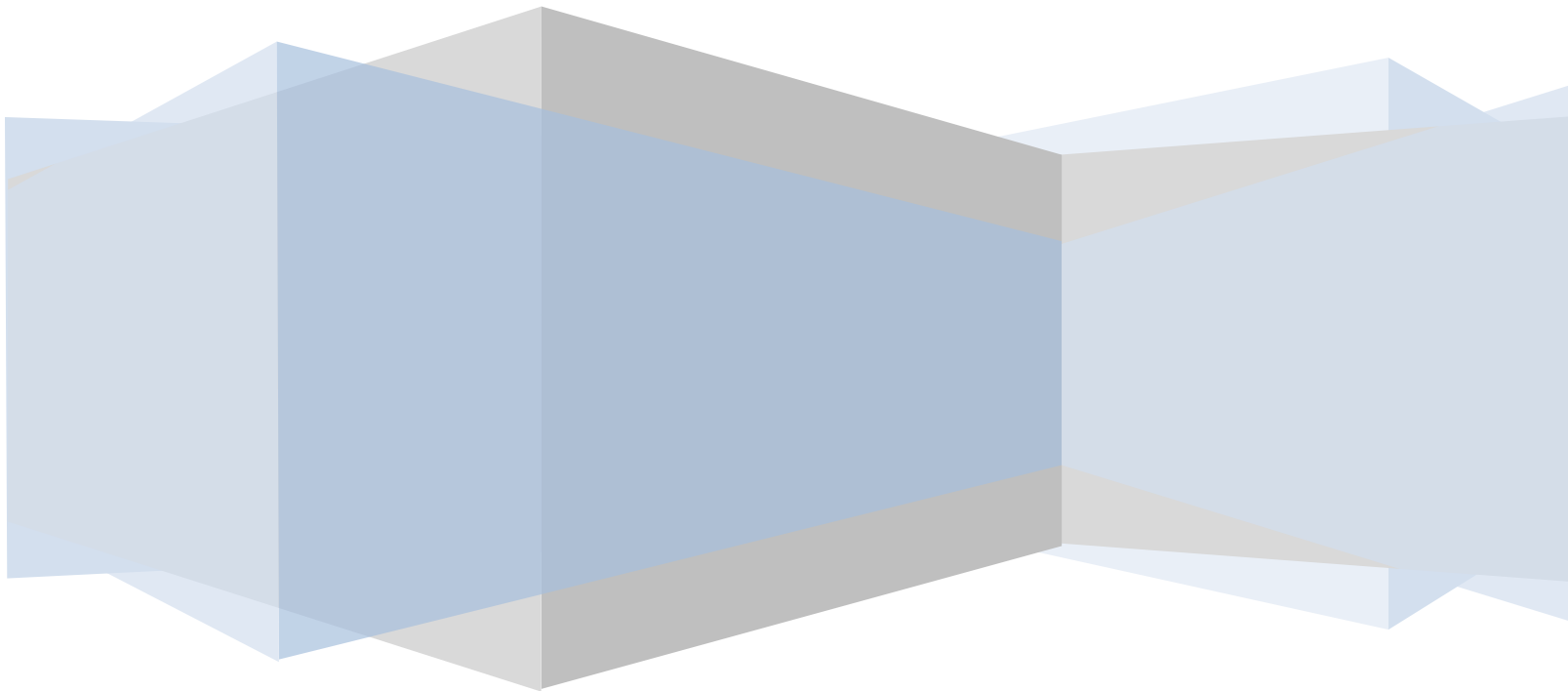




## **Graduate Student Handbook**



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## I. Introduction

### Welcome to KSU CPH!

Dear Student,

Welcome to the Kent State University College of Public Health! I am thrilled that you have chosen to join our community of learners and scholars. You will quickly discover that everyone, from faculty to staff to students, is here because we believe in the power of education to improve lives and enhance communities. Regardless of identity or background, each person is worthy of a high-quality education that allows them to thrive and have a positive impact on the world around them.

We all in the College of Public Health know that graduate school and the adjustments required can be both exciting and stressful, and we are here to support your transition to and progress through the program. There has never been a time when the world needed public health professionals more. The students, faculty, staff, and alumni in our College of Public Health are working every day to address the changes brought on by the COVID-19 pandemic while maintaining critical public health infrastructure programs and innovating new ways to improve the health of the public. During your time here, we will prepare you to become public health leaders who apply the knowledge learned in your program to analyze and interpret public health data, develop effective public health policies, incorporate environmental and social influences, and expand public health understanding to communities and professionals in other fields.

The Graduate Student Handbook is designed to guide you through the College of Public Health and University policies and procedures that oversee academic and student life and provide links to the many resources and supports available to you. I urge you to become familiar with this handbook and continue to use it as a resource throughout your graduate studies. It is your responsibility to know and follow all the policies, procedures, and expectations outlined here and at the University level.

You enrolled in your program in the College of Public Health with a desire to improve public health, and you will leave with the knowledge, skills, and connections to do so. I look forward to meeting you and wish you a dynamic and rewarding graduate school experience!

Sincerely,

Sonia Alemagno

Dean

## Preface

This handbook contains policies and procedures for graduate students at the Kent State University College of Public Health. Although we have attempted to provide comprehensive information here, policies and procedures can change between updates. Students are responsible for understanding the materials contained here and working with their advisors to ensure all program, curricular, and academic integrity processes are up to date and followed accordingly. The ultimate responsibility for knowing and complying with Kent State University policies, regulations, and requirements rests with the student. The College of Public Health will do its best to ensure that students have the necessary tools to make informed decisions and succeed.

## About the College of Public Health

Kent State University's College of Public Health was established in 2009 to educate and train students to meet the current and projected shortage of public health professionals in Ohio and the nation. It is one of only two colleges of public health in Ohio and the first to offer a Bachelor of Science in Public Health. Our academic programs integrate theory and practice to equip graduates with the knowledge and skills to address the health challenges of the 21st century. KSU is proud to be at the forefront of the field as one of only two schools in the state to offer a PhD in Public Health. The CPH website is <https://www.kent.edu/publichealth> and should be the first source of information beyond this handbook.

**Mission:** The Mission of Kent State University's College of Public Health is to advance public health by preparing leaders, scientists, and practitioners to collaborate with community partners in conducting impactful research and practice to solve public health challenges.

**Vision:** To be a leader in public health education, inquiry, and engagement.

## People

During your academic program, you will have many reasons to contact administration, faculty, and staff. Below is a listing of key individuals by category, with links to more information when available. Students should always go to their academic or professional/student success advisors first with any concerns.

### *Dean and CPH Administration*

**Dean of the College of Public Health** - [Sonia Alemagno, PhD](#)

Associate Dean for Academic and Faculty Affairs - [Melissa Zullo, PhD, MPH](#)

Associate Dean for Research, Practice, and Global Affairs - [Jeffrey S. Hallam, PhD, FRSPH](#)

Assistant Dean, Student and Accreditation Services - [Jennifer Miller, MEd, MBA, PhD](#)

*The Dean's office and administration are located in Moulton Hall, suite 131.*

## Staff

[Karen Baker](#), Graduate Programs Assistant Coordinator  
[Grace Battaglia-Hoffman](#), Student Programs Coordinator  
[Shaunte Rouse](#), MEd, Academic Director, Academic Diversity Outreach  
[Mary Scott Toepfer](#), Academic Advisor II  
[Kim Yodice](#), Special Assistant and Moulton Hall Building Curator

## Faculty

Information on all CPH faculty can be found on the [website](#).

## Centers and Institutes

**Center for Public Policy and Health (CPPH):** The CPPH conducts research to develop and improve public policies aimed at enhancing the public's health, and to provide targeted assistance to public, non-profit, and private sector organizations. Information on the CPPH can be found on the [dedicated page](#) on the CPH website.

**Center for Public Health Preparedness (CPHP):** The Northeastern Ohio Consortium for Biopreparedness (NEOCB) at Kent State University, a Center for Public Health Preparedness (CPHP), is modeled after the NSF Science and Technology Centers, uniting academic, public health, business, and community groups to address health and safety issues through education, research, and workforce development. More information can be found on the [dedicated page](#) on the CPH website.

## Diversity, Equity, and Inclusion

The [College of Public Health](#) is committed to equitable access and delivery of programs and resources through supporting excellence in teaching, research, and service aimed at sustaining an inclusive environment where all feel welcome and can thrive.

More information on diversity, equity, and inclusion at Kent State University can be found through the [Division of Diversity, Equity, and Inclusion](#).

## II. Academic Programs and Policies

The CPH offers a [Master of Public Health](#) (MPH) degree with four concentration options, one [Master of Science](#) degree, and one [PhD in Public Health](#) degree with three specialization options. The MPH degree, apart from the biostatistics concentration and the MS degree, can be completed fully online

or in person. The College also offers four online [graduate certificates](#): LGBTQ+ Public Health, Clinical Research, Healthcare Compliance, and Health Systems & Facilities Design.

### Advising and Registration

All graduate students are assigned an academic advisor and a professional advisor or success coordinator when admitted to the program. Your academic advisor information is located in the [Graduation Planning System \(GPS\)](#).

- Students in the fully online programs are assigned an academic advisor and a success coordinator through Kent State Online.
- Students in the on-ground programs are assigned an academic advisor and a professional advisor through the College of Public Health.

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

Course offerings can be found in the [Schedule of Classes](#) by term. Note that you must select a subject and course level at a minimum to run a search. Master's level courses are numbered 50000-69999 and doctoral level courses are numbered 70000-89999. **No more than one-half of a masters student's coursework may be taken in 50000-level courses.** Students in the fully online program should consult their student success coordinator or go to the online degree program registration portal for registration information.

Registration is completed through FlashFAST. All information regarding registration can be found through the Registrar's office, including [How to Register](#) and [Important Dates and Events by Term](#). Deadlines to [apply for graduation](#) each term and instructions on how to apply are also found on the Registrar's website. Some courses will require special permission before students can register, which can be obtained through the academic advisor.

Drop, add, and withdrawal deadlines vary by course schedule. Specific information by course can be found by searching for the course in the [Schedule of Classes](#) and selecting the "Click here" option under Registration Deadlines for that course. **Students are responsible for knowing all relevant deadlines.**

### Master of Public Health (MPH)

The MPH degree program trains students to become public health practitioners who can work in any career that impacts public health, including in government, industry, and non-profit organizations. Individuals with an MPH are able to design studies to collect public health data, interpret the results



for professionals and the public, and apply knowledge to implement and evaluate public health programs.

## MPH Curriculum

The MPH curriculum requires completion of 46 credit hours and consists of six core courses that cover the breadth of public health and five additional concentration courses that focus on methods and skills in one public health area. To round out the coursework, MPH students choose elective courses that fit their career needs and goals. Finally, students complete three requirements that center around interprofessional practice, integrative learning, and applied practice where they utilize what they've learned in coursework in real public health scenarios and settings. Highlights of each concentration are shown below, and links to details on the CPH website are provided for each. Appendix II provides a table with all the MPH program requirements. The MPH competencies list can be found [here](#).

### Required Core Courses

BST 52019	Biostatistics in Public Health
EHS 52018	Environmental Health Concepts in Public Health
EPI 52017	Fundamentals of Public Health Epidemiology
HPM 53010	Community Health Needs Assessment
HPM 52016	Public Health Administration
SBS 54634	Social Determinants of Health Behaviors

### Concentrations

**Biostatistics:** The Biostatistics concentration trains students in the quantitative science of health data collection, storage, retrieval, analysis, and interpretation. Graduates of this program are equipped to use statistical methods to design and analyze health-related surveys and experiments for the purpose of improving health. This program is only offered [on-ground](#).

**Epidemiology:** The Epidemiology concentration trains students to analyze the distribution and determinants of disease, disabilities, and death in populations. Graduates of this program will be able to apply quantitative and qualitative methods to investigate disease outbreaks, determine causal relationships between environmental and biological factors, and conduct studies to project health trends in populations. This program is offered [on-ground](#) and [online](#).

**Health Policy and Management:** The Health Policy and Management concentration is an interdisciplinary program that incorporates health services research, health policy analysis, and health care planning and management. Graduates of this program will be able to address public health risks and develop effective health services delivery models. This program is offered [on-ground](#) and [online](#).

**Social and Behavioral Sciences:** The Social and Behavioral Sciences concentration prepares students with an interdisciplinary understanding of the theoretical basis of health behavior in populations across the life course. Graduates of this program will be able to apply theoretical principles to design, implement and evaluate effective health behavior programs. This program is offered [on-ground](#) and [online](#).

### *Integrative Learning Experience (ILE)*

When students have completed at least 30 credit hours of coursework, they may register for and complete the 1-credit Integrative Learning Experience course (PH 61199). The purpose of this course is to demonstrate synthesis of foundational and concentration competencies. Students work with the instructor to select competencies to address that are appropriate to the student's educational and professional goals.

### *Interprofessional Education (IPE)*

All students must participate in at least one approved interprofessional education event before graduation that involves working with professions outside the disciplines of public health. The purpose of this activity is to demonstrate fulfillment of the MPH competency to “integrate perspectives from other sectors and/or professions to promote and advance population health”. The IPE requirement can be completed in any semester after the first. No credit hours are associated with this activity. The student will work with their advisor to select an event from those scheduled by the CPH throughout the semester or identify another activity that fulfills the requirements, such as a work-related symposium or a special topics panel of collaborators from many fields working to solve a public health problem, for example.

### *Applied Practice Experience (APE)*

The applied practice experience, previously known as the practicum, allows students to apply their classroom learning to practical public health situations and show proficiency in at least five of the MPH competencies. During curriculum planning, the student and their advisor will identify which semester in which to register for and complete the APE, which involves 150 contact hours of activity for 3 course credits. At least 18 credits of coursework should be completed before the semester when the APE is taken, and students usually complete the APE in the last or second to last semester of their program. The full APE guidelines can be found on the [CPH Guidelines, Handbooks, & Forms website](#), but an overview of the process is provided here for quick reference.

#### Development Phase

1. Contact the APE instructor to start the process in the semester before taking the course.
2. Work with the APE instructor to identify a site, preceptor, and project.
3. Work with the APE instructor and preceptor to identify the competencies they will address, delineate the steps to accomplish that, complete the APE agreement form, and obtain all required signatures.
4. Complete the IRB determination process.

5. Ensure all site and university requirements are fulfilled, including the site agreement, and any trainings or certifications.
6. Register for the appropriate APE course.

#### Implementation Phase

1. Fulfill the project duties as delineated in the APE agreement form.
2. Keep track of time using the provided timesheet and have the sheet signed by preceptor.

#### Completion Phase

1. Submit all required items to the Canvas course site, including:
  - a. Two deliverables (work products)
  - b. APE project overview/reflection narrative
  - c. Voiceover presentation
2. Complete evaluations
  - a. Self-evaluation
  - b. Evaluation of preceptor and site
  - c. Provide link to preceptor to evaluate the student
3. Complete a LinkedIn profile

The student has the primary responsibility of developing, conducting, and presenting the APE project and ensuring that all requirements are met.

### **Master of Science (MS) in Clinical Epidemiology**

The Master of Science degree in Clinical Epidemiology is a STEM-designated advanced degree that prepares students in the epidemiological and biostatistical methods related to clinical trials and clinical research. Students learn advanced methods of observational and experimental study designs and can understand disease prevention, development, prognosis, and treatment. In addition, students master and are able to apply good clinical practices, clinical trial design and management, statistical analysis, study monitoring, pharmaceutical research and regulations related to clinical research.

#### **MS Curriculum**

The MS in Clinical Epidemiology curriculum requires completion of 36 credit hours of major required and elective courses covering introductory and advanced biostatistics, epidemiology, and clinical research methods and ethics. Coursework in the MS must be taken in order to account for prerequisite requirements. In the last semester of the program, students complete either a research practicum or a thesis, as agreed upon with the student's academic advisor. Details on the MS curriculum, practicum and thesis requirements, and related competencies can be found in Appendix III.

### **MS Research Practicum**

The research practicum allows students to gain hands-on experience conducting research in a clinical setting, such as a hospital or other approved organization. Students complete the experience under the supervision of a field preceptor and faculty member. Students who choose to conduct the research practicum should meet with their academic advisor to discuss what they would like to do and how to identify a preceptor/site to work with. The student should be proactive in identifying a research experience and site. As the student is approaching the research experience, they should reflect on their completed coursework; identify their research interests; and identify a research site or faculty member with whom they will conduct the research experience; identify MS competencies to address in their research; and generate a preliminary list of learning objectives and activities. In this stage, students are encouraged to think about the “next steps” in their careers and design a research experience that will help them achieve those professional goals.

### **MS Thesis**

A thesis is a formal research experience and involves a research study that the student develops in conjunction with their thesis advisor. The thesis experience is rigorous and requires a formal proposal document, formation of a thesis committee, conduct of a research study, and defense of the thesis to a thesis committee and the university. The process for a thesis is lengthy, and the student should expect to take a year or more to complete the thesis, depending on the study undertaken. The student is required to register for Thesis I for six credits total and if the thesis has not been successfully defended after the semester in which they have registered, the student must continue to register for Thesis II (EPI 63299) until they have successfully defended the thesis. More information on the formal process, formation of the committee, and other requirements can be found in the [University Guidelines](#) for Thesis.

### **PhD in Public Health**

The PhD degree in Public Health bridges population health and research methods to prepare graduates for careers in academics, industry, and public service agencies. Students apply to one of three specialization tracks: Epidemiology, Health Policy & Management, or Prevention Science. Once accepted, students are assigned an academic advisor who they work with to make a curriculum plan by semester.

### **PhD Curriculum**

Each specialization requires completion of four core courses, specialization-specific courses, and content-related electives, for a total of 30-48 total credit hours of coursework. An additional 30 credit hours of dissertation are required for completion of the degree. Students who do not enter with master’s level public health coursework are required to take up to four prerequisite courses to provide

that knowledge. Curriculum details and competencies by specialization can be found in the [University Catalog](#).

### **PhD Process and Timeframe**

The PhD in Public Health is a full-time program. Some doctoral-level courses are not offered every year, so it is imperative that students keep to the course plan. Typical time to completion for full-time PhD students is four to five years, from start of coursework to dissertation defense.

### **Advisory/Coursework Phase**

The first part of the PhD program is the building phase, when students develop a relationship with their academic advisor and other faculty mentors, design a plan of study tailored to their interests, goals, and objectives, and complete the required coursework to build the theory and methods foundation for the research phase. This period usually takes 1-3 years, depending on a student's previous training and coursework.

1. At start of program:
  - a. Create a plan of study with academic advisor and register for courses. It is the responsibility of the academic advisor to approve the student's plan of study. Students are expected to carefully consider the total plan of study and weigh the merits of each course chosen.
  - b. Attend university-level and college-level graduate student orientations.
  - c. Set up graduate assistantship (GA) duties and expectations with Associate Dean for Academic and Faculty Affairs and attend GA orientation, if applicable
  - d. Become familiar with the university [Graduate College website](#), especially the [Academic Policies & Forms page](#).
2. Each semester:
  - a. Complete coursework successfully.
  - b. Review curriculum plan with academic advisor.
  - c. Review GA duties with associate dean, if applicable.
  - d. Participate in professional development programs.
  - e. Attend journal club meetings.
  - f. Use all the information gathered from the above activities to think about dissertation topic ideas.
3. During last year of coursework:
  - a. Determine the best time to take candidacy exam (fall or spring semester) with academic advisor; inform program coordinator so student can be added to Canvas course for exam resources and placed on the schedule.
  - b. Begin working on dissertation topic ideas.

- c. Identify potential dissertation chair (may differ from academic advisor).
4. Candidacy exam
    - a. If not registered for another course during the semester when the exam will be taken, work with academic advisor to register for the appropriate Directed Research course.
    - b. Plan to take up to two weeks off while the exam is being conducted (usually occurs between the 2<sup>nd</sup> and 5<sup>th</sup> weeks of the semester; dates will be set at least 3 months in advance to allow for planning).
    - c. Complete the candidacy exam for the student's specialization. Exams are graded by consensus of three faculty graders. The result will be reported to the student within 21 days of exam completion. If a student does not pass any part of the exam, they must meet with their academic advisor to go over the results and make a plan to address the failing areas. The student will be allowed to retake the exam a second time, per the plan delineated by the candidacy exam faculty graders. Failure to pass after the second attempt will result in the student being dismissed from the PhD program.

### ***Candidacy/Dissertation Phase***

Once a student passes the candidacy exam, they are advanced to the candidacy phase. The Report of Candidacy Examination form (found in the [Graduate College Forms Library](#)) must be completed by the student and signed by the graduate program coordinator. At this time, the student can assemble a dissertation committee and begin developing their dissertation.

For this entire phase, students must be continually registered for dissertation credits, Dissertation I (15 credits each semester for two consecutive semesters, not including summer unless using university resources that semester) and then Dissertation II until completion. Which class to register for is entirely dependent on the conditions stated above and not on successful defense of the dissertation proposal (prospectus). Tuition for Dissertation I is equal to approximately 6 graduate credit hours, and Dissertation II is equal to approximately 1/3 of the graduate per credit hour rate. Current rates can be found [here](#).

The candidacy/dissertation phase usually lasts 1-3 years, and important steps include:

1. Identify a dissertation chair and three committee members (two from the College of Public Health, one outside person). See the KSU [Dissertation for the Doctoral Degree](#) academic policies for more details on this and all steps of the dissertation process.
2. Write the dissertation proposal (prospectus), working closely with dissertation chair.
3. Prepare and successfully defend dissertation proposal to committee.
4. Carry out the dissertation project, scheduling regular meetings with the dissertation chair.
5. Write the dissertation document, working closely with dissertation chair.
6. Orally defend the final dissertation.

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

### **Guidelines, Standards, Format, and Expectations for Doctoral Research in the College of Public Health**

The College of Public Health follows the dissertation guidelines of the University, found in the [Academic Policies of the Graduate College](#). The Graduate College provides many resources on the dissertation process through their [Dissertation Resource Center](#). The library provides guidance on preparation and submission of [electronic dissertations](#), and the [College of Public Health's style guide](#) will be used to format the dissertation document. Throughout the entire dissertation process, students are responsible for the scholarly and accurate preparation of their work, including, but not limited to, the expression of original ideas, grammar, and format.

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

1. **Originality.** It may be achieved through innovation in theory, methods, or substantive content, or by creative application of existing theory or knowledge to a new problem. Research that replicates findings of others without this kind of innovation, while often a worthwhile contribution, is not sufficiently original to satisfy the expectations for the dissertation.
2. **Depth in the definition and treatment of the research topic** is a requirement for doctoral-level research. It implies both technical competence and intellectual sophistication. Depth is to be gauged by the doctoral committee against standards of work publishable in peer-reviewed communications.
3. **Scholarship.** The dissertation should be competent in scholarship, as well as in scientific technique. The problem should be introduced, the study justified, and the results discussed in such a way as to place the work in its academic context. That is, the dissertation should demonstrate familiarity with the work of others, awareness of important developments and controversies, and an ability to critically synthesize and convey such knowledge.

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

### **Dissertation Proposal (Prospectus)**

The purpose of the dissertation proposal, sometimes called a prospectus, is to create a feasible plan for the dissertation work and to show the dissertation committee that the student is ready to start their research project. It is composed of the following sections at a minimum, which may become the first few chapters of the dissertation document.

1. Introduction – study rationale, significance of the research, study aims, measurable research questions, theoretical framework (if applicable)
2. Literature review – where the project fits in the broader scholarly literature; supports the rationale and why this project is needed to add to the body of knowledge
3. Methodology – all relevant details so the reader can understand what will be done and how it will be implemented; includes study design, data source(s), all measured variables, how the research questions will be addressed (analysis plan), strengths and limitations

As part of the doctoral research proposal, **a minimum of three manuscripts intended for publication must be proposed**. The student will consult with their dissertation chair and/or other committee members to develop the proposal, including choosing the topics and outlining the scope of the manuscripts. When the student has a sufficient proposal draft, as agreed with the chair, it may be sent to the rest of the committee for review. Once the committee agrees that the student is ready to defend the proposal, the chair will schedule the proposal defense through the Dean's office. At this point, the student will write an abstract summarizing the content to be presented, to be distributed with the defense date announcement. For the defense, students should expect to present for 20-25 minutes and answer questions from the committee and the public. After all questioning, the dissertation chair will excuse everyone except the committee, and the committee members will discuss whether the proposal has been successfully defended and the student is prepared to begin their research. Upon approval, the [Notification of Approved Dissertation Topic and Prospectus](#) form will be completed by the student and signed by all committee members and submitted to the CPH.

### **Conducting Research**

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

All Kent State University students involved in research are required to complete the Collaborative Institutional Training Initiative (CITI) program before beginning any research work. Information can be found on the Office of Research Compliance (ORC) [website](#). Research with human subjects usually requires Institutional Review Board (IRB) review. The ORC provides a [guideline](#) to determine if IRB review is needed. The student may need to complete the IRB at Kent State University as well as at an



outside institution. The student is responsible for working with their dissertation chair and any research mentors to complete the necessary processes before any research-related work is begun.

### **Dissertation Document and Defense**

A dissertation may take one of two formats. The first, the traditional format, has at least four sections, including at least five chapters. The second option is the three-manuscript format, which has at least four sections. Please see Appendix IV for more information on these options.

As the student completes their research for the dissertation project, they should begin the writing process. The dissertation chair and student should work out a plan for the student to provide drafts to the chair, for example by chapter or as whole document drafts.

In preparation for the final defense, the student should review and understand the university policies for dissertation including the [Guidelines for Dissertation and Final Examination](#) found on the [Graduate College website](#). When the chair determines the document is in sufficient final form, the student will send it to the rest of the dissertation committee for initial review. At this time, the dissertation chair submits the [Graduate Faculty Representative \(GFR\) Form](#) request to the Dean's office. The student should be aware of the deadlines to request a GFR.

Any recommended revisions to the document will be communicated to the student, who will incorporate any changes into their dissertation. Once initial changes are incorporated, the document is sent to the committee members and the GFR, and the dissertation chair schedules a pre-defense meeting of the dissertation committee and the GFR, at least 10 business days after the revised document is sent to the entire committee.

The following are possible committee decisions:

1. Unanimous agreement that the dissertation is ready for the oral defense and any suggestions for changes do not need to be seen before the oral defense;
2. One or more committee members request that minor changes be made in the pre-defense copy and wish to see the revisions before determining readiness to defend. An additional meeting of the dissertation committee is not needed for final approval; or
3. The committee determines that major revisions necessitate postponing the scheduling of the oral defense. If possible, a tentative timeframe for completing changes will be identified and a potential date for the next pre-defense committee meeting should be set.

When the decision is option 1 or option 2 above, the dissertation chair will work with the student, the committee, and the GFR to schedule the oral defense date, allowing 10 more days for the committee to read the final version of the document before the defense. The defense process will follow all University deadlines, policies, and procedures. Typically, the defense consists of:

- A 20-25 minute presentation of the student's findings

- Two rounds of questions from the dissertation committee and GFR
- Questions from guests
- Everyone excused from the room (or virtual room) except the committee members and GFR
- Committee deliberations and decision
- Student invited back into the room for the result

The total meeting time of the oral defense is usually two hours or less. Report of examination results must be filed by the chair through the appropriate office. If the doctoral candidate fails the oral defense of the dissertation, the Dissertation Committee determines under what conditions another oral defense of the dissertation may be scheduled for one additional opportunity.

### *Post-defense Activities*

#### **Submission of Final Dissertation Copy**

All comments/questions by the dissertation committee are to be addressed by the candidate in the final version of the dissertation. The final version must be approved by the dissertation committee and be in current APA format. See university requirements.

After the candidate has passed the oral examination and the Dissertation Committee has signed off on their final dissertation copy, doctoral candidates must submit their dissertation in electronic form. The dissertation will also include an abstract of no more than 350 words. Information on the process may be found on the [University Libraries' Guidelines for the Preparation of Electronic Theses and Dissertations website](#). Students have the option to impose an embargo or delay on the electronic publication of their dissertation for 6 months, 1 year or 2 years. This addresses situations such as a patent application, book contract negotiation, or other proprietary interests that are at stake.

#### **Publication and Authorship**

It is expected that new Ph.D. graduates will work with their Dissertation Chair and appropriate committee members to publish from their dissertation. Doctoral students are not required to submit any of their work for publication before the oral defense. However, the CPH encourages students to pursue manuscript submission before graduation if possible, to gain experience with the process while still under faculty guidance and to be more competitive for jobs. Rejection of a manuscript by a journal (or equivalent external peer-review process) does not preclude successful completion of the doctoral program. Conflicts that may emerge between recommendations from external peer reviewers and the doctoral committee are resolved by the doctoral committee, according to the academic requirements of the doctoral program. The doctoral committee is the only, and final, arbiter of the acceptability of the doctoral dissertation.

The doctoral candidate is expected to assume the role of lead investigator for their doctoral research, exercising these responsibilities and decision-making prerogatives with guidance from the

dissertation committee chair. As well, the student is expected to serve as lead author on publications that originate from doctoral research, unless an alternative is stipulated at the time of the doctoral dissertation proposal defense. The doctoral advisor is responsible for assisting the candidate in negotiating authorship issues, particularly in the case of multi-site collaborations, and for studies that have established publication and authorship policies.

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

## **Graduate Certificates**

### **LGBTQ+ Public Health**

The College of Public Health Graduate Certificate in LGBTQ+ Public Health teaches students how to identify and address health disparities through evidence-based public health practices. Students will gain valuable skills in advocacy, communication, and leadership, positioning them to make a real difference in the lives of LGBTQ+ people.

### **Clinical Research**

The Graduate Certificate in Clinical Research focuses on clinical research and clinical trials for health care professionals, clinicians, and those who want to become clinical researchers. By completing this program, students will gain an in-depth understanding of industry best practices, clinical epidemiology study designs and data, clinical study management, regulatory affairs that guide clinical research, and research ethics and HIPAA.

### **Healthcare Compliance**

The Healthcare Compliance Graduate Certificate provides the training necessary to enter this growing field where compliance professionals design and implement comprehensive programs to identify potential risk areas, develop policies, train staff, evaluate effectiveness and conduct investigations.

### **Health Systems & Facilities Design**

This program is jointly offered by the College of Public Health, College of Architecture and Environmental Design, and College of Nursing, and explores emerging trends in the functional, therapeutic, and financial aspects of ever-evolving health care facility design. Appropriate for facilities managers, architects, designers, health care providers, and other public health professionals, the graduate certificate is a unique way to gain expertise in a specialty area with high market demand.

### III. Student Responsibilities and Code of Ethics

Each College of Public Health student is responsible for:

1. Pursuing successful completion of all courses for which they enroll.
2. Meeting with an advisor to develop an academic plan. However, the final responsibility for following procedures and meeting university, college and program requirements as outlined in the University Catalog rests solely with the student.
3. Being familiar with the current [academic calendar](#), including, but not limited to deadlines for course registration, course withdrawal and application for graduation.
4. Knowing his or her academic record, including student schedule (found on the Student Printable Schedule in [Flashline](#)) for each semester, and academic progress toward program completion.
5. Maintaining a current and accurate mailing address, phone number and Kent State e-mail address in [Flashline](#), and reading and responding promptly to all communications from the university.
6. Being familiar with and adhering to the university's rules, regulations and policies as published in the [University Catalog](#) and [University Policy Register](#).

#### Acceptable Academic Performance

Students are responsible for reading and understanding the [Policy on Academic Standing for Graduate Students](#), including those related to grades and grade point average. Some of those are delineated below for added emphasis. Students who fail to satisfy the requirements of the College of Public Health or the conditions outlined in the Policy on Academic Standing are subject to dismissal from the program. Student progress is reviewed each semester. Students who are not in good standing, as outlined in the Policy on Academic Standing, will receive a warning, or be placed on probation, or be dismissed from the college and university. Academic dismissal is a serious consequence of not meeting professional standards. Professional standards include maintaining a GPA of 3.0 or above and abiding by the university's policies related to academic honesty.

**Grades and Grade Point Average:** Once grades are submitted, they are final and will not be changed except in cases of administrative error. To qualify for graduation, a 3.0 average must be maintained for all graduate coursework. A student who fails to maintain a 3.0 average is subject to dismissal. As well, a graduate student who receives a combination of more than 8 credit hours of B- (2.7) or lower grades, or more than 4 credit hours of grades lower than C (2.0) is subject to dismissal.

An incomplete (IN) mark may be given to students who are currently earning a "C" or better and are unable to complete the required work between the course withdrawal deadline and the end of classes due to extenuating circumstances. Appropriate documentation is required to support the extenuating

circumstances. The student must initiate the request for the incomplete mark from the instructor, and it is the responsibility of the student to arrange to make up the work. All incompletes must be made up within one calendar year.

### **Academic Honesty**

All Kent State University students are expected to adhere to University policies related to academic honesty. The university's [policy on student cheating and plagiarism](#) (3-01.8 in the policy register) defines cheating and plagiarism and provides the policies and procedures involved if a student is accused of either.

Students in the College of Public Health are expected to uphold the highest standards of academic honesty and integrity. The CPH has **zero tolerance** for cheating or plagiarism, and students are expected to understand what constitutes each. To that end, every graduate student must complete an academic honesty and integrity module through Canvas during their first semester taking classes. At the end of the module, students will sign that they understand the College's expectations and the consequences if academic dishonesty occurs. Students who violate the cheating and plagiarism policy will be referred to the [Office of Student Conduct](#).

### **Professional Responsibility**

Students participating in practicum, internships, or other research/service opportunities represent the CPH. These opportunities are intended as extensions of the teaching mission of the College of Public Health. While serving in these capacities, students are representatives of the CPH and will always comport themselves with total professionalism. Students are expected to follow the standards for their work environment. While at work, all students will ensure that their level of effort meets or exceeds sponsor expectations. Failure to act professionally may result in a dismissal from the assistantship.

## **IV. Student Resources**

### **Funding the Graduate Degree**

#### **Financial Aid and Scholarships**

The University has [resources for graduate students](#) on financial aid and scholarship options. Occasionally, the CPH offers scholarships for graduate students. Notice of these opportunities will be posted to the College graduate student listserv, which all students are automatically added to when they accept admittance to their graduate program.

## Graduate Assistantships

In the College of Public Health, graduate assistantship (GA) positions are available almost solely for PhD students, assigned during the admittance phase of the PhD program, and dependent upon funding. GA positions are awarded for one year, with the option to renew pending funding and favorable supervisor review. Occasionally, faculty will have research funding that provides for a GA position. Master's students who would like to be considered for a position may complete a [GA application form](#), which will be kept on file for faculty review when opportunities arise.

## Internships/Employment

The College of Public Health has public health career counseling services available to all students/graduates. These “[Public Health Ambassadors](#)” are available to meet with students by appointment to answer questions about planning futures in public health. Each ambassador has decades of public health experience and understands what is required to be successful in the field. They can help students increase their knowledge of public health careers, review job and internship search strategies and learn professional competencies for the public health professional. Contact the ambassadors [here](#).

## Student Research and Travel Funding

The CPH encourages student research efforts and assists with financial support when possible for needs such as poster printing, costs associated with attending conferences to present research, and publication fees for manuscripts. Students are encouraged to discuss potential conference abstract or journal manuscript submissions with their academic advisor to ascertain funding availability.

Any graduate student looking for research-related funding should apply for the Graduate Student Senate research or travel awards. Details and deadlines can be found on their website: <https://www.kent.edu/research/student-research/graduate-student-research-travel>.

## Student Organizations and Honorary Societies

### Public Health Student Alliance

The Public Health Student Alliance (PHSA) is the official student organization for the College of Public Health. The primary aims of the Public Health Student Alliance (PHSA) are to assist and represent students in their career and academic decision-making processes, and to encourage students' participation in advocacy and other efforts directed at improving public health. PHSA membership is open to all Kent State University students enrolled in at least 3 credit hours. For more information and the link to apply for free membership, visit the [PHSA website](#).

## Delta Omega Public Health Honorary Society, Epsilon Gamma Chapter

The purpose of Delta Omega is to encourage scholarship, research and service among persons undertaking undergraduate or graduate study in the science of public health and to recognize accomplishments in the field of public health. Students who have completed at least one full year of academic courses and show high academic performance and devotion to the public health field are invited to join. Information on the Kent State chapter can be found on the [website](#).

## Graduate Student Senate

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

## Campus Resources

### General Resources

**Flashline:** The University's Web portal, which can be used to check your university e-mail account, among other things. <https://flashline.kent.edu/>

**KSU Helpdesk:** Get answers to computer questions from the Helpdesk website (<http://support.kent.edu/>) or by calling 330-672-4357 (HELP).

**Department of Public Safety and Police Services:** Emergency: 9-1-1  
Non-emergency: 330-672-2211

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

### Academic Resources

**Canvas:** Learning management system used by Kent State University; <https://www.kent.edu/canvas>

**Academic Calendar:** <https://www.kent.edu/academic-calendar>

**KSU Library:** <http://www.library.kent.edu/>

**Writing Commons:** Supports Kent State University students at all levels and in every academic discipline with any projects that include writing. Appointments are available in person, live video, live text chat, or via email feedback. Website: <https://www.kent.edu/writingcommons>.

**Student Accessibility Services (SAS):** Provides Kent State students with disabilities equal opportunity to participate in, contribute to, and benefit from all university programs, services, and activities. Schedule an appointment by completing the student application, linked on the [SAS website](#).

## Health and Wellbeing Resources

**DeWeese Health Center:** Located on Eastway Drive, the health center provides non-emergent outpatient care to all eligible students including examination and treatment for illness and minor injuries, women's health care, laboratory, x-ray, physical therapy, pharmacy services, and health education. Appointments are available online through the [patient portal](#) or by calling 330-672-2322. The 24-hour KSU Nurse Line can be reached after hours at 330-672-2326.

**Mental Health Services:** On this [website](#), you'll find all mental health and well-being services that support the Kent State University community across our campus system and abroad. This site will help you identify resources for yourself or others and provides information on educational resources to enhance learning around mental health and well-being.

**Center for Sexual and Relationship Violence Support Services (SRVSS):** Offers support for anyone who has or knows someone who has experienced power-based personal violence (such as sexual assault, intimate partner/relationship violence and stalking). Call (330-672-8016), go online (<https://www.kent.edu/srvss>), or visit in the Williamson House (behind Nixon Hall on Alumni Drive).

## University Centers and Services

### International Student and Scholar Services:

International Student & Scholar Services (ISSS) is available to assist international students and scholars on maintaining their visa status while studying at Kent State University. They also host many programs and events, which provide opportunities to meet other international and domestic students. ISSS advisors are also available to help international students and scholars with cultural adjustment issues and other issues they may face as new students to Kent State University and living in the United States. Additional information on ISSS is available at: <http://www.kent.edu/iss/index.cfm>. You can also contact ISSS by telephone at 330-672-7980.

**Women's Center:** Supports students, faculty, and staff members through advocacy and education about women, gender, and diversity. Conducts events around gender equity and opportunities for



students to volunteer. Hires students as interns and provides free career and interview-ready outfits through the [Career Closet](#). The Center is located in Williamson House off of Midway Drive. Website: <https://www.kent.edu/womenscenter>.

**Student Multicultural Center:** The mission of the Student Multicultural Center is to cultivate a sense of belonging and cultural affirmation for our students. The Center values growth of the individual student and strive to connect communities that encourage and support an appreciation for difference. To support students, the Center collaborates with on-and off-campus stakeholders which allows us to operate as a community, a family, and a village. Additional information on the center can be found at: <https://www.kent.edu/smc>.

**LGBTQ+ Center:** The Kent State LGBTQ+ Center supports an inclusive environment on all KSU campuses, advocates for all individuals and community groups based on sexual and gender identity, and promotes physical, mental and academic wellness. The center is a welcoming environment to LGBTQ students and their allies. The informed staff strives to educate the campus community about sexual orientation and gender identity to ensure Kent State University remains a safe space for all students. More information can be found at <https://www.kent.edu/lgbtq>.

**Crisis, Advocacy, Resources, Education, and Support (CARES) Center:** The [CARES Center](#) works to connect all Kent State students with both on and off-campus resources supporting their financial, food, housing, and mental well-being basic needs. It is located in the Kent Student Center, suite 106. Students can refer themselves, a friend, or be referred by faculty, staff, or community members for help.

## V. Frequently Asked Questions

**What is the last day to drop a course?** This varies by course. Go into the Schedule of Courses in Flashline and search for your course. Choose “Click here” under Registration Deadlines. This will tell you the last days to add, drop (based on how much tuition is funded), and withdraw.

**How much time do I have to complete my degree?** [6 years for master’s, 10 for PhD](#)

**Can I take a semester or more off from coursework?** Students who are in good academic standing are eligible to take one or more semesters off. International students should contact the Office of Global Education. See the [Leave of Absence for Graduate Students policy](#).

**Can I transfer graduate credits from another university?** Yes, a maximum of 12 credit hours at the graduate level that are no more than six years old may be transferred from another university. The university policy can be found here: <https://catalog.kent.edu/academic-policies/transfer-graduate-credit/>. You will need to complete a Request for Transfer of Graduate Credit form and provide your

transcript(s) and the syllabus for each course for review by faculty. Submit everything to your program coordinator.

**Can I change programs?** Talk to your academic advisor first and then complete a change of program form.

**What if I need to add a course after the deadline?** Work with your academic advisor to complete the Petition for Exception to Registration Form.

**Who do I talk to about financial aid, including working on campus?** Financial aid assistance is provided through the [OneStop](#) (330-672-6000). On-campus employment resources, including how to search for positions in [Handshake](#), are [here](#).

**What if I need more time for tests or other class accommodations?** Talk with your instructor and register through [Student Accessibility Services \(SAS\)](#).

**Where do I find out who my advisors are?** This is located in your [Graduate Planning System](#) (GPS).

**When and how do I apply for graduation?** Application deadlines can be found here. Log into Flashline

**What if I need medical care?** Visit the [DeWeese Health Center](#). If it is an emergency, dial 9-1-1.

**I'm struggling. How can I get help?** The University has many resources, which are all linked through the [Mental Health website](#).

**English is not my first language. Can I get help with my writing?** Yes! Make an appointment with the [Writing Commons](#).

**How do I know if there is an emergency on campus?** Sign up for Flash ALERTS:  
<https://www.kent.edu/flashalerts>

**Where can I learn how to cite references properly?** Start with the library's [Citation Tools LibGuide](#). Your instructors should also have many resources.

**I'm having trouble affording food.** Kent State has weekly food pantries (schedules are posted [here](#)) and drive-through food distribution (every 3<sup>rd</sup> Wednesday of the month 1-3pm in the parking lot of Dix Stadium). The [CARES Center](#) works to connect all Kent State students with both on and off-campus resources supporting their financial, food, housing, and mental well-being basic needs.

## VI. Appendices

## Appendix I: College of Public Health Graduate Program Resources

### Associate Dean for Academic and Faculty Affairs: *Melissa Zullo, PhD*

- Contact: [mellenbu@kent.edu](mailto:mellenbu@kent.edu), 330-672-6509
- What they do:
  - Graduate curriculum questions
  - Graduate assistantships, scholarships

### Graduate Programs Assistant Coordinator: *Karen Baker*

- Contact: [kbaker80@kent.edu](mailto:kbaker80@kent.edu), 330-672-6500, Moulton Hall 131 (Dean's Suite)
- What they do:
  - Graduate student forms (eg. change of program, registration overrides, transfer credits)
  - Thesis & dissertation requirements support
  - General graduate program inquiries

### Program Coordinators:

- **Biostatistics & Epidemiology** – *Lynette Phillips, PhD, MSPH*
  - Contact: [lphill20@kent.edu](mailto:lphill20@kent.edu), 330-672-6324, Lowry Hall room 318
- **Health Policy and Management & Social and Behavioral Sciences:** *Eric Jefferis, PhD*
  - Contact: [ejefferi@kent.edu](mailto:ejefferi@kent.edu), 330-672-6502, Lowry Hall room 326B
- **MS in Clinical Epidemiology** – *Melissa Zullo, PhD*
  - Contact: [mellenbu@kent.edu](mailto:mellenbu@kent.edu), 330-672-6509
- What they do:
  - Online academic advising
  - Support on-ground professional and academic advisors
  - Approve change of program, registration overrides, transfer credits, etc.

### Academic Advising:

- **Curriculum planning** – course plan and registration support
  - Professional advisors (on ground students)
    - *Grace Battaglia-Hoffman* (MPH students)
    - *Mary Scott Toepfer* (MS students)
  - Student Success Coordinators (online students)
- **Faculty academic advisors** – career and concentration-specific support
  - Assigned upon admittance to the program, listed in GPS

### Career Counseling (Public Health Ambassadors):

- [Bill Franks](#), [Bob Howard](#), [Ken Slenkovich](#), [Matt Stefanak](#)
  - Contact: <https://www.kent.edu/publichealth/careers>
- What they do:
  - Resume review and guidance
  - Job interview advice
  - Referrals for internships, practicums, job shadowing, and job openings

## Appendix II: MPH Curriculum

### Kent State University College of Public Health Master of Public Health (MPH) – PROGRAM REQUIREMENTS

*Catalog Year 2023-2024  
46 credit hours*

#### I. Required Core Courses: (18 credit hours)

Course Number	Course Name	Credit Hours
BST 52019	Biostatistics in Public Health	3
EHS 52018	Environmental Health Concepts in Public Health	3
EPI 52017	Fundamentals of Public Health Epidemiology	3
HPM 53010	Community Health Needs Assessment	3
HPM 52016	Public Health Administration	3
SBS 54634	Social Determinants of Health Behaviors	3

#### II. Concentrations (15 credit hours)

Biostatistics		Credit Hours
BST 63012	Survival Analysis in Public Health <sup>†</sup>	3
BST 63013	Experimental Designs in Public Health Research <sup>†</sup>	3
BST 63014	Applied Regression Analysis of Public Health Data <sup>†</sup>	3
EPI 63016	Principles of Epidemiologic Research <sup>†</sup>	3
EPI 73034	Longitudinal Data Analysis <sup>†</sup>	3
Epidemiology		
BST 63014	Applied Regression Analysis of Public Health Data <sup>†</sup>	3
EPI 63014	Epidemiology of Chronic Diseases <sup>†</sup>	3
EPI 63015	Epidemiology of Infectious Diseases <sup>†</sup>	3
EPI 63016	Principles of Epidemiologic Research <sup>†</sup>	3
	Elective	3
Health Policy and Management		
HPM 63003	Health Care Systems	3
HPM 63004	Public Health Policy, Law, and Ethics	3
HPM 63005	Financial Management for Public Health Organizations	3
HPM 63006	Cost Benefit Analysis in Public Health Programs	3
HPM 63007	Public Health Programs: Planning, Implementation and Evaluation	3
Social and Behavioral Sciences		
HPM 63007	Public Health Programs: Planning, Implementation and Evaluation	3
SBS 60002	Quantitative Methods in Social and Behavioral Sciences	3
SBS 60021	Social and Behavioral Science Theories	3
SBS 63030	Seminar in Social and Behavioral Sciences	3
SBS 63008	Grant Writing in Social and Behavioral Sciences	3
III. Applied Practice Experience		3
IV. Integrative Learning Experience		1
V. Electives <i>Courses must be approved by academic advisor.</i>		9

<sup>†</sup>Course has prerequisites.

## Appendix III: MS Curriculum and Competencies

### Kent State University College of Public Health MS in Clinical Epidemiology – PROGRAM REQUIREMENTS

*Catalog Year 2023-2024*  
*36 credit hours*

Subject	Course Number	Course Title	Credits	Semester Offered
<b>Required Courses (24 credits)</b>				
BST	52019	Biostatistics in Public Health	3	Fall
EPI	52017	Fundamentals of Public Health Epidemiology	3	Fall
BST	63014	Applied Regression Analysis	3	Spring
EPI	63016	Principles of Epidemiologic Research	3	Spring
EPI	63019	Experimental Designs for Clinical Research*	3	Summer
BST	63013	Experimental Designs in Public Health Research	3	Summer
EPI	63020	Advanced Epidemiology and Clinical Research Methods*	3	Fall
EPI	63021	Ethical Issues in Public Health and Clinical Research	3	Fall
<b>Electives (6 credits)</b>				
EPI	50017	Pharmacoepidemiology*	3	Spring
EPI	50015	Scientific Writing for Clinical Research*	3	Fall
EPI	50018	Regulatory Affairs for Clinical Research*	3	Spring
EPI	63014	Epidemiology of Chronic Disease	3	Fall
EPI	63015	Epidemiology of Infectious Disease	3	Spring
EPI	60195	Data Management and Analysis Using SAS Software†	3	Summer
BST	63012	Survival Analysis in Public Health†	3	Spring
EPI	73034	Longitudinal Data Analysis†	3	Fall
EPI	50195	Individual Investigation	1-3	All
<b>Thesis or Research Practicum (6 credits)‡</b>				
EPI	63199	Thesis I	6	All
EPI	63299	Thesis II	**	All
EPI	63192	Research Practicum in Clinical Epidemiology	6	All

\*Course is offered online only.

†Course is offered on ground only.

‡Should be scheduled in the last 1 to 2 semesters depending on the number of credits being taken.

## Appendix IV: Dissertation Format Options

	<b>Traditional Format</b>	<b>Three Manuscripts Format</b>
Introduction and Outline of the Problem	Chapter 1	
Introduction to the Overall Topic		<p style="text-align: center;">Chapter 1</p> <ol style="list-style-type: none"> <li>1. Explain the larger problems addressed in the research.</li> <li>2. Address the significance of the proposed program of research to the field of epidemiology.</li> <li>3. Discuss the purpose and major goals of the research.</li> <li>4. Optional (per committee): a comprehensive literature review of the research area that covers all three manuscripts, methodology relevant to the three manuscripts, and overall description of available data sources/data collection methods.</li> </ol>
Conceptual or Theoretical Framework (if applicable)	Chapter 1	Chapter 1
Literature Review	Chapter 2	Included in each paper
Methodology	Chapter 3	Included in each paper
Results (Research Findings)	Chapter 4	Included in each paper
Three separate, publishable papers of normal journal article length related to the overall theme		<p>Chapter 2 (paper 1)</p> <p>Chapter 3 (paper 2)</p> <p>Chapter 4 (paper 3)</p>
Summary, Interpretations, Public Health Implications, Conclusions, Recommendations for Further Research	Chapter 5	<p style="text-align: center;">Chapter 5</p> <p>Concluding scholarly discussion of the implications of the integrated findings and public health implications</p> <ol style="list-style-type: none"> <li>1. Explain how the manuscripts answer the larger problems mentioned in the introduction.</li> <li>2. Report on any aspects of the research not included in the manuscripts but worthy of discussion.</li> </ol>

		3. Discuss the potential for future research.
References	✓	Included in each paper
Appendices	As needed	As needed





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330-672-6500 (tel)  
330-672-6505 (fax)