s Equal Opportunity Office. In addition to any proceedings described in the Student Conduct Procedures (see Appendix A, the “Procedures”), the University may take any of the following actions:

A. Direct Administrative Action

In collaboration with the appropriate University official, the UVPSA or other appropriate administrative official vested with such authority, may immediately take Direct Administrative Action, which he/she deems necessary for the welfare or safety of the University Community; to maintain order on the campus and preserve the orderly functioning of the University; to stop or prevent interference in any manner with the public or private rights of others on University premises; to stop or prevent actions that threaten the health or safety of any person; or stop or prevent actions that destroy or damage property of the University, its students, faculty, staff, or guests.

Any student so affected may be entitled to a hearing as outlined in the Procedures, attached as Appendix A and available at: http://studentconduct.ou.edu/

B. Disciplinary Hold and Disciplinary Stop

While conduct proceedings are pending, the University may place a disciplinary hold on the student’s records, which prohibits the student from registering for classes until the conduct process, including any review procedure, if requested, is complete. The University may also place a disciplinary hold if a student fails to complete assigned sanctions, which has the same impact on a student’s records and registration as described above. If a disciplinary hold is placed, the hold will not be removed until the student satisfactorily completes all sanctions.

The University may place a disciplinary stop on a student’s record if a student is suspended as part of the sanctions, prohibiting a student from being admitted to or registering for classes at any campus governed by the Board of Regents of the University of Oklahoma. A disciplinary stop shall remain in effect until the suspension period is over, the student has complied with all conditions, has reapplied and been readmitted.

V. Advisors

The disciplinary process is an administrative, not a legal proceeding. Nonetheless, if a student wishes to consult an advisor, the UOSA General Counsel, or other advisors as may be provided by the University, advises students free of charge; or a student may hire a private advisor or attorney (collectively referred to as "advisors") at his/her own expense. Direct participation of the student is essential to the educational and/or remedial nature of the conduct process; therefore, the student must be present and actively engaged throughout the process, and the role of any advisor is limited as described below.

Except as required by Oklahoma law with respect to expulsion proceedings and as outlined in the Procedures, attached as Appendix A and available at: http://studentconduct.ou.edu/, the advisor is limited to counseling the student and may not be present, act or speak for the student, participate directly in any hearing or meetings, cross-examine witnesses, or otherwise disrupt or delay the proceedings. Hearings and meetings, etc. will be scheduled based on student availability not advisor
availability. With respect to expulsion proceedings, only licensed attorneys are permitted to represent parties. Attorneys may be present in hearings only when specifically permitted by this Code and the Procedures. Any advisor not complying with this section will be removed from the process at the discretion of the Director of Student Conduct or appropriate hearing Chair, in accordance with Appendix A.

VI. Student Responsibilities

Enrollment in the University creates special obligations beyond those attendant upon membership in general society. In addition to the requirement of compliance with all applicable laws and regulations, the student assumes the obligation to comply with all applicable University and College regulations.

It is the responsibility of all students who are potential parties or witnesses to an alleged violation of the Code to participate in the conduct process. Students have a duty to cooperate and discuss the incident with appropriate University officials, adhere to stated deadlines, attend scheduled meetings, provide documentation as requested and participate in all proceedings. Failure to meet these duties may result in a decision being made without the benefit of the student’s participation, or may result in a student being charged with failing to comply with the direction of a University official.

Prohibited Conduct

These definitions include, but are not limited to, the following:

1. **Abusive conduct:** Unwelcome conduct that is sufficiently severe and pervasive that it alters the conditions of education or employment and creates an environment that a reasonable person would find intimidating, harassing or humiliating. These circumstances could include the frequency of the conduct, its severity, and whether it is threatening or humiliating. This includes physically abusing a person or holding a person against his or her will. Simple teasing, offhanded comments and isolated incidents (unless extremely serious) will not amount to abusive conduct.
2. **Alcohol violations:** Possessing, using, providing, manufacturing, distributing, or selling alcoholic beverages on or off campus in violation of law or University policies.
3. **Arson:** The willful setting fire to or burning of a structure or its contents or the property of another.
4. **Dishonesty:** Manufacturing, possessing, providing, making, or using false information or omitting relevant information to University officials or on University applications, forging, altering or misusing a University record or document, initiating a false report, and knowingly using or possessing forged, altered or false documents or records.
5. **Disruption or obstruction of a University activity:** Interference with, obstruction or disruption of University activities such as teaching, research, recreation, meetings, public events and disciplinary proceedings.
6. **Drug violations:** Possessing, using, providing, manufacturing, distributing, or selling drugs or drug paraphernalia in violation of law or University policies. This includes the use or possession of prescription drugs other than by the person prescribed or for a purpose other than what was prescribed.
7. **Ethical or professional code violations, violation of licensure board rules and regulations, state and federal laws, and/or other applicable regulatory or privileges issues:** as defined by the student’s College or professional association or licensure board, as may be applicable to the student(s), or applicable laws or regulations.
8. **Failing to abide by or complete a University sanction in a satisfactory manner:** Failure to adhere to sanctions or engaging in other prohibited conduct while on disciplinary probation or suspension.
9. **Failing to comply with the direction of a University official who is performing his or her duties.**
10. **Failure to keep records up to date:** Failing to keep Admissions and Records notified of current school and/or permanent directory information, including email information.
11. **Hazing:** Any action or situation that recklessly or intentionally endangers the mental or physical health, safety, or welfare of an individual for the purpose of initiation, participation, admission into or affiliation with any organization at the University, as defined by Oklahoma or federal law.
12. **Interfering with, obstructing or disrupting police or fire responses**: Tampering with, impairing, disabling, or misusing fire protection systems such as smoke detectors, fire extinguishers, sprinklers, or alarms; failing to evacuate during a fire alarm; resisting arrest; failing to abide by the directions of police or fire personnel.

13. **Mental harassment**: Intentional conduct that is so extreme and outrageous that a reasonable person would not tolerate it.

14. **Misuse of computing facilities**: Misusing computer labs and equipment as well as technology resources including the Internet, University networks, computer software, data files belonging to others, email addresses and accounts belonging to others, University databases and violating University Information Technology computing policies. The University’s Computer Use Policy is found at:
   - [http://it.ouhs.edu/policies/AcceptableUse.aspx](http://it.ouhs.edu/policies/AcceptableUse.aspx)

15. **Misuse or defacement of University property**: Damage to or misuse of equipment, property, furniture, facilities and buildings belonging to the University.

16. **Misuse or defacement of property belonging to another**.

17. **Retaliation**: Taking any adverse action against a person because of, or in retaliation for, the person’s reporting of a crime or violation of University policy, or in assisting in such a claim.

18. **Sexual Misconduct**: Violating the University of Oklahoma Sexual Misconduct, Discrimination, and Harassment Policy, found at: [http://www.ou.edu/home/misc.html](http://www.ou.edu/home/misc.html)

19. **Stalking**: Willfully, maliciously, and repeatedly following or harassing another person in a manner that would cause a reasonable person to feel frightened, intimidated, threatened, harassed, or molested.

20. **Theft**: Possessing property that is known or should have been known to be stolen, taking property without the consent of the owner, even with intent to return the property, or obtaining property by false pretenses.

21. **Unauthorized entry or exit or attempted entry or exit**: Entering or exiting or attempting to do the same without authority or consent with respect to University facilities, property belonging to another and fraternity and sorority houses.

22. **Violation of local, state, federal law or University regulation or policy**.

23. **Weapons violations, possession of weapons, firearms, explosives, fireworks, ammunition or incendiary devices on campus**: Actual or constructive possession or control of any weapon, including but not limited to air pistols, air rifles, lock blades, fixed blades, knives with a blade longer than four inches, blackjacks, metal knuckles, chemical substances, bombs, or any other device found to be a violation of this Code by Student Conduct. Instruments designed to look like any of the above are included in this prohibition.

**VII. Sanctions**

In collaboration with the appropriate University official, the UVPSPA, or other appropriate administrative official vested with such authority, may issue the following sanctions in accordance with the procedures established for each campus, including an order, by agreement of the parties or by a default decision. Sanctions not on this list may be issued when deemed appropriate by the University.

1. **Verbal Warning**: A verbal notice that the behavior was inappropriate.

2. **Written Warning**: A written statement that the behavior was inappropriate, which will remain on the student’s University disciplinary record for a specified period of time or until the student meets certain conditions.

3. **Disciplinary Probation**: A written statement that the behavior was inappropriate and should subsequent violations occur, the University will take more serious conduct action up to and including suspension or expulsion. This can include exclusion from University affiliated entities, including student organization activities for a period of time or until the student meets certain conditions. Disciplinary probation will remain on the student’s disciplinary record for a specified period of time or until the student meets specified conditions.

4. **Educational Sanctions**: A specific number of hours of community service, completion of a reflection or research paper, attending a class, program or lecture, attending counseling, or other actions.
5. **Restitution:** Repayment for damages or misappropriation of property. This may include monetary compensation or other related service(s), such as cleaning or restoration.

6. **Administrative Fee:** Administrative fees for educational programs and presentations as well as policy related administrative costs, which are assessed directly to the student's Bursar account. A financial stop may be placed on the student's record if the student fails to pay the administrative fee by the due date. This stop may prevent the student from registering for future terms or adding or dropping courses.

7. **University-Owned Housing Reassignment or Termination:** Reassignment to another University-owned housing unit, exclusion from certain University-owned properties or termination of the student's housing agreement.

8. **Administrative Trespass:** Denial of access to all or a portion of campus, except for limited periods and specific activities with the permission of the appropriate University official, as designated by the University Vice President for Student Affairs or other appropriate administrative official vested with such authority. Should the student enter campus without written permission, the appropriate University official or the campus police may take action.

9. **Suspension:** Exclusion from the University and all campuses governed by the Board of Regents of the University of Oklahoma for a specific period of time or until the student meets certain conditions, following which the student may be permitted to re-enroll or apply for readmission to the University, as applicable.

10. **Expulsion:** Exclusion from the University and all campuses governed by the Board of Regents of the University of Oklahoma for an indefinite period of time, a record of which remains on file permanently.

11. **Restriction or Denial of University Services:** Restricted from use or denial of specified University services, including participation in University activities.

12. **Delayed Conferral of Degree:** Delay of issuance of a student's diploma for a specified period of time or until the student meets certain conditions.

13. **Strike:** The University's official recognition of a student’s or organization's violation of the University of Oklahoma's Norman Campus Alcohol Policy.

VIII. **Review of the Student Conduct Code**

In collaboration with the appropriate University official, the UVPSA, or other appropriate administrative official vested with such authority, and each campus Provost will appoint a committee of at least five (5) persons including the respective Directors of Student Conduct and the presidents of each campus student association to review and revise the Code every three (3) years, or sooner, if needed. The Committee will solicit input from representatives of the legislative bodies of each campus, and campus student associations as needed. Any changes to this Code required for compliance with applicable federal, state, local law, applicable regulations, or University policy shall be made automatically.

IX. **Definitions**

1. **Acceptance of responsibility:** The charged student agrees that his or her behavior constitutes a violation of the Code. A charged student who admits responsibility is ordinarily deemed to admit to the facts as alleged and as modified by any investigation that has occurred. Acceptance of responsibility will be taken into account in the assessment of sanctions. Full and frank acceptance will be given the most consideration.

2. **Day:** Unless otherwise noted, day refers to a University business day.

3. **Institution or University:** Includes the OU Norman campus, the OU Health Sciences Center campus and the OU Tulsa Schusterman Campus.

4. **Notice:** The University deems notice provided when a communication is sent to a student’s University email account, or, where certified mail is required by law, the delivery date of the mail.

5. **Preponderance of the Evidence:** A fact is more likely true than not. This shall be the standard of proof used in all conduct proceedings under this Code.

6. **Reporting Party:** means any person who submits a charge/report alleging that a student violated this Code. In cases of sexual misconduct, the reporting party shall refer to the alleged recipient of the misconduct.

7. **Student:** Includes all persons: eligible and taking courses at the University, either full-time or part-time, pursuing undergraduate, graduate, professional, or continuing education; and those who are
not enrolled for a particular term but who are academically eligible to enroll. Additionally, the Code applies to all University of Oklahoma students enrolled through University programs who are studying online, abroad or at other locations.

8. **Student Conduct Officer**: An employee of Student Conduct who has the responsibility for conducting any meeting, review or hearing.

9. **Student organization**: includes a group that has fully complied with the requirements for registration and recognition by Student Affairs as a University student organization.

10. **University official**: includes any person employed by the University performing assigned job responsibilities, whether full or part-time.

11. **University property**: Equipment, objects, land, buildings and facilities in possession of or owned, used or controlled by the University or funded in whole or in part with University or University of Oklahoma Foundation funds.

12. **University regulation or policy**: includes regulations and policies set forth by the College of the student’s enrollment, the University, including those promulgated by the Board of Regents of the University of Oklahoma, or by the Oklahoma State Regents for Higher Education.
Appendix F

Student Rights and Responsibilities Procedures

The College of Public Health follows the Student Rights and Responsibilities Procedures of the University of Oklahoma Health Sciences Center.

The Policy is reproduced here from the Faculty Handbook; all section notations refer to the Faculty Handbook. The full document is available online at http://www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf.
STUDENT RIGHTS AND RESPONSIBILITIES PROCEDURES
The University of Oklahoma

I. Overview

The University will administer the Student Rights and Responsibilities Code ("the Code") according to the following procedures, except as noted. All cases under this Code will include a Student Conduct Notice and require a Mandatory Meeting between the student and the Student Conduct office ("Student Conduct").

If a case is not resolved at the Mandatory Meeting (as discussed below), cases could, assuming deadlines and conditions are met, advance to a hearing. Depending on the type of charge and/or sanction involved, differing procedures for the hearing and selection of panel members may apply. However, all cases not resolved at the Mandatory Meeting go before a hearing panel (the "Hearing Panel"). The Hearing Panel's hearings fall within one (1) of two (2) categories: (A) general charges, and (B) sexual misconduct charges. For any charge involving a sanction of expulsion, additional procedural safeguards apply. At the conclusion of the hearing and findings, either party may seek an appeal on the written record before an Appellate Panel. Either party may appeal the finding of the Appellate Panel in writing to the Vice President for Student Affairs, who in collaboration with the appropriate University official vested with authority over the relevant area, shall render a decision on the written record and whose decision is final. However, differing appellate options are available in expulsion cases.

The respective campus' Director of Student Conduct or the Chair of the Hearing Panel may extend or accelerate existing timelines, as well as establish and enforce additional deadlines not stated in these procedures as necessary for prompt and effective case resolution. Further, the Vice President for Student Affairs in collaboration with the respective campus Provost and the respective campus Director of Student Conduct may modify these procedures at any time on case-by-case basis where necessary to comply with applicable law and regulation.

II. Commencement of a Conduct Process

Student Conduct may initiate the conduct process on the basis of information received from any source, including but not limited to an individual, a University official, a residence hall official or a law enforcement agency. Upon receipt of such information, the appropriate Director of Student Conduct may review the allegations and decide whether they fall within the jurisdiction of the Code and whether conduct proceedings should occur. Student Conduct may (A) initiate conduct proceedings by sending the student a Student Conduct Notice; (B) resolve the situation through an informal resolution process; or (C) dismiss the charge.

Student Conduct shall promptly forward allegations of a violation of the University’s Sexual Assault, Discrimination, and Harassment Policy in writing to the University’s Sexual Misconduct Officer ("SMO"). The SMO will investigate any such claims and make a report to the Director of Student Conduct on the respective campus, who will be responsible for filing any applicable charges under the Code.

A. Student Conduct Notice

When Student Conduct initiates conduct proceedings, it sends a Student Conduct Notice to the student who is the subject of the report or complaint via the student’s University email address. Notice to the student will be considered furnished once a Student Conduct Notice complying with the following is delivered to the student’s University email account.

The Student Conduct Notice shall include:

1. A description of the alleged misconduct;
2. A citation to the Code provisions that are alleged to have been violated;
3. A brief explanation of the Student Conduct process; and
4. An explanation that the student must set up an administrative review meeting (Mandatory Meeting) with the conduct officer within five (5) days, or such shorter time as the Director of Student Conduct specifies.

Likewise, a “no contact” order shall be deemed sufficient if delivered via the student’s University email address. If a “no contact” order is issued, it is the responsibility of the student not to have any contact with the individual(s) named, directly or through third parties, as specified in the order. Failure to comply with this order may result in additional disciplinary action.

B. Mandatory Meeting

Student Conduct will meet with the charged student to explain the conduct process, answer any questions the charged student may have, and allow the charged student an opportunity to respond to the allegations contained in the Student Conduct Notice. The charged student may be advised by an advisor of his or her choosing prior to the meeting, but no advisors shall be present at the meeting.

When the Director of Student Conduct of the respective campus determines that prompt action is essential (e.g., during University orientation, toward the end of the semester, the student is nearing graduation, or there is substantial concern for the health, safety, or welfare of a member of the University community as with a Direct Administrative Action), the Director of Student Conduct may require that the charged student meet within one (1) day of receipt of the Student Conduct Notice if the student resides on campus, or two (2) days if the charged student resides off campus. The University may give notice in these cases by the telephone number provided in oZone, PeopleSoft or by the student’s University email address.

If, during the Mandatory Meeting, the charged student agrees that his or her behavior constitutes a violation of the Code, Student Conduct will discuss with the charged student the violation and any relevant circumstances. After considering any additional information the charged student has presented, Student Conduct shall determine sanctions. If the charged student disagrees with the finding of Student Conduct, the student may request a hearing in writing within two (2) days of the Mandatory Meeting, as applicable.

C. Failure to Respond / Default

If the charged student does not schedule or attend a Mandatory Meeting by the date specified in the notice, or fails to follow instructions or submit requested documentation or information within a reasonable specified amount of time, Student Conduct may decide the outcome of the case in the charged student’s absence. In such cases, the student, by failing to respond or participate, shall be in default and will have waived any right to further process under this Code.

III. Hearing Panel Process

A Hearing Panel pool shall be established annually on each of the University’s three main campuses, comprised of members appointed by the University Vice President for Student Affairs and the respective Provosts upon the recommendation of the applicable faculty senate Chair, staff senate Chair, and student body president. Each pool shall consist of at least ten (10) faculty members, ten (10) staff members and ten (10) students from representatives of each campus, and specific representatives may also be appointed from professional schools where a violation of an ethical or professional code is alleged. Each member of the pool shall serve a two-year term and may be reappointed or removed at any time. All members of each pool will receive general hearing training along with specialized training regarding sexual misconduct and expulsion cases.

Upon need for a hearing, the University Vice President for Student Affairs (UVP SA) or his/her designee shall schedule and select a Hearing Panel selected randomly from the appropriate pool. If the charges involve sexual misconduct, no appointed panel member may be a student. Generally, the hearing procedures noted below apply to all hearings except as required for sexual misconduct and/or cases involving expulsion as noted below.
A. Each Hearing Panel shall consist of three (3) members; one (1) of whom must be a student, except in cases involving the Sexual Assault, Discrimination, and Harassment Policy, in which case, no student may sit on the Hearing Panel. One (1) faculty or staff member of the Hearing Panel will serve as the Chair and shall be responsible for management of the Hearing Panel.

B. Student Conduct shall train the Hearing Panel pool at least annually. Any Hearing Panel member who believes he or she is unable to be an objective participant for a given hearing is expected to remove herself/himself for that particular hearing.

C. In all aspects of these procedures with respect to sexual misconduct cases where rights are provided to the “reporting party”, the reporting party is the alleged survivor. The Director of Student Conduct for the respective campus, the charged student, and the reporting party (in sexual misconduct cases) will be given an opportunity to object to the composition of the Hearing Panel based upon any panel member’s inability to be an objective participant for the matter. The UVPSA shall make a final determination in any case where there is disagreement as to whether a panel member should be removed.

D. Upon receipt of the request for hearing by the charged student, Student Conduct shall request the UVPSA appoint a Hearing Panel within five (5) days of the charged student’s request. If an appointed member cannot serve on a particular panel in a timely fashion, the UVPSA may fill the vacant position with another member of the pool. Once appointed, the Hearing Panel shall immediately elect a Chair for the hearing. The Chair of the Hearing Panel will notify the student of the applicable hearing procedure, the date and location of the hearing, and all relevant timelines. Any party who fails to submit information or exchange information as required by the deadline(s) will be barred from presenting that information in the hearing.

E. The Chair of the Hearing Panel has the authority to preside at all hearings, to keep order throughout the hearing process, to exercise control over the hearing for efficiency and relevancy, and to determine all relevant timelines including the extension of any such timelines. Any person who disrupts the hearing process or who fails to adhere to the rulings of the Chair may be excluded from the proceedings by the Chair. The hearing shall continue in the removed person’s absence. Further, the Hearing Panel cannot guarantee the participation of any person. Students and employees are expected to participate as reasonably requested in conduct proceedings as a responsibility of membership in the University community and failure to do so may result in disciplinary action.

F. The Hearing Panel shall consider the allegations in the Student Conduct Notice, the charged student’s response to those allegations, any applicable reporting party statements (in sexual misconduct cases), and any relevant documents or statements. The Hearing Panel will not hear arguments about the legality or justification of any provision under which a charge is brought or the legality of the procedures. Technical departures from the hearing procedure will not invalidate a decision, recommendation or proceeding unless they have prevented a fair determination of the issues.

G. Student Conduct, the reporting party (in sexual misconduct cases) and the charged student, as provided by applicable law, will receive a copy of any materials submitted to the Hearing Panel and that the Hearing Panel accepts as relevant.

H. Each party will be allowed to give a five (5) minute opening statement and a five (5) minute closing statement. After the opening statements, the Hearing Panel may provide the University and charged student (and the reporting party in sexual misconduct cases) an opportunity to present their respective positions, including the presentation of documentary and witness testimony. Each party shall also be given the opportunity to cross-examine witnesses presented by the other. However, in sexual misconduct cases, the charged student and reporting party may not cross-examine one another directly. In expulsion cases involving sexual misconduct, the attorneys or advisors may cross-examine the charged student and reporting party. In any sexual misconduct case where an individual is not represented by counsel, the individual may request that the
Hearing Panel pose cross-examination questions deemed relevant by the Chair, to either the charged student or reporting party. The Hearing Panel may also directly question any individuals (including the charged student) and will consider any relevant documents presented.

I. The Hearing Panel will make determinations about the facts and the credibility of those providing information and determine by majority vote whether the charged student has violated the Code. If the Hearing Panel finds that the charged student is responsible for violating the Code, the Hearing Panel shall consider any aggravating or mitigating circumstances presented to them in assigning sanctions. The Chair of the Hearing Panel will notify the charged student and appropriate University officials of the decision in writing and in accordance with the procedures noted below.

J. All student conduct proceedings are closed. The University may audiotape any conduct proceeding, which will be the official record of the proceedings, and will be kept pursuant to the University's Records Retention policy, found at:

http://www.ou.edu/content/dam/AdminFinance/documents/Records%20Retention%20Policy%20Intro%20Dec%202010.pdf

K. The standard of proof required to show a violation of the Code is by a preponderance of the evidence contained in the record, i.e. the evidence must demonstrate that it is more likely true than not that the conduct occurred.

L. Unless otherwise noted in expulsion cases, technical rules of evidence and procedures applicable to civil and criminal court cases do not apply to hearings. The Hearing Panel may consider any information it deems relevant.

M. If procedural questions arise during the hearing process, the Hearing Panel may consult with the Office of Legal Counsel.

N. For possible Sanctions, see Student Rights and Responsibilities Code, Section VII.

IV. Types of Hearings

A. Administrative Review Hearings: Administrative Review Hearings heard by the Hearing Panel involve any charge not involving sexual misconduct or expulsions.

1. Within ten (10) days of the formation of the Hearing Panel, the Chair shall notify the parties of the relevant details and schedule the Administrative Review Hearing, which should typically occur no later than thirty (30) days after the formation of the Hearing Panel. Student Conduct and the charged student shall exchange the names of any persons they believe have relevant information and all relevant documents no later than five (5) days prior to the Administrative Review Hearing.

2. In accordance with these Procedures, the charged student may be advised by an advisor of his or her choosing prior to the Administrative Review Hearing, but no advisor shall be present at the Administrative Review Hearing or in any meetings.

3. If the student is found responsible for violating the Code, the Hearing Panel will consider any aggravating or mitigating circumstances and assign sanctions. The Hearing Panel will notify the charged student and appropriate University officials of the decision in writing via email to the student's University email address within five (5) days of the Administrative Review Hearing.

4. Either party may appeal the decision as noted in Section V below.

B. Sexual Misconduct Hearings: The Hearing Panel shall utilize the Sexual Misconduct Hearing procedures in cases involving sexual misconduct, or the violation of the University's Sexual
Misconduct, Discrimination and Harassment Policy. The Sexual Misconduct, Discrimination and Harassment Policy can be found at:

http://www.uhsc.edu/eqaa/policiesandprocedures.asp

1. The Director of Student Conduct for the respective campus shall represent the University, and, due to the nature of the proceedings, indirectly represent the reporting party. However, Student Conduct's role is to ensure the best interests of the University community are represented. The reporting party and charged student may be advised by an advisor of their choosing prior to the hearing, but no advisor shall be present at the hearing or in any meetings.

2. Within five (5) days of the formation of the Hearing Panel, the Chair of the Hearing Panel shall notify the charged student, the reporting party and Student Conduct of the date of the hearing, which shall be set no later than fifteen (15) days from the date of the notice to the parties. The notice shall also include the location of the hearing, the panel composition and any additional Hearing Panel procedures and deadlines for objecting to the panel's composition and for exchanging information such as the names of any persons or documents to be presented (generally five (5) days prior to the hearing). Generally, the reporting party becomes a witness in the proceedings rather than a party initiating or defending the charges. However, to the extent the reporting party wishes to submit objections, present evidence, or identify witnesses outside the context of Student Conduct, the reporting party may engage in the process directly.

3. The Hearing Panel may question any witness at the hearing.

4. Hearing Panel members and Student Conduct shall be the only persons permitted to question the reporting party and the charged student. At no time shall the reporting party or charged student address one another.

5. The Hearing Panel will make determinations about the facts and the credibility of those providing information and determine by majority vote whether the charged student has violated the Code. If the Hearing Panel finds that the charged student is responsible for violating the Code, the Hearing Panel shall consider any aggravating or mitigating circumstances presented to them in assigning sanctions. The Chair of the Hearing Panel will notify the charged student and appropriate University officials of the decision in writing via email to the charged student's University email address within five (5) days of the hearing. To the extent permitted or required by law, the Chair of the Hearing Panel will also notify the reporting party of any findings that affect the reporting party to the reporting party's email address within five (5) days of the hearing.

6. Either party or the reporting party may appeal the decision as provided in Section V below.

C. Additional Procedural Safeguards Regarding Expulsion: In addition to the Hearing Panel Process procedures noted in Section III above, additional procedural safeguards shall be implemented when the University seeks expulsion of the charged student. With respect to expulsion cases that also involve sexual misconduct or a violation of the Sexual Assault, Discrimination and Harassment Policy, the procedures noted in Sections III, and IVB above apply in addition to these expulsion hearing safeguards. In expulsion cases, including those arising out of Direct Administrative Actions, the additional hearing procedures of this Section IV and the Oklahoma Administrative Procedures Act, 75 O.S. §250 et seq. ("APA") shall apply. To the extent any policy or procedure conflicts with the APA applicable to the University proceeding, the APA shall govern.

1. When expulsion is sought, the Director of Student Conduct for the respective campus shall represent Student Conduct (with the assistance of University counsel if the charged student is represented by an attorney and Student Conduct requests assistance). Upon notification that the University may seek to expel the charged student (i.e. after determination of sanctions following the Mandatory Meeting), the charged student, and
reporting party in sexual misconduct cases, is entitled to one advisor/attorney of his or her choosing at his or her expense. Generally, the reporting party in sexual misconduct cases is merely a witness and not a party to the proceeding, but may hire an advisor/attorney of his or her own choosing. The advisor/attorney for the reporting party may only participate on behalf of the reporting party, and shall not take the place of Student Conduct. On the Norman Campus, the UOSA General Counsel may be utilized by the charged student (or the reporting party in sexual misconduct cases) for purposes of representation. If the charged student chooses to be represented by an attorney, that attorney may act for and on behalf of the charged student in all further conduct proceedings. The charged student (or reporting party in cases of sexual misconduct where the reporting party wishes to engage an attorney) must notify the Hearing Panel and Student Conduct immediately upon hiring the attorney and in no event no later than ten (10) days (or such other timeline as determined by the Chair) prior to the hearing. Any attorney who represents a charged student, or reporting party in sexual misconduct cases, under this provision must be currently licensed to practice law by the Supreme Court of Oklahoma, as required under the APA.

2. The Chair shall provide a notice to the charged student, the reporting party and Student Conduct within five (5) days of the formation of the panel. The notice shall include: (a) a statement of the time, date (generally within fifteen (15) days of the notice), place and nature of the hearing; (b) a statement of the legal authority and jurisdiction under which the hearing is to be held; (c) a reference to the particular sections of the statutes and rules involved; and (d) a short and plain statement of the matters asserted.

3. In cases involving potential expulsion, the Director of Student Conduct for the respective campus, the reporting party or his/her advisor in sexual misconduct cases, and the charged student or his or her advisor may each present persons whom they believe have relevant information and cross-examine each other’s witnesses. Each examination and cross-examination shall last no longer than ten (10) minutes, unless the Hearing Panel allows additional time.

4. While the reporting party’s (in sexual misconduct cases) and charged student’s counsels may cross-examine any witness, at no time shall the charged student personally cross-examine the reporting party or vice versa. If the charged student or reporting party is representing his/herself, he/she may provide questions to the Hearing Panel for purposes of cross-examination. The Chair of the Hearing Panel shall ask those questions the Hearing Panel deems relevant. At no time may the reporting party, in sexual misconduct cases, be excluded from the hearing even where exclusion of witnesses is requested and permitted by the Chair.

5. The Hearing Panel shall recognize and apply the applicable rules of evidence and privilege as provided in the APA. The record shall include: (a) all pleadings, motions and intermediate rulings; (b) evidence received or considered at the individual proceeding; (c) a statement of matters officially noticed; (d) questions and offers of proof, objections and rulings thereon; (e) proposed findings and exceptions; (f) any decision, opinion, or report by the Chair; and (g) all other evidence or data submitted to the Hearing Panel to which all parties have had access.

6. In cases involving expulsion, the decision of the Hearing Panel shall include findings of fact and conclusions of law, stated separately, along with a statement of facts that support each decision. The Hearing Panel will notify the charged student, his or her advisor as permitted by law, and appropriate University officials of the decision in writing, via certified mail, return receipt requested, within five (5) days of the hearing. To the extent permitted or required by law, the Chair of the Hearing Panel will also notify the reporting party of any findings which affect the reporting party to the reporting party’s email address within five (5) days of the hearing.
7. Oral proceedings shall be electronically recorded and retained as provided in Section III above. Copies of the recording shall be provided by the University at the request of the charged student, the reporting party (in sexual misconduct cases) and Student Conduct. Costs for transcription shall be borne by the requesting party. Parties to the proceeding (including the reporting party in sexual misconduct cases) may have the proceedings transcribed by a court reporter at their own expense.

8. In accordance with the APA, before the Hearing Panel's decision is considered a final agency order, in addition to the notification requirements noted in Section IV C(7), the Chair shall transmit the record to the UVPSA within five (5) days of the hearing. Within five (5) days of receipt of the record, the UVPSA shall serve the charged student, the reporting party (in sexual misconduct cases) and Student Conduct with his or her proposed final decision (which may affirm or modify the Hearing Panel's decision, or remand the proceedings to the Hearing Panel for additional action), and notify all relevant persons of the date of a meeting on the matter which shall not be scheduled any earlier than fifteen (15) days after the UVPSA serves notice of the proposed ruling. Notification shall be via certified mail, return receipt requested or personally to each party and his/her attorney of record. The proposed order shall be in writing and include findings of fact and conclusions of law, separately stated. At the meeting, the charged student, the reporting party (in sexual misconduct cases) and Student Conduct shall be afforded an opportunity to present briefs and oral arguments concerning the proposed order. Within five (5) days of the conclusion of the meeting, the UVPSA shall in collaboration with the appropriate University official vested with authority over the pertinent area, issue his final determination and notify the parties. The UVPSA’s decision is final. The parties may waive by stipulation compliance with this Section IV C(8) and instead proceed through the Appellate Review process noted in Section V below.

V. Appellate Review. Except in cases of expulsion where appeals are governed by Section IV C(8) above or where the parties have otherwise agreed, Student Conduct, the charged student, and the reporting party in sexual misconduct cases may appeal the findings of the Hearing Panel within five (5) days of notice of the decision. The appeal shall be in writing and submitted to Student Conduct and the opposing party.

A. Upon request for an appeal from a hearing, Student Conduct shall immediately request that the UVPSA appoint a three-person Appellate Panel to review the appeal. The Appellate Panel shall be comprised of members of the general Hearing Panel pool, provided that no student may serve on an Appellate Panel convened to hear an appeal of a sexual misconduct case. Student Conduct immediately shall transmit all relevant documents, evidence and transcripts to the Appellate Panel for its review.

B. Upon formation, the Appellate Panel shall select a Chair from among its members. The Appellate Panel may confer in person or by telephonic means to render its decision. The Appellate Panel shall issue any decision in writing. The Appellate Panel shall give deference to the Hearing Panel's decision and shall render its decision based solely on the written record.

1. The Appellate Panel shall have the authority to:
   a. Affirm the initial decision.
   b. Find that improper procedures were used that significantly prejudiced the University or student. In this case, the Appellate Panel can refer the case back to the Hearing Panel with a recommendation on how to correct the procedures. On remand, the Hearing Panel may make a new decision on the case. The University or the student may then submit another request for review to the Appellate Panel.
   c. Reduce or increase the sanction, if the Appellate Panel determines that the sanction imposed was too severe or too lenient, given the nature of the violation and/or the circumstances. A sanction should not be increased or decreased unless there is compelling justification to do so. Merely disagreeing with the decision of the Hearing Panel board is not a compelling justification.
   d. Find that (i) the University or the student has presented information that would have been material to the outcome of the case, had the information been
presented at the hearing, and (ii) the information was not known and could not reasonably have been known to the person appealing at the time of the original hearing. In this event, the Appellate Panel will refer the case back to the Hearing Panel for reconsideration in light of the new information.

C. The Appellate Panel shall render its decision by majority vote, and notify the parties (including the reporting party in sexual misconduct cases where permitted) via email, within five (5) days of receipt of all the relevant documents from Student Conduct.

D. Within five (5) days receipt of the Appellate Panel’s decision, the charged student, the reporting party in sexual misconduct cases, and Student Conduct may appeal, in writing, the Appellate Panel’s decision to the UVPSA. The appellant shall provide a copy of the appeal to Student Conduct and the Chair of the Appellate Panel. The Appellate Panel shall transmit the record and its findings to the UVPSA immediately upon notice of appeal from any party. The UVPSA shall in collaboration with the appropriate University official, base a decision on the record and shall notify the parties, including the reporting party in sexual misconduct cases, where appropriate, of the decision within five (5) days of receipt of the request for appeal and receipt of the record. The UVPSA’s decision is final. If the UVPSA does not act within five (5) days of the request for appeal and receipt of the record, the decision of the Appellate Panel is final.
Appendix G

Sexual Misconduct, Discrimination and Harassment Policy

The College of Public Health follows the Sexual Misconduct, Discrimination and Harassment Policy of the University of Oklahoma Health Sciences Center.

The Policy is reproduced here from the Faculty Handbook; all section notations refer to the Faculty Handbook. The full document is available online at http://www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf.
17. APPENDIX H

SEXUAL MISCONDUCT, DISCRIMINATION AND HARASSMENT POLICY
COMPLAINTS INVOLVING SEXUAL MISCONDUCT, DISCRIMINATION AND HARASSMENT

The University is committed to creating and maintaining a community where all persons who participate in University programs and activities can work and learn together in an atmosphere free from all forms of harassment, exploitation, or intimidation. The University condemns discrimination based on sex, sexual harassment, sexual assault, and sexual misconduct. Any such activity committed by a member of the University community may subject the individual to University sanctions as well as civil and criminal penalties.

This policy covers unwelcome conduct of a sexual nature, whether committed on-campus, or off-campus where the University has control over the perpetrator or the context of the harassment. Consensual romantic relationships between members of the University community are subject to other University policies, but are investigated under this process and procedure.

See Section 5.23 of the Staff Handbook: (hr.ou.edu/documents/files/handbook.pdf), and Section 3.2.9 of the Regents’ Policy Manual, as well as the respective campuses Faculty Handbooks. However, a violation of such policy may be heard under this procedure.

I. DEFINITIONS

Sexual Misconduct offenses include, but are not limited to sexual harassment, sexual discrimination, non-consensual sexual intercourse (or attempts to commit same), non-consensual sexual contact (or attempts to commit same), sexual coercion, and sexual exploitation and any attempts to commit the same.

A. Sex Discrimination: Includes sexual harassment and is defined as conduct directed at a specific individual or a group of identifiable individuals that subjects the individual or group to treatment that adversely affects their employment or education, or institutional benefits, on account of sex. It may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex stereotyping, even if those acts do not involve conduct of a sexual nature.

B. Sexual Harassment: Sexual harassment is a form of sex discrimination. Sexual harassment is unwelcome and discriminatory speech or conduct undertaken because of an individual’s gender that is so severe, pervasive, and objectively offensive that it has the systematic effect of unreasonably interfering with or depriving someone of educational, institutional, or employment access, benefits, activities, or opportunities.

1) Hostile Environment Sexual Harassment includes conduct that is sufficiently severe, pervasive and objectively offensive that it alters the conditions of education or employment or institutional benefits of a reasonable person with the same characteristics of the victim of the harassing conduct. Whether conduct is harassing is based upon examining a totality of circumstances, including but not limited to:

(a) the frequency of the conduct;

(b) the nature and severity of the conduct;

(c) whether the conduct was physically threatening;

(d) whether the conduct was deliberate, repeated humiliation based upon sex;

(e) the effect of the conduct on the alleged victim’s mental or emotional state from the perspective of a reasonable person;

(f) whether the conduct was directed at more than one person;

(g) whether the conduct arose in the context of other discriminatory conduct;
(h) continued or repeated verbal abuse of a sexual nature, such as gratuitous suggestive comments and sexually explicit jokes; and

(i) whether the speech or conduct deserves constitutional protections.

2) **Quid Pro Quo Sexual Harassment** exists when individuals in positions of authority over the complainant:

(a) make unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature; and

(b) indicate, explicitly or implicitly, that failure to submit to or the rejection of such conduct will result in adverse educational or employment action or where participation in an educational program or institutional activity or benefit is conditioned upon the complainant’s submission to such activity.

C. **Retaliation** is any attempt to penalize or take an adverse employment, educational or institutional benefit action, including but not limited to making threats, intimidation, reprisals or other adverse action, against a person because of participation in a complaint or the investigation of discrimination, sexual harassment or sexual misconduct.

D. **Sexual Violence** means physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent. A number of acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual misconduct and sexual coercion.

1) **Non-Consensual Sexual Intercourse** is defined as any sexual intercourse or penetration of the anal, oral, vaginal, genital opening of the victim, including sexual intercourse or penetration by any part of a person’s body or by the use of an object, however slight, by one person to another without consent or against the victim’s will. This definition includes rape and sexual assault, sexual misconduct, and sexual violence.

2) **Non-Consensual Sexual Contact** is any intentional touching, however slight, whether clothed or unclothed, of the victim’s intimate body parts (primarily genital area, groin, inner thigh, buttock or breast) with any object or body part, without consent and/or by force. It also includes the touching of any part of a victim’s body using the perpetrator’s genitalia and/or forcing the victim to touch the intimate areas of the perpetrator or any contact in a sexual manner even if not involving contact of or by breasts, buttocks, groin, genitals, mouth or other orifice. This definition includes sexual battery and sexual misconduct.

3) **Sexual Coercion** is the act of using pressure (including physical pressure, verbal pressure or emotional pressure), alcohol, medications, drugs, or force to have sexual contact against someone’s will or with someone who has already refused. This includes rape, sexual assault, sexual exploitation and sexual misconduct.

E. **Sexual Exploitation** occurs when a person takes non-consensual, unjust or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior may not otherwise constitute one of the other sexual misconduct offenses.

Examples of sexual exploitation include, but are not limited to:

1) non-consensual video or audio-taping of any form of sexual activity;

2) going beyond the boundaries of consent (such as letting a person or people hide in the closet to watch you having consensual sex without your partner’s knowledge or consent);

3) sexually-based stalking or bullying;
4) engaging in non-consensual voyeurism, such as observing sexual acts or body parts of another from a secret vantage point.

5) knowingly transmitting a sexually transmitted disease or illness to another;

6) exposing one’s genitals in a non-consensual circumstance, or inducing another to expose his or her genitals;

7) prostituting another person;

8) other forms of invasion of sexual privacy

F. Other Misconduct

1) Other forms of misconduct based on one's gender also constitute violations of this policy including: threatening or causing physical harm, extreme verbal abuse, or other conduct which threatens or endangers the health or safety of any person;

2) Discrimination, defined as actions that deprive other members of the community of educational or employment access, benefits or opportunities on the basis of gender;

3) Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another;

4) Hazing, defined as acts likely to cause physical or psychological harm or social ostracism to any person within the University community, when related to the admission, initiation, pledging, joining or other group-affiliation activity (as defined further in the Student Conduct Hazing Policy);

5) Bullying, defined as repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control or diminish another person, physically or mentally (that is not speech or conduct otherwise protected by the First Amendment);

6) Violence between those in an intimate relationship with each other;

7) Stalking, defined as repetitive and/or menacing pursuit, following, harassment and/or interference with the peace and/or safety of a member of the community or the safety of any of the immediate family members of the community.

G. Consent

Consent is the act of willingly agreeing to engage in sexual contact or conduct. Individuals who consent to sex must be able to understand what they are doing. Under this policy, "No" always means "No," and the absence of "No" may not mean "Yes".

1) Consent is informed, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable permission regarding the conditions of sexual activity.

2) Consent to one form of sexual activity cannot imply consent to other forms of sexual activity.

3) Previous relationships or consent does not imply consent to future sexual acts.

4) Consent cannot be procured by use of physical force, compelling threats, intimidating behavior, or coercion. Coercion is unreasonable pressure for sexual activity.
5) In order to give effective consent, one must be of legal age and have the capacity to consent. Incapacity may result from mental disability, intellectual disability, unconsciousness/sleep, age, or use of alcohol, drugs, medication, and/or other substances. Consent given by someone who one should know to be, or based on the circumstances, reasonably should have known to be, mentally or physically incapacitated, is a policy violation. Incapacitation is a state where someone cannot make rational, reasonable decisions because he or she lacks capacity to give knowing consent (e.g. to understand the “who, what, when, where, why or how” of their sexual interaction).

Examples of when a person should know the other is incapacitated include, but are not limited to:

(a) the amount of alcohol, medication or drugs consumed or
(b) imbalance or stumbling, or
(c) slurred speech, or
(d) lack of consciousness or inability to control bodily functions or movements, or
(e) vomiting

6) Use of alcohol, medications, or other drugs will not excuse behavior that violates this policy.

II. DUTY TO REPORT SEXUAL HARASSMENT

Any member of the University community should report conduct that could constitute sexual harassment/sex discrimination/sexual misconduct under this policy. Provided, however, attorneys, clergy members, licensed counselors or physicians who are engaged in such capacity may keep such reports confidential.

Supervisors, managers and faculty members with administrative duties or student supervisory duties are responsible for taking all appropriate action to prevent sexual misconduct, discrimination and harassment, to correct it when it occurs, and to promptly report it to the Sexual Misconduct Officer, Kathleen Smith, (405) 325-2215 or other appropriate University official (e.g. Title IX Officer, Laura Palk (405) 325-3549 or Equal Opportunity Officer, Shad Satterthwaite (405) 325-3546 or any of the University’s Associate Title IX Coordinators).

Failure to do so may result in disciplinary action up to and including termination. Other individuals, e.g. resident advisors, SART advocates, must report violations but may do so in a Jane or John Doe format.

A. Sexual Misconduct Officer

The Sexual Misconduct Officer has primary responsibility for investigations, education and training associated with this Policy and for such other duties as assigned by the Title IX Coordinator, and reports directly to the Title IX Coordinator. For complaints concerning actions governed by this Policy:

- For the Norman campus or Norman-campus based programs, offered at other locations (e.g. Tulsa Schusterman and Norman-based programs), please contact the Sexual Misconduct Officer: Kathleen Smith at (405) 325-2215, Cate Center Building, Building 4, 338 Cate Center, Rooms 480-481, or smo@ou.edu.
- For Oklahoma City Health Sciences Center based programs, please contact either the Associate Title IX Coordinator: Bobby Mason at (405) 271-2110, Room 127 Biomedical Sciences Building, Oklahoma City, Oklahoma, bobby-mason@uhsc.edu, or the Sexual Misconduct Officer, at (405) 325-2215, or smo@ou.edu.
- For Tulsa programs, please contact the Associate Title IX Coordinator Josh Davis at (918) 660-3107, or jmdavis@ou.edu.
•Alternatively, any person may contact the Title IX Coordinator Laura Palk directly at (405) 325-3549, lrpalk@ou.edu.

B. Education and Training, Counseling Services and Interim Measures

The University requires volunteers who will be providing volunteer services for (four) 4 or more days within a calendar year to take the following educational-training courses on an annual basis, and all other employees must take the course at least once during their career, usually within the first week of service at the University. Employees may be required to be recertified on demand. Failure to have a certification of this required training may result in appropriate disciplinary action. Students are advised and trained periodically through the Office of Student Affairs.

For students, the University offers:

* Training on sexual harassment/discrimination/violence, which is included in its mandatory alcohol training program.

* Informational website and brochures devoted to educating students at: www.ou.edu/sexualmisconduct.

* Training (Step In, Speak Out) prevention workshop.

With respect to cases of sexual harassment and sexual misconduct, the University offers services to the victim and will engage in a discussion concerning appropriate interim measures, e.g. class transfers, housing options, etc.

C. Intentionally False Reports

Individuals who make reports that are later found to have been intentionally false or made maliciously without regard for truth may be subject to disciplinary action up to and including termination or expulsion. This provision does not apply to reports made in good faith, even if the facts alleged in the report cannot be substantiated by an investigation.

D. Free Speech and Academic Freedom

Members of the University community enjoy significant free speech protections guaranteed by the First Amendment of the United States Constitution. This policy is intended to protect members of the University community from discrimination and is not designed to regulate protected speech. No provision of this policy shall be interpreted to prohibit conduct that is legitimately related to course content, teaching methods, scholarship, or public commentary of an individual faculty member or the educational, political, artistic or literary expression of students in classrooms and public forums. However, freedom of speech and academic freedom are not limitless and do not protect speech or expressive conduct that violates federal or state anti-discrimination laws.

E. Availability of Other Complaint Procedures

Members of the University community may also file complaints with the following entities irrespective of whether they choose to file a complaint under this procedure:

Office of Civil Rights:

Kansas City Field Office: OCR.KansasCity@ed.gov
1-816-268-0550

Washington, D.C.: OCR@ed.gov
1-800-421-3481
Equal Employment Opportunity Commission:

Oklahoma City Field Office: 1-800-669-4000
Washington, DC: 1-800-669-4000
eeooc.gov/contact/

State of Oklahoma Attorney General's Office:

Office of Civil Rights Enforcement: 405-521-2029
OCRE@oag.gov

Federal Funding Agencies:

e.g. NASA 1-866-654-1440
LEP@NASA.gov

*Definitions taken, in part, from the model policy of NCHERM: www.ncherm.org

Effective October 15, 2012
INVESTIGATIVE PROCESS FOR INTERNAL COMPLAINTS UNDER THE SEXUAL MISCONDUCT, DISCRIMINATION AND HARASSMENT POLICY

I. Who May Utilize this Procedure

Grievances concerning sexual harassment, sex discrimination, sexual assault/misconduct or violations of the Consensual Sexual Relationship Policy should be filed with the Sexual Misconduct Officer. Additionally, such claims may also be filed with the Institutional Equity Officer/Title IX Coordinator or his/her designee (collectively referred to as the “Sexual Misconduct Officer”). This procedure is available to any person who, at the time of the acts complained of was employed by the University of Oklahoma, or is or was an applicant for employment or was enrolled as a student or an applicant for admission at the University and the University has control over either the alleged perpetrator or the facility, (whether on or off campus). The Sexual Misconduct Officer may, in his or her discretion, dismiss a grievance if he/she determines the person filing the complaint is not entitled to use this procedure.

II. Filing of Complaint

Persons who have complaints alleging sex discrimination, sexual harassment, sexual assault/misconduct or under the Consensual Sexual Relationships Policy may file their complaints in writing with the Sexual Misconduct Officer or his/her designee.

Complainants who exercise their right to use this procedure agree to accept its conditions as outlined. Where multiple issues exist (i.e., sexual harassment and violation of due process or grade appeal), the complainant must specify all of the grounds of the grievance that the complainant should have reasonably known about at the time of filing. A grievance filed under this procedure may normally not be filed under any other University grievance procedure. Depending on the nature of the issues involved, the Sexual Misconduct Officer will advise the complainant about the appropriate procedure(s) to follow (e.g., applicable disciplinary policies and procedures for that campus). Parties to the complaint, including the respondent and/or the complainant may obtain the advice of any advisor/attorney at his/her own expense. Advisors and attorneys may be present during any meetings or hearings, but the witnesses and parties are to participate directly in the process, not the advisors/attorneys.

The Sexual Misconduct Officer is consultation with the Institutional Equity and Title IX Officer may modify these procedures at any time as deemed appropriate for compliance with federal, state, local law or applicable guidance.

III. Timing of Complaint

Generally, any complaint should be filed with the Sexual Misconduct Officer within 365 calendar days of the act of alleged sexual discrimination, harassment or misconduct to facilitate the ability to gather facts and evidence. However, complaints which exceed this time-frame will be reviewed as well. Individuals are counseled that claims filed after lengthy lapses in time may be more difficult to investigate. The Sexual Misconduct Officer may reasonably extend this and all other time periods, and may, in his or her discretion, dismiss a grievance if the person is not entitled to use this procedure. Nothing herein should be construed to extend or restrict a person’s right to file charges, lawsuits or claims with any other agency, law enforcement or court, and individuals are encouraged to ensure their rights have not expired through these other avenues. Further, to the extent the complainant’s allegations involve criminal activity, the Sexual Misconduct Officer may refer such matters to local law enforcement.

IV. Administrative Action

A. The University recognizes its obligation to address incidents of sexual assault, discrimination and harassment on campus when it becomes aware of their existence even if no complaints are filed; therefore, the University reserves the right to take appropriate action unilaterally under this procedure, including but not limited to altering housing arrangements, issuing no-contact orders, modification of course-schedules, etc.
B. With respect to students, the University Vice President for Student Affairs and Dean of Students or other appropriate persons in authority may take immediate administrative or disciplinary action deemed necessary for the welfare or safety of the University community.

C. With respect to employees, upon a determination at any stage in the investigation or grievance procedure that the continued performance of either party’s regular duties or University responsibilities would be inappropriate, the proper executive officer may suspend or reassign said duties or responsibilities or place the individual on leave of absence pending the completion of the investigation or grievance procedure.

V. Withdrawal of Complaint

The complainant may withdraw the complaint at any point during the investigation; however, the Sexual Misconduct Officer may determine in his or her discretion that the issues raised warrant further investigation despite the complainant’s desire to withdraw the complaint.

VI. Privacy of Proceedings and Records

Individuals wishing to make legally confidential reports have the option of reporting those matters to licensed counselors, health professionals, clergy and attorneys to the extent the complainant engages them in such private capacity.

Although University officials will maintain an individual's privacy to the best of his or her ability, individuals should know that University officials (outside the context of licensed counselors and health professionals hired in their private capacity) may not be able to maintain legal confidentiality of the complainant, but will maintain his or her privacy as noted herein. The University’s ability to investigate may be limited if a complainant insists his or her name not be disclosed to the alleged perpetrator. The University must weigh such requests for privacy against its duty to provide a safe and nondiscriminatory environment. Investigators and those involved with the investigation are individually charged to preserve privacy with respect to any matter investigated or heard. A breach of the duty to preserve privacy is considered a serious offense and may subject the offender to appropriate disciplinary action. Parties and witnesses are also admonished to maintain privacy with regard to these proceedings, and if they are University employees, failure to maintain said confidentiality may result in appropriate disciplinary action. Furthermore, federal law prohibits retaliation against those who file complaints, and the University will take responsive action if such retaliation occurs, up to and including termination and/or expulsion.

Except with respect to hearings before the Faculty Appeals Board or an applicable student disciplinary procedure, all records involving discrimination or harassment, upon disposition of a complaint, shall be transmitted to and maintained by the Institutional Equity Office as confidential records except to the extent disclosure is permissible or required by applicable law or University policy. It should be noted that under the Family Educational Rights to Privacy Act and the Clery Act that final disciplinary actions as well as the rationale and sanctions shall be reported to the complainant as well as reported in accordance with the Clery Act reporting requirements where appropriate. The University shall inform complainants if it is unable to ensure privacy.

VII. Proceedings

A. Investigation

Upon receipt of a complaint, the Sexual Misconduct Officer will notify complainant via email of the receipt of the complaint and is empowered to investigate the charge, to interview the parties and others, and to gather any evidence he or she deems pertinent. The investigation and findings generally should be completed within 60 calendar days of receipt of the complaint, preferably sooner as practical.

Once the Sexual Misconduct Officer has gathered the information, he/she shall discuss his/her findings, where appropriate, with the Title IX Officer and/or the Equal Opportunity Officer or
Associate Title IX Officer for a determination whether sufficient grounds exist to issue a finding of impropriety and/or to refer the matter to the appropriate administrative official.

At all times, through the proceedings, the original complainant shall have all rights afforded to the charged individual.

B. Finding

After the joint Title IX consultation, the Sexual Misconduct Officer shall render a finding based on the evidence as a whole, the totality of the circumstances, and the context in which the alleged incident(s) occurred, utilizing a preponderance of the evidence standard, i.e. the facts complained of are more likely true than not.

Upon completion of the investigation, the Sexual Misconduct Officer is authorized to take the following actions:

1. Satisfactory Resolution — The matter is resolved to the satisfaction of all parties. Provided, however, there will be no direct mediation between the parties. If a resolution satisfactory to the parties is reached, the Sexual Misconduct Officer may prepare a written statement or other applicable document indicating the resolution (e.g. issuing a no contact order). At that time, the investigation and the record shall be closed.

2. Dismissal — The Sexual Misconduct Officer finds that no policy violation occurred and dismisses the complaint, giving written notice of said dismissal to each party involved. Within five (5) University business days of the date of the notice of dismissal, the complainant may, in writing, ask the Title IX Officer or his/her designee to reconsider the finding. The request for reconsideration of the finding must indicate how and why the finding was inaccurate. If after reconsideration, the Title IX Officer determines that additional evidence not available at the time of the report would materially alter the findings, he/she may remand the matter to the Sexual Misconduct Officer for additional investigation and report. If no appeal is filed within the five (5) University business-day period or the Title IX Officer does not act on the appeal within five (5) University business days, the case is considered closed and the Sexual Misconduct Officer's findings are final. All appropriate administrative officials and parties shall be notified in writing that the matter is closed.

3. Determination of Impropriety — The Sexual Misconduct Officer makes a finding of impropriety and notifies the parties and appropriate administrative officer of the finding and may recommend actions to be taken.

4. Referral of Faculty Appeals Board — In the case of a complaint against a faculty member, the Sexual Misconduct Officer in consultation with the Provost, may determine that the evidence is sufficiently clear and serious, warranting the immediate commencement of formal proceedings as provided in the Abrogation of Tenure, Dismissal before Expiration of a Term Appointment, and Severe Sanctions sections of the respective campuses Faculty Handbook.

Norman Campus: http://www.ou.edu/content/dam/provost/documents/ouncfhb.pdf

HSC Campus: http://www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf

If the President concurs with the finding of the Sexual Misconduct Officer and the Provost, the case may be removed from the grievance proceedings contained herein and further action in the case shall be governed by the Abrogation of Tenure, Dismissal before Expiration of a Term Appointment, and Severe Sanctions section in the Faculty Handbook; otherwise, typically this policy and procedure as well as appeals shall apply.
C. **Appeal of the Sexual Misconduct Officer's Findings**

1. **Appropriate Appellate Procedures**

   (a) **Findings of Impropriety Against Students**

   Where the Sexual Misconduct Officer determines a student has violated the Sexual Misconduct Policy, he/she shall refer the finding and the matter to the Student Conduct process. Any appeal of the finding shall be heard through the Student Conduct process. See [www.judicial.ou.edu](http://www.judicial.ou.edu).

   (b) **Findings of Impropriety Against Faculty Members**

   i. **Severe Sanctions**

   Where the Sexual Misconduct Officer determines a faculty member has violated the Sexual Misconduct Policy and based on consultations with the appropriate administrative officials, a severe sanction of abrogation of tenure, dismissal or summary suspension is imposed or recommended, the faculty member may choose to appeal the finding and severe sanction either through this appellate process or through the severe sanction process of the respective faculty handbooks:

   - Norman Campus: [http://www.ou.edu/content/dam/provost/documents/quncfhb.pdf](http://www.ou.edu/content/dam/provost/documents/quncfhb.pdf)


   ii. **Other than Severe Sanctions**

   Where the Sexual Misconduct Officer determines a faculty member has violated the Sexual Misconduct Policy and based on consultations with the appropriate administrative official, a sanction less than abrogation of tenure, summary suspension or dismissal is recommended or imposed, the faculty member only may appeal the finding and sanction through this appellate process. No additional complaints or grievances regarding the same subject matter may be filed with the Faculty Appeals Board.

   (c) **Findings of Impropriety Against Employees**

   Where the Sexual Misconduct Officer determines an employee has violated the Sexual Misconduct Policy, the employee may appeal the finding and recommended or imposed sanction through this appellate process.

   (d) **Findings of Impropriety Against Third Parties**

   Where the Sexual Misconduct Officer determines a third party has violated the Sexual Misconduct Policy, the third party may request the Title IX Officer or his/her designee in consultation with the appropriate executive officer over the area reconsider the findings. If after reconsideration, the officers determine a remand is warranted, the matter will be referred to the Sexual Misconduct Officer for further investigation or modification. If the officers determine the findings are appropriate, the findings shall be final and binding on the third party without further appeal.

2. **Request for an Appeal Through This Process**

   (a) Where the matter is not otherwise referred to other University procedures for review and action (e.g., Student Conduct process or Faculty Appeals Board process for severe sanctions), and if the appeal is permissible as noted above, the party accused of
impropriety may appeal the finding in writing to the Equal Opportunity Office staff within five (5) University business days of the finding.

(b) The request for appeal must contain the particular facts upon which the appeal is based. The Equal Opportunity Office staff or the University’s designee, shall provide a copy of the request to the proper respondent(s) and the original complainant, and request a written response from the respondent.

(c) Generally, the respondent will be the Sexual Misconduct Officer, and the initial complainant shall be a witness in the appellate proceedings, rather than a “respondent”. In this type of appeal, all references to “respondent” in the appellate procedures shall refer to the Sexual Misconduct Officer and/or relevant members of the University administration. Provided, however, the initial complainant shall be entitled to all rights and procedures available to any party during the appellate process and shall be included in the definition of parties.

(d) An appropriate University official/employee may be identified by the administration to manage the appeals process if the Equal Opportunity Office staff is also involved as the respondent along with the Sexual Misconduct Officer, where appropriate.

3. Response to Request for Appeal

If a hearing is requested, the respondent’s written response to the request for a hearing must be sent to the Equal Opportunity Office’s staff or the University’s designee within five (5) University business days of receiving notice that a hearing has been requested. The Equal Opportunity Office’s staff shall provide a copy of the response to the party requesting the hearing. The initial complainant may likewise provide a written response within this timeline if he/she desires.

4. Selection of a Hearing Panel

Within two (2) University business days following receipt of the written request for a hearing, the Equal Opportunity Office’s staff or the University’s designee shall contact the parties informally and initiate the process to determine the members of the Hearing Panel.

(a) **Panel**

A five (5) member hearing panel will be chosen by the parties to the complaint from the following groups:

* on the Health Sciences Center campus and for HSC-based programs at the Tulsa campus, the 24-member Committee on Discrimination and Harassment. Provided, however, students may not sit on the hearing panels.

* on the Norman campus and for Norman-based programs on the Tulsa campus, from the 16-member Committee on Discrimination and Harassment with faculty representation from the 50-member Faculty Appeals Board. Provided, however, students may not sit on these hearing panels.

(b) **Process of Panel Selection**

The Equal Opportunity Office’s staff or University designee shall contact the parties informally to select the panel. The appellant and the respondent (in conjunction with the original complaint) will select five (5) names each from the pool, excluding students. The names will be listed in rank order with name number one (1) on each list being the preferred panelist.
The Equal Opportunity Office’s staff or the University’s designee will contact the individuals in the order selected. The first two (2) names on each list of who is available to serve will comprise the hearing panel.

Those individuals selected will choose a fifth name from the entire pool to serve as a panel member and who will serve as chair. If the individuals forming the hearing panel cannot agree on the fifth name and/or his or her service as chair, the Equal Opportunity Office’s staff or University designee shall appoint the fifth name and the chair.

Any party to the complaint may ask the Equal Opportunity Office’s staff or the University’s designee to disqualify any member of the hearing panel. Such requests will be in writing and show sufficient grounds for removal. Furthermore, no panelist shall be expected to serve if he or she feels that a conflict of interest exists. Replacements shall be selected in the same manner as the original panel.

D. Orientation Conference/Pre-Hearing

Within ten (10) University business days of receiving notice of service on the Hearing Panel, or sooner if feasible, the chair shall attend an orientation and review the finding and response to determine whether there exists adequate grounds for a formal hearing.

1. Orientation

A member of the Equal Opportunity Office and/or the University’s designee shall be present during the orientation, where he or she will provide the chair with a copy of the hearing guidelines, the written complaint, the request for a hearing, the written responses, and the Sexual Misconduct Officer’s report.

2. Prehearing

Once the orientation is concluded, the chair shall review the materials in private whether a formal hearing should be held. This is known as the prehearing. During the prehearing, the chair shall review the Sexual Misconduct Officer’s report and the response documents and all relevant materials, and shall determine whether a formal hearing is warranted.

3. Determination of Formal Hearing

Whether a formal hearing is warranted shall be within the chair’s discretion and based on the appellant’s written appeal. To determine whether a formal is warranted, the chair shall base his/her decision on whether (a) there are insufficient evidence, utilizing a preponderance of the evidence standard, to support the Sexual Misconduct Officer’s finding; or (b) additional evidence not previously available exists that substantially would have altered the Sexual Misconduct Officer’s findings. Based on this review and analysis, the chair within its reasonable discretion shall determine whether a formal hearing is warranted, and shall immediately notify the parties in writing and the Equal Opportunity Office staff or University designee of its decision. A determination that a formal hearing is warranted does not necessarily imply the Sexual Misconduct Officer’s finding was erroneous.

4. Determination Not to Hold a Formal Hearing

If the chair determines that adequate grounds for a hearing do not exist in his/her reasonable discretion, then he/she immediately shall notify the Equal Opportunity Office staff, who in turn, immediately shall notify the parties and appropriate executive officers in writing. The Hearing Panel’s services shall be concluded and the Sexual Misconduct Officer’s findings shall be final.
The appropriate executive officer shall render his or her decision and notify the parties and the Equal Opportunity Office staff and Title IX Officer within five (5) University business days of the chair’s notification to the executive officer of his/her decision. Any party may appeal the executive officer’s decision in writing to the President within five (5) University business days of notice of the decision. If the President does not act within five (5) University business days of the request, the executive officer’s decision is final.

E. Formal Hearing

1. Scheduling

If the chair determines a formal hearing is warranted, the chair will schedule the formal hearing to be held within 30 calendar days of his/her decision to hold a formal hearing, preferably sooner. The chair shall immediately notify the Equal Opportunity Office staff and Title IX Office in writing, who in turn, shall notify the parties in writing of the date, time and location of the formal hearing.

The Equal Opportunity Office staff or University designees shall notify the parties in writing of the date, time, and location of the hearing, along with other relevant information concerning the hearing process. Parties are responsible for giving such notice to their witnesses. The hearing shall be scheduled to reasonably ensure that the appellant, respondent, original complainant and essential witnesses are able to participate. However, the chair may ultimately schedule all relevant deadlines and hearings.

2. Procedures

The Hearing Panel procedures shall be established with reference to the Hearing Guidelines provided by the Equal Opportunity Office staff or the University’s designee at the orientation conference, and as determined by the chair in consultation with the University Legal Counsel, where appropriate. All parties shall be provided with a copy of the Hearing Guidelines simultaneously with the notice of formal hearing. Any party shall be entitled to present relevant evidence as determined by the chair of the Hearing Panel.

The parties shall present their own cases. Again, where the Sexual Misconduct Officer has found a policy violation, the Sexual Misconduct Officer presents the case on behalf of the original complainant and the original complainant is simply a witness. Should a complainant wish to present his/her case as well, they may do so and have equal rights under this policy.

Advisors and counsel may be present during the hearings and meetings, but may not directly participate. The parties reasonably may request a recess to consult with his or her advisor outside of the hearing.

The parties may call relevant witnesses to testify. However, the parties may not cross-examine one another. Alternate testimonial methods may be permitted, e.g., Skype, testifying behind a screen, etc., in the chair’s discretion. The parties may submit questions to the hearing panel for the panel to ask each party, if relevant, as determined in the panel’s discretion. The hearing shall be closed. Audiotape recordings of the proceedings shall be arranged by the chair and paid for by the University. Copies of the recording will be provided. Transcripts may be charged to the requesting party; the original version of the recording shall remain the property of the University.

3. Standard of Review

At the formal hearing, the appropriate standard of review is whether by a preponderance of the evidence, the report, or its result (a) is unsupported by any evidence, or (b) substantially would have been altered by the new evidence that was not previously available.
The chair acts as a monitor of the process and as a non-voting member except in cases of a tie vote. In such cases, the chair will act as the tie-breaker.

4. Resolution Prior to Conclusion of Hearing

If the matter is resolved to the satisfaction of all parties prior to completion of the hearing, a written statement shall indicate the agreement recommended by the parties and the statement shall be signed and dated by each party and by the chair. The recommendation will be referred immediately to the Institutional Equity and Title IX Officer and/or Equal Opportunity Office staff, who in turn, shall immediately notify in writing the appropriate executive officer for final determination.

The executive officer shall notify the parties of his/her final determination within three (3) University business days of notification of the agreed resolution. Assuming the executive officer agrees with the resolution, the matter shall be closed. To the extent the executive officer disagrees with the resolution, he/she may render his/her decision and immediately notify the parties.

Any party may appeal the executive officer's decision in writing to the President with a copy to the Institutional Equity and Title IX Officer, and/or Equal Opportunity Office staff and all other parties. The President shall render a decision within five (5) University business days of notice of the appeal. If the President does not act within five (5) University business days of notice of the appeal, the executive officer’s decision shall be final.

5. Findings and Recommendations

In the event that no solution satisfactory to the parties is reached prior to the completion of the hearing, the Hearing Panel shall determine by majority vote, in writing, whether the finding should be upheld or modified or remanded for further action, and shall notify the Equal Opportunity Office staff of its findings and recommendations within three (3) University business days of the hearing (unless the Hearing Panel determines that because of unforeseen circumstances additional time is needed). The Equal Opportunity Office staff will immediately notify the proper executive officer in writing with copies to the President.

6. Executive Officer’s Decision

1) Appellate Times

Within three (3) University business days of receipt of the Hearing Panel’s findings and recommendations, the appropriate executive officer shall inform the complainant and the respondent of the findings of the Hearing Panel and the executive officer’s decision as permitted by applicable law. A copy of the executive officer’s decision shall be immediately transmitted to the chair of the Hearing Panel, with copies to the President and the Equal Opportunity Office staff.

2) Appeal to the President

Any party (including the original complainant) may appeal the executive officer’s decision to the President within three (3) University business days of the decision. If the President does not act to change the decision within three (3) University business days of receiving the appeal, the executive officer’s decision shall be final under the executive authority of the President.

[Regents, 6-18-81, 9-17-81, 10-13-83, 6-14-90, 6-13-91, 9-27-95, 1-14-97, 1-27-04, 6-23-04, 6-22-11]
Appendix H

Core and Programmatic Competencies
College of Public Health

Competencies
Complete listing of core and program-specific competencies

I. Core Competencies (all MPH students must meet)
II. Interdisciplinary MPH (all courses to review)
III. MPH in Public Health Preparedness and Terrorism Response
IV. Doctor of Public Health Degree (DrPH)
V. MPH in Biostatistics
VI. MPH in Epidemiology
VII. BS/MS in Biostatistics
VIII. MS in Biostatistics
IX. MS in Epidemiology
X. PhD in Biostatistics
XI. PhD in Epidemiology
XII. MPH in Health Administration and Policy
XIII. MHA in Health Administration and Policy
XIV. MPH in Health Promotion Sciences
XV. MPH/MSW in Health Promotion Sciences and Social Work
XVI. MS in Health Promotion Sciences
XVII. PhD in Health Promotion Sciences
XVIII. MPH in Environmental Health
XIX. MPH in Occupational Health
XX. MS in Industrial Hygiene and Environmental Health Sciences
XXI. PhD in Occupational and Environmental Health
I. **Core Competencies (all MPH students must meet)**

Core 1  Describe the roles biostatistics serves in the discipline of public health (A.1)

Core 2  Apply and interpret results from descriptive and inferential methodologies according to the type of study design, measurement scale, and available data for answering a particular research question (modification of A.4 and A.7)

Core 3  Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents (modification of B.1)

Core 4  Explain the importance of epidemiology, and aspects of a public health problem in terms of magnitude, person, time and place, for informing scientific, ethical, economic and political discussion of health issues (modification of C.3. and C.4)

Core 5  Calculate basic epidemiology measures and draw appropriate inference from epidemiologic data (modification of C.7 and C.9)

Core 6  Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US (D.1)

Core 7  Discuss the policy process for improving the health status of populations (D4)

Core 8  Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice (E.1)

Core 9  Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities (F.7)

Core 10 Describe the roles of, history, power, privilege and structural inequality in producing health disparities (G.1)

Core 11 Promote high standards of personal and organizational integrity, compassion, honesty and respect for all people (J.5)

Core 12 Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health concerns (K.1)

II. **Interdisciplinary MPH Program Competencies**

Inter 1  Competently present through different information technologies and media channels to different audiences that strategically exchange information to achieve specific objectives (modification of F.7, F.8, F.9, and F.10)

Inter 2  Understand and apply concepts of cultural diversity in its context of public healthcare practice (modification of G.5 and G.6)
Inter 3 Demonstrate team building, negotiation, and conflict management skills (H.5)

Inter 4 Demonstrate ethics, values, and social justice to public health practice (modification of J.2, J.5, and J.8)

Inter 5 Demonstrate skills in qualitative and quantitative evaluation methods (modification of K.7)

Inter 6 Be able to demonstrate system thinking among human and social systems (modification of L.8)

III. **MPH in Public Health Preparedness and Terrorism Response Program Competencies**

**PHPTR 1** Solve problems under emergency conditions (1.1)

**PHPTR 2** Facilitate collaboration with internal and external emergency response partners (1.3)

**PHPTR 3** Use principles of crisis and risk communication (2.2)

**PHPTR 4** Report information potentially relevant to the identification and control of an emergency through the chain of command (2.3)

**PHPTR 5** Contribute expertise to a community hazard vulnerability analysis (HVA) (3.1)

**PHPTR 6** Contribute expertise to the development of emergency plans (3.2)

**PHPTR 7** Employ protective behaviors according to changing conditions, personal limitations, and threats (4.2)

IV. **Doctor of Public Health (DrPH) Program Competencies**

**DrPH-ACO 1** Present positions on health issues and policy (modification A1)

**DrPH-ACO 2** Influence health policy and program decision-making based on scientific evidence, stakeholder input, and available data (modification of A2)

**DrPH-ACO 3** Establish goals, timelines, funding alternatives, and strategies for influencing policy initiatives (A5)

**DrPH-ACO 4** Use consensus-building and negotiation techniques and develop strategies to build public and political support for programs and policies (modification of A3 and A6)

**DrPH-ACO 5** Conduct community-based participatory intervention and research projects (C3)

**DrPH-PC 1** Create informational and persuasive communications (B5)

**DrPH-PC 2** Propose recommendations for improving communication process (B9)
DrPH-PC 3 Differentiate among the administration, ethical, and quality assurance dimensions of research and practice (modification of G2)

DrPH-PC 4 Demonstrate cultural sensitivity when engaged in discourse and research with communities (modification of G7)

DrPH-CA 1 Apply theoretical and conceptual frameworks from multiple disciplines in the design and implementation of programs, policies, and systems (modification of D1)

DrPH-CA 2 Interpret quantitative and qualitative data following current scientific standards (D2)

DrPH-CA 3 Design needs and resource assessments for organizations, communities, and populations (modification of D4)

DrPH-CA 4 Synthesize information from multiple sources for research and practice (D5)

DrPH-CA 5 Evaluate the performance and impact of health programs, policies, and systems (D6)

DrPH-LM 1 Communicate an organization’s missions, shared vision, and values to stakeholders (E1)

DrPH-LM 2 Develop teams for implementing health initiatives (E2)

DrPH-LM 3 Collaborate with diverse groups (E3)

DrPH-LM 4 Influence others to achieve high standards of performance and accountability (E4)

DrPH-LM 5 Guide and lead organizational decision-making and planning based on internal and external evaluation and research (modification of E5)

DrPH-LM 6 Implement strategic planning processes (F1)

DrPH-LM 7 Deploy quality improvement methods (F5)

DrPH-LM 8 Establish a network of relationships, including internal and external collaborators (F8)

DrPH-LM 9 Evaluate organizational performance in relation to strategic and defined goals (F9)

V. MPH in Biostatistics Program Competencies

Biostat 1 Use computer software for data entry and database management and use computer programs for summarizing, analyzing and displaying public health or biomedical research results (modification of A.8)

Biostat 2 Determine the most appropriate method of statistical analysis reflecting a given question of interest, the implemented study design and the available data, implementing preferred methodological alternatives to commonly used statistical methods when their assumptions are not met (modification of A.3 and A.7)
Biostat 3 Read the statistical methods reported in public health and medical literature and comment on their appropriateness to the study design and research questions (modification of A.9)

Biostat 4 Compare and contrast advantages and disadvantages in the use of nonparametric or parametric statistical procedures, and in the use of univariate, bivariate and multivariable procedures (modification of A.3 and A.6)

Epi 1 Identify, access, and integrate sources of health data such as vital statistics records, disease registries, national surveys, and medical records in order to address epidemiologic questions (modification of C.1)

Epi 3 Given an epidemiological investigation, compare and contrast strengths, limitations, and inference that may be drawn from data collected through the use of epidemiological research designs including cohort, case-control, ecologic, and cross-sectional studies (modification of C.9 and C.10)

Epi 4 Assess and explain strategies to summarize and report the impact of effect modification and to control for or minimize bias, including selection, information, and confounding bias on inference from epidemiologic studies (modification of C.9 and C.10)

Prof Biostat: Become an integral team member, as a junior analyst or research assistant, actively participating in identifying and formulating public health or biomedical questions, selecting appropriate study designs, identifying appropriate data collection and management methods, and selecting appropriate statistical analysis methods (modification of A.1, J.3, J.10)

VI. MPH in Epidemiology Program Competencies

Biostat 1 Use computer software for data entry and database management and use computer programs for summarizing, analyzing and displaying public health or biomedical research results (modification of A.8)

Biostat 2 Determine the most appropriate method of statistical analysis reflecting a given question of interest, the implemented study design and the available data, implementing preferred methodological alternatives to commonly used statistical methods when their assumptions are not met (modification of A.3 and A.7)

Biostat 3 Read the statistical methods reported in public health and medical literature and comment on their appropriateness to the study design and research questions (modification of A.9)

Epi 1 Identify, access, and integrate sources of health data such as vital statistics records, disease registries, national surveys, and medical records in order to address epidemiologic questions (modification of C.1)
Epi 2 Describe the pathophysiology, natural history, and relative frequencies of health conditions that are major causes of morbidity and mortality

Epi 3 Given an epidemiological investigation, compare and contrast strengths, limitations, and inference that may be drawn from data collected through the use of epidemiological research designs including cohort, case-control, ecologic, and cross-sectional studies (modification of C.9 and C.10)

Epi 4 Assess and explain strategies to summarize and report the impact of effect modification and to control for or minimize bias, including selection, information, and confounding bias on inference from epidemiologic studies (modification of C.9 and C.10)

Prof Epi: Become an integral team member, as a junior epidemiologist or research assistant, actively participating in identifying public health or biomedical questions, selecting appropriate study designs, identifying appropriate data collection and management methods, and selecting appropriate statistical analysis methods to address the questions of interest (modification of A.1, J.3, J.10)

VII. BS/MS in Biostatistics Program Competencies

Core 1MP Describe the roles biostatistics serves in the discipline of public health and biomedical research (modification of A.1)

Core 2 Apply and interpret results from descriptive and inferential methodologies according to the type of study design, measurement scale, and available data for answering a particular research question (modification of A.4 and A.7)

Biostat 1MP: Use computer software for data entry and database management and use computer programs and/or computer programming languages for processing, summarizing, analyzing and displaying complex public health or biomedical data and research results (modification of A.8)

Biostat 2: Determine the most appropriate method of statistical analysis reflecting a given question of interest, the implemented study design and the available data, implementing preferred methodological alternatives to commonly used statistical methods when their assumptions are not met (modification of A.3 and A.7)

Biostat 3: Read the statistical methods reported in public health and medical literature and comment on their appropriateness to the study design and research questions (modification of A.9)

Biostat 4: Compare and contrast advantages and disadvantages in the use of nonparametric or parametric statistical procedures, and in the use of univariate, bivariate and multivariable procedures (modification of A.3 and A.6)

Biostat 5M: Explain the theoretical background of commonly used statistical procedures
Core 4 Explain the importance of epidemiology, and aspects of a public health problem in terms of magnitude, person, time and place, for informing scientific, ethical, economic and political discussion of health issues (modification of C.3 and C.4)

Epi 1 Identify, access, and integrate sources of health data such as vital statistics records, disease registries, national surveys, and medical records in order to address epidemiologic questions. (modification of C.1)

Core 5 Calculate basic epidemiology measures and draw appropriate inference from epidemiologic data (modification of C.7 and C.9)

Epi 3: Given an epidemiological investigation, compare and contrast strengths, limitations, and inference that may be drawn from data collected through the use of epidemiological research designs including cohort, case-control, ecologic, and cross-sectional studies (modification of C.9 and C.10)

Epi 4: Assess and explain strategies to summarize and report the impact of effect modification and to control for or minimize bias, including selection, information, and confounding bias when drawing inference from epidemiologic studies (modification of C.9 and C.10)

Core 9 MP Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health or biomedical research activities (modification of F.7)

Com Biostat M: Design and implement a critical review of applied public health, biomedical, and statistical research literature related to a specific topic or question of interest, critique the reported methods, and synthesize the findings

Prof Biostat: Become an integral team member, as a junior analyst or research assistant, actively participating in identifying and formulating public health or biomedical questions, selecting appropriate study designs, identifying appropriate data collection and management methods, and selecting appropriate statistical analysis methods (modification of A.1, J.3, J.10)

Prof Ethics: Demonstrate responsible conduct of research practices related to data acquisition and sharing, collaborative research, ethical research with human subjects, disclosure and management of conflicts of interest, avoidance of research misconduct, and responsible publication and authorship practices

VIII. MS in Biostatistics Program Competencies

Core 1MP Describe the roles biostatistics serves in the discipline of public health and biomedical research (modification of A.1)

Core 2 Apply and interpret results from descriptive and inferential methodologies according to the type of study design, measurement scale, and available data for answering a particular research question (modification of A.4 and A.7)
Biostat 1MP: Use computer software for data entry and database management and use computer programs and/or computer programming languages for processing, summarizing, analyzing and displaying complex public health or biomedical data and research results (modification of A.8)

Biostat 2: Determine the most appropriate method of statistical analysis reflecting a given question of interest, the implemented study design and the available data, implementing preferred methodological alternatives to commonly used statistical methods when their assumptions are not met (modification of A.3 and A.7)

Biostat 3: Read the statistical methods reported in public health and medical literature and comment on their appropriateness to the study design and research questions (modification of A.9)

Biostat 4: Compare and contrast advantages and disadvantages in the use of nonparametric or parametric statistical procedures, and in the use of univariate, bivariate and multivariable procedures (modification of A.3 and A.6)

Biostat 5M: Explain the theoretical background of commonly used statistical procedures

Core 4: Explain the importance of epidemiology, and aspects of a public health problem in terms of magnitude, person, time and place, for informing scientific, ethical, economic and political discussion of health issues (modification of C.3 and C.4)

Epi 1: Identify, access, and integrate sources of health data such as vital statistics records, disease registries, national surveys, and medical records in order to address epidemiologic questions. (modification of C.1)

Core 5: Calculate basic epidemiology measures and draw appropriate inference from epidemiologic data (modification of C.7 and C.9)

Epi 3: Given an epidemiological investigation, compare and contrast strengths, limitations, and inference that may be drawn from data collected through the use of epidemiological research designs including cohort, case-control, ecologic, and cross-sectional studies (modification of C.9 and C.10)

Epi 4: Assess and explain strategies to summarize and report the impact of effect modification and to control for or minimize bias, including selection, information, and confounding bias when drawing inference from epidemiologic studies (modification of C.9 and C.10)

Core 9 MP: Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health or biomedical research activities (modification of F.7)

Com Biostat M: Design and implement a critical review of applied public health, biomedical, and statistical research literature related to a specific topic or question of interest, critique the reported methods, and synthesize the findings
Prof Biostat: Become an integral team member, as a junior analyst or research assistant, actively participating in identifying and formulating public health or biomedical questions, selecting appropriate study designs, identifying appropriate data collection and management methods, and selecting appropriate statistical analysis methods (modification of A.1, J.3, J.10)

Prof Ethics: Demonstrate responsible conduct of research practices related to data acquisition and sharing, collaborative research, ethical research with human subjects, disclosure and management of conflicts of interest, avoidance of research misconduct, and responsible publication and authorship practices

IX. **MS in Epidemiology Program Competencies**

Core 1 Describe the roles biostatistics serves in the discipline of public health (A.1)

Core 2 Apply and interpret results from descriptive and inferential methodologies according to the type of study design, measurement scale, and available data for answering a particular research question (modification of A.4 and A.7)

Biostat 1: Use computer software for data entry and database management and use computer programs for summarizing, analyzing and displaying public health or biomedical research results (modification of A.8)

Biostat 2: Determine the most appropriate method of statistical analysis reflecting a given question of interest, the implemented study design and the available data, implementing preferred methodological alternatives to commonly used statistical methods when their assumptions are not met (modification of A.3 and A.7)

Biostat 3: Read the statistical methods reported in public health and medical literature and comment on their appropriateness to the study design and research questions (modification of A.9)

Core 4 Explain the importance of epidemiology, and aspects of a public health problem in terms of magnitude, person, time and place, for informing scientific, ethical, economic and political discussion of health issues (modification of C.3 and C.4)

Core 5 Calculate basic epidemiology measures and draw appropriate inference from epidemiologic data (modification of C.7 and C.9)

Epi 1: Identify, access, and integrate sources of health data such as vital statistics records, disease registries, national surveys, and medical records in order to address epidemiologic questions. (modification of C.1)

Epi 2: Describe the pathophysiology, natural history, and relative frequencies of health conditions that are major causes of morbidity and mortality
Epi 3: Given an epidemiological investigation, compare and contrast strengths, limitations, and inference that may be drawn from data collected through the use of epidemiological research designs including cohort, case-control, ecologic, and cross-sectional studies (modification of C.9 and C.10)

Epi 4MP: Assess and implement strategies to summarize and report the impact of effect modification and to control for or minimize bias, including selection, information, and confounding bias when drawing inference from epidemiologic studies (modification of C.9 and C.10)

Epi 5: Discuss, from knowledge of the literature, the pathophysiology, natural history, and epidemiology in their chosen area of concentration (e.g., cardiovascular diseases, cancer, pediatric epidemiology, infectious diseases).

Core 9 MP: Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health or biomedical research activities (modification of F.7)

Comm Epi M: Design and implement a critical review of applied public health, biomedical, and epidemiological research literature related to a specific topic or question, critique the reported methods, and synthesize the findings

Prof Epi: Become an integral team member, as a junior epidemiologist or research assistant, actively participating in identifying public health or biomedical questions, selecting appropriate study designs, identifying appropriate data collection and management methods, and selecting appropriate statistical analysis methods to address the questions of interest (modification of A.1, J.3, J.10)

Prof Ethics: Demonstrate responsible conduct of research practices related to data acquisition and sharing, collaborative research, ethical research with human subjects, disclosure and management of conflicts of interest, avoidance of research misconduct, and responsible publication and authorship practices

**X. PhD in Biostatistics Program Competencies**

Core 1MP: Describe the roles biostatistics serves in the discipline of public health and biomedical research (modification of A.1)

Core 2: Apply and interpret results from descriptive and inferential methodologies according to the type of study design, measurement scale, and available data for answering a particular research question (modification of A.4 and A.7)

Biostat 1MP: Use computer software for data entry and database management and use computer programs and/or computer programming languages for processing, summarizing, analyzing and displaying complex public health or biomedical data and research results (modification of A.8)
Biostat 2P: Determine the most appropriate method of statistical analysis, for a broad range of complex studies, reflecting a given question of interest, the implemented study design and the available data, implementing preferred methodological alternatives to commonly used statistical methods when their assumptions are not met (modification of A.3 and A.7)

Biostat 3: Read the statistical methods reported in public health and medical literature and comment on their appropriateness to the study design and research questions (modification of A.9)

Biostat 4: Compare and contrast advantages and disadvantages in the use of nonparametric or parametric statistical procedures, and in the use of univariate, bivariate and multivariable procedures (modification of A.3 and A.6)

Biostat 5P: Explain and derive the theoretical background of a broad class of statistical procedures including theoretical knowledge of the student’s doctoral research area of interest in biostatistical methods

Biostat 6: Independently develop statistical research questions of interest concerning the properties of tests or estimators and the application of existing statistical methods in novel ways, or develop new statistical methods

Biostat.7: Use computer software and/or programming languages for data simulation to evaluate the properties of statistical methods

Core 4 Explain the importance of epidemiology, and aspects of a public health problem in terms of magnitude, person, time and place, for informing scientific, ethical, economic and political discussion of health issues (modification of C.3 and C.4)

Epi 1: Identify, access, and integrate sources of health data such as vital statistics records, disease registries, national surveys, and medical records in order to address epidemiologic questions. (modification of C.1)

Core 5 Calculate basic epidemiology measures and draw appropriate inference from epidemiologic data (modification of C.7 and C.9)

Epi 3: Given an epidemiological investigation, compare and contrast strengths, limitations, and inference that may be drawn from data collected through the use of epidemiological research designs including cohort, case-control, ecologic, and cross-sectional studies (modification of C.9 and C.10)

Epi 4MP: Assess and implement strategies to summarize and report the impact of effect modification and to control for or minimize bias, including selection, information, and confounding bias when drawing inference from epidemiologic studies (modification of C.9 and C.10)

Core 9 MP Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health or biomedical research activities
(modification of F.7)

Com Biostat P: Design and implement a critical review of applied public health, biomedical, and statistical research literature in a specialty area, critique the reported methods, and synthesize the findings

Prof Biostat P: Become an integral team member actively participating in, or as a team leader directing personnel in, identifying and formulating public health or biomedical questions, selecting appropriate study designs, identifying appropriate data collection and management methods, and selecting appropriate statistical analysis methods (modification of A.1, J.3, J.10)

Prof Ethics: Demonstrate responsible conduct of research practices related to data acquisition and sharing, collaborative research, ethical research with human subjects, disclosure and management of conflicts of interest, avoidance of research misconduct, and responsible publication and authorship practices

Teach Biostat 1: Assist a faculty member in teaching graduate level courses in biostatistics by developing course material, delivering lectures, leading review and discussion sections, or writing and grading homework assignments and exams

Teach Biostat 2: Train others in the design of research studies and analysis of data, including students in the fields of biostatistics, epidemiology, public health, and biomedical sciences

XI. **PhD in Epidemiology Program Competencies**

**Core 1** Describe the roles biostatistics serves in the discipline of public health (A.1)

**Core 2** Apply and interpret results from descriptive and inferential methodologies according to the type of study design, measurement scale, and available data for answering a particular research question (modification of A.4 and A.7)

**Biostat 1:** Use computer software for data entry and database management and use computer programs for summarizing, analyzing and displaying public health or biomedical research results (modification of A.8)

**Biostat 2P:** Determine the most appropriate method of statistical analysis, for a broad range of complex studies, reflecting a given question of interest, the implemented study design and the available data, implementing preferred methodological alternatives to commonly used statistical methods when their assumptions are not met (modification of A.3 and A.7)

**Biostat 3:** Read the statistical methods reported in public health and medical literature and comment on their appropriateness to the study design and research questions (modification of A.9)
Core 4 Explain the importance of epidemiology, and aspects of a public health problem in terms of magnitude, person, time and place, for informing scientific, ethical, economic and political discussion of health issues (modification of C.3 and C.4)

Core 5 Calculate basic epidemiology measures and draw appropriate inference from epidemiologic data (modification of C.7 and C.9)

Epi 1: Identify, access, and integrate sources of health data such as vital statistics records, disease registries, national surveys, and medical records in order to address epidemiologic questions. (modification of C.1)

Epi 2: Describe the pathophysiology, natural history, and relative frequencies of health conditions that are major causes of morbidity and mortality

Epi 3: Given an epidemiological investigation, compare and contrast strengths, limitations, and inference that may be drawn from data collected through the use of epidemiological research designs including cohort, case-control, ecologic, and cross-sectional studies (modification of C.9 and C.10)

Epi 4MP: Assess and implement strategies to summarize and report the impact of effect modification and to control for or minimize bias, including selection, information, and confounding bias when drawing inference from epidemiologic studies (modification of C.9 and C.10)

Epi 5: Discuss, from knowledge of the literature, the pathophysiology, natural history, and epidemiology in their chosen area of concentration (e.g., cardiovascular diseases, cancer, pediatric epidemiology, infectious diseases).

Epi 6: Generate relevant epidemiological research questions that contribute new knowledge to the field

Epi 7: Independently design and implement epidemiologic studies to answer specific research questions using a variety of designs, interpret study results and relate findings to the relevant scientific literature

Core 9 MP Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health or biomedical research activities (modification of F.7)

Comm Epi P: Design and implement a critical review of applied public health, biomedical, and epidemiological research literature in a specialty area, critique the reported methods, and synthesize the findings

Prof Epi P: Become an integral team member actively participating in, or as a team leader directing personnel in, actively participating in identifying public health or biomedical questions, selecting appropriate study designs, identifying appropriate data collection and management methods, and selecting appropriate statistical analysis methods to address the questions of interest (modification of A.1, J.3, J.10)
Prof Ethics: Demonstrate responsible conduct of research practices related to data acquisition and sharing, collaborative research, ethical research with human subjects, disclosure and management of conflicts of interest, avoidance of research misconduct, and responsible publication and authorship practices.

Teach Epi 1: Assist a faculty member in teaching graduate level courses in epidemiology by developing course material, delivering lectures, leading review and discussion sections, or writing and grading homework assignments and exams.

Teach Epi 2: Train others in the design of research studies and analysis of data, including students in the fields of biostatistics, epidemiology, public health, and biomedical sciences.

XII. MPH in Health Administration and Policy Program Competencies

HAP 1 Describe the legal and ethical bases for public health and health services (D.2)

HAP 2 Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives (D.5)

HAP 3 Apply principles of strategic planning and marketing to public health (D.6)

HAP 4 Apply quality and performance improvement concepts to address organizational performance issues (D.7)

HAP 5 Apply "systems thinking" for resolving organizational problems (D.8)

XIII. MHA in Health Administration and Policy Program Competencies

MHA A. Synthesis and evaluation of the healthcare system, healthcare management, and issues related to:
   1. healthcare organizations,
   2. access to care,
   3. financing healthcare,
   4. human resources,
   5. financial management,
   6. strategic planning and thinking,
   7. quality improvement, and
   8. legal and regulatory matters.

MHA B. Communication skills including:
   1. Characterizing and utilizing appropriate forms and standards of communication methods applicable in professional healthcare settings;
   2. Establishing best practices of communication skills; and
3. Effectively identifying and responding to the audience and its wants, needs, interests, and beliefs.

MHA C. Critical thinking, analytical skills, and problem-solving abilities including:

1. Using quantitative, statistical and financial analyses to solve problems;
2. Creating and using strategic planning and strategic thinking to discern among alternatives and make recommendations; and
3. Applying quality improvement techniques to analyze and change organizational outcomes.

MHA D. Leadership, Professionalism, and Ethics including:

1. Engaging people, organizations, and key stakeholders when developing goals and executing plans;
2. Mobilizing teams, using negotiating skills, and accounting for individual and organizational pressures and needs;
3. Demonstrating integrity in personal and organizational practices, respecting diverse opinions, and holding themselves and others accountable for their actions; and
4. Using a corporate ethical decision-making process in a healthcare setting and apply ethical principles and policy statements to resolve ethical issues.

XIV. MPH in Health Promotion Sciences Program Competencies

HPS 1 Apply theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice (modification of E.1)

HPS 2 Analyze individual, organizational, and community concerns, assets, resources and deficits for social and behavioral science interventions (modification of E.3)

HPS 3 Apply ethical principles to public health program planning, implementation and evaluation (E.9)
HPS 4 Evaluate multiple targets and develop multiple levels of intervention for social and behavioral science programs and/or policies (modification of E.10)

HPS 5 Apply basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities (modification of G.5)

HPS 6 Demonstrate principles of community-based participatory research to improve health in diverse populations (modification of G.6)

HPS 7 Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program (K.5)

HPS 8 Differentiate the purposes of formative, process, and outcome evaluation (K.6)
XV. MPH/MSW in Health Promotion Sciences and Social Work Program Competencies

HPS 1  Apply theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice (modification of E.1)

HPS 2  Analyze individual, organizational, and community concerns, assets, resources and deficits for social and behavioral science interventions (modification of E.3)

HPS 3  Apply ethical principles to public health program planning, implementation and evaluation (E.9)

HPS 4  Evaluate multiple targets and develop multiple levels of intervention for social and behavioral science programs and/or policies (modification of E.10)

HPS 5  Apply basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities (modification of G.5)

HPS 6  Demonstrate principles of community-based participatory research to improve health in diverse populations (modification of G.6)

HPS 7  Differentiate among goals, measureable objectives, related activities, and expected outcomes for a public health program (K.5)

HPS 8  Differentiate the purposes of formative, process, and outcome evaluation (K.6)

XVI. MS in Health Promotion Sciences Program Competencies

HPS 1  Apply theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice (modification of E.1)

HPS 2  Analyze individual, organizational, and community concerns, assets, resources and deficits for social and behavioral science interventions (modification of E.3)

HPS 3  Apply ethical principles to public health program planning, implementation and evaluation (E.9)

HPS 4  Evaluate multiple targets and develop multiple levels of intervention for social and behavioral science programs and/or policies (modification of E.10)

HPS 5  Apply basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities (modification of G.5)

HPS 6  Demonstrate principles of community-based participatory research to improve health in diverse populations (modification of G.6)

HPS 7  Differentiate among goals, measureable objectives, related activities, and expected outcomes for a public health program (K.5)
HPS 8  Differentiate the purposes of formative, process, and outcome evaluation (K.6)

HPS MS 1  Understand and implement qualitative or quantitative research techniques including methodological conceptualization, technique selection, analysis types, limits of techniques, computer assisted coding, and selected techniques such as focus group research, social marketing, complex participant-observation, rapid appraisal methods, use of computer assisted statistical packages, and selected statistical methods such as, regression analysis, non-parametric methods, linear models, and analysis of multivariate data.

HPS MS 2  Apply knowledge of a significant public health problem in a substantive content area germane to research related to areas such as, minority, adolescent, aging, maternal and child, international, and gender health.

XVII. PhD in Health Promotion Sciences Program Competencies

HPSDoc 1  Critique and apply the theoretical foundations of health promotion sciences from the perspective of all levels of the ecological model including individuals, small groups, communities, organizations, government, and social policy.

HPSDoc 2  Apply the array of health promotion intervention strategies from the most current research, theoretical, methodological, and practice models.

HPSDoc 3  Understand and implement qualitative research techniques including methodological conceptualization, technique selection, analysis types, limits of techniques, computer assisted coding, and selected techniques such as focus group research, social marketing, complex participant-observation, and rapid appraisal methods.

HPSDoc 4  Understand and implement quantitative research techniques including methodological conceptualization, technique selection, analysis types, limits of techniques, use of computer assisted statistical packages, and selected statistical methods such as, regression analysis, non-parametric methods, linear models, and analysis of multivariate data.

HPSDoc 5  Understand and implement program evaluation types and strategies, selection criteria for use of specific evaluation types, advanced principles of program evaluation implementation, and methods associated with each program evaluation type.

HPSDoc 6  Apply the principles of social and behavioral science disciplines relevant to public health, such as anthropology, communication, political science, psychology, sociology, and social work.

HPSDoc 7  Apply knowledge of a significant public health problem in a substantive content area germane to research related to areas such as, minority, adolescent, aging, maternal and child, international, and gender health.

XVIII. MPH in Environmental Health Program Competencies
OEH 1  Explain genetic, physiologic, and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards (modification of B.2)

OEH 2  Interprets federal and state regulatory programs, guidelines, and authorities that control environmental health issues (modification of B.3)

OEH 3  Utilizes and applies methods and tools for assessing environmental risks (modification of B.4)

OEH 4  Applies methods for assessing, preventing and controlling environmental hazards that pose risks to human health and safety (modification of B.5)

OEH 5  Explains the general mechanisms of toxicology in eliciting a toxic response to various environmental exposures (B.6)

OEH 6  Designs risk management and risk communication approaches in relation to issues of environmental justice and equity (modification of B.7)

OEH 7  Applies theory and strategy-based communication principles across different settings and audiences (F.4)

OEH 8  Evaluates how biological, chemical and physical agents might affect human health (modification of I.7)

OEH 9  Applies biological principles to development and implementation of disease prevention, control, or management programs (I.8)

XIX. MPH in Occupational Health Program Competencies

OEH 1  Explain genetic, physiologic, and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards (modification of B.2)

OEH 2  Interprets federal and state regulatory programs, guidelines, and authorities that control environmental health issues (modification of B.3)

OEH 3  Utilizes and applies methods and tools for assessing environmental risks (modification of B.4)

OEH 4  Applies methods for assessing, preventing and controlling environmental hazards that pose risks to human health and safety (modification of B.5)

OEH 5  Explains the general mechanisms of toxicology in eliciting a toxic response to various environmental exposures (B.6)

OEH 6  Designs risk management and risk communication approaches in relation to issues of environmental justice and equity (modification of B.7)

OEH 7  Applies theory and strategy-based communication principles across different settings and audiences (F.4)
OEH 8  Evaluates how biological, chemical and physical agents might affect human health (modification of I.7)

OEH 9  Applies biological principles to development and implementation of disease prevention, control, or management programs (I.8)

XX.  **MS in Industrial Hygiene and Environmental Health Sciences Program Competencies**

<table>
<thead>
<tr>
<th>IHGen A</th>
<th>Apply knowledge of mathematics, science, and applied sciences</th>
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</thead>
<tbody>
<tr>
<td>IHGen B</td>
<td>Design and conduct experiments, as well as to analyze and interpret data</td>
</tr>
<tr>
<td>IHGen C</td>
<td>Formulate or design a system, process, or program to meet desired needs</td>
</tr>
<tr>
<td>IHGen D</td>
<td>Function on multi-disciplinary teams</td>
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<tr>
<td>IHGen E</td>
<td>Identify and solve applied science problems</td>
</tr>
<tr>
<td>IHGen F</td>
<td>Understand professional and ethical responsibility</td>
</tr>
<tr>
<td>IHGen G1</td>
<td>Communicate effectively in the field with people at all levels of an organization</td>
</tr>
<tr>
<td>IHGen G2</td>
<td>Communicate effectively with professional peers</td>
</tr>
<tr>
<td>IHGen H</td>
<td>Demonstrate the broad education necessary to understand the impact of solutions in a global and societal context</td>
</tr>
<tr>
<td>IHGen I</td>
<td>Recognize the need for and ability to engage in life-long learning</td>
</tr>
<tr>
<td>IHGen J</td>
<td>Demonstrate knowledge of contemporary issues</td>
</tr>
<tr>
<td>IHGen L</td>
<td>Demonstrate understanding of the impact of solutions within an organization, based in part on field experience</td>
</tr>
<tr>
<td>IHSpec A</td>
<td>Identify agents, factors, and stressors generated by and/or associated with defined sources, unit operations, and/or processes</td>
</tr>
<tr>
<td>IHSpec B</td>
<td>Describe qualitative and quantitative aspects of generation of agents, factors, and stressors</td>
</tr>
<tr>
<td>IHSpec C</td>
<td>Demonstrate understanding of physiological and/or toxicological interactions of physical, chemical, biological, and ergonomic agents, factors, and/or stressors with the human body</td>
</tr>
<tr>
<td>IHSpec D</td>
<td>Assess qualitative and quantitative aspects of exposure assessment, dose-response, and risk characterization based on applicable pathways and modes of entry</td>
</tr>
</tbody>
</table>
IHSpec E  Calculate, interpret, and apply statistical and epidemiological data
IHSpec F  Recommend and evaluate engineering, administrative, and personal protective equipment controls and/or other interventions to reduce or eliminate hazards
IHSpec G  Understand applicable business and managerial practices, based in part on field experience
IHSpec H  Interpret and apply applicable occupational and environmental regulations
IHSpec I  Understand fundamental aspects of safety and environmental health
IHSpec J  Attain recognized professional certification

XXI. PhD in Occupational and Environmental Health Program Competencies

OEH D1  Exhaustively search and critically review the scientific literature in a chosen area of occupational and environmental health
OEH D2  Formulate testable scientific hypotheses
OEH D3  Design studies to test scientific hypotheses or otherwise produce meaningful findings
OEH D4  Use, and if appropriate, develop valid tools to collect and interpret data
OEH D5  Demonstrate understanding of the chosen area of specialization within occupational and environmental health
OEH D6  Recognize the limits of one’s own knowledge, and demonstrate the ability to seek and implement advice or collaboration as necessary
OEH D7  Understand the responsible conduct of research, including data acquisition, management, sharing and ownership; mentor/student responsibilities; publication practices and responsible authorship; peer review; collaborative science; research misconduct; conflict of interest, and protection of human subjects and of animals in research
OEH D8  Communicate research to scientific peers accurately and in a professional manner
OEH D9  Convey broad knowledge of occupational and environmental health in an educational setting
Appendix I

Computer Requirements.
Laptop Computer Requirements

For All Public Health Students

I. Purchasing the Computer

Although the College of Public Health does not require a certain brand of computer, as an OUHSC student you are entitled to special educational pricing from Dell. The website to conduct these purchases can be found at: www.del.com/ouhsc. The most compatible and supported operating system on campus is Windows based.

II. Hardware Configurations

1. Processor: Minimum: 2 GHz Intel or comparable AMD processor;
2. RAM: Minimum: 4GB
3. Hard Drive: Minimum: 250 GB
4. Battery: Minimum: 4 hours of active use
5. Wireless Capability: Wireless needs to be compliant with the 802.11 a/g standard. (Note: A mobile broadband card is not sufficient. You need a wireless card to connect to the campus wireless network.)
6. A surge protector is recommended for all computing devices that will be plugged into a standard electrical outlet.

III. Software Requirements for All Students

- **Antivirus Software** will provide protection and will allow frequent updates for the virus definitions. Several programs are available commercially. Students must have an active anti-virus subscription that can be updated.

Students can download free antivirus software from the University by going to: http://it.ouhsc.edu/services/desktopmgmnt/antivirussoftware.asp and following the directions. A valid OUHSC username and password are required.

- **Windows 7** (Professional, Ultimate or Enterprise) operating system is required. If you have any other version of Windows, Ultimate Upgrade may be obtained from OUHSC IT Service Desk at the Student Union, Room 105 or at https://it.ouhsc.edu/e-academy through the Microsoft Campus Agreement (MSCA). A valid OUHSC username and password are required.

- **Microsoft Office 2010** - Office 2010 may also be obtained from OUHSC IT Service Desk.
IV. Additional Software Requirements for Specialty MPH Degrees

For Biostatistics and Epidemiology Degrees:

- **SAS statistical package** – An annual license is required for SAS. This can be obtained at [http://it.ouhsc.edu/services/techsales/sas_setinit/default.asp](http://it.ouhsc.edu/services/techsales/sas_setinit/default.asp). The IT-Service Desk staff can install SAS at no charge (Please expect a two business day turnaround time on all installs). Prior to installing SAS, a complete health checkup MUST be completed (at no charge). **Windows 7 Home Premium version is supported.** Note: PC laptops are recommended. Mac users will require additional software to be purchased and installed.

- **EPI-INFO** can be downloaded free from the CDC web site. To obtain this software go to:
  - www.cdc.gov
  - Click on Publications Software & Products.
  - Click on Software.
  - Click on Epi Info.
  - Follow the instructions to download the software.

- **JMP** – This software is available at [http://it.ouhsc.edu/services/techsales](http://it.ouhsc.edu/services/techsales). Please contact your instructor for help with installing JMP.

For Health Promotion Sciences Degrees:

- **SPSS** – SPSS may be obtained from IBM SPSS. SPSS is not compatible with Windows Ultimate edition.

**For E-Learning a broadband or better internet connection is preferred.**

**For students enrolling in BSE 5013 Applications of Microcomputers to Data Analysis.**

You will need to have SAS installed on your laptop prior to the beginning of the semester. The best time to do this is at least 3-4 weeks before the first day of classes. Do not wait until the week before the semester starts, as the IT Service Desk is extremely busy at this time and there are likely to be delays. The IT Service Desk would prefer that you ask for the install prior to the winter break for the spring semester.

SAS will be installed by the IT Service Desk at no cost to you. You will need to take your laptop to the IT Service Desk located in the Student Union Room 105 and plan to leave it there for a minimum of 2 business days. Further details for each type of computer are provided below.
PC Users

The IT Service Desk will perform a general PC/Laptop Health checkup (Windows updates, virus updates, etc) before SAS is installed.

Mac Users

SAS is not compatible with the Macintosh OS. A SAS install on a Mac laptop requires Windows be installed. IT services offer student Windows installation on Macs for $70. After Windows is installed, SAS installation is FREE. Contact the IT Service Desk at 405 271 2203 for these services.

As a student, you are responsible for learning to operate your laptop. Instructors are not required to provide laptop support.

Microsoft Office, Office for Macintosh, Windows and SAS may be obtained and installed with assistance from the IT Service Desk if needed.

Java – Download available free at Java.com.

All computer hardware and software requirements are subject to periodic revisions.
Appendix J

CAHME Curriculum Content Competencies, MHA
A student will have the ability to demonstrate:

A. Synthesis and evaluation of the healthcare system, healthcare management, and issues related to:
   1. Healthcare organizations,
   2. access to care,
   3. financing healthcare,
   4. human resources,
   5. financial management,
   6. strategic planning and thinking,
   7. quality improvement, and
   8. legal and regulatory matters.

B. Communication Skills including:
   1. Characterizing and utilizing appropriate forms and standards of communication methods applicable in professional healthcare settings;
   2. Establishing best practices of communication skills; and
   3. Effectively identifying and responding to the audience and its wants, needs, interests, and beliefs.

C. Critical thinking, analytical skills, and problem-solving abilities including:
   1. Using quantitative, statistical and financial analyses to solve problems;
   2. Creating and using strategic planning and strategic thinking to discern among alternatives and make recommendations; and
   3. Applying quality improvement techniques to analyze and change organizational outcomes.

D. Leadership, Professionalism, and Ethics including:
   1. Engaging people, organizations, and key stakeholders when developing goals and executing plans;
   2. Mobilizing teams, using negotiating skills, and accounting for individual and organizational pressures and needs;
   3. Demonstrating integrity in personal and organizational practices, respecting diverse opinions, and holding themselves and others accountable for their actions; and
   4. Using a corporate ethical decision-making process in a healthcare setting and apply ethical principles and policy statements to resolve ethical issues.