UNIVERSITY of WISCONSIN
UWMILWAUKEE

Joseph J. Zilber
School of Public Health

Graduate Student Handbook 2022-2023

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Section 1: General Information

The Joseph J Zilber School of Public Health was established in 2009 and is the only CEPH accredited school of public health in Wisconsin. The school is guided by core vision, mission, and values that are rooted in its commitment to social and environmental justice and health equity.

Vision
A just, equitable, healthy future for people, communities, and the environment in Milwaukee, the state of Wisconsin, and beyond.

Mission
The mission of the Joseph J. Zilber School of Public Health (Zilber School) is to advance population health, health equity, and social and environmental justice among diverse communities in Milwaukee, the state of Wisconsin, and beyond through education, research, community engagement, andadvocacy for health-promoting policies and strategies.

Values
We are committed to carrying out the following values in our individual and collective public health research, teaching, community engagement, and practice: *Integrity, Accountability*, *Collaboration*, *Diversity and Inclusion*, *Health Equity*, and *Social and Environmental Justice*

Administrative Structure
The Zilber SPH Graduate Program Committee (GPC) sets policies for the operations of all academic programming. The GPC oversees the MPH program with input from the full Zilber School faculty, the Zilber School Dean, the Associate Dean of Academic Affairs, the MPH Director, and the Zilber School staff. Each track designates a Faculty Lead and students elect two representatives to serve on the Graduate Program Committee: one PhD student and one MPH student. The information for representatives is listed below:

Role	Name
Interim Dean	Amy Harley
Associate Dean of Academic and Student Affairs	Amy Harley
Associate Dean of Research	Lance Weinhardt
Faculty Chair	Michael Laiosa
UWM Graduate Representative	Spencer Huang
MPH Director	Emmanuel Ngui

ZSPH Graduate Faculty can be viewed here.

ZSPH Full Directory can be viewed here.

For assistance, please contact the following:

- **Faculty advisors (Graduate students):** Course and career planning, academic challenges
- **Amy Harley (Interim Dean/ Associate Dean for Academic & Student Affairs):** Student financial issues, grievances or complaints, any issue not solved or addressed previously
- **Course Instructors:** First point of contact for questions or concerns about course content, course policies and procedures, classroom interactions
- **Annie Lagowski (Building and Events Coordinator):** Building concerns, scheduling building space, maintenance concerns
- **Michael Laiosa (Faculty Chair):** Instructor concerns
- **Emmanuel Ngui (MPH Director):** Questions or concerns about the MPH program (typically after consulting with advisor)
- **Tanika Reesnes (Business Operations Manager):** Student worker issues, building concerns able to be solved by Annie
- **Analise Sandoval (Academic Affairs Program Support/Scholarship Coordinator):** Questions about scholarships; Contact to schedule meetings with Amy Harley
- **TBD (Graduate advisor) (Contact Kate Brondino):** Course planning, academic challenges, Graduate School policies, find out who is faculty advisor

Financial Information:

- To find up to date information about UWM Tuition and fees, click here.
- We have two graduate courses with additional fees. These fees are called special course fees. The courses are PH 702 ($100) and PH 703 ($50).
- Scholarships, fellowships, and funding opportunities can be found here.
- UWM Financial AID information, can be found here.

Course Materials

Many public health classes will require the students to purchase textbooks and other materials.Students can search the Schedule of Classes online to view required textbooks. Class listings will often include a syllabus, which outlines topics covered in

class and associated readings.

Students may purchase textbooks at the UWM Bookstore online.

Students may also purchase textbooks from other vendors. Check with the course instructor listed on the Schedule of Classes to ensure you order the correct edition of required books.Any questions about assigned textbooks, readings, and assignments should be directed to the course instructor. Many Faculty post readings on Canvas, UWM's web-based course management system.

Note that the UWM library has many resources, both physical and online, including textbooks on reserve and scholarly journals. Students can access these resources here.

Assistantships
The Zilber School has a limited number of Graduate Assistantships available. General information about assistantships from the Graduate School can be found here. Details about Teaching Assistantships and Research Assistantships, the two types available at the Zilber School are below.

Teaching Assistantships (TAs)
The title Teaching Assistant is used for graduate students enrolled in the University of Wisconsin System who are regularly assigned teaching and related responsibilities (other than manual or clerical responsibilities) under the supervision of a member of the faculty.

The UWM International Teaching Assistant Assessment (MITAA) is a requirement for Some international teaching assistants who are non-native speakers of English and who will be assigned classroom duties as part of a graduate teaching assistantship. A Department representative must be available to participate in the assessment. There is no charge for the MITAA.
At the Zilber School there is an application process for TAs. Every Spring, the Faculty Chair sends out the TA application form to all Zilber graduate students via email with a deadline to apply.

Research Assistantships (RAs)
An RA is a graduate student enrolled in the University of Wisconsin System who is assigned to conduct research that is for the benefit of the student's own learning and research and for the benefit of the University, faculty or academic staff supervisor or granting agency. This title does not include students provided fellowships, scholarships, or traineeships which are distributed through other titles such as advanced opportunity fellow, fellow, scholar, or trainee.
At the Zilber Schools, RA opportunities are advertised via email and flyers when a faculty member is hiring. Your faculty advisor can also be a connection to potential RA opportunities.

Student Travel for University Business
If a student is traveling using School funds, grant funds, travel awards, or professor's start-up funds, a travel authorization form must be filed (See Appendix A).

Please turn in the form and copies of any e-mail denoting award, use of funds, etc. to the Faculty Support Office. These should be turned in as soon as possible and, preferably, before you begin to plan the travel. When traveling on university business, it is *required* to work with George Henion (henion@uwm.edu) for pre-travel arrangements and post-travel reimbursement. Note that AirBnB will be reimbursable by university funds. All flights must bebooked through Travel INC.

Section II: The Master of Public Health (MPH) Program

Overview
The Master of Public Health offered by the Zilber School is a professional master's degree program with five distinct tracks of study. The MPH program provides students with a broad understanding of public health practice and allows specialization in Biostatistics, Community and Behavioral Health Promotion, Environmental Health Sciences, Epidemiology, or Public Health Policy. In addition, the school offers a coordinated MPH/MSW degree and two graduate certificates (which can be taken concurrently with the MPH degree) one in Maternal and Child Health and Interprofessional Public & Populations Health, and a BS-MPH accelerated master's program.

Like most MPH programs, the Zilber School program imparts knowledge and skills in each of these core disciplines in public health, helping prepare all students to analyze information and consider solutions to public health problems using a social justice lens at the community, institutional, and societal levels. Courses have been designed to teach program- and track-level competencies as defined by Zilber School faculty. Program-level competencies reflect key public health skills including systems thinking, ethics, analytical methods, communications/informatics, diversity/culture, leadership, and professionalism. In addition, students engage in a specific track of study, gaining deeper competency in one of the five areas. Upon graduation students are prepared for positions in a range of population health settings and/or for doctoral-level study.

Track Summaries
Biostatistics (BIOS): The Biostatistics track builds on the classic public health Biostatistics skill and knowledge base and takes advantage of special knowledge of its faculty in the areas of genetics, bioinformatics, causal inference, and big data science. Students learn and apply statistical genetics in the context of complex disease study, high throughout computing used in 'big' data science, applications in evidence-based patient-centered outcome studies, and population-based epidemiological studies. Courses include topics and material such as interpretation of personalized and evidence-based medicine in the context of public health; basic understanding of genetics and epigenetics; general 'omic' approaches and concepts; as well as classic Biostatistics topics such as Survival and Categorical data analysis.

Community & Behavioral Health Promotion (CBHP): The Community and Behavioral Health Promotion (CBHP) track focuses on promoting the health of communities through innovative approaches to community engagement and collaborative practice to enhance health equity and population health. Coursework addresses theories and frameworks in social and behavioral science, social determinants of health, community assessment, evidence-based methods for program planning, implementation, and program evaluation and maternal and child health. Students apply a social justice and equity-centered approaches to public health issues, training, and practice. Students

learn how to apply different methodological approaches (quantitative, qualitative, and community-engaged techniques) in promoting population health and eliminating health inequities.

Environmental Health Sciences (EHS): The EHS track offers students an opportunity to specialize in environmental threats to the public's health, while simultaneously obtaining a strong scientific background that connects environmental sources, distributions, exposures, and biological mechanisms to ultimate health impacts. Students benefit from faculty expertise in environmental and developmental toxicology, environmental microbiology, immunotoxicology, environmental epidemiology, and the use of animal models to research public health issues. Didactic coursework includes introduction to the core disciplines of public health, specialization in areas such as environmental epidemiology and risk assessment, along with student-selected opportunities to deepen knowledge in the areas of the biological, chemical, and built environment. A Field Experience with a public health agency or another environmental health- based community partner and Capstone incorporate environmental health theories with crosscutting public health competencies like communication, public health biology, systems- thinking, and leadership.

Epidemiology (EPI): The Epi track is unique in its emphasis on integrating epidemiologic theory and methods with essential interdisciplinary tools for analyzing socio-structural processes that influence health and advancing health equity. Our comprehensive and multidisciplinary curriculum facilitates learners' analysis of interrelationships among theory, research, and practice, as well as among historical and contemporary structures of inequality.Students are thereby prepared to engage in rigorous, collaborative, evidence-informed, and reflexive public health praxis. Through both didactic and experiential learning, students apply social justice, epidemiologic, and critical social theories to research and practice while developing skills in reframing public health issues, applied epidemiological methods, epidemiologic data analysis, social epidemiology, and building community partnerships. Graduates are able to collect, analyze, and interpret epidemiological data from health equity perspectives, generate theory-driven research questions, and work in collaboration with diversecommunity partners to promote systems-level social change for eliminating health inequities.

Public Health Policy (PHP): The PHP track equips students with an inter-sectoral, systems-level, applied approach to informing public health policy and administration that promotes health equity. Emphasizing a comprehensive perspective and integrated strategy that links theory with practice, the PHP curriculum provides students with a foundational understanding of social and policy theory, quantitative and qualitative methods, and policymaking within a broad context. Graduates obtain a breadth of knowledge and skills applicable to a variety of fields in the public and private sectors as well as the ability to effectively apply their knowledge and tools to practice.

MPH Program Competencies

All graduate students in UWM's Zilber School of Public Health can expect to:

1. Explain the foundational principles and historical perspectives that shape the field of public health.
2. Describe how multiple determinants, including socioeconomic, biological, behavioral, and environmental, and the interrelations among these determinants shape population health and health inequities.
3. Integrate principles of social and environmental justice within public health practice and research.
4. Employ ethical principles and protocols in public health practice and research.
5. Implement approaches to public health practice and research that recognize the social, cultural and environmental circumstances of individuals, communities and populations.
6. Utilize appropriate quantitative and/or qualitative methods in public health practice and research.
7. Apply inter-disciplinary theories, research methods and best practices to address public health issues and promote population health.
8. Collect, synthesize and critically analyze information and data to identify and address public health issues and inform interventions.
9. Practice professionalism; demonstrated by integrity, respect, transparency, sound judgment, and constructive interactions with colleagues, community members, stakeholders and the public at large.
10. Demonstrate leadership and partnership skills that foster and support collaborations across diverse communities, settings and sectors.
11. Communicate effectively about public health issues with diverse audiences using a variety of strategies and modalities.
12. Advocate for the public's health and health equity.

MPH CEPH 2021 - Foundational Knowledge Objectives

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge
7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

MPH CEPH 2021 - 22 Foundational Competencies

Evidence-based Approaches to Public Health

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

Public Health & Health Care Systems

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

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design, implementation or critique of public health policies or programs
9. Design a population-based policy, program, project, or intervention
10. Explain basic principles and tools of budget and resource management[1]
11. Select methods to evaluate public health programs

Policy in Public Health

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

Leadership

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

Communication

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

Interprofessional Practice
21. Integrate perspectives from other sectors and/or professions to promote and advance population health

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

MPH Track Competency Sets
Biostatistics Track:
1. Translate research objectives into testable hypotheses.
2. Demonstrate a broad knowledge and understanding of statistical techniques used in public health studies and health-related scientific investigations.
3. Identify and apply a variety of appropriate statistical methods for developing inferences about public-health-related questions.
4. Demonstrate basic programming skills in multiple statistical software packages and data management and integration techniques for public health and big data projects.
5. Formulate and produce graphical displays of quantitative information (e.g., scatter plots, box plots and line graphs) that effectively communicate analytic findings.
6. Demonstrate effective written and oral communication skills when reporting statistical results to different audiences of public health professionals, policy makers and community partners.

Community & Behavioral Health Promotion Track:
1. Demonstrate a broad knowledge and understanding of community and behavioral health theories and their application to health promotion and prevention.
2. Apply relevant theories, concepts, and models from the social and behavioral sciences to public health research and practice.
3. Design public health programs, including their implementation and evaluation components.
4. Design a plan to assess community-level public health needs and assets.
5. Assess social and behavioral factors influencing the health of individuals and communities.
6. Apply qualitative and quantitative methods to the assessment of public health problems, the articulation of community strengths, and the evaluation of prevention and intervention programs.
7. Identify and apply evidence-based approaches to the development and implementation of social and behavioral science interventions.
8. Demonstrate the capacity to effectively explain and discuss planning, implementation, and evaluation of public health programs.

Environmental Health Sciences Track:
1. Describe genetic, physiological and overall human health effects of primary

environmental hazards resulting from both chronic and acute exposures.
2. Describe approaches for assessing, preventing and controlling environmental hazards that pose risks to both human and ecological health.
3. Perform a risk assessment of an environmental health agent.
4. Identify, locate and use appropriate reference materials.
5. Comprehend the primary scientific research literature and obtain information directly from experts in the field of environmental health sciences.

Epidemiology Track:
1. Identify critical social science, social epidemiology, and health equity theories that shape the framing, methods and interpretation of epidemiologic research and practice.
2. Identify and describe socio-structural, environmental, behavioral and biological determinants of health and heath equity.
3. Systematically gather, critically evaluate and synthesize epidemiological literature and other relevant information to advance population health and health equity.
4. Apply appropriate field and surveillance methods to investigate disease outbreaks and assess patterns of exposures and health outcomes in the population.
5. Develop self-reflexive and other practical skills for ethical engagement with study participants, communities, and colleagues, in the performance of research and practice activities.
6. Select epidemiologic methods and conduct statistical analyses to describe patterns of health and determinants of health, assess associations between exposures and health outcomes while minimizing threats to causal inference.
7. Critically evaluate epidemiologic literature with attention to strengths and limitations of the study design, methods, analytic approach, and policy and practice implications.

Public Health Policy Track:
1. Integrate ethical principles into public health policy, practice, and research by ensuring respect for diverse values, beliefs, and cultures and the dignity of individuals and communities.
2. Conduct policy analysis in public health policy, identifying and assessing policy options, outcomes, and potential contributions to population health and health disparities.
3. Apply policy theory to identify the actors, structures and forces that influence and shape the public health policy process.
4. Analyze quantitative data to assess the relationship between policy, policy malleable factors, and public health relevant outcomes.
5. Collect and analyze qualitative data to inform public health policy recommendations.

Credits and Courses
All students enrolled in the MPH program take a common set of core classes designed to give basic skills and knowledge of public health concepts. The core curriculum

consists of 24-25 credit hours, including four credits for the Field Experience (3 credits) and Leadership in Public Health (1 credit) courses and a two-credit capstone seminar. In addition to the common core, students complete the required coursework in one of five specialization tracks: Biostatistics (46 credits), Community and Behavioral Health Promotion (48-49 credits), Environmental Health Sciences (45 credits), Epidemiology (49 credits), or Public Health Policy (48 credits). Students must maintain a cumulative G.P.A. of 3.0 or better in order to progress through the program.

MPH Required Common Core Courses (24-25 credits)
PH 702: Introduction to Biostatistics (3 credits)
PH 703: Environmental Health Sciences (3 credits)
PH 704: Principles and Methods of Epidemiology (3 credits)
PH 705: Principles of Public Health Policy and Administration (3 credits)
PH 706: Perspectives in Community and Behavioral Health (3 credits)
PH 708: Health Systems and Population Health (3 credits)
PH 733: Overview of Qualitative Methods for Public Health (1 credit)
PH 790: Field Experience in Public Health (3 credits)
PH 791: Leadership in Public Health (1 credit)
PH 800: Capstone in Public Health (2 credits)

Students should consult the UWM Course Catalog for their specific track and cohort requirements.

Field Experience
The Field Experience enables students to apply knowledge and skills learned in the classroom to public health problems in a community context. Students work with their Faculty Advisor and school staff to identify a placement that matches their public health interests and career goals. Possible placement settings include a local health department, state health department, non-profit agency, hospital system, or research institute. The experience is a mentored placement engaging both a faculty advisor and a site preceptor. Students complete at least two products as agreed upon with the site preceptor. This course is offered in the summer, fall, and spring semesters.

Students complete three credits (80 contact hours per one credit, 240 hours total) with the organization. The specified competencies, scope of work, and final products for the organization are defined in a learning agreement, which is signed by the student, preceptor, faculty advisor and course instructor. Students must demonstrate attainment of at least five competencies, three of which must be Council on Education for Public Health (CEPH) MPH Foundational Competencies (see Field Experience Handbook), and two of which are identified from the track competency sets.

The following two CEPH MPH Foundational Competencies are required of all students:

#16. Apply leadership and/or management principles to address a relevant issue (may

include creating a vision, empowering others, fostering collaboration, and guiding decision making).
#19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation.

Students choose their third Foundational Competency.

In addition, students take the one-credit Leadership Public Health course. This course is designed to give students the opportunity to apply three specific CEPH MPH Foundational Competencies related to the Field Experience. The Field Experience setting provides students with opportunities to integrate these competencies through their projects, observe professionals in their organizations and the community, and learn important skills in these three areas. The required competencies are:

#16. Apply leadership and/or management principles to address a relevant issue (may include creating a vision, empowering others, fostering collaboration, and guiding decision making).
#17. Apply negotiation and mediation skills to address organizational or community challenges (among parties with conflicting interests and/or different desired outcomes)
#21. Integrate perspectives from other sectors and/or professions to promote and advance population health (direct engagement between student[s] and individual[s] in a sector or profession other than public health to complete a task or solve a problem).

Students fulfill these competencies with readings and through a series of activities including case studies or scenarios/role playing exercises. Assessments for the leadership, negotiation and interprofessional team competencies include participation in the sessions and written papers. The Leadership in Public Health course is offered in the summer and fall semesters. All four Field Experience and Leadership course credits may be taken in one semester or spread out over two semesters.

Capstone
The capstone requires students to integrate the knowledge and skills learned in the classroom, Field Experience, and/or lab into some aspect of professional public health practice. The capstone project is an opportunity for students to synthesize and demonstrate public health competencies. Capstone projects can vary by track and usually include analysis of information and data. The projects also include a comprehensive literature review as required by track.

Students work with their Faculty Advisor to write a project proposal the semester prior to the capstone reflecting the student's interests and career goals. Students then implement the project during their final semester of the program. The project has both written paper and oral presentation components. In addition, students attend several weekly seminars.

Master of Public Health Advising
The Zilber School considers advising to be an essential component of student learning that facilitates student development and success as they progress through the program toward their eventual awarding of the degree. Advisement verifies that a particular track-specific program of study is being followed. Advising is a comprehensive activity that is conducted throughout a student's enrollment that includes:

- review of coursework achievement, plans, and competency attainment
- field placement and capstone planning, review, and evaluation; and
- the establishment of both short and long-term career development goals.

During student orientation, each Master of Public Health (MPH) student will be assigned a track-specific Faculty Advisor who will work with the student throughout their course of study. As illustrated on the timeline below, Advisors will meet with their advisee at least once per semester.

1. 1st year fall meeting should include a discussion of: (1) student's professional goals and major areas of interest, (2) thoughts for their field experience, and (3) if necessary, their course plans and progress.
2. 1st year Spring meeting should include a discussion of: (1) revisiting goals and major areas of interest, and (2) planned field experience as it relates to their goals and interests, as well as the results of the Competency Self-Assessment, and (3) any items pertaining to course plans and progress.
3. 2nd year Fall meeting should include a discussion of: (1) revisiting student's professionalgoals and major areas of interest, (2) thoughts for their capstone projects, and (3) anyitems pertaining to course plans and progress.
4. 2nd year Spring meeting should include a discussion of: (1) a discussion of post-graduate plan to meet career goals, and (2) any topics related to professionalism, career, leadership development.

In addition to the regularly scheduled advisement meetings, students are encouraged to seek advice from their Advisor on any academic or career development questions, including but not limited to funding opportunities, course equivalency requests, internship opportunities, additional post-graduate training or continuing education opportunities, career options, research, teaching, or practice opportunities, conferences and travel, etc. In summary, the goal of the Zilber advisement program is to ensure students are reaching their fullest academic potential in their experience at the Zilber School while preparing them to have fulfilling careers in Public Health.

See Current Students tab on the school website for the advising timeline, the fillable Self-Evaluation Progress Report Form, and fillable Plan of Study worksheets for each program and track. See Appendix A for links to common UWM forms and Appendix B for directions to run unofficial transcripts.

Students may request a new Faculty Advisor assignment through the Graduate Advisor.

MPH Track Transfer Process
To transfer MPH track, a student must complete a brief application (Suggested length is 250 words per question) responding to the questions regarding their reason for transferring to the other track. The applications should be submitted to the Academic Affairs Manager in an email that requests the track transfer. The Academic Affairs manager forwards the answer along with a current transcript and the original MPH application to the track for which the student wants to transfer. The new track's faculty reviews these materials to make their decision. To request transfer, the student must have completed at least one semester as an MPH student, so the new track's faculty have some indication of performance in the MPH program.

Note the application questions are as follows:
1. Describe how your professional, volunteer, and educational background has led you to seek a degree in Public Health,
2. How will your desired track of study (Biostatistics, Community & behavioral Health Promotion, Environmental Health Sciences, Epidemiology or Public Health Policy & Administration) help you reach your personal and professional goals in Public Health?
3. Please indicate why you want to study Public Health, specifically at the University of Wisconsin-Milwaukee.

Time Limit
The student must complete all requirements for the degree within seven years of the date of initial enrollment in the program.

Graduation
The Graduate School administers graduation for all graduate students. Here are steps to follow during the semester you expect to graduate:
1. Apply for graduation by the posted deadline for the semester in which you intend to graduate.
2. Complete the Master's Graduation Application and submit it electronically.

Applications do not carry forward; you must re-apply if you did not graduate in the semester you anticipated. If students apply after the deadline, they may not graduate that semester.

Pay the non-refundable $40 graduation fee, billed by the Bursar's Office during the semester. If graduation is delayed, the student does not have to pay again.
Obtain commencement information from the Secretary of the University. Ceremonies are optional and are held in May and December; August graduates are invited to the December ceremony. You can order graduation regalia through the UWM bookstore.

If you want your name to appear in the commencement bulletin, be sure that your directory information with the University is not restricted. If you restricted the release of your address, phone number, and other limited information, contact the Department of Enrollment Services Information Center, Mellencamp 274. This should be done by the second week of the semester in which you expect to graduate to ensure that your name will appear in the bulletin.

Removal of the restriction will allow your directory information to be released for all publicity purposes, as well as the commencement booklet.

Graduation Review and Approval
The Graduate School reviews the student record to ensure that you will have fulfilled degree requirements at the end of the semester you plan to graduate. Graduate School minimum graduation GPA requirement is a cumulative 3.0 (4.0 basis).

The graduation paperwork is then forwarded to the Graduate Advisor who verifies the plan of study. After review, the Graduate Advisor forwards this paperwork to the faculty advisor for review and approval. After the Faculty Advisor has reviewed and approved the graduation paperwork, the Graduate Advisor returns all the paperwork to the Graduate School.

A student cannot graduate with Incomplete, Not Reported, or Progress notations remaining on the grading record. Transcripts and diplomas cannot be released until Hold notations are cleared. The Graduate School has the final authorization to grant the degree.

If a student does not graduate when anticipated, they must re-apply to graduate in the next semester, but a second graduation fee is not required.

Diploma
Diplomas and a copy of an official transcript will be mailed to the address listed on PAWS approximately 8 to 10 weeks after the official degree conferral date. Make sure the address listed is somewhere your diploma will arrive safely. The name on the diploma will be printed exactly as it exists on the student's university records. Changes to the name must be made in Mellencamp 274 at least one month before graduation; a fee will be assessed for name changes requested after diplomas have been ordered.

If there is a *hold* on the record, it must be cleared before these documents will be mailed.

Section III: Overview of PhD Programs

PhD Core Competencies

1. Formulate and test a hypothesis using basic statistical methods
2. Apply statistical inference to guide research decision-making relevant to public health problems and issues.
3. Evaluate *critically* scientific literature and identify how epidemiological and population health data can be used to answer research questions and inform program development and policy decisions aimed at promoting health equity.
4. Demonstrate critical thinking skills necessary for formulating research questions, identifyingtheory to frame research questions, and identify and employ appropriate methodologies for addressing a public health research question.
5. Apply social and environmental justice framework when asking and addressing research questions impacting the public's health

PhD CEPH 2021 - Foundational Knowledge Objectives

1. Explain public health history, philosophy, and values
2. Identify the core functions of public health and the 10 Essential Services*
3. Explain the role of quantitative and qualitative methods and sciences in describing andassessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other communityrelevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health,including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge
7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute topopulation health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal healthand ecosystem health (eg, One Health)

Poor Academic Standing & Dismissal from the PhD Program

Failing more than 3 courses (earning a letter grade of B- or lower) will result in the student being dismissed from the program. If a student receives a letter grade of unsatisfactory (U) while enrolled in research for credit, they will be dismissed from the program. If the student is receiving funding in the form of a TAship, PAship, or RAship, that funding shall be forfeited immediately.

Residency Requirement

All doctoral students must meet the Graduate School's residence requirement. To satisfy this requirement, students must complete 8-12 graduate credits in each of two

consecutive semesters, excluding summer sessions, or 6-8 graduate credits in each of three consecutive semesters, excluding summer sessions. Students cannot earn any residence credit while working toward the Master's degree. Always check with the Graduate School if there are questions regarding the residence requirement.

Annual Review of PhD Student
In the spring of each year in the program, the PhD student and major professor will work together to complete the Annual Review of PhD Student form (see Appendix B for the form and Doctoral Timeline), which includes an updated CV for the student While this annual activity serves to structure and document important guidance for the PhD student, this in no way should preclude frequent and ongoing similar discussions between the PhD student and major professor throughout the program.

Time limit
The doctoral degree must be completed within ten years of initial enrollment in a doctoral program at UWM. This includes successful completion of all coursework, internships, examinations, the dissertation and the dissertation defense.

Graduation
The Graduate School administers graduation for all graduate students. To graduate, meet these deadlines:

1. Apply for graduation by the posted deadline for the semester in which the student intends to graduate. Submit the Application for Graduation to the Graduate School. Applications do not carry forward; a student must re-apply if they did not graduate in the semester anticipated.
2. At least two weeks before the graduation ceremony date: Hold the dissertation defense.
3. Submit the final dissertation by the posted submission deadline . Submission to the Graduate School must include:

- An electronic submission of the thesis through ProQuest ETD Administrator. More information on the submission process found on the UWM ETD Web site.
- Thesis & Dissertation Approval and Publishing Options Form with an original signature from the student and the major professor.
- Complete the online Survey of Earned Doctorates

If any of these deadlines are not met, the student must apply and graduate in the next semester.The student will not be required to register for the next semester if the dissertation has been defended, passed, and accepted by the Graduate School before the first day of classes for the next semester. The date of graduation, however, will be the next semester.

If you want your name to appear in the commencement bulletin, be sure that your

directory information with the University is not restricted. If you restricted the release of youraddress, phone number, and other limited information, contact the Department of Enrollment Services Information Center, Mellencamp 274. This should be done by the second week of thesemester in which you expect to graduate to ensure that your name will appear in the bulletin.

Removal of the restriction will allow your directory information to be released for all publicity purposes, as well as for the commencement booklet.

Graduation ceremonies are held in May and December. August graduates attend the December graduation ceremony.

About one month before graduation, all eligible degree candidates will receive a letter from the Secretary of the University's office containing the date, location, and time of the ceremony, as well as information on ordering caps and gowns. Any questions about the commencement ceremony should be directed to the Secretary of the University.

Diploma
Diplomas and a copy of an official transcript will be mailed to the address listed on PAWS approximately 8 to 10 weeks after the official degree conferral date. The name on the diploma will be printed exactly as it exists in university records. Changes to the name must be made in Mellencamp 274 at least one month before graduation; a fee will be assessed for name changes requested after diplomas have been ordered.

If there is a hold on the record, it must be cleared before these documents will be mailed.

Section IV: PhD Program in Public Health

Description
The Zilber School of Public Health offers a PhD in Public Health with Concentrations in Biostatistics and Community and Behavioral Health Promotion. Students in the PhD in Public Health share a common core of four courses for a total of 12 credits toward the required course work. The following sections describe each concentration in more detail.

Concentration in Biostatistics:
The Biostatistics doctoral program is designed to train students in the development of techniques, methods and tools to conduct public health research using rigorous statistical, bioinformatics and general quantitative methods. Faculty interest areas include bioinformatics,statistical genetics, causal inference, biostatistical methods, and high throughput computing.

Students entering the program will be trained at the graduate level in the analysis of data from genetics and genomics, electronic medical records, and population-based epidemiological studies. Such research will include approaches requiring large populations, large data sets, and as needed, the collection, processing and analysis of data used in the pursuit of improving the public's health. Graduates of this program will be able to participate and execute the study design, data collection, analysis and dissemination of results. Technical areas include database management, causal inference, medical and population genetics, as well as tools and techniques for acquiring, processing, warehousing, and analyzing public health data. Other areas of expertise include data mining, computer-based decision support systems, statistical genetics, and computational biology. The PhD in Public Health with a concentration in Biostatistics requires 69 course credits beyond the Bachelor's degree. Course work includes core courses as outlined below, methods courses, electives, and credits taken as doctoral research.

Concentration in Community and Behavioral Health Promotion (CBHP):
The Community and Behavioral Health Promotion (CBHP) doctoral program is designed to train students in social and behavioral science aspects of public health research and intervention with a particular emphasis on the development of community-level interventions. Faculty interest areas include: maternal, infant, and child health; health disparities; obesity; nutrition; food security; HIV and STD prevention; adolescent health; violence prevention; substance abuse prevention; creating healthy environments; and promoting mental health.

Students entering the program will be trained at the graduate level in community and behavioral health promotion from a public health perspective. Students will also have exposure to other key areas of public health (environmental health, epidemiology, biostatistics, and policy and administration), providing a broad foundation of public

health research and practice. The PhD in Public Health with a concentration in CBHP requires 72 course credits beyond the Bachelor's degree. Coursework includes core courses as outlined below, research and methods courses, electives, and credits taken as pre-dissertation research supporting CBHP faculty research. In addition, students will prepare for public health leadership through their own original research.
Student research in community and behavioral health promotion may focus on the social and behavioral determinants of disease, illness, injury, and health, the interaction of social and behavioral factors with biological or environmental factors, or the efficacy of interventions to improve health through social and behavioral strategies within community settings. This program aligns with UWM's mission to further academic opportunities at all levels for women, minority, part-time students, and financially or educationally disadvantaged students. In addition, the program consistently strives for diversity within its faculty ranks to achieve the University's goal for cultural competency in teaching and learning.

PhD CBHP and Biostatistics Competencies
Community and Behavioral Health Promotion Competencies
Upon graduation, a student completing the requirements for the PhD in Public Health with a concentration in **Community and Behavioral Health Promotion** will be able to:

1. Describe and critically evaluate the utility of key social and behavioral science theories for public health research.
2. Design and implement theory driven community and behavioral health promotion research.
3. Apply social and environmental justice philosophies, theories, and frameworks to public health research and the interpretation of research findings
4. Describe the social-political-historical contexts that have shaped the development of community engaged research including community based participatory approaches
5. Describe the contributions of community engaged approaches to community and behavioral health research and interventions
6. Critically appraise different methodological strategies in developing and implementing community engaged research
7. Apply qualitative and advanced quantitative methods to the study of public health problems, the assessment of community strengths and the evaluation of prevention and intervention programs.
8. Use research findings to advocate for policies, programs, and resources that improve the health of communities.
9. Demonstrate respect for the integrity and perspectives of others in all professional contexts
10. Demonstrate an advanced understanding of how to manage ethical issues in community and behavioral health research and practice

Biostatistics Competencies
Upon graduation, a student completing the requirements for the PhD in Public Health

with aconcentration in **Biostatistics** will be able to:

1. Develop new statistical methodologies to solve problems in biomedical, clinical, publichealth, or other fields
2. Contribute to the body of knowledge in the field of biostatistics by writing and successfully submitting manuscripts for publication in a peer-reviewed journal
3. Perform all responsibilities of a statistician in collaborative research; in particular: designstudies, manage and analyze data and interpret findings from a variety of biomedical, clinical or public health experimental and observational studies
4. Communicate statistical information effectively with individuals with varying degrees ofstatistical knowledge through written and oral presentations
5. Use statistical, bioinformatics and other computing software to organize, analyze, andvisualize data
6. Review and critique statistical methods and interpretation of results in published research studies, presentations, or reports
7. Demonstrate solid theoretical knowledge necessary for the development and study of new statistical methods.
8. Understand and implement modern statistical approaches emerging in the literature to improve biomedical and public health

Curriculum and Courses
For the most updated curriculum and requirements and course listing please see:

See UWM ZSPH Course Catalog for the Biostatics track and cohort.

See UWM ZSPH Course Catalog for the Community and Behavioral Health Promotion track and cohort.

The PhD is the highest degree awarded in the field of public health, and the dissertation is expected to demonstrate an extraordinarily high level of knowledge, expertise and originality. Students are required to register for a minimum of 9 credits for dissertation, but a high-quality dissertation will likely require much more than the time equivalent of 9 credit hours. Given the vast differences between students and the types of research that qualify as dissertation research, it is impossible to predetermine a necessary amount of time. Expectations regarding the level of difficulty of the dissertation will be addressed at the time of the dissertation proposal.

The assemblage of elective courses is not exhaustive but reflects a starting point for the new program. With few exceptions, all of the courses are graduate-level courses. Those that are designated as Undergraduate/Graduate (U/G) classes are taught at the level of advanced undergraduate students and include additional material and assignments consistent with graduate-level curricula. Zilber School of Public Health faculty will continue to expand the choice of elective courses as future programs develop.

In addition to regular coursework and research, doctoral students are expected to attend monthly seminars. ZSPH hosts the seminar series, "On Public Health," regularly during the lunchtime and evening hours. The seminar series provides doctoral students the opportunity to meet with ZSPH faculty and affiliated Center scientists who will present on critical public health-related research and new developments in all areas of public health. Seminars are free and open to the public. Students must regularly attend the On Public Health series in-person or remotely to successfully progress in the PhD program.

Curriculum Planning for CBHP students

The curriculum for PhD students in the CBHP program is designed to prepare students for careers in community engaged, prevention-oriented research to address social and behavioral oriented public health concerns. The curriculum has changed somewhat over the years such that students entering the program in different years may have slightly different sets of requirements. If the program requirements change while a student is in the program, they have the option of going with the new requirements or staying with their original requirements. Course planning documents can be found on the Zilber School website to help students select courses and track their progress, in collaboration with their advisor. Interactive Pdf's of the plans of study are here.

Academic Advisory Committee

The student, in consultation with the Major Professor, will select four additional members to form a PhD Advisory Committee. A minimum of three committee members must be concentration specific program faculty. See the Graduate School Doctoral Requirements page for more information on the doctoral committee.

The Important Role of the PhD Advisor

The Faculty Advisor plays a vital role in a student's development as a scholar, researcher, and public health professional. The Faculty Advisor is responsible for advancing the career goals of the student by supporting community collaborations, publications, presentations, and other professional activities. All admitted students are assigned to a primary advisor/mentor to develop an academic plan and supervise research activities and provide feedback/suggestions regarding the development of program competencies. Initially an advisor meets with the student in person or over the phone prior to their arrival on campus to begin planning their first year in the program. During the Fall Orientation, the CBHP lead provides the Graduate Student Handbook to the new cohort and students meet with their primary advisor to plan the first year. Ideally, PhD students meet regularly (at least once a month) with their mentors. Some students work very closely with their advisor/mentor,who may employ them as a research or teaching assistant. However, some students prefer or work more independently, often supporting themselves with outside, public-health related employment and developing their own research interests, sometimes related to their professional background.

Advisors and students are expected to use a “Plan of Study” fillable worksheet and an online Student competency assessment tool to guide the advising process. These documents help standardize advising process. The Plan of Study is designed to help students identify yearly research/training goals and identify which of CBHP competencies deserve special attention. Thefillable worksheets allow students to track their progress by checking off required courses taken, which helps the advisor and student determine what classes are still needed. This approach also facilitates planning for the next year’s course offerings and schedule. The competency self-assessment is intended to guide course selection and facilitate professional development.
Advisor assignments are based on the student’s research interests and the availability of advisors. If a mismatch occurs or if a student’s interests change, students are free to find another advisor if one is available to take on another student. The process for switching advisors should begin with the student initiating a discussion with their current advisor about their reasons for wanting to switch. The next step should involve a discussion the CBHP lead, who will help facilitate the switch, if possible. If a student has a compelling reason, they may ask the program lead or the Associate Dean to help facilitate switching advisors prior to talking with the advisor.

Doctoral Preliminary Exam
Students in both concentrations for the PhD in Public Health must pass a preliminary exam. The process for each concentration is described below. The qualifying exams must be successfully completed within five years of initial enrollment in the PhD program.

Doctoral Preliminary Examination in Biostatistics
Students must successfully complete a preliminary examination process before formally achieving dissertator status. When the student is sufficiently prepared, a doctoral preliminary examination to determine the student's knowledge and achievement is taken. The exam evaluates the student's general knowledge of mathematical statistics, and general biostatistical and quantitative methods. Students must pass this examination to continue in the program. With permission of the examination committee, the student may repeat this examination once within one year. After successful completion of the qualifying process, the student will concentrate on the development of the dissertation.

Doctoral Preliminary Examination in CBHP
The preliminary exam is designed to assess a student's mastery of knowledge and skills to ensure adequate preparation for individual dissertation research. Students taking the preliminary exam are expected to demonstrate knowledge, competency and mastery of core public health concepts, issues, and content relevant to the CBHP PhD Program. The preliminary exam consists of three sections: an open book integrative review, a closed book exam focusing on a case study, and an oral exam. (Please refer to the CBHP Preliminary Exam Policies and Procedures below.) At the discretion of the

examining committee, a student who fails the preliminary process may be allowed one additional attempt with all or part of the examination. After successful completion of the preliminary process, the student will concentrate on the development of the dissertation.

The exam consists of three sections or parts (open book integrative review, closed book exam focusing on a case study, and oral exam) as described below.

Take-Home Section
The open-book component of the exam is designed to test whether a student can critically evaluate, synthesize, and integrate a broad base of research and theory pertaining to a self-selected area of public health. Students will be asked to 1) assess the state of knowledge concerning their topic of interest, 2) critically evaluate the strengths and weaknesses of past research and theory, and 3) address the critical issues that research and theory has left unresolved, and 4) propose a conceptual approach and recommend future research that will foster new knowledge. This integrative review paper is expected to be 25-35 double spaced pages in length (approximately 6250-8750 words with 1-inch margins and 12-point Times New Roman font), excluding references, tables, and figures. The format of the paper should follow American Medical Association Manual of Style.

Students will be required to hand in two (2) hard copies and one (1) electronic copy of their integrative review to the CBHP program lead or a designated proctor of the exam by 12:00 noon on the day it is due. Late exams are not accepted.

The process is as follows:

1. Student submits a topic (500-750 word abstract) to their exam committee. A timeline of submission dates will be provided yearly. A student may work with their faculty advisor on the proposal. The topic is expected to be relevant to the student's desired dissertation topic.
2. The exam committee will review the proposed topic and give the student feedback. When appropriate, the student will be asked to revise and resubmit the topic to the committee. Revision due dates will be provided in the preliminary exam timeline.
3. The revised proposed topic will be reviewed by the committee. After approval, a student has four weeks to complete the integrative review. Once approved, a student may not receive input from faculty.
4. After the exam is completed and turned in, the committee will provide a pass/no passgrade based on a majority vote (2/3) of the committee.
5. While this review will likely draw on knowledge gained in coursework, the submitted paper must constitute original work. It should not be recycled text from previously submitted papers.The submitted document must reflect in-depth, critical, and independent thought and analysis ofthe current state of the science in the selected domain.

In-School Section:
The in-school section will be administered in accordance with the preliminary exam timeline. This component is a 5-hour in-school, closed-book written exam designed to test the student'sability to use CBHP knowledge and skills to address public health issues. More specifically, students will be asked to critically evaluate and/or propose a solution to a case study problem. Students are expected to demonstrate their skills in "translational" scholarship, defined as the capacity to integrate public health research and practice, through their analysis of the problem and their capacity to propose creative and practical solution(s). The case study and a series of questions will be provided to the student when they arrive for the exam.

Case study topics may vary across students taking the exam in the same semester. Students should not expect that they will be tested on a case study topic that perfectly matches their area of research interest. Rather, they should prepare to apply their skills in design, measurement, analysis and intervention planning (at multiple levels) to a broad array of publichealth problems. The in-school section will be held in a designated room on a single day determined by the timeline. Students will be provided with laptops with power cords and a blank removable disk. At the end to the exam, students must bring the removable disk that contains their exam responses to the exam proctor's office. The proctor will print out a copy of the student's exam and request that the student review the work. It is imperative that students review the hard copy to be certain that all responses are complete, and nothing was accidently deleted or left on the laptop hard drive. If the hard copy is complete, the student willhand it to the proctor.

The PE committee will both create the case study question(s) and evaluate student responses. As with the take-home section, the final pass/no pass result will be based on a consensus or majority vote of the committee.

Oral Presentation & Exam:
After completing the integrative review and the case study exam, student will meet with their exam committee for a Q&A session. Students will be allowed to have a 15-minute introductionto highlight the most important points covered in their paper and case study analysis. It is important for student to remember that their committee members have read the paper and exam, so a review is not necessary and probably not a good use of time. Students should prepare the presentation using Power Point. After the presentation, committee members and other faculty will ask questions. It is expected that the Q&A portion of the exam will last 30 to 40 minutes.

Doctoral Preliminary Examination Policies & Procedures Introduction in CBHP
The preliminary exam is designed to assess a student's mastery of knowledge and skills to ensure adequate preparation for individual dissertation research. **Students taking the preliminary exam are expected to demonstrate knowledge, competency and mastery of** core public health concepts, issues and content relevant to CBHP PhD

program.They are also expected to demonstrate their ability to design a research project and/or evaluate a public health problem/case study. This document provides general guidance to help prepare students for their qualifying exam.

Eligibility to sit for the Preliminary Examination in CBHP
The preliminary exam must be taken either in the semester the student is completing their coursework or the following semester, although **all core classes** must be completed prior to the semester in which the student is taking prelims. This includes PH 704, PH 711 (or equivalent), PH 725, PH 727, PH 728, PH 729, PH 776 (or equivalent), PH 801, PH 819 or 859, PH 820, PH 823, PH 826, PH 827, PH 831 and PH 919. It is particularly important that PH 919 be taken before prelims because that course is designed to help prepare students for prelims.

The student's advisor should review the coursework in the semester the student is completing their coursework and then submit that plan for approval by the CBHP faculty committee. Once approved, the CBHP program leader will form an exam committee. The committee will consist of 3 CBHP faculty members including the student's advisor serving as the chair of the committee.

Once the committee is formed, the student must complete the electronic Application for the Doctoral Preliminary Examination, located in the online Doctoral Milestones System. After the student electronically submits the form, CBHP PhD program will be notified to submit its approval. Upon approval, eligibility is validated by the Graduate School and the student will be awarded one semester of "prelim" status which permits the student to maintain full-time student status with one or more graduate credits.

Orientation Session:
A mandatory one-hour orientation session will be held each semester for any students planning to take the exam. During this meeting, a timeline with exact dates will be provided and exam logistics and guidelines will be covered. Students may ask any questions about the exam's general content and/or preparation; however, specific information about the exact content or structure of a specific semester's exam will not be revealed.

General Overview of Dissertation Process for PhD in Public Health
In consultation with their primary faculty advisor, the dissertator will develop a dissertation research plan and form a dissertation advisory committee. The composition of the dissertation committee must be in compliance with the rules and regulations of the Graduate School. The dissertator then submits a written dissertation plan to be reviewed and formally approved by the dissertation advisory committee. The research plan must clearly outline the student's obligation for completing an original piece of work of sufficient quality, which is to be determined by the committee. The review and approval process will include a formal presentation to the committee.

Upon approval of the dissertation proposal, students will proceed with an original and significant research investigation under the supervision of their major professor, culminating in awritten dissertation. As a final step toward the degree, the student must pass an oral examination in defense of the dissertation.

The dissertator must, as the final step toward the degree, pass an oral examination in defense of the dissertation. The dissertation defense will be publicly announced and open to the academic community. Once the defense is completed, students will be encouraged to revise their dissertation and submit it for publication. Once the committee has formally approved the dissertation document and the oral defense, and program director has certified completion of all requirements, the candidate is awarded the PhD in Public Health. *Detailed* instructions for the Dissertation in CBHP are provided below.

Pre-Dissertation Research Credits for CBHP PhD students
PhD Students in CBHP are required to take a minimum of three credits of pre-dissertation (pre-dis) research on a topic to be selected in collaboration with their primary advisor. The purpose of this requirement is to gain some research experience and some research mentoring prior to embarking on their dissertation research. The exact nature of this experience is flexible by design because students enter the PhD program with different levels of experience, different training needs and different research goals. Although there is no way to prescribe how this experience should be structured, students should work out a set of learning objectivesand specific goals and should complete at least 150 hours to accomplish those goals and objectives. In many cases, significantly more time will be needed to accomplish the overall goal of preparing for dissertation level research. A learning agreement form for the pre-dis research experience can be found in the appendix.

As a general rule, these dissertation research credits should be completed with a student's primary advisor/mentor. That said, students are encouraged to work with other professors in the Zilber School and elsewhere to gain a breadth of research experience and/or in depth mentoring in a topic/method that is outside their primary advisor's expertise. If a student would like to register with someone other than their primary advisor for pre-dis research credits, they may request that the CBHP faculty consider a proposal, through the CBHP faculty lead. The form below is designed to help students and faculty set some learning goals and expectations for the pre-dissertation research experience.

CBHP Pre-Dissertation Research Credit Learning Agreement Form
PhD Students in CBHP are required to take a minimum of three credits of pre-dissertation research on a topic to be selected in collaboration with their primary advisor. The purpose of this requirement is to gain some research experience and some research with mentoring prior to embarking on their dissertation research.
The exact nature of this experience is flexible by design because students enter the PhD

program with different levels of experience, different training needs and different research goals. Although there is no way to prescribe how this experience should be structured, students should work out a set of learning objectives and specific goals and should complete at least 150 hours to accomplish those goals and objectives. In many cases, significantly more time will be needed to accomplish the overall goal of preparing for dissertation level research. This learning agreement should be discussed and completed by the CBHP PhD student and their advisor, working together (see Appendix B).

Disability Accommodations
Students with acute or chronic physical or mental disability or problems should inform the CBHP program lead PRIOR to the exam so that proper accommodations can be made within the school and/or through University Accessibility Resource Center. The disability or problem should be officially documented by the Student Accessibility Office prior to the exam. Documentation is required to ensure that appropriate accommodations are made. Disabilities cannot be used to appeal the results of a failed exam unless that disability was noted prior to the exam and appropriate accommodations were not made.

Examination Results
Specific Learning Objectives for the Exam are outlined in the form (see Appendix A). These objectives can help students develop their exam materials in a manner that demonstrates these objectives and can help make grading more transparent. The exam committee will use the following interpretive statements for evaluating each section of the examination.

Pass: Competent and sound work for a doctoral student. Work at this level shows signs of creativity, is thorough and well-reasoned, and demonstrates independent analysis, clear recognition and good understanding of the salient issues.

No pass: Unacceptable work for a doctoral student; work at this level demonstrates neither a conceptual grasp of salient issues nor an aptitude for scholarly work.

The exam results with overall comments outlining strengths and weaknesses and a final pass/no pass grade will be communicated to the student after completion of their oral exam on the day of the oral exam. A more detailed letter may be emailed to the student by the chair of the exam committee as deemed necessary. If a student does not pass one or more sections of the exam, they may be allowed one additional attempt at the discretion of the examining committee to re-take the section(s) within one calendar year. It is expected that the student will meet with their faculty advisor to put together a remedial plan. This may include additional coursework, repeating courses, auditing courses, reading assigned articles and/or textbooks, or conducting independent study with faculty members. The timeline for this remedial plan should be within the Graduate School’s requirement that a student should pass the PE within five years of initial

enrollment in the doctoral program.

After successful completion of the preliminary process, the student will be admitted to dissertator status and concentrate on the development of the dissertation. Specific requirements, which must be completed before a doctoral student qualifies for dissertator status, are described on the Graduate School Doctoral Requirements page.

Appealing Examination Results
If a student wishes to appeal their examination results, they must do so in writing to the program lead within 15 days of receiving results. All appeals will be discussed by all CBHP faculty, and a decision will be communicated to the student within 2 weeks of receiving the appeal. Please note: if the exam is taken in December, the maximum 30 days of this process may be past the period for registering for spring semester remedial courses, so it is important for students to act quickly when filing an appeal in December or January.

If students wish to see a copy of their in-school exam during their appeal process or during their remedial process, they may do so by making an appointment with their faculty advisor who will be given a copy and can review their responses with the student in the faculty member's office. Students may not keep a copy of their in-school exam. It is recommended that students review their response(s) prior to retaking any portion of the preliminary exam.

CBHP Doctoral Preliminary Examination Learning Objectives
Upon completion of all the coursework, the CBHP Doctoral candidates are expected to be able to:

1. Apply social and behavioral science theories and methods to the design of public health research;
2. Utilize qualitative and quantitative data analysis methods relevant in the evaluation of public health data;
3. Demonstrate the capacity to communicate with students, researchers, professionals, and community members from a variety of disciplines and perspectives.
4. In line with these general CBHP PhD program competencies, learning objectives of the exam are listed below as a guide for the students in preparation of the exam.

Problem Definition:
- Critically review relevant literature on specific, selected issues and problems
- Provide an informed and coherent rationale for focusing on selected problems/issues
- Provide an informed and coherent rationale for selection of target populations and/or groups
- Identify and evaluate social behavioral factors/determinants (e.g. predisposing,

enabling,reinforcing factors) relevant to the selected problems/issues.
- Identify health risk factors and disease preventive factors pertinent to the target population from the public health point of view
- Address issues of health disparity between subpopulations and relevant to the selected problems/issues.
- Examine and evaluate social justice issues pertinent to selected problems/issues.

Theory:
- Demonstrate knowledge and understanding of relevant theories of community and behavioral health
- Demonstrate ability to critically and thoroughly review and apply theories relevant to the issues of interest
- Describe a conceptual framework for understanding selected issues/problems, including the definition of major constructs
- Formulate relevant research hypotheses
- Explain how social, cultural, organizational, and institutional systems pertain to selected issues/problems

Methods:
- Study Design
- Develop and describe a plan for testing/evaluating an intervention
- Choose a study design and describe its feasibility, strengths and limitations in a given situation
- Address issues related to the internal and external validity of specific study designs

Quantitative and/or Qualitative Methods:
- Demonstrate in-depth knowledge and understanding of quantitative and/or qualitative approaches to addressing selected problems/issues.
- Evaluate the strengths and weaknesses of quantitative and qualitative data collection methods pertaining to selected issues/problems
- Explain why the chosen methods are appropriate; critically appraise alternative methods

Measurement Issues:
- Describe key variables and explain how they will be measured (e.g., scale development,levels of measure, i.e., nominal, ordinal, interval, ratio, etc.)
- Evaluate alternative measurement strategies and describe strengths and weaknesses of chosen measures
- Address issues of the reliability, validity, sensitivity, and specificity of chosen measures
- Explain and justify data collection methods

Analysis Plan:
- Evaluate analytical strategies appropriate to the study design and the characteristics

ofselected outcomes.
- Explain how the hypotheses will be tested using qualitative and/or quantitative analyses (appropriate to the type of variables and hypothesis)
- Demonstrate knowledge and ability to apply relevant quantitative analytical procedures
- Demonstrate knowledge and ability to apply relevant qualitative analytical procedures

Social Justice and Ethical/Professional Issues:
- Demonstrate in-depth understanding of ethical and social justice research issues relevant to marginalized communities
- Explore ethical issues relevant to interventions used (e.g., ignores individual or environmental influences, paternalistic, victim blaming, coercive)
- Identify and address ethical issues regarding research with human subjects
- Demonstrate an understanding of ethical and professional conduct
- Demonstrate ability to apply social justice principles to the design and implementation of research, including intervention research.
- Demonstrate the capacity to communicate with students, researchers, professionals, and community members from a variety of disciplines and perspectives.

Post-Preliminary Exam
Once a student has passed all sections of the Preliminary Exam, the student and their advisor will work together to form a dissertation committee that consists of 5 members, at least 3 of whom are CBHP faculty including the advisor as a chair of the committee. The student must then submit an online Application for Doctoral Dissertator Status, located in the online Doctoral Milestones System. Once the student has been admitted to doctoral candidacy, they may begin registering for Dissertation Research credit. Note that students cannot take regular courses after they are awarded dissertator status unless they receive permission by the Graduate School. Dissertators can take **maximum** three credits each semester and are considered full time.

The Dissertation in CBHP

What is a Dissertation?
This description was excerpted from the Faculty of Law, Arts and Social Sciences at the University of Southampton in England and adopted from the CBHP faculty as an intro statement. “Your dissertation, or research project, is probably the single most important assignment you will undertake whilst at university and is often a key indicator of your true capabilities as a student and researcher. A dissertation adheres to certain fundamental principles of academic writing: It is a structured piece of writing that develops a clear line of thought (an 'argument') in response to a central question or proposition ('thesis').

A dissertation is an extended piece of work, usually divided into chapters, and

containing a significantly more detailed examination of your subject matter and evidence than is the case formost essays.

Because you usually have much more responsibility in choosing your research topic, and for sourcing your supporting materials, your dissertation provides evidence of your ability to carryout highly independent study and research.

You are typically expected to be clear about the methodology (investigative procedures andrules) you have used to gather and evaluate your evidence. This aspect of producing a dissertation has much greater emphasis than in a typical essay.

Those of you undertaking analysis of quantitative data must similarly ensure that you adhere tothe methodological requirements expected within your academic discipline and that you utilizethe appropriate software. You must satisfy yourself as to these requirements within your subject area." - Faculty of Law, Arts and Social Sciences, University of Southampton.

Dissertation process instructions for students in the Community and Behavioral Health Promotion Program:

For each CBHP student, the dissertation must demonstrate the ability to plan, develop, implement and write-up original, rigorous, high quality public health research. There are manyways that a student can complete this final step in their formal studies. Because the CBHP program is inter-disciplinary by design, the expectations regarding the topical focus and the methods will likely vary from student to student, advisor to advisor. The decision about whether an idea is large enough, rigorous enough, public healthy enough, etc. is to be determined by the dissertation proposal committee. When working toward determining a dissertation project, a student should work closely with their research mentor who is inthe best position to provide valuable input and set guidelines/expectations. This document is intended to outline the practical aspects of the dissertation proposal and defense and not the intellectual aspect of the process.

Getting started. As soon as a CBHP student has been admitted to doctoral candidacy, they may begin accruing the necessary credits of Dissertation Research (varies by year admitted). Dissertators can take a **maximum** three dissertation credits each semester and arenot supposed to take regular courses after they are awarded dissertator status.

The dissertation may take one of two formats and students should choose one or the otherand write the proposal accordingly (see Tables 1 and 2).

The **traditional format** has at least five chapters: Introduction, Review of the Literature, Methods, Results, and a final chapter containing Discussion, Conclusions, and Recommendations.

The **three-manuscript format** has at least four sections: Introduction, three standalone manuscripts and integration/conclusion.

In consultation with their faculty advisor, the candidate will develop a dissertation research plan and form a dissertation advisory committee. The student should work with the advisor to put together a dissertation proposal committee that consists of at least 3 UWM graduate faculty and at least three CBHP faculty members, including their advisor. The CBHP advisor will serve as the chairperson of the committee. It is the student's responsibility to formally ask faculty members to serve on their proposal committee.

Proposing:
Once the committee is formed, the student submits a written dissertation proposal to be reviewed and formally approved by the committee. The proposal must clearly outline the student's plan for completing an original piece of research that is substantial enough for a dissertation. Typically, the proposal includes the theoretical framework, a brief integrated summary of the most relevant research, the questions/hypotheses, the research design and methods, including the proposed analyses. The review and approval process will include a formal presentation to the committee. It is up to the committee to determine what is sufficiently substantial for a dissertation project. They typically make suggestions for improvements during the proposal meeting. To summarize, the guidelines for the proposal and proposal meeting are as follows:

1. The student discusses research ideas with primary advisor
2. The student writes a one page abstract to be distributed to potential committee members
3. The student selects a proposal committee with input from the advisor
4. The student completes a proposal (between 30-50 double spaced pages).
5. The student works with adviser to schedule a proposal hearing.
6. The student provides the committee with the proposal at least 2 weeks prior to the proposal hearing.
7. Only the student and committee members attend the proposal.
8. The student's oral presentation should be no more than 45 minutes and typically includes 30 to 60 minutes of discussion.
9. Following the presentation and discussion, committee members convene to determinethe readiness of the proposal and recommend changes to the student.
10. The entire meeting should be no more than 120 minutes.
11. The committee may require a second proposal meeting if substantive modifications in the proposal are necessary.

Following approval by the proposal committee, the student works to complete the dissertation. Successful completion of the dissertation is the culminating step of doctoral studies. The dissertation defense is the student's opportunity to present their work to their Doctoral Committee. The Doctoral Dissertation Defense Committee must

have at least five members, three of whom must be full time faculty in CBHP. One of the five can be from outside UWM. The student is responsible for putting together this committee, in consultation with their primary advisor.

The online system for moving through the formal process of documenting the committee composition and the defense can be found here.

Defending:
Once the dissertation research and write up has been completed, the candidate submits the original work to their committee for review. In addition to the written dissertation (as outlined in Table 1 and 2 for two types of dissertation on page 5), the candidate must orally defend the dissertation document, including the theoretical framework, the research design and methods, the analyses and the conclusion.

Important steps leading up to the dissertation defense are as follows:

1. Student should apply for graduation at the beginning of the term in which they plan to defend.
2. The student submits a one-page abstract of the Dissertation to the ZSPH Graduate Program Advisor two weeks prior to defense date. The Graduate Program Advisor distributes the abstract to faculty, students and staff.
3. The doctoral committee chair signs the Dissertation Defense Form at least 3 weeks prior to the oral defense indicating approval of the dissertation for presentation.
4. The form is submitted to the CBHP lead and the Graduate Program Advisor.
5. Electronic copies of the dissertation are distributed to committee members at least two weeks prior to the anticipated defense date.
6. Student should make hard copies upon request from individual faculty members.

The dissertation defense will be publicly announced and open to the ZSPH academic community. Faculty, staff, other students, and guests are invited:

- The Defense is scheduled for 2 hours.
- Following the Defense (about 90 minutes), the doctoral committee convenes without the student present to assess the student's dissertation research.
- The outcome of the defense is based on the majority vote.
- The doctoral committee may require modifications of the dissertation following the examination and before final approval.
- If the doctoral committee does not “pass” the student at the defense, they may:
  - Defer and request revisions to the dissertation document,
  - Defer and request revisions to the dissertation research,
  - Defer and reschedule another defense
  - Fail the student and terminate them from the program.

Once the committee has formally approved the dissertation document and the oral

defense, and the lead of the CBHP Program has certified completion of all requirements, the candidate is awarded the PhD in Public Health with a Concentration in Community and Behavioral Health Promotion.

For information about dissertation formatting, please visit the UWM Graduate School here.

Table 1. Requirements for the traditional style dissertation.

Part	Chapter	Content
I		Qualifying Pages Title Page Follow the formatting requirements of the UWM graduate school which can be found on their website.http://uwm.edu/graduateschool/thesis-dissertation- formatting/
II		Main Text
	1	Introduction
	2	Literature Review
	3	Methods
	4	Results of the dissertation
	5	Discussion, Conclusions, and Recommendations
III		References/ Bibliography
		Appendices Title Page
		Appendix Sections (i.e., instruments, etc.; if applicable)
IV		CV

Table 2. Requirements for the manuscript style dissertation.

Part	Chapter	Content
I		Preliminary Pages Title Page Follow the formatting requirements of the UWM graduateschool which can be found on their website. http://uwm.edu/graduateschool/thesis-dissertation-formatting/
II		Main Text
	1	Introduction including theoretical framework
	2	First manuscript
	3	Second Manuscript
	4	Third manuscript
	5	Integrated Discussion, Conclusions, andRecommendations
III		References/Bibliography
		Appendices Title Page
		Appendix Sections (i.e., instruments, etc.; ifapplicable)
IV		CV

Section III: The PhD in Environmental Health Sciences Program

Description
The Environmental Health Sciences (EHS) doctoral program with the Joseph J. Zilber School of Public Health will train the PhD student to become a leading public health professional who will serve as an independent research scientist in a variety of settings. In addition to deep training in a specific EHS domain, the student will receive graduate level introductory training in the five major areas of public health to ensure integration into the broader public health profession.

Our faculty have a diverse expertise in the environmental health sciences covering a broad range of research domains including developmental toxicology, environmental toxicology and chemistry, and environmental epidemiology. Through these topical areas, we have public health research focused on neurodevelopment diseases, the immune system, emerging contaminants, and freshwater monitoring and quality. The EHS program through its faculty offer students an unparalleled opportunity for cross-disciplinary training in pursuit of original and cutting-edge dissertation research projects. In addition, laboratories and equipment are available across campus to promote innovative research pertaining to issues of environmental and occupational health that the student may wish to investigate. The partnership with the Milwaukee Health Department is vital to establishing programs in Milwaukee to translate research findings into prevention / intervention activities.

A graduate of our program will be able to understand and interpret the relevant literature in their field and conduct high-quality research that is judged by peer review. Through written assignments and oral presentations, the student will also become an effective communicator of their work in professional settings. Finally, the graduate will be well-positioned to collaborate with a range of professionals and communities in order to create effective societal policies. This latter objective is of particular importance as successful science is increasingly dependent on interdisciplinary teams capable of investigating complex health issues.

The PhD in EHS is 65+ credits beyond the Bachelor's degree. Coursework includes core courses as outlined below (29 credits), with at least 12 credits of electives taken from the approved list or approved by the student's advisor. The remaining credits (24) are to be taken as research credits. The core course program of study is designed for students to acquire an interdisciplinary, broad foundation in the research and practical aspects of public health. Students will also gain Environmental Health Science specific research skills and competencies that will facilitate success in their thesis research.

Graduate credits for relevant coursework taken at other institutions with an earned letter grade of B or higher may be applied towards this total. For students entering with an advanced degree, the Admissions Committee may grant credit for relevant coursework at its discretion, but in no case will it allow more than 12 credits to be applied towards

the 65 required credits needed for completion of the degree. Initially, the student's advisor will approve the course of study; however, later this task will be performed by the student's academic and/or doctoral advisory committee.

PhD Environmental Health Science Competencies

1. Apply public health science theories, principles, and methods when developing and implementing public health programs and research.
2. Correlate issues of population diversity and social justice with principles of environmental and occupational health.
3. Describe the major environmental and occupational agents and their effects on human populations and the environment.
4. Describe genetic, physiologic, and environmental factors that affect susceptibility to adverse health outcomes following exposure to common hazards.
5. Explain current environmental risk assessment methods.
6. Describe approaches for detecting, preventing, and controlling environmental hazards that pose risks to human health and safety.
7. Identify the general mechanisms and/or modes of action of agents in creating an adverse response to environmental exposures via various routes and doses.
8. Develop an original hypothesis and design research studies to test it, and then conduct appropriate research and results synthesis to produce a definitive result.
9. Demonstrate acceptable skills in scientific writing and oral presentation, to both scientific audiences and the general public.
10. Demonstrate knowledge of relevant literature for a selected area of study including identification of knowledge gaps.

Curriculum and Courses

See UWM ZSPH course catalog for the most up to date requirements for the EHS track and cohort.

Major Professor as Advisor & 1st Year Academic Advisory Committee

As specified in Graduate School regulations, each student in the EHS PhD program must have a major professor to advise and supervise their studies. Upon admission, the student is assigned a temporary advisor; however, a permanent advisor must be selected during the Spring of first year of study. The major professor serves as the student's research mentor and will guide the student in course selection and research design. By the end of the fall semester of the first year in the program, the student should form a 1st year academic advisory committee in consultation with the student's advisor. The 1st year academic advisory committee is comprised of the student's advisor plus two additional faculty members from within the Joseph J. Zilber School of Public Health. The 1st year academic advisory committee must be approved by the EHS Program Chair.

Doctoral Advisory Committee

As early as the middle of the second year and no later than the start of the third year,

the student will need to assemble a doctoral committee consisting of graduate faculty to guide studies and research. In consultation with the major professor, the student will select four additional members to form a Doctoral Advisory Committee. A minimum of three committee members must be EHS program faculty (which may include the major professor who chairs the committee if that faculty is from EHS). This committee will also approve the dissertation proposal and serve as the doctoral examining committee for dissertation defense.

When forming the committee, the student should keep in mind that they will be working closely with its members for an extended period of time. It is important to assemble a cohesive group; choosing members with similar research methods and approaches may be just as important as choosing people with closely compatible research interests. The student's advisor or other mentors may provide ideas for possible committee members. The student should maintain frequent contact with their committee members, as they will be more likely to advise the student of both new developments in their field and valuable research opportunities. The student should plan on providing annual research updates for their doctoraladvisory committee at least once annually once they have reached dissertator status.

Doctoral Qualifying Exam

During the end of the second semester of enrollment, a student must pass a brief qualifying exam. The duration of this exam is 90 minutes. The student gives an oral synopsis/self- evaluation of their first year in the program and describes highlights from their coursework. An academic advisory committee then evaluates if the student has demonstrated a knowledge base in public health that was to be firmly established in the first year of coursework. A grading rubric can be requested from the student's Faculty Advisor. The academic advisory committee in conjunction with the student also maps any remaining coursework that needs to be completed by the end of the third of year in the program. Students failing this important first exam will not be allowed to continue in the program and will forfeit their TAship, PAship, or RAship, if applicable. Students who wish to contest the decision of the 1st year academic advisory committee are referred to the ZSPH grievances policy.

See the Graduate School Doctoral Requirements page for more information on the doctoral committee.

Interim Progress Meeting

We recommend that students have an Interim Progress Meeting after the Qualifying Exam and about two months prior to the scheduled Preliminary Exam. The purpose of the Interim Progress Meeting is to generally support the student prior to the Preliminary Exam, to assure that requirements are met, and that the student is on track with the dissertation proposal, and to provide guidance in the appropriate timing of the Preliminary Exam. Importantly, the Interim Progress Meeting serves as a demarcation point for the student to proceed with writing the dissertation proposal independently

following this milestone. This meeting will include the chair (major professor) and other committee members (at the discretion of the student and major professor) but does not need to include the entire committee. During or before this meeting, the chair (major professor) will check that all course requirements are met and will verify that the student is on track for achieving the required number of research credits. This meeting will include the student giving an approximately 45 min presentation providing an overview of the current stage of the dissertation proposal planning, including specific aims, mastery of relevant literature, and general research approach, and possibly to include preliminary data. While there are no formal rubrics for this meeting, possible outcomes include a postponement of the Preliminary Exam timing should the student need more committee support, or the scheduling of the Preliminary Exam. Following this meeting, the student will write the dissertation proposal independently without further feedback from the major professor or committee members.

Doctoral Preliminary Examination
This examination must be taken no later than the end of the third year of study. In order to take the preliminary exam, all formal coursework must be completed with a GPA of 3.0 or higher. The student's Doctoral Advisory Committee serves as the examining committee. The preliminary examination consists of two parts: written and oral.

The written portion of the examination is designed as a grant proposal suitable for a major federal funding agency, such as NIH or NSF. This written proposal serves as the student's dissertation proposal. In keeping with the NIH/NSF grant proposal formats, the proposal must include sections for Specific Aims, Significance, and Innovation, and must include justification, feasibility, preliminary data if appropriate, research strategy, expected outcomes, and potential pitfalls and alternative explanation section headings. A strong and relevant hypothesis and/or set of research aims should be stated, and the work should show evidence of a mastery of the literature in relation to the dissertation topic area.

The dissertation proposal is to be no more than 12 pages single spaced using 0.5-inch margins, 11-point Arial font. Protection of Human subjects and Protection of vertebrate animals' sections should be included if applicable to the proposed research. Specific aims, references, human subjects, and vertebrate animal sections do not count in the 12 pages. It is recommended that students utilize a grant writing resource such as "The Grant Application Writer's Workbook" by Stephen Russell and David Morrison while developing this section. Students may also refer to a funded grant written by their PI, but the development of their proposal should be worked on independently.

The oral portion of the examination is broken into two subparts: an oral defense of the proposal and a general public health knowledge phase. The proposal phase consists of the student presenting their dissertation proposal to the examining committee. The student is evaluated on the clarity of the presentation, quality of the materials presented, and the logic and creativity of the proposal. The role of the examination

committee is to evaluate both the written and oral presentations in detail, probing the student's knowledge of the dissertation topic.

In the "General Public Health Knowledge Phase" of the preliminary examination, the student will be evaluated (via oral questioning) by the doctoral advisory committee to determine if the student has truly acquired public health competencies which should have been acquired by completion of the formal coursework in the EHS PhD program.

The student must submit the written proposal to the entire committee 2 weeks prior to the scheduled oral portion of their preliminary exam. Three business days prior to the scheduled exam, the committee chair (major professor) will check in with committee members to evaluate whether the written proposal is satisfactory to continue to the oral defense. If the written dissertation proposal is unsatisfactory to the committee, the major professor will notify the student and committee that the oral portion will be postponed, and the student will have no more than one month to meet with each individual member of the committee for feedback on how to properly re-write the proposal and complete these revisions. The student will then re-submit the dissertation proposal for consideration of the committee and reschedule the oral exam portion one week later (5 weeks after the original exam date).

If the student does not successfully write a dissertation proposal and defend it and their public health knowledge during their oral exam, they will be dismissed from the program and any funding will be terminated. A student who fails the doctoral preliminary examination will be dismissed from the program. After successfully passing the preliminary examination, the candidate is to follow all Graduate School policies and procedures to log milestones of doctoral studies. Visit the Graduate School website for more information.

The assessment rubric outlines the evaluation process for the exam itself, which consists of three parts. For the first part, students write a grant proposal/dissertation proposal suitable for a major federal funding agency, such as NIH or NSF. Evaluation criteria include a strong and relevant hypothesis/research aims, mastery of the literature for the dissertation topic, solid organization of the proposal sections, clarity of writing, and overall logic and creativity of the proposal.

The Dissertation Preliminary Examination has two oral components. In the first part, the student presents the proposal to the committee. The committee uses the rubric below to evaluate the student's knowledge of discipline-specific and subject matter concepts within Environmental Health Sciences, clarity of the presentation, ability to synthesize information,originality of the proposal, and feasibility of the research.

Assessment Rubric for the Dissertation Preliminary Examination

Evaluation Criterion (Scale of 1-5)

- A score of 5 exceeds expectations
- A score of 3 meets expectations
- Anything below a score of 3 does not meet expectations
- Did the student demonstrate an integrated knowledge of Public Health?
- Did the student demonstrate knowledge of discipline specific concepts within Environmental Health Sciences as well as the subject matter in the specific proposal?
- Did the student demonstrate good communication skills, both written and oral?
- Did the student demonstrate an ability to synthesize information clearly?
- Were the ideas put forth in the proposal original ideas that could ultimately culminate in a PhD thesis?
- Are the experiments proposed doable at UWM/Zilber School of Public Health?

Dissertator Status

Specific requirements must be completed before a doctoral student qualifies for dissertator status. A student is eligible to become a dissertator when they have:

- Completed all major and minor course requirements.
- Passed the doctoral preliminary examination.
- Submitted the dissertation topic summary or proposal hearing form to the Graduate School.
- Met residence requirements. (see above)
- Cleared incomplete and "in progress" grades/reports in non-research courses.
- Achieved a 3.0 or higher cumulative GPA.
- Submitted an application for Doctoral Dissertator Status for this information to be verified and approved by the Graduate School and the graduate program representative. The form must be submitted before the next semester begins.

Specific requirements which must be completed before a doctoral student qualifies for dissertator status are described on the Graduate School Doctoral Requirements page.

Doctoral Research, Dissertation, & Dissertation Defense

Doctoral students should be aware that the research component is extremely important and requires significant time allocation. The doctoral research must be of high quality and innovative. A full-time commitment is required to complete this critical component of the degree. The definition of full-time varies from advisor to advisor within the Zilber School of Public Health, but successful doctoral students in our EHS program should anticipate working long hours, including on weekends, winter intersession and summer months. Students are also expected to enroll in, and successfully complete at least 24+ hours of research credit. Six or more of these research credits must be obtained at the level of dissertator. Three credits of research per semester is the full-time credit maximum, once a student has reached dissertator status, per Graduate School Policy.

The student is to work closely with a major professor who will advise and supervise the student's studies as specified in Graduate School regulations. The major professor serves as the student's research mentor and will guide the student in course selection and research design.During the process of earning the EHS PhD degree, doctoral students will be expected to present their research findings at local, regional, national, and/or international meetings. Presentation at a minimum of one of these meetings is required before defending the dissertation described below. Such meetings could include but are not limited to: American Public Health Association (APHA), Society of Toxicology (SOT), and Society for Neuroscience

(SFN), American Society of Microbiology (ASM), Society of Environmental Toxicology and Chemistry (SETAC), etc.

All successful doctoral students must prepare and successfully defend a dissertation reporting the results of their research. The original research findings embodied in this dissertation will be acceptable for publication in refereed journals. During the final year of study, the candidate must first present a seminar open to the general public on the thesis research. Secondly, the candidate must prepare and successfully defend their dissertation conveying the results of the project in a succinct, articulate fashion to the doctoral advisory committee. A full-time student who does not pass the dissertation defense within six years of admission may be required to take another preliminary examination and be re admitted to the program.

EHS faculty use the rubric below in their evaluation process for this last milestone. The dissertation committee is evaluating both the oral defense and the written product. The committee assesses the student's clarity of presentation, ability to answer questions during both the public and private portions of the defense, knowledge of the subject matter, ability to synthesize information, originality of ideas, appropriateness of experiments, and clarity of writing.

Assessment Rubric for the Dissertation Defense
Evaluation Criterion (Scale of 1-5)

- A score of 5 exceeds expectations
- A score of 3 meets expectations
- Anything below a score of 3 does not meet expectations
- Did the student demonstrate an integrated knowledge of public health?
- Did the student demonstrate knowledge of discipline specific concepts within Environmental Health Sciences as well as the subject matter in the specific proposal?
- Did the student demonstrate good communication skills, both written and oral?
- Did the student demonstrate an ability to synthesize information clearly?
- Were the ideas/results put forth in the thesis original ideas with no duplication with previous studies?
- Was the science/experimental methodology presented performed appropriately?

- Will the data chapters in the thesis document be able to be converted into manuscripts, if they have not been published prior to the thesis defense?

Section V: The PhD in Epidemiology

Description

The Ph.D. in Epidemiology is the highest degree for epidemiology, preparing graduates for research careers in many settings including academia, non-governmental organizations, and public service at the state, national, and international levels. Students will be trained to conduct independent epidemiologic research in applied and academic settings, with an emphasis on the translation of epidemiologic findings into policies that promote population health, social justice and health equity. Coursework will focus on theory, quantitative and qualitative methods, community-engagement, and the intersection of epidemiologic research and public health policy. Students must complete 66 graduate credits beyond the bachelor's degree, plus an additional 9 credits dedicated toward dissertation writing and research. Completion of a high quality doctoral dissertation based on original research is a key feature of the academic program. Students' capacity to complete dissertation research will be supported by a rigorous curriculum designed to bring students to the intellectual forefront of the discipline.

PhD Epidemiology Competencies

1. Integrate knowledge regarding biological, behavioral, cultural, and sociopolitical mechanisms within historical contexts operating at multiple levels of causation to shape hypotheses regarding population health and health equity.
2. Critically evaluate epidemiologic theories of disease distribution and epidemiologic frameworks of causation.
3. Apply theories across multiple disciplines to frame and interpret epidemiologic research with attention to relevant policy and practice implications.
4. Critically appraise the scientific literature to identify strengths and limitations of existing methodological approaches in the field of epidemiology.
5. Design and conduct independent, interdisciplinary epidemiologic research using appropriate qualitative and/or quantitative methods and demonstrating knowledge of theory, study design, sources of bias, and other limitations to causal inference.
6. Explain the principles and methods of conducting community-engaged epidemiologic research to promote population health and health equity.
7. Develop self-reflexive and other skills for justice-oriented, ethical epidemiologic research and practice.
8. Communicate, orally and in writing, epidemiologic concepts, methods, and research findings.
9. Translate epidemiologic findings into policy recommendations and advocacy strategies that promote population health and health equity.

Curriculum and Courses

See UWM ZSPH Course Catalog for the most up to date requirements for the Epi track and cohort.

Academic Advisory Committee
The student, in consultation with the Major Professor, will select four additional members to form a PhD Advisory Committee. A minimum of two committee members must be EPI program faculty. See the Graduate School Doctoral Requirements page for more information on the doctoral committee.

Major Professor as Advisor
As specified in Graduate School regulations, each student must have a major professor to advise and supervise their studies. During the application process, students will be asked to describe the research areas they are primarily interested in and identify faculty with whom they may potentially have shared research interests. The entering student is assigned an advisor/major professor at admission based on fit and focus. The major professor serves as the student's research mentor and will guide the student in course selection, program planning, and research design. Students may change their advisor/major professor if the fit and focus change over time. The major professor must have graduate faculty status.

Doctoral Preliminary Examination
Students must pass a PhD Preliminary Examination before advancement to PhD candidacy (i.e., dissertator status). The exam will consist of a single take-home exam in which students provide written answers (about 35-50 double-spaced pages) to a series of questions in reference to select epidemiologic research articles. Students will have one week (typically Monday to Monday) to complete the exam. The Doctoral Preliminary Examination Committee will select the research articles and create the exam. The questions will assess several PhD program competencies and will require students to integrate content related to 1) epidemiologic concepts and methods, 2) data analysis methods and applications to epidemiologic research, 3) applications of theory, social and environmental justice, health equity, and community engagement to epidemiologic research, and 4) policy implications of epidemiologic research. The examining committee will grade the exam and assign either a pass, conditional pass, or fail. For a conditional pass, the examining committee will determine options for remediation including but not limited to an oral presentation or re-write of certain questions. At the discretion of the examining committee, a student who fails the preliminary exam may be allowed one additional attempt with all or part of the examination.

Dissertator Status
Once students have passed their preliminary exams they will be considered in Dissertator Status, at which point they will need to enroll in three credits of PH990 until the completion of their defense.

Dissertation Proposal
The dissertation research plan should include an abstract, background, outline of specific aims and hypotheses, (articulated as three distinct but related research questions), preliminary findings (if applicable), research methods proposed, public

health significance of the proposed research and references. The student, in consultation with the Major Professor, will select members to form a PhD Advisory Committee.. The composition of the dissertation committee must be in compliance with the rules and regulations of the Graduate School. The candidate then submits a written dissertation plan to be reviewed and formally approved by the dissertation advisory committee. The research plan must clearly outline the student's obligation for completing an original piece of work of sufficient quality, as determined by the committee. The review and approval process for the dissertation research plan will include a formal presentation to the committee.

Dissertation Research and Defense

Upon approval of the dissertation proposal, students will proceed with an original and significant research investigation under the supervision of their major professor, culminating in a written dissertation. Once the approved dissertation research and write-up has been completed, the candidate will submit the original work to the committee for review. The candidate must also orally defend the dissertation in a publicly announced presentation that is open to the academic community. When the Major Professor has certified completion of all requirements, the candidate will be awarded the PhD in Epidemiology and encouraged to submit it for publication.

Section VI: Policies and Procedures

Grading Procedures and Policies

UWM Grade Point Chart	
Grades	Grade Points
A	4.000
A-	3.670
B+	3.330
B	3.000
B-	2.670
C+	2.330
C	2.000
C-	1.670
D+	1.330
D	1.000
D-	0.670
F	0.000
*Except for English 090/095, Linguistics 096, and Math 090/095. Letter grades are assigned for these courses, although they carry no degree or GPA credit.	

Other Reports
CREDIT = "C-" or above in a credit/no credit course
NO CREDIT = Below "C-" in a credit/no credit course (course will not appear on the academic record)
NOT RPTD = Grade was not submitted in time to be reported
I = Incomplete (see below)
P = Progress (research and thesis course work still in progress)
S = Satisfactory (audit and zero-credit courses* only)
U = Unsatisfactory (zero-credit courses* only)

UWM uses a letter grade system that includes "plus" and "minus" grades and is based on a 4.000scale. For convenience in computing averages, each letter grade carries a specified number of points per credit. The scale of grades and points follows:

UNREC = The course will not be entered on the academic record (audit only)
W = Course dropped by student after fourth week of semester or first quarter of shorter session
WR = Administrative drop (enrollment in course violates permitted number of repeats
R = Repeat course (counts in GPA)

Grade Point Average (GPA)
Students will take most of their course work on a graded basis. The general quality of class performance is expressed in terms of the grade point average (GPA). The number of grade points earned in a course is computed by multiplying the points for the grade by the number of credits for which the course is offered. For example, if a student earns a B in a three-credit course, they would earn nine grade points. GPA is calculated by dividing the total number of grade points earned by the total number of graded credits taken. The highest possible average is 4.000 or an A in every subject.

The grade point average recorded on official UWM transcript is based solely upon credits earned or attempted at UWM. UWM credits taken as audit or credit/no credit do not apply to the UWM GPA.

Grade Reports
Following the completion of a semester, students can view their grades and print a copy of the grade report via PAWS. Students can see their grades as they are posted, but complete grade reports are typically available within two weeks from the last day of final exams.

To check the grade record, follow the steps below:
1. Log in to PAWS at https://paws.uwm.edu.
2. The “Student Center” page will appear.
3. Click “Grades” under the 'Academic History' section.
4. On 'View My Grades' page, select the term from dropdown menu and click “Change”
5. To print a grade report, click the printer friendly icon on the bottom of the page.
6. To go back to the grade report to select a different term click 'cancel' on the bottom of the printer friendly version of the grade report.

F-Grade Policy
When reporting a grade of ‘F,’ the instructor will also report a number corresponding to the student's “week of last participation” in the course. This is the last week of the term for which there is documented evidence of the student's participation in the course.

“Documented evidence of participation" may include any work or materials received from the student, such as exams, quizzes, projects, homework, etc. Documented evidence of participation might also take the form of an attendance roster (if attendance is taken in class), an annotation by the instructor that the student was observed attending class or otherwise participating in the course on a certain date, etc. Documented evidence of participation may not take the form of simply logging into an online class without active participation.

The mechanism to report the week of last participation shall be that, when reporting an 'F' grade, the instructor will follow the 'F' with a numeral showing the student’s last week of participation, such as, for example, ‘F0,’ ‘F1,’ ‘F16,’ and so on, with 1 equating to the

first week of the course, 2 to the second, etc. A student receiving the mark of ‘F0’ would, therefore, be one who never attended or participated, whereas a student marked ‘F16’ would have completed the entire term (assuming this was a full-term course during a 16- week semester). For a six-week summer session course, the possible marks would be ‘F0’ – ‘F6’ and so on.
On official transcripts, only the mark 'F' will be reflected. The numeral for “week of last participation” will be reflected on internal, unofficial transcripts and grade reports only.

Incomplete Policy
An Incomplete is appropriate only when the following conditions are present:
A student does satisfactory work in a substantial fraction of the course requirements prior to grading time and provides the instructor with evidence of potential success in completing the remaining work. Extraordinary circumstances, not related to class performance, such as illness or family emergency, have prevented the student from finishing the course requirements on time. An Incomplete will not be given to enable students to do additional work to improve a grade. It is the student’s responsibility to initiate a request for an Incomplete. If approved, the instructor will indicate the conditions for the removal of the Incomplete, including the dates for submitting all remaining work. The instructor may deny a request for an Incomplete and assign a letter grade based on the work completed at that point.

The student is responsible for seeing that the Incomplete is removed before the agreed deadline and that the instructor has reported the grade to the Graduate School. The instructor may change the I to a letter grade (including an F) or to a PI (Permanent Incomplete) if the student fails to meet the deadline for completion.

Permanent Incomplete
If the instructor does not change the Incomplete to a regular letter grade within one year from assigning the Incomplete grade, the Incomplete will lapse to a Permanent Incomplete (PI), whether or not a student is enrolled. A PI is not computed into the grade point average. The PI symbol subsequently cannot be changed to a regular letter grade. Except in cases where the work was completed, but the instructor neglected or was unable to file a grade change in time, the "PI" will remain on the academic record. If a student has received a PI and wants credit for that course, they must register again and complete the designated requirements. A student may not register for a course for which an PI remains on the transcript.

Students may graduate with a PI provided all degree requirements have been met. All Incompletes must be removed or changed to a PI before a student may graduate.

Grade Changes
Students anticipating a grade change may view their grades in PAWS daily to confirm whether a grade has been changed.

Only instructors assigned to teach a course may award or change grades for that course. The process is available online.

Repeat Policy
Students must earn a cumulative G.P.A. of 3.0 or better to progress. According to Graduate School policy, students may repeat a course once in which a grade of less than "B" was earned.The repeated course may be counted only once toward meeting degree requirements. Both attempts remain on the student's permanent record, and both are counted in the grade point calculation.

Note that a change in the repeat policy goes into effect Academic Year 2014-15. Students who earned below a B- in required course work before Fall 2014 must repeat the course in accordance with the previous repeat policy.

Course Substitution Approval Process
Requests for course substitution of a required class require a Course Equivalency Request Form.

Substitution of a Required/Common Core Course

The process for substituting a required/core course is as follows:
1. The requesting student talks to their Faculty Advisor, who signs the Course Equivalency Form to recommend approval.
2. Submit to Graduate Program Manager the Course Equivalency Form, signed by the Faculty Advisor, along with a course syllabus of the substituted course and a statement asking for the substitution.
3. The core course instructor reviews the request. The course instructor will review the syllabus to determine if core competencies have been met. In some cases, the course instructor may choose to schedule an assessment exam with the student petitioner. The requesting student must earn an 85% or better on the exam.
4. The MPH Director makes the final determination on equivalency for MPH students, and the PhD program Faculty Lead makes the final determination on equivalency for PhD students. Transfer courses are subject to Graduate School Dean approval.

Substitution of a Required or “S” elective Track Course
The process for substituting a required track course is as follows:
1. The requesting student talks to their Faculty Advisor, who signs the Course Equivalency Form to recommend approval.
2. Submit to Graduate Advisor the Course Equivalency Form, signed by the Faculty Advisor, along with a course syllabus of the substituted course and a statement asking for the substitution.
3. The designated Track Lead reviews the request.
4. The MPH Director makes the final determination on equivalency for MPH students, and the PhD program Faculty Lead makes the final determination on equivalency for

PhD students. Transfer courses are subject to Graduate School Dean approval.

Substitution of an Elective Course
The Faculty Advisor must approve elective substitutions in writing, copying the Graduate Advisor, who inserts a copy into the student's file.

Policy on Credit for Non-Course-Based Prior Work
The Zilber School of Public Health (Zilber School) does not permit credit for knowledge and skills obtained in past work or life experience. Zilber School does not provide opportunities to obtain credit for courses by taking an exam to demonstrate knowledge and competencies in the area, that is, there is no "testing out" of courses.

Policy on Credit Transfer (Completed Coursework)
In certain circumstances, students may obtain credit for courses that count toward required core coursework, track core, or elective courses for their Zilber School degree based on graduate coursework previously taken at UWM or at another accredited university.

To qualify, transferrable coursework must meet the following criteria:
1. Graduate level, from an accredited institution.
2. Taken within five years of admission to the UWM degree program.
3. Not have been used to meet previous degree requirements.
4. Grade of B or better (B- is not acceptable).
5. Approved by the graduate program unit.

Transfer work may fit into any of the following four categories:
1. UWM coursework taken as a Graduate Non-Degree student;
2. UWM coursework taken as an Off-Campus Graduate student;
3. Graduate-level coursework taken at another college or university; or
4. UWM coursework taken while enrolled in a previous UWM graduate degree or certificate program.

The Zilber School follows the policies of the UWM Graduate School. In brief, students must apply using the Graduate Transfer Credit Evaluation Form, providing sufficient documentation on the course(s) for a determination to be made by the Graduate School. Then the student must follow the course substitution process for the Zilber School using the Course Equivalency Request Form (Appendix B). The Zilber School makes a recommendation to the Graduate School for the credit transfer based on the equivalency determination.

The Graduate School will inform students of the final decision for transfers, and the Zilber School Graduate Advisor will inform students of the final decision on course substitutions and equivalency requests other than transfer classes.

The maximum number of transfer credits allowable is the higher of (a) 12 semester credits or (b) 40% of the total number of credits required for graduation. Continuing Education credits (CEU's) are not eligible for transfer.

Completion of courses in the Graduate Certificate in Interprofessional Public and Population Health program does not guarantee approval of substitution transfer into the MPH program.

Withdrawal
Withdrawal is the formal termination of a student's complete registration in all courses for the semester. To simply stop attending classes does not constitute a withdrawal. Withdrawals are not accepted by telephone. The student must fill out a withdrawal form or send a letter by certified mail to give notice to the Zilber School and Graduate School of the withdrawal.

The postmark date or the date the withdrawal form is received by the Graduate School becomes the effective date. This date determines the amount of fee/tuition that will be assessed. Check the UWM Web site for withdrawal deadlines and to determine the effect of withdrawal on your fees.

Students may withdraw after the deadline only for reasons other than academic difficulty. The student must first submit a Request for Exception to Graduate Student Services. If the request for withdrawal is for medical reasons, the student must supply documentation from a physician.

Withdrawals will be noted on the transcript. Withdrawals after the fourth week of classes remain on the academic record with the course number and title followed by a W symbol.

Reentry
If a student returns to the public health program after an absence of two or more semesters (excluding summer and UWinteriM sessions), they must apply to re-enter.

The following are requirements for re-entering students:
1. Completion of a semester's coursework within the past five years.
2. A cumulative graduate GPA of 3.0 or higher.
3. Clearance of academic and administrative holds.
4. Being within the time limit for degree completion.
5. Approval of the Track Lead.
6. A $20 processing fee is required for re-entry.

Academic Probation
Students may be placed on Probation for substandard academic performance and/or substandard professional behavior. When placed on probation, a student will be notified

by the Graduate Advisor. If the student fails to satisfy probation requirements within one semester of being placed on probation, academic dismissal procedures may be initiated. For more information on probation and dismissal policies, visit here.

Academic Dismissal
Zilber School programs have the right to recommend to the UWM Graduate School that an MPH or PhD student be dismissed in accordance with UWM policies and procedures.

Appeals
See the Complaints, Grievances, and Appeals Policy.

Joint Faculty-Student Policy for Student Feedback-Request-Response Process
Overall Statement: In order for graduate level academic programs to run smoothly and effectively, there needs to be a continuous flow of feedback and response between students and faculty. The goal of this feedback loop is to provide opportunities for this exchange process.

Note: This is not the only avenue for students to provide feedback to faculty; rather, this mechanism is intended as an alternative method that promotes transparency between faculty and students. Students are still encouraged to bring comments and issues forward to faculty advisors and other acceptable avenues in an effort to provide more immediate responses.

This student-faculty feedback process is coordinated by the GPC MPH/PhD Student Representatives. The following timeline outlines this process.

October:
1. Students elect new leadership

February:
1. MPH Students meet as a group to gather feedback either in person or through a survey. The summary of this feedback is sent to the GPC.
2. PhD Students meet as a group to gather feedback either in person or through a survey. The summary of this feedback is sent to the GPC

March/April:
1. GPC reviews MPH and PhD feedback summaries.
2. Summaries are shard with the faculty.
3. MPH Director and GPC review faculty responses.
4. GPC shares responses with MPH and PhD students.

April:
1. Faculty/Student Town Hall Meetings to discuss response with MPH Students and PhD Students (separately).

2. Town Hall meeting summaries reviewed at GPC.

May:
1. MPH and PhD summaries with faculty responses and town hall feedback presented at Faculty Council meeting.

Student Complaints, Grievances, and Appeals
The University of Wisconsin-Milwaukee Zilber School of Public Health is committed to ensuring a fair and respectful process through which students can seek resolution of complaints and/or grievances involving Zilber School representatives (i.e., faculty member, faculty body, or staff member).

Non-Academic Complaints
Zilber School seeks to promote a supportive environment that values each member of its collective body and respects the diversity that each member brings. As such, UWM's Zilber School does not tolerate harassment, intimidation, or discrimination based on race/ethnicity, sex/gender, sexual orientation, disability, religion, or other protected status designated by UWM (see UWM Discriminatory Conduct Policy #S-47).

If a student believes they have been the subject of discrimination, harassment, or intimidation by a Zilber School representative (faculty, staff, administrator), they may either ask the Zilber School representative to stop the behavior or discuss the matter with the Associate Dean of Academic Affairs, who will direct the student to appropriate resources and/or methods for resolution.

If the student's complaint pertains to discrimination and harassment, they may wish to contact directly:
UWM's Office of Equity/Diversity Services
Mitchell Hall 359
3203 N. Downer Ave.(414) 229-5923
diverse@uwm.edu www4.uwm.edu/eds

If a student continues to experience a nonacademic problem with Zilber School representative, has tried to solve it through Zilber School procedures, and has been unsuccessful, the student may direct their concern to the Office of Student Life. The staff there can help with a full array of student concerns. Student Life staff may refer students to other University offices or persons to help address nonacademic concerns or complaints.

Contact the Office of Student Life directly:
118 Mellencamp Hall
PO Box 413 UW-MilwaukeeMilwaukee, WI 53201
(414) 229-4632
osl@uwm.edu

Complaints against someone other than a Zilber School *representative:* If a student believes they have been the subject of discrimination, harassment, or intimidation by a UWM faculty, staff or administrator other than a Zilber School representative, they should follow the same procedures laid out for complaints against Zilber School representatives (above).

Academic Grievances

If a student believes they have been treated unfairly by a Zilber School representative with regard to an academic matter (e.g., grade, evaluation, graduation decision, scholastic standing), Zilber School has a progressive three step grievance process:

1. Informal resolution with faculty member/body,
2. Formal grievance addressed to faculty member/body,
3. Formal grievance addressed to Hearing Committee.

1. Informal Resolution with Faculty Member/Body

Many issues and concerns can be addressed informally. Students may reach a satisfactory resolution by speaking directly with the responsible faculty member/body about the academic issue or concern. Ideally, the grievance process begins with a meaningful effort by the student to resolve the issue through informal discussion with the responsible faculty member or representative of the faculty body (dissertation committee, qualifying exam committee, etc).

If the student is not satisfied with the outcome of the informal process, they may seek confidential guidance and consultation from the Graduate Advisor, MPH Director, or Associate Dean of Academic and Student Affairs.

2. Formal Grievance Addressed to Faculty Member/Body

A student can initiate a formal grievance by submitting a written statement to the responsible faculty member/body within 30 working days of the action that prompted the appeal. The written grievance must include:

- A description of the specific nature of the issue, decision, or behavior
- The facts underlying the grievance
- All previous efforts made to address the issue
- The solution sought

The faculty member/body has 15 days to respond in writing to the student's written grievance.The student should send a copy of the grievance to the Associate Dean of Academic and Student Affairs.

If the student is not satisfied with the outcome of this formal grievance process, they may proceed with a formal grievance to the Hearing Committee within 15 days of receipt of the faculty member/body's written response.

Formal Grievance Addressed to Hearing Committee
If the student is not satisfied with the outcome of the formal grievance addressed to the Faculty Member/Body, the student may file a formal grievance with the Zilber School Graduate Program Committee within 15 working days of receipt of the faculty member/body's written response to the grievance. The written grievance as addressed to the GPC must include:

- A description of the specific nature of the issue, decision, or behavior
- The facts underlying the grievance
- Evidence of all previous efforts made to address the issue (including the written response from the responsible faculty member/body)
- The solution sought

The GPC will formulate a Grievance Subcommittee to address the issue. If a member of the GPC is the faculty member responsible for the decision or behavior at issue, the Faculty Chair will appoint a faculty member to replace him or her for the hearing.

In the event that any of the members of the body hearing the Step 3 appeal were involved in rendering the Step 2 decision being appealed, they must be replaced for the purpose of hearing the Step 3 appeal. Substitute members will be chosen by the Faculty Chair. If the Graduate Program Committee's decision or behavior is the basis for the grievance, the Faculty Chair should appoint an ad hoc committee to handle the appeal. The student will receive written notification of the outcome of the Step 2 appeal.

The Grievance Subcommittee has 30 days to respond with its determination in writing to the student's written grievance.

1. If the Step 3 decision is negative, the student may, within 10 working days from the date of notification of that decision, appeal to the Dean of the Graduate School. The student must provide information on the reason for the appeal, substantial evidence in support of the appeal, and the solution sought, and send this in writing, with a copy sent to the Zilber School Associate Dean of Academic and Student Affairs.

Academic grievances against a UWM faculty or staff other than a Zilber SPH representative: If a student believes they have been treated unfairly by someone other than a Zilber School representative with regard to an academic matter (e.g., grade, evaluation), they should follow steps outlined in the UWM Graduate School policy, outlined here.

Code of Conduct

Preamble
The University of Wisconsin - Milwaukee Zilber School of Public Health (Zilber School) is committed to fostering integrity and ethics among all of its members: students, faculty, staff, and administrators. Such an environment is built upon the honorable and ethical

conduct of all Zilber School members in all context-academic, research, and professional. Zilber School expects its members to value the ethical principles underlying this Code, to conduct themselves in accordance with the Code, and to take action against any suspected breach of the Code.

Values and Beliefs
As public health scholars, researchers, and practitioners and as members of the UWM community, we understand that:

1. Ethics are fundamental to all academic and professional activities.
2. Ethical behavior is crucial to maintaining the credibility and perceived value of our scholarship in the minds of our colleagues and the general public.
3. Academic and Professional Integrity means honesty concerning all aspects of public healthwork and studies.

Academic Conduct
Zilber School expects its members to be honest in their academic performance. *Academic misconduct* includes, but is not limited to, the following dishonest or inappropriate behavior:

Cheating, including:

1. Submitting material that is not yours as part of your course performance, such as copying from another student's exam or allowing a student to copy from your exam
2. Using information or devices that are not allowed by the faculty, such as using formulas or data from a computer program, or using unauthorized materials for a take-home exam
3. Obtaining and using unauthorized material, such as a copy of an examinationbefore it is given
4. Fabricating information, such as data for a lab report
5. Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation
6. Collaborating with others on assignments without the faculty's consent
7. Cooperating with or helping another student to cheat
8. Other forms of dishonest behavior, such as having another person take an examination in your place, altering exam answers and requesting the exam be discarded, or communicating with any person during an exam other than the exam proctor or faculty

Plagiarism, including:

1. Directly quoting the works of others without using quotation marks or indented format to identify them
2. Using sources of information (published or unpublished) without identifying them
3. Paraphrasing materials or ideas of others without identifying sources

Allegations of academic misconduct will follow the procedures adopted by the UWM Graduate School (see, *Academic Misconduct Procedures, UWM Faculty# 1686, UWS Ch. 14*.

Disciplinary actions will follow the procedures adopted by the UWM Graduate School (see, *Student Academic Disciplinary Procedures, UWM Faculty# 1686, UWS, Ch. 14*.

Research Conduct
Zilber School expects its members to promote integrity in all research endeavors. Research misconduct includes, but is not limited to, the following dishonest or inappropriate behavior:

1. Fabrication: Making up data or results and recording or reporting them
2. Falsification: Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record
3. Plagiarism: The appropriation of another person's ideas, processes, results, or words without giving appropriate credit
4. Violations of requirements for the protection of human or animal subjects, including the protocols governing the use and disclosure of Protected Health Information (PHI) under the *Health Insurance Portability and Accountability Act of 1996 (HIPAA).*

Research misconduct does NOT include:

1. Unintentional error
2. Honest differences in the interpretation or judgment about data

Allegations of research misconduct will follow the policy adopted by the UWM Graduate School (see, Research Misconduct Policy, UWM Faculty #1793.

Research Integrity: Students are encouraged to participate in UWM's "Research Integrity Professional Development Series."

Professional Conduct
In addition to the academic code of conduct, public health students are expected to demonstrate a high level of professionalism and professional integrity. This includes:

1. showing respect for a diversity of opinions, perspectives and culture
2. maintaining honesty and integrity in all professional endeavors
3. collaborating with other students and with community members when appropriate
4. behaving in a respectful and considerate manner with colleagues, peers, supervisors, research participants and community collaborators.

Professional misconduct includes, but is not limited to, the following inappropriate behavior:

1. Behaving toward peers, staff, faculty, collaborators in a manner that is threatening, intimidating, harassing or overtly disrespectful.

2. Violating the Federal Education Rights and Privacy Act (FERPA). This might include (1): posting education records (e.g. grades) using a student's name, student ID number or any portion of the social security number violates FERPA; (2) leaving graded exams or papers in a public space for students to pick up.
3. Violating the rights of Human Subjects. This might include: (1) disclosing of identifying information for subjects who have participated in research; (2) the improper handling of data stored on personal or UWM computers; (3) not informing the UWM IRB research activities conducted while a student at UWM.
4. Other offenses as identified by UWM's Dean of Student Life.

Professional Appearance

All public health students shall convey a positive, professional appearance as shown by their adherence of dress-code policies at their fieldwork sites and special events in order to represent the Zilber School and UWM in a professional manner. Appearance includes a person's dress, hygiene, and appropriate etiquette for the environment.

Appendix A: UWM Forms and Links to Access

Request for Exception Form
When a student requests an exception to any university rule, a Request for Exception form is required. The student must attach an explanation of why the exception should be granted. Access the form here.

Registration Change Form
Classes or credits changed, added, swapped, or dropped after the published deadlines require a Registration Change Form. Use it to obtain permission to override prerequisites or closed courses, too. Access the form here.

Transfer Credit Evaluation Form
Students requesting transfer of courses must submit the Transfer Credit Evaluation Form. Access the form here. This form is necessary, in addition to the Equivalency Form, which is an internal Zilber School form.

Links to all Graduate School forms can be found here.

Appendix B: Zilber School Academic Forms and Timelines

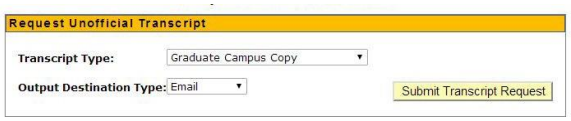
- Travel Request Form (PDF)
- MPH Student Advising Form (PDF)
- MPH Course Equivalency Request Form (PDF)
- MPH Advising Timeline (PDF)
- Doctoral Timeline (PDF)
- PhD Course Equivalency Request Form (PDF)
- Annual Review of PhD Student Form (PDF)
- CBHP Pre-Dissertation Research Credit Learning Agreement (PDF)

Appendix C: Directions to Run Unofficial Transcripts

Directions for obtaining your unofficial UWM transcript from PAWS. You must have Adobe Reader. You can download this free program from www.adobe.com.

1. Go to www.paws.uwm.edu
2. Enter your ePanther username and password (your ePanther username is the first part of yourUWM e-mail and the password is the same you use to access your e-mail account)
3. Click “Sign In”
4. Under “Student Center” the first box is “Academics”. In the drop down menu entitled “other academic…” select “Transcript: View Unofficial” and click the yellow circle button marked “>>”

5. For “Transcript Type”, select “Graduate Campus Copy” and for “Output Destination Type”,select “E-mail”. Click “Submit Transcript Request”.



6. Go to outlook.office365.com
7. Enter your ePanther username and password, click “Log In”
8. A PDF copy of your unofficial transcript will be e-mailed to you.