

PhD in Global Health Sciences



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Student Handbook 2017

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INTRODUCTION

Welcome

We are pleased to welcome you to the doctoral program in Global Health Sciences (GHS) at the University of California, San Francisco (UCSF). The GHS PhD program provides rigorous training in research methods and presents a range of perspectives on global health problems and their solutions. The program focuses on transdisciplinary knowledge drawn from public health, epidemiology and biostatistics, public policy, economics, development studies, clinical and basic sciences, and the social sciences. The doctoral program aligns with the mission of UCSF “to advance health worldwide through innovative health sciences education, discovery and patient care.” The aim of the doctoral program is to prepare a new generation of researchers to address health problems of global importance.

About the Program

The Doctor of Philosophy (PhD) degree program in Global Health Sciences is a four-year course of study. The first two years of study are in residence at the UCSF Mission Bay campus. The second two years are spent collecting data, writing the dissertation, and engaging in other research and professional growth activities under the guidance of research advisors and faculty mentors. Incoming students must have completed training at the graduate level in a field relevant to the substance or methods of global health research and have experience working with underserved populations. The training prepares graduates to pursue independent research careers in global health science and draws upon the strengths of the UCSF faculty and campus, as well as international collaborators to provide in-depth research training.

Mission and Objectives

UCSF Global Health Sciences (GHS) is dedicated to improving health and reducing the burden of disease in the world's most vulnerable populations. GHS integrates the university's expertise in all of the health, social, and biological sciences, and focuses that expertise on pressing issues in global health. GHS works with partners in countries throughout the world to achieve these aims.

A key responsibility for a university is to educate the next generation of leaders. GHS seeks to promote health equity through the provision of trainee-focused, transdisciplinary health sciences education. The GHS doctoral program prepares graduates to optimize their impact in the field of global health.

GHS Education directs effort and resources to:

- teach learners and faculty through focused training and mentorship;
- foster and coordinate the development of cross-campus global health education initiatives; and
- provide expertise to UCSF leaders and community on global health education issues.

Global Health Sciences (GHS) Education

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Mission Hall

GHS and the PhD program are housed in Mission Hall at UCSF's Mission Bay Campus. All occupants of Mission Hall, including students, are required to display their UCSF badge at all times when entering the building, for security purposes.

The first floor of Mission Hall is accessible to all students and contains classrooms, the student hub/study space, and the student services office. On the third floor, PhD students have dedicated workspace and access to the employee kitchen and printers.

The third floor houses all employees of GHS and is designed with open-concept work stations. Therefore, students are asked to act and dress in accordance with the office space, speak quietly in public areas, and take phone calls and group conversations into the "focus" or "huddle" rooms.

Faculty

An extensive network of faculty, researchers, and global health practitioners works with GHS to teach, advise, and mentor students in the PhD program. Many of the faculty and mentors are leaders in their fields and come from the UCSF Schools of Medicine, Nursing, Dentistry, and Pharmacy, as well as from other UC campuses, Bay Area universities, and the wider global health community.

Academic Advisors

A GHS faculty member serves as the student's academic advisor in the PhD program. The academic advisor must hold a PhD, ScD, EdD, or DrPH. Academic advisors offer guidance to help students clarify their research interests, prioritize courses and training areas to match their goals, identify important professional development strategies, and provide oversight for the student's academic progress, e.g., coursework, professional conferences, identifying other faculty to meet with, and possible funding opportunities.

Incoming students are matched with an academic advisor who has the relevant background to guide them during their first years in the program. Students are required to meet with their academic advisor at least once a quarter to discuss coursework and for general advice.

Research (Dissertation) Advisors

Based on the students' area of focus and research interests, and with guidance from their academic advisor, they will select a faculty member to serve as their primary mentor for dissertation work, henceforth known as a research advisor.

The research advisor's role is to help the student do the following:

- Identify a dissertation topic, i.e., define a specific, manageable set of research questions that would coincide with the three publishable papers required to complete the PhD program.
- Identify other appropriate research committee members, i.e., individuals with appropriate expertise to oversee the dissertation research.
- Oversee dissertation research and help the student to stay on track, solve problems, and think seriously about the substantive questions in their research area.
- Obtain funding to support the student stipend and tuition.
- Plan for next stages of the student's career. This means considering professional development goals, thinking about post-doctoral programs or other next steps, meeting major researchers in the field, attending conferences, etc.

Getting Your Bearings

Academic and Administrative Calendar

UCSF operates on the quarter system. The UCSF academic calendar is available at <http://registrar.ucsf.edu/academic-calendar>. Please note that some courses taken in the PhD program operate on slightly different academic calendars, which may result in different (sometimes earlier) start and end dates. Students should refer to course syllabi for specific course dates.

MyAccess

MyAccess is a single sign-on service used for UCSF online systems and services, including the [student portal](#), the [financial aid portal](#), the [Collaborative Learning Environment \(Moodle\)](#), [wireless internet access](#), and the [Virtual Private Network \(VPN\)](#). Log into MyAccess at

<https://myaccess.ucsf.edu>.

Student Portal

The [student portal](#) provides access to important information, including fees, registration holds, grades, and course enrollments (study list filing).

Student ID

Student ID cards are required for daily access to campus buildings and all campus activities. Students have the option of sending a photo in advance via the student portal; please carefully follow the instructions if choosing this option. After the photo is approved, students pick up the new ID card by appointment at the Mission Bay WeID office at 600 16th St, Genentech Hall, Room 124. ID card information is at <http://registrar.ucsf.edu/new-students/weid>.

In case of a lost or stolen ID card, please visit the [WeID website](#) for replacement instructions. Students are responsible for costs associated with replacing their ID card.

Encryption

All students must encrypt and protect personal laptop computers. Please encrypt your computer prior to orientation by following [instructions](#) from UCSF Information Technology (IT). Before you begin, make sure your laptop has enough memory and meets the minimum requirements. If you would like help with the encryption process from an IT specialist, please sign up for an [Encryption Clinic](#).

Housing

On-campus housing at UCSF is offered via competitive lottery. Campus Life Services provides information about living on campus at <http://campuslifeservices.ucsf.edu/housing>. Students are not guaranteed on-campus housing, and therefore are encouraged to explore off-campus housing options through non-university housing search methods.

The Graduate Division hosts a housing information listserv moderated by members of the Graduate & Professional Student Association. Information and listserv instructions are at <https://graduate.ucsf.edu/housing>.

Student Health Insurance

All registered students are automatically enrolled in the UC Student Health Insurance Plan (UC SHIP). If students have a health insurance plan that meets a minimum benefits level, they are eligible to waive the UC SHIP coverage. Students who opt for insurance fee waivers must notify the graduate student affairs officer so that fee adjustments may be accurately recorded.

Deadlines and processes for waiving UC SHIP: <https://studenthealth.ucsf.edu/insurance/waiver>
Student health services information: <http://registrar.ucsf.edu/new-students/studenthealth>
Enrollment and eligibility: <http://studenthealth.ucsf.edu/insurance/enrollment-eligibility>

Statement of Legal Residence

New students are required to submit a Statement of Legal Residence in the “CA Residency” tab in the student portal. UCSF will review the Statement of Legal Residence information to determine new students' California residency for tuition purposes. Students will not be able to enroll in courses until they submit the Statement of Legal Residence.

Establishing California Residency for Tuition Purposes

(US Citizens and Permanent Residents Only)

By establishing California Residency, US Citizens and Permanent Residents do not have to pay non-resident tuition (NRT). Non-resident tuition is waived after the first year as long as the student proves California residency. The GHS PhD program requires all US citizens and Permanent Residents to establish California residency, and the program only covers NRT for one academic year (three quarters). More information is available at <https://registrar.ucsf.edu/registration/residency>.

Transcripts from Previous Institutions

All students must provide proof of successful completion of at least a graduate degree in order to matriculate into the PhD program.

Each student's admissions status is contingent upon receipt and evaluation of all official transcripts and graduate degree conferral. A degree conferral transcript is an official copy of your transcript that includes the following:

- Degree earned (MA, MS, MD, MPH, etc.)
- Subject in which the degree was earned (e.g., Biological Sciences, Art History)
- Date the degree was awarded

If the transcript does not include all of the information listed above, it is not considered a degree conferral transcript.

Transcripts from foreign institutions must be accompanied by a WES Credential Evaluation (<http://www.wes.org/students/>).

Please send final, official, institutionally sealed transcripts from every university you attended to:

UCSF Global Health Sciences
PhD Admissions
550 16th Street, 3rd Floor, UCSF Box 1224
San Francisco, CA 94158

The admissions and alumni relations officer can assist students with any questions or concerns.

Student Success and Wellness

Success in graduate school requires care and attention to all aspects of student life: health and wellness, community, career development, personal and professional relationships, and security and safety. UCSF is committed to providing a full range of resources and services to help students succeed. Learn more about these resources by visiting the [Student Success website](#).

Student Disability Services (SDS) is available to assist students in obtaining the services and accommodations they require to ensure equal access to all aspects of the UCSF experience. Early communication with the relevant administrators is critical to successful partnership in arranging accommodations. SDS will coordinate communications and procedures with students and the graduate faculty and programs.

Students are encouraged to register with SDS as soon as they begin the program. Although students can start the registration process at any time, accommodations are not provided retroactively, so being timely in requesting accommodation is extremely important. Please note that students are not eligible to receive accommodations until the registration process is complete.

Students granted accommodations must discuss their accommodation needs directly with each of their instructors. Students are advised to discuss their accommodation needs with their instructors at the start of the quarter, or within a reasonable amount time in advance of a scheduled activity (exam, quiz, etc.). Ideally, students should make requests no less than two weeks before a scheduled activity. Requests made within 24 hours of a scheduled activity may be denied.

Please visit the [SDS website](#) and review their [information sheet](#) to learn more.

Registration and Course Enrollment

Registration

Students are required to [pay fees](#) and [file a study list](#) to be considered a registered student. The Office of the Registrar sends students an email notice when registration is open each quarter (approximately six weeks before the quarter begins). The Office of the Registrar provides detailed instructions about [how to register](#) with accompanying [registration deadlines](#).

Filing a Study List

Each quarter, students enroll in courses by [filing a study list](#) by the posted [deadlines](#). Students will be assessed a late fee of \$50 if they do not meet the minimum enrollment requirement deadline.

Students will need to clear all [holds](#) in order to complete their study list filing. The student portal will provide hold details, including contact information for the office that placed the hold.

Several of the required courses for the PhD program are offered through the [Training in Clinical Research \(TICR\) program](#) housed in the Department of Epidemiology and Biostatistics. These courses require enrollment via the study list and a separate application process. Students will work with the graduate student affairs officer to complete these course applications in order to enroll in the course.

Intercampus Exchange Program, The San Francisco Consortium, UCSF-Stanford Exchange

Students can take courses offered in other graduate programs at UCSF and other universities. Students can take courses at other UC campuses, such as UC Berkeley, through the Intercampus Exchange Program. Additionally, any regularly enrolled, full-time matriculated student at UCSF may register through the San Francisco Consortium for courses offered by other member institutions, including San Francisco State University and UC Hastings College of the Law. The UCSF-Stanford Exchange also allows UCSF students to cross-register for courses at Stanford. Information about the Intercampus Exchange Program and cross-registration at other San Francisco Bay Area universities is at <https://graduate.ucsf.edu/registration-policies-and-deadlines>.

Students should contact the Program Director and their academic advisor to seek approval for courses they are considering taking at other UCSF schools, UC campuses, or through intercampus programs. This is an excellent opportunity for GHS doctoral students to tailor their scholarly experience by learning from researchers and educators on other campuses. Students are encouraged to explore these options.

Leave of Absence or Withdrawal

GHS follows the [registration policies](#) outlined by the Graduate Division about leaves of absence and withdrawal.

If students do not register, they must petition for either a leave of absence or a withdrawal. Students shall work with the graduate student affairs officer, the program director, and their academic advisor to ensure that any leave of absence is minimally disruptive to their academic progression. Students should be aware that leaves, other than those covered by Human Resource policies, must be approved by the program director and may impact funding opportunities.

A general leave of absence may be granted for up to one academic year, and is subject to approval by the program director and the dean of the Graduate Division. After one year has passed, if students want to stay on leave, they must submit a request for an extended leave, which the program director must approve. Extensions are limited to no more than one additional academic year. No further extension can be granted and students must return to registered status or forfeit their place in the program.

Students may request a leave of absence at any time, but should have some idea of when they intend to return to graduate study. Approval of the petition for a leave of absence implies that the student will be readmitted to the graduate program. Students should petition for withdrawal if they have no intention of returning to UCSF.

PhD Student Leave Policy

Policies on Parental Leave, Medical/Family Leave, and Unpaid Leave are detailed in the Graduate Division's [PhD Student Leaves Policy](#).

Readmission

GHS follows the [registration policies](#) outlined by the Graduate Division about readmission.

A student on leave of absence must petition for readmission in order to register again as a student. The petition for readmission is available online from the [Office of the Registrar](#). Readmission requires the approval of the program director and the dean of the Graduate Division. The student must pay a non-refundable \$40 fee when filing the readmission form. Students must observe the registrar's deadlines for filing a petition for readmission.

Courses and Grades

The UCSF global health doctoral program curriculum is designed to prepare students to work in and contribute to the field of global health by providing a breadth and depth of knowledge as well as a high level of skill in health research methodology and practice. Through two years of coursework, followed by two years of work conducting and writing dissertation research, students gain a comprehensive skillset, training, and experience in global health research and practice.

Core Curriculum

The first year of coursework focuses on training in the methods critical to conducting and comprehending global health research, including epidemiology, biostatistics, implementation science, and qualitative research methods. All students are required to take the core courses covering these topics. Students then are encouraged to take further coursework in the methodology most applicable to their research interests throughout the two years of coursework.

The core curriculum provides students with knowledge and an understanding of the content and issues important to the field of global health, including the distribution, burden, and determinants of diseases and disorders of global importance, and the factors that shape global health. Coursework in infectious diseases, non-communicable diseases, and determinants of health are suggested electives that students should take unless they already have a strong background in these subjects from previous work and education.

The core curriculum also includes a series of courses designed specifically for the global health

doctoral program, called the Global Health Proseminar. The proseminars provide in-depth coverage and exploration of topics that are cross-cutting to all work in the field, including global development and inequity, health policy and systems, global health research and ethics, economics, global health architecture, diplomacy, and governance.

Doctoral Seminar

Throughout the two years of coursework, students also will attend doctoral seminar, which meets bi-weekly every quarter. Doctoral seminar serves to further students' professional development and provide opportunities for students to engage with important global health faculty within UCSF and beyond. Please note some proseminars are still in development. The schedule is not yet finalized and quarters may change.

Electives

Beyond the core curriculum, students tailor their coursework and choose additional electives that provide further depth of training in the methodology and content areas appropriate for their chosen field of study. These courses can be selected from any department across UCSF. In the core course schedule below, some electives are suggested by quarter. If students wish to enroll in a course offered in other UCSF doctoral programs (e.g., Sociology, Medical Anthropology), they should contact the course instructor to ascertain whether they have met the prerequisites or eligibility requirements.

Core Course Schedule

Dept/#	Course	Units	Instructor
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orange=methods light blue=GH courses dark blue=GH doctoral proseminar violet=doctoral seminar

Year 1 - Fall			
CORE			
GHS 201A	Foundations of Global Health	2	George Rutherford
GHS 201C	Social and Behavioral Research Approaches in Global Health	2	Wayne Steward Shannon Fuller
BIOSTATS 200	Biostatistical Methods I	3	Elaine Allen
EPI 203	Epidemiologic Methods I	4	Jeff Martin
GHS 250A	Doctoral Seminar	2	Elizabeth Fair Cecily Miller

Year 1 - Winter			
CORE			
BIOSTATS 208	Biostatistical Methods II	3	Steve Shiboski
EPI 207	Epidemiologic Methods II	3	Lydia Zablotska Cindy Leung
GHS Proseminar	Global Health Development and Inequity (10 wk)	2	
GHS 250B	Doctoral Seminar	1	Elizabeth Fair Cecily Miller
SUGGESTED ELECTIVES			
GHS 202A	Communicable Diseases of Global Importance	3	Vivek Jain Christina Yoon

Year 1 - Spring			
CORE			
GHS Proseminar	Global Health Policy (10 wk)	2	
GHS Proseminar	Global Health System Strengthening and Workforce (5 wk)	1	
GHS Proseminar	Global Health Research Practice and Ethics (10 wk)	2	
EPI 245	Implementation Science—Translating Theory into Practice: Theory and Design	2	Elvin Geng
EPI 214	Systematic Reviews	1	Stephen Bent
GHS 250C	Doctoral Seminar	1	Elizabeth Fair Cecily Miller
SUGGESTED ELECTIVES			
BIOSTATS 209	Biostatistical Methods III	3	John Kornack

Year 2 - Fall			
CORE			
EPI 263	Demographic Methods for Health	1.5	Nadia Diamond-Smith
GHS Proseminar	Global Health Governance, Diplomacy, and Architecture (5 wk)	1	
GHS Proseminar	Global Health Economics (5 wk)	1	
GHS 250D	Doctoral Seminar	1	Elizabeth Fair Cecily Miller
SUGGESTED ELECTIVES			
EPI 246	Implementation Science—Translating Evidence into Practice: Individual-Centered Strategies	2	Margaret Handley
EPI 253	Infectious Disease Epidemiology	2	Meghan Morris

Year 2 - Winter			
CORE			
GHS 250E	Doctoral Seminar	1	Elizabeth Fair Cecily Miller
SUGGESTED ELECTIVES			
		1	
EPI 247	Implementation Science—Translating Evidence into Practice: System-Centered Strategies	1.5	Laura Schmidt
EPI 249	Implementation Science—Translating Evidence into Practice: Framing Research to Influence Policy	1	Andrew Bindman Brooke Hollister
EPI 205	Clinical Trials	1.5	Dennis Black
EPI 213	Cost Effectiveness Analysis	2	Dhruv Kazi, Jim Kahn
EPI 263	Neglected Tropical Diseases	2	Caryn Bern
EPI 263	Social Determinants of Health and Health Disparities	1-2	Kirsten Bibbins-Domingo
GHS 202D	Socio-cultural and Behavioral Determinants of Health	3	Kelly Knight

Year 2 - Spring			
CORE			
GHS 250F	Doctoral Seminar	1	Elizabeth Fair Cecily Miller
SUGGESTED ELECTIVES			
GHS 202B	Non-communicable Diseases of Global Importance	3	James Seward
EPI 248	Implementation Science—Translating Evidence into Practice: Community Engaged Research	1	Kevin Grumbach
EPI 242	Program Evaluation	1.5	Janet Myers
NUR 212A	Qualitative Data Collection and Ethics	2	Howard Pinderhughes

Course Waiver Policy for Core Courses

Students may request to waive a GHS core course if they believe they already mastered the course competencies in a graduate-level course completed elsewhere. The student is responsible for demonstrating competency in topic areas covered in the GHS core course. Proseminars and the doctoral seminar cannot be waived.

To request a waiver for a core course, students should contact the program director no later than four weeks before the course begins. Students will need to provide the prior course syllabus and proof of completion, via official transcript, to the program director for evaluation.

The program director may consult with the faculty teaching the GHS course in question. If the program director determines the prior course meets the doctoral program's standards, the course waiver will be approved. If the prior course is deemed not equivalent to the GHS course, the student will be required to take the core course's final exam before the start of that course. If the student earns a passing grade (85% or above), the course waiver will be approved.

Students with approved course waivers may need to take alternative courses to meet minimum unit requirements for graduation. For instance, if students have already completed the required biostatistics courses, they should enroll in more advanced biostatistics courses.

Independent Study

Independent study provides an opportunity for advanced students to meet with a faculty mentor on study topics of special interest. Independent studies require a set of objectives and a method of evaluation. Students can take one independent study course as an elective during the PhD program.

Faculty mentors help develop a reading list related to the topic and meet approximately once a week with students to discuss the readings. The independent study also may involve a clearly defined data project or a developed plan for research study. As this is an *independent* study, the onus is on the students to guide the content and direction. Independent studies allow students to pursue specific research areas outside of coursework and Research Rotations.

Students who wish to complete an independent study will submit a written proposal describing the independent study and submit it to the PhD program director for approval before enrolling. If approved, students should enroll in GHS 294 for up to four units with the faculty sponsoring the independent study (usually, independent studies are only one or two units, determined by student and faculty time commitment). When the independent study is complete, the student will write a summary of the independent study and submit it to the PhD program director.

Grading Policy

The PhD program in Global Health Sciences adheres to the Graduate Division's grading policies. Information on course grading and optional grades is at <https://graduate.ucsf.edu/courses-and-grading>.

Students must take a minimum of 38 units for letter grades. This includes taking all required core courses for a letter grade, unless the course is graded only on a satisfactory/unsatisfactory (S/U) basis (e.g., research rotations).

Progression through the Doctoral Program

Individual Education Plan and Progress Report

To facilitate timely progress in the program, all students and their Academic Advisors are required to submit an Individual Education Plan and Progress Report annually. In the summer quarter, the graduate student affairs officer sends a report template to each student, which both the student and Academic Advisor complete during fall quarter and submit to the PhD program director by October 31. The graduate student affairs officer documents the completion of program requirements and maintains the student's files. Any deficiency or failure to meet the standards of the program are discussed with the student and confirmed in writing.

Residency and Unit Requirements

Doctoral students are required to spend six quarters in residence during their first two years in the program. Students must enroll in a minimum of eight units per quarter and must complete a minimum of 48 units to fulfill the GHS PhD requirements. A minimum of 38 units must be taken for a grade. Overall, students are expected to develop expertise in advanced concepts in global health, with at least one research methodology as an area of specialization. This may require students to take more than the minimum 48 units.

In addition to six quarters of residency (during which time students complete coursework and research rotations), the PhD program requires completion of two teaching residencies, a written and oral Qualifying Examination, and the writing and defense of an approved dissertation, in order to graduate.

Research Rotations

Research rotations provide an opportunity for extensive experiential training, with a specific deliverable due by the end to help guide and focus the work (e.g., survey instrument, statistical analysis, manuscript). Students are required to enroll in and complete two research rotations (GHS 249) for two units each. If the rotation director is a UCSF faculty member, students enroll in GHS 249 under their name. Otherwise, students enroll in GHS 249 with the PhD program director.

The objectives of Research Rotations are to:

- apply concepts taught in formal classes;
- learn practical aspects of leading research projects and public health initiatives, including how to work within a research team or group;
- acquire exposure to areas of research other than the primary area of concentration and establish broader expertise and understanding of global health;

- launch projects with potential for developing into dissertation research topics; and
- work with faculty who may then serve on the Qualifying Exam or dissertation committees.

The Research Rotations are intended to expand students' breadth of expertise and not to be extensions of work already undertaken with a previously selected Research Advisor or already part of job responsibilities. Students are strongly encouraged to pursue Research Rotations with new research mentors. A Research Rotation may help students identify a Research Advisor for their dissertation work.

During the Research Rotation, the student apprentices under a specific member of the research team (the Rotation Director). The Rotation Director's goal is to provide author-level involvement for the student (i.e., participation in research at a level justifying future inclusion as an author on a subsequent publication), and to help guide the student to produce a specific deliverable at the end of the rotation. In collaboration with the Rotation Director, the student must submit the plan for Research Rotations in the annual Individual Education Plan and Progress Report. The PhD program director reviews the report and approves proposed Research Rotations. Students present on the results/products developed during the Research Rotations in the doctoral seminar.

Examples of useful research products include, but are not limited to, the following:

- Research questionnaire or other data collection tool
- Operations manual chapter
- Set of research measurements from the field
- Annotated set of statistical analyses/tables/figures
- Abstract for a research conference
- Manuscript for submission to a peer-reviewed journal

Research Rotation proposals may launch future research projects and collaborations. The subject matter for each rotation is not prescribed by the PhD program, but determined by the Research Team (represented by the Rotation Director) and by the student.

Teaching Residency

Students are expected to participate in two teaching residencies in the GHS Master of Science program courses or other global health courses over a two-year period, starting in the second or third year. In most cases, students will have taken these courses in the first or second year. Teaching residencies allow students to develop skills under the tutelage of experienced faculty, which in turn prepares them for a future faculty role. Students must enroll in GHS 248 for one to two units under the PhD program director's name to get credit for each Teaching Residency. At the conclusion of each teaching residency, students and the faculty mentor are asked to complete a Teaching Residency Evaluation.

Instructional training is available from the Haile T. Debas Academy of Medical Educators (<http://medschool2.ucsf.edu/academy>), which offers courses and workshops to faculty and predoctoral fellows in writing a course syllabus, assessment instruments, and innovative in-class teaching techniques. The Academy also offers the opportunity to participate in the Teaching Observation Program (TOP): http://medschool2.ucsf.edu/academy/faculty_development/tip-top.aspx.

Qualifying Examination*

**Below are the Qualifying Examination requirements for the first cohort of PhD students. The process and requirements may be revised for the next cohort of students to align with curriculum revisions.*

Students must take and pass the Qualifying Examination in order to advance to candidacy. Students must apply to the Graduate Division to take the Qualifying Examination (using the “Application for the Qualifying Examination” form), with the written approval from the chair of their Qualifying Exam Committee. The Qualifying Examination is offered at the end of the second year of the PhD program, after the completion of all required coursework.

The Qualifying Examination consists of two parts: a written examination and an oral examination.

Written Examination

The written examination includes 1) a grant proposal (e.g., NIH proposal—see instructions below) and 2) a comprehensive review of the literature (e.g., systematic review or meta-analysis) on the student’s research topic. The proposal may include preliminary data generated by the student or by others who support the project’s feasibility. The purpose of the examination, however, is to determine the student’s ability to generate new hypotheses, use supporting evidence to justify the research, design a study that addresses the aims of the research proposal, and discuss the methods for collecting and analyzing data. After the written examination is approved by the Qualifying Examination Chair and the Academic Advisor, the student sends the final version to all of the committee members at least two weeks before the oral examination date.

The first part of the written exam is the grant proposal. The format of this section is single-spaced, Arial 11 pt. font, 0.5-inch page margins, and six pages long (not including specific aims and abstract). Written examinations that exceed the six-page limit will not be read. Please do not submit the training plan or other ancillary pieces of the NIH F31. A proposal that conveys a persuasive message in six pages is an important skill. The proposal includes the following:

1. Title: Brief, scientifically and technically valid, intelligible
2. Abstract (250 words)

3. Specific Aims (1 page): What do you intend to do and what are your specific hypotheses? State what is known, the current gaps, and the critical need. Introduce the solution, long-term and short-term goals, and aims of the proposal.
4. Research Strategy (6 pages):
 - a. Significance: Why is this work important? Place in the context of other studies and discuss how this study will allow progress in the given field. This section includes the literature review.
 - b. Innovation: How does this work differ from what has been done and how will it advance the field and have an impact? Describe novel methods, instruments, or improvements in the present research.
 - c. Approach: How are you going to do the work and test your hypotheses? Describe the study design, sampling, inclusion/exclusion criteria, data collection points, variables to be measured, instruments, biological measures, sample size, statistical analysis, and timeline. Include pilot data if available.

Instructions for preparing an NIH F31:

<https://researchtraining.nih.gov/programs/fellowships/F31>

Samples of F31s:

<https://www.nigms.nih.gov/training/indivpredoc/pages/predoc-f31-sample-applications.aspx>

The second part of the written exam is a 20 to 25-page comprehensive review of the literature (e.g., systematic review or meta-analysis) that does the following: 1) explores the background literature and identifies the gaps; 2) allows the Qualifying Exam committee to understand the foundations of the student's research question; and 3) can be used as one of three publishable manuscripts included in the student's dissertation.

PRISMA guidelines may be used to develop the systematic review. "PRISMA is an evidence-based minimum set of items for reporting in systematic reviews and meta-analyses. PRISMA focuses on the reporting of reviews evaluating randomized trials, but can also be used as a basis for reporting systematic reviews of other types of research, particularly evaluations of interventions" (from <http://www.prisma-statement.org/>).

The student should send the written exam to the Qualifying Exam Chair and the Academic Advisor for their critical review (in many cases, the Academic Advisor serves as the Qualifying Exam Chair), allowing at least two weeks for review.

The student should compose a prospectus, which is a 1-2 page cover letter preceding their written materials that describes their academic/research background and their area of research specialization. The student should also attach their transcript.

After the written examination is approved by the Qualifying Exam Chair and the Academic Advisor, the student sends the final version to all of the committee members at least two weeks before the oral Qualifying Exam date.

Oral Examination

On the day of the oral Qualifying Exam, the student orally presents for approximately 20 minutes, and then defends the research proposal to the committee. The oral examination includes questions that relate directly to the proposal, as well as questions that probe the breadth and depth of knowledge and critical thinking skills of the student. The student should schedule a 3-hour block of time for the Qualifying Exam and all committee members must be present the entire time. The student is not allowed to bring texts, papers, or other materials to the exam, and should rely on inherent knowledge when presenting and answering questions. After completion of oral questioning, the committee votes in the absence of the student to pass or fail the student.

If a student fails the examination, the committee must make a recommendation for or against a second examination. If a second examination is allowed, the second qualifying examination committee must be identical in composition to the first. If the student fails in all areas, the re-examination must be on all subjects involved. A partial failure, in which the student passes some fields but not others, also counts as a first examination. However, re-examination after partial failure may be restricted to those areas in which the original performance was unsatisfactory. A third examination is not permitted.

Choosing a Qualifying Exam Committee

A Qualifying Exam committee consists of four faculty members chosen after consultation with the student's Academic Advisor. If proposed committee members and/or the chair is not a UCSF Academic Senate member*, students must obtain approval for inclusion of these individuals by the program director.

1. Chair of the Qualifying Exam Committee: This faculty member must have a doctoral degree, be a GHS PhD Graduate Group member, and cannot be the Dissertation Committee chair. The chair of the Qualifying Exam Committee may be the student's Academic Advisor.
2. GHS PhD Graduate Group Member: Select from the list at <http://globalhealthsciences.ucsf.edu/education/phd-program/about-program/faculty>.
3. Second GHS PhD Graduate Group Member
4. Outside Member (not core GHS faculty): Faculty members or subject matter experts from outside UCSF GHS may be invited to serve on examination committees.

The student's Research Advisor cannot sit on the Qualifying Exam Committee.

The entire committee must review the student's Qualifying Exam materials and contribute to the decision to pass the student before they send a report to the Graduate Dean. In the case of a divided vote, the student will be retested in a second examination.

**Academic Senate membership is determined based on the faculty member's exact title (see <http://regents.universityofcalifornia.edu/governance/standing-orders/so1051.html>). If there is uncertainty*

whether a particular faculty member is an Academic Senate member, the general rule is that all positions titled Professor, Assistant or Associate Professor, and UC Emeritus Professor are Academic Senate members.

Application for the Qualifying Examination

The student must be registered at the time the examination is given, with the exception of summer term. For example, if the Qualifying Exam is being given in June, the student must be registered for Spring Quarter of the same year. To be eligible for the examination, the student must have completed at least one quarter in residence and have a cumulative grade point average of at least 3.0 in all courses taken in graduate standing.

The student must apply for admission to the qualifying examination and have it approved by the Graduate Division at least one week before the exam is administered. Typically, the “Application for the Qualifying Examination” form is filed early in Spring Quarter if the Qualifying Exam is administered in June of the same year. This form must be returned to the graduate student affairs officer before sending the original documents to the Graduate Division for processing.

After submitting the “Application for the Qualifying Examination” form, the student receives official approval for the proposed Qualifying Exam Committee to administer the exam. Once the application is approved, the Graduate Division notifies both the student and the graduate student affairs officer via email.

Report on Qualifying Examination

Upon a student’s successful (passing-grade) completion of the Qualifying Exam, the chair of the Qualifying Exam Committee reports the results to the Graduate Division via the “Report on Qualifying Exam for Admission to Candidacy” form. The student is expected to ask the Qualifying Exam Committee chair to forward the approved/signed report to the graduate student affairs officer, who then files the form and sends it to the Graduate Division for processing.

Once the form is received and Qualifying Exam results have been confirmed by the Graduate Division Admissions Dean, the student and the graduate student affairs officer are notified via email that the Qualifying Exam is successfully completed and no deficiencies (such as incomplete grades) preempt processing. The next step is to complete the “Application for Candidacy for the Degree of Doctor of Philosophy” form.

Advancement to Candidacy

Provided that students have no deficiencies as mentioned above, they may advance to candidacy. Students also must be registered in the quarter in which they advance to candidacy.

Students should complete the “Application for Candidacy for the Degree of Doctor of Philosophy” form and send it to the graduate student affairs officer before processing continues at the Graduate Division. Advancement to Candidacy forms are due no later than the first day of the term in which a student wishes to advance.

The application for candidacy requires the student to indicate their proposed dissertation title, their Dissertation Committee nominees (names of proposed committee members who will guide the research and approve the dissertation), and a \$90 application fee.

All research involving human subjects, including analyses of previously collected data, must have been approved (or declared exempt) in writing by the UCSF Committee for Human Research (CHR) in order to be included in a dissertation, regardless of which or how many other such committees elsewhere have previously approved the research.

Once the students advance to candidacy for a doctoral degree, they will be considered for the remaining academic quarters as full-time registered graduate students in pursuit and preparation of the written dissertation. At least three quarters in registered student status must elapse between advancement to candidacy and conferral of the degree.

Candidacy for the doctoral degree is lapsed if the student has not completed requirements for the degree within four years (12 quarters, excluding summer session) after advancement to candidacy. Leaves of absence count towards this time. Upon lapse of candidacy, a petition for reinstatement must be accompanied by a recommendation from the GHS PhD program director on whether a new qualifying examination and/or additional course work are required.

Qualifying Examination forms and information: <https://graduate.ucsf.edu/phd-degree>

The Dissertation

Structure of the Dissertation

The dissertation is the final and most important step in a doctoral degree program. It should be a work of independent research that makes an original contribution to knowledge in the student's academic discipline, and should be of sufficient depth and quality to be published. Analyses for dissertation work should not have begun prior to the formation of the Dissertation Committee.

Students are strongly encouraged to carry out primary data collection for at least one component of their dissertation research or seek involvement in a primary data collection initiative via a research rotation. Students are expected to have had experience in all of the key phases of global health research (e.g., conceptualization of the question; critical review of the existing literature; preparation of a grant proposal; collection, management, and analysis of data; and writing of one or more manuscripts for publication). Students will have been tested already on these essential concepts in the Qualifying Exam.

With Dissertation Committee oversight, doctoral candidates produce at least three publishable first-authored articles. If one or more of these papers already has been published before the dissertation is filed, the Graduate Division requires that all co-authors of the paper give written permission for the paper to be submitted as part of the dissertation. Research completed and

scientific papers written before the student has entered the doctoral program cannot be used as a part of the dissertation under any circumstances.

Choosing a Dissertation Committee

A Dissertation Committee consists of at least three faculty members nominated by the student and approved by the Graduate Dean to oversee and unanimously approve the dissertation research. If proposed committee members are not a UCSF Academic Senate member, students must obtain approval for inclusion of these individuals by the program director. In no instance may a non-Senate member be appointed the chair of the Dissertation Committee.

1. Chair of the Dissertation Committee: This chair cannot be the same as the chair of the Qualifying Exam Committee. Typically, the Research Advisor serves as the chair of the Dissertation Committee.
2. GHS PhD Graduate Group Member: Select from the list at <http://globalhealthsciences.ucsf.edu/education/phd-program/about-program/faculty>.
3. Outside Member (not core GHS faculty): Faculty members or subject matter experts from outside UCSF may be invited to serve on committees, but they cannot chair committees.

Students may have additional Dissertation Committee members if they add relevant expertise to the committee.

The Graduate Division assigns to the student's Dissertation Committee the ultimate authority to determine what constitutes an acceptable dissertation and to certify that the student has successfully completed that task.

Dissertation Committee information: <https://graduate.ucsf.edu/phd-degree>

Working with the Dissertation Committee

The role of the Dissertation Committee is to oversee the development and completion of the dissertation. The committee provides feedback and guidance throughout the process, although most of the student's interaction will be with the Dissertation Committee chair. When forming a committee, students should consider the areas of expertise needed to complete the proposed research and then request appropriate members.

It is recommended that students officially establish their Dissertation Committee and file it with the Graduate Division soon after they complete the Qualifying Examination. Students should list members on the "Application for Candidacy for the Degree of Doctor of Philosophy" form. Furthermore, it is recommended that students prepare a dissertation prospectus and meet in person with all committee members to solicit their input and feedback and ensure that all parties are in agreement with regard to the students' proposed research path. A typical approach would be to convene an in-person meeting with the Dissertation Committee for each proposed article.

The committee must approve and confirm that the dissertation research satisfactorily fulfills the requirements of the PhD. The dissertation should be more than simply “publishable research” and should constitute high-quality independent research per the assessment of the committee. During the committee meetings, the student should review the plans for all three papers and ensure that all committee members approve.

The guidelines for the three papers are as follows:

- Potential content, authorship, journals for submission, and anticipated dates for the submission of each paper will be agreed upon by the student and dissertation committee.
- If one or more paper is published before completion of the dissertation, students should decide with their committee members whether the published version or a different version should be included in the dissertation.
- Although committee members may be more or less involved in each paper, they all must sign off on each paper.
- At least one paper should be submitted to a peer-reviewed journal by the time the students complete their dissertation. This is a minimum requirement.

The submission of a dissertation to the Graduate Division signed by all members of the committee is a guarantee that all requirements for the degree program have been met and that the doctoral degree may be conferred on the student.

Defending the Dissertation

The UCSF PhD program in Global Health Sciences does not require a formal dissertation defense. However, students are expected to present their dissertation research findings to the GHS community in the GHS Grand Rounds Series. The presentation should be scheduled at least eight weeks in advance with the graduate student affairs officer, but open slots may not be available for at least six months. Students should invite their Dissertation Committee members to attend their presentation. At earlier stages of dissertation research, students also are expected to present their work at doctoral seminar sessions.

Getting It Done

During the dissertation years, without the structure of coursework, students may find it challenging to manage their time and maintain consistent progress on their dissertation. It is recommended that students form a support structure that includes other students in the dissertation phase and set up routine meetings to discuss progress and barriers. Also, routine meetings with the Research Advisor are usually very helpful to ensure that students are making timely progress.

The UCSF Student Health & Counseling Services (SHCS) provides many resources for students during this critical period of their PhD career. Students may find help through an SHCS in-person workshop that primarily focuses on mental and emotional barriers before, during, and after the qualifying examination, as well as strategies for completing the dissertation. An

ongoing open-ended qualifying exam and dissertation support group for graduate students is available as an additional resource. Information on UCSF's Learning Resource Services is at <http://learn.ucsf.edu/>.

Graduate Division Dissertation Submission Guidelines

Guidelines for completing the dissertation:

<https://graduate.ucsf.edu/submitting-thesis-or-dissertation>

Instructions for formatting the dissertation document:

<https://graduate.ucsf.edu/document-format>

The deadline for submitting the dissertation is the last working day of the quarter. Students must submit an electronic copy of their dissertation to the Graduate Division through the Proquest system. The dissertation then becomes an official and permanent record available for use by other scholars and the public. Previously submitted UCSF dissertations are found at <http://search.proquest.com/pqdt/advanced>.

Students submit their dissertation through Proquest and notify the Graduate Division by sending the dissertation title page with original signatures via email. The Graduate Division contacts the graduate student affairs officer to ensure that the student has met all of the departmental program requirements, prior to approving the conferral of the PhD degree.

Graduation and Program End

Filing Fee Status

Filing Fee is an optional method of registration for the quarter in which a student plans to graduate. Filing fee status reduces registration fees to approximately one half of the student services fee. Students are eligible to apply for filing fee status if they have:

1. completed all requirements for the degree, with the exception of filing the dissertation;
2. completed a first draft of their dissertation and confirmed with all committee members that additional research is not necessary;
3. no more than one incomplete grade; and
4. registered for at least three quarters after advancement to candidacy.

Students on filing fee status should not register or file a study list. They do not have access to UCSF facilities (including the UCSF Library) and are not eligible for student academic appointments (e.g., GSR, TA, or tutor).

Health insurance is not covered for students on filing fee status because they are no longer considered fully enrolled students. However, students may continue coverage in the UC SHIP by enrolling in the voluntary plan within the first 30 days of the quarter. Students should contact the insurance coordinator at Student Health and Counseling (415-476-1283) during the quarter before they go on filing fee status.

For more details regarding the effects of filing fee status, cost of filing fee status, and application process, download the [Filing Fee Application](#). Students should provide the graduate student affairs officer with a copy of the filing fee application prior to submitting it to the Graduate Division.

Other Program End Requirements

In addition to submitting the dissertation online and submitting the original copy of the dissertation title page, students are required to fill out two online surveys: “Survey of Earned Doctorates” and “Doctoral Exit Survey.”

The graduate student affairs officer must have a copy of all official, original paperwork that was submitted to the Graduate Division for the students before they can graduate. The paperwork includes the following:

- Application for the Qualifying Exam form
- Report on Qualifying Exam for Admission to Candidacy form
- Application for Candidacy for the Degree of Doctor of Philosophy form
- Any petitions (if used)
- Any forms for cross-registration at other Bay Area academic institutions
- Dissertation title page
- Filing Fee Application form (if used)
- Dissertation document submitted to Proquest

Graduate Division Commencement Ceremony

The Graduate Division holds a commencement ceremony once a year in early June. Students will receive an invitation to participate in a commencement ceremony relative to their expected graduation term. Students do not need to have submitted their dissertation before participating in the commencement ceremony. If students plan to graduate in the summer term, they may participate in the June commencement ceremony.

Planning for After Graduation

Students should talk with their Research Advisor about opportunities that suit their interests after graduation and make use of the UCSF Office of Career & Professional Development:

- Getting a Job in Academia: <http://career.ucsf.edu/grad-students-postdocs/career-planning/academic-jobs>
- Getting a Job Outside Academia: <http://career.ucsf.edu/grad-students-postdocs/career-planning/non-academic-jobs>

Degree Conferral and Diploma

Following the end of the student’s graduation term on the UCSF academic calendar, the Office of the Registrar will begin the process of verifying degree completion. Diplomas will be available eight to twelve weeks after the end of the term. The Office of the Registrar’s website provides details on [how to obtain your diploma](#).

UCSF Email Access after Graduating

Students will lose access to their UCSF email within six months after the end of the graduation term or after separation from the university. Email forwarding is not available and students may not receive prior notice or warning of email deactivation.

Graduates are eligible to establish a [UCSF Alumni email account](#).

Policies and Procedures

Policy on Student Progress: Requirements, Notification, Remediation, and Review

1. Criteria for satisfactory academic progress

The policy regarding satisfactory academic progress in the Doctor of Philosophy in Global Health Sciences program is as follows:

First and Second Year Students

First and second year students meet with their Academic Advisor at least once a quarter. Satisfactory academic progress in the first and second year in the program is marked by timely and successful completion of all courses, with grades of C or better in all required courses, and cumulative grade point average of 3.0 or above in all coursework. Student progress is assessed at the end of each year on the basis of course grades, the annual Individual Education Plan and Progress Report, plus additional comments from course instructors and advisors about students.

In the second year, the student is additionally evaluated on the basis of his/her progress toward and then successful completion of the qualifying exam. Substandard work or unprofessional conduct (as reported by a research advisor, a course instructor, or other faculty) would constitute unsatisfactory progress toward the qualifying exam.

Third Year Students and Beyond

Students must form their Dissertation Committee within one quarter (three months) of passing their Qualifying Exam, not including the summer term.

Students must meet with the Dissertation Committee chair at least once per quarter. It is recommended that students communicate their progress to their committee members on a minimum of a quarterly basis, and confer with individual committee members about specific aspects of their dissertation research and writing as needed.

Student progress is assessed at the end of each year on the basis of the annual Individual Education Plan and Progress Report, plus additional comments from Dissertation Committee chairs about students who might be struggling.

Students are expected to complete all degree requirements within four years.

2. Unsatisfactory progress indicators

These include:

- Falling below a cumulative 3.0 GPA
- Failing grades (D or F) in any course
- Unsatisfactory research work (as reported by a research advisor or research rotation director)
- Failing the qualifying exam the first time
- Unprofessional conduct (as reported by a Research Advisor, a course instructor, or other faculty)
- Disciplinary problems and other conduct and professionalism infractions that fall within the scope of the UCSF Code of Conduct and Policy on Student Conduct and Discipline

3. Process by which failing students will be notified and remediated

Internal Warning and Letter of Performance Expectations

Students whose progress is unsatisfactory (according to one or more of the criteria listed above) will be notified, and may not be allowed to conduct a capstone project until all issues are resolved. Depending on the seriousness of the alleged misconduct or academic difficulty, an internal process of counseling, advising, and notification will occur. In cases deemed of sufficient seriousness, the process may immediately involve the UCSF Graduate Division (see below: Formal Procedures).

A meeting will occur with the student, the program director, and the graduate student affairs officer; depending on the nature of misconduct, course director(s) and/or the student's academic advisor may be invited to the meeting. The goal of the meeting is to determine if there are any extenuating circumstances affecting the student, to educate the student about program policies and resources for support, and to provide an internal warning outlining:

1. The nature of the specific misconduct;
2. The method of correction; and
3. The consequences of continued misconduct.

Following the meeting, the student will receive a letter of performance expectations that summarizes the aforementioned meeting, informs the student of future expectations, and educates the student about how to avoid future misconduct or academic difficulty.

The student will be offered the opportunity to provide a written response within five business days of receipt of the letter of performance expectations. The written response allows the student to provide information in response to the alleged misconduct and/or academic difficulty.

These documents will be kept in the student's file at GHS but will not be filed with the Graduate Division unless further misconduct occurs.

Formal Procedures

A formal procedure will occur if:

1. the internal warning and letter of performance expectations is not successful;
2. there are multiple occurrences of misconduct; and/or
3. an egregious incident has occurred.

Determination of egregious conduct will be made by the Program Director.

The Program Director will provide a written notice of the allegation and outline steps of the formal procedure to the student, who will be offered the opportunity to provide a written response within five business days of receipt of the notice of allegations. The written response allows the student to provide information in response to the notice of allegations and gives the program director more information to determine the next steps.

The Program Director will review the student's written response and provide a written notice of proceeding with developing a Memorandum of Understanding, or referring the student to a committee charged with an in-depth review of academic performance and consideration of dismissal (details outlined below). This letter and subsequent communication is filed in the student's academic file within the program, and the Assistant Dean for Graduate Programs is notified.

Memorandum of Understanding

The student will meet with the Program Director, their academic advisor, and the graduate student affairs officer to develop an individualized remediation plan to address the deficiencies. The meeting results in a Memorandum of Understanding (MOU) that clearly outlines specific steps and associated deadlines that the student must fulfill in order to receive a satisfactory report; the MOU will also detail the consequences of continued misconduct. The student, their academic advisor, and the Program Director sign the MOU. The MOU is shared with the Assistant Dean for Graduate Programs and becomes part of the student's official University record.

Should the student be unable to fulfill the expectations outlined in the MOU, the student will be subject to dismissal from the program.

In-Depth Review of Academic Performance and Consideration of Dismissal

The Program Director will provide formal notice to the student that their performance does not meet Graduate Division standards and is therefore referred to a committee charged with an in-depth review of academic performance and consideration of dismissal. This information will be transmitted in writing and conveyed electronically or in

person.

The process for in-depth review of a student's eligibility for dismissal will follow the [UCSF Divisional Procedure for Student Grievance in Academic Affairs, section 4.0](#), and will be conducted by an in-depth review committee appointed by the Program Director.

- The in-depth review committee shall consist of three faculty members within GHS who are knowledgeable about the academic program and student performance standards, and may include academic officers of the GHS as long as they number in the minority of those committee members present at the review hearing.
- Members may include academic advisors, research advisors, course directors, or representatives of the GHS Graduate Group who serve on the executive, curriculum, or admission committees.

Policy on Academic Misconduct

The Global Health Sciences program emphasizes the importance of social justice and equity through a code of ethical behavior and academic honesty. The faculty and students work together to create a learning environment that values academic honesty, protects the integrity of an individual's work, and enhances the integrity of GHS education programs.

Definition of Academic Dishonesty and Misconduct

1. Cheating:

- Fraud, deceit, or dishonesty in an academic assignment, using or attempting to use materials that are not authorized, or colluding with others to do so.
- Copying or attempting to copy from others during an exam or on an assignment.
- Communicating answers with another person during an exam.
- Pre-programming an electronic medium to contain answers or other unauthorized information for exams.
- Using unauthorized materials, prepared answers, written notes, or concealed information during an exam.
- Allowing others to do an assignment or portion of an assignment.
- Submission of the same assignment for more than one course without prior approval of all the instructors involved.
- Collaborating on an exam or assignment with any other person without prior approval from the instructor.
- Taking an exam for another person or having someone take an exam in place of the student.

2. **Plagiarism:** An author's work is his/her property and must be respected by documentation. Plagiarism refers to the use of another's ideas or words without proper attribution or credit and includes: copying of passages from works of others (e.g., books, articles, films, graphics, websites or other electronic sources) into a student's homework, essay, term paper, examination, qualifying papers, or class project without proper citation or acknowledgment; the use of the views, opinions, or insights of others without

acknowledgment; and paraphrasing of a person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment or proper citation. For additional information on plagiarism, please see [Appendix I](#).

3. **False information and representation, fabrication, or alteration of information:** Furnishing false information in the context of an academic assignment. Fabricating or altering information or data and presenting it as legitimate. Providing false or misleading information to an instructor or any other University official.
4. **Theft or damage of intellectual property:** Sabotaging or stealing another person's assignment, book, paper, notes, experiment, project, electronic hardware or software. Improper access to, or electronically interfering with, the property of another person or the University via computer or other means. Obtaining a copy of an exam or assignment prior to its approved release by the instructor.
5. **Distribution or sharing of lecture notes or exam items/information to provide undue advantage to others or for commercial purposes:** Selling, distributing, website posting, texting, emailing, or publishing course lecture notes, handouts, readers, recordings, exam items, confidential or other information provided by faculty to give advantage to others or for any commercial purpose, without the express written permission of the faculty.
6. **Research and practice:** All students are expected to conform to all relevant Institutional Review Board guidelines as well as acceptable ethical practices.

The list above is not comprehensive. Other acts not explicitly outlined within each section above, but fitting the spirit of the code, will also be considered if allegations of academic misconduct are made.

More information can be found in the [UCSF Code of Conduct and Integrity of Research](#).

The GHS faculty and administration will respond to alleged acts of academic misconduct in a respectful and supportive manner that emphasizes fairness, timeliness, due process, and transparency. The process for notification and remediation of academic misconduct will follow the steps outlined above in the Policy on Student Progress, section 3.

Appendix I – Plagiarism versus Proper Citation

Purpose of this document

This brief document provides guidance on how to avoid plagiarism by way of examples of proper citation and examples of incorrect citation (plagiarism).

What does plagiarism mean?

Plagiarism is the use of another person's ideas, thoughts, theories, or phrasing as though they were your own. In US academia, the accepted view is that all knowledge is derivative, and sources of material from others **MUST** be properly cited so that the original work can be both credited and retrieved.

Why is this important to GHS?

Plagiarism is a serious form of academic dishonesty, and the penalties can be severe. Global Health Sciences wants students to understand and avoid plagiarism. Below are relatively simple steps to use and cite other people's work appropriately.

Who benefits from this document?

The brief will be of value to *all* students in the doctoral program, but particularly those who may be unfamiliar with the subtleties of scientific writing conventions in US universities. For example, some of you may have been trained in places where it was considered acceptable to use existing materials for your assignments exactly as the materials were written, and you may not have been taught about US conventions on citation.

Examples of plagiarism and proper citation

Dr. William J. Bicknell developed the following "Plagiarism" memo for Boston University School of Public Health students at orientation:

The purpose of this memo is to make clear:

What plagiarism is, how to avoid plagiarism and the consequences of plagiarism

Misunderstanding is widespread about what plagiarism is and whether or not it is a serious offense. It is a serious offense, and should be painstakingly avoided. Acceptable practice on citing sources of information differs as one moves from an academic environment to the world of work. There are also differences in custom between countries and cultures. This memo outlines practices appropriate to a U.S. academic environment.

What is plagiarism? Plagiarism is using someone else's work, words, or ideas without giving them proper credit. An example of plagiarism, and an example of one acceptable way to avoid it, is shown below under the heading of Attachment 1.

How to avoid Plagiarism. Here are some simple guidelines for avoiding plagiarism:

1. If you use a phrase, sentence or more from any source, you must put them in quotation marks and cite the source in footnote.
2. If you recount someone else's ideas in your own words (paraphrasing), you must provide a footnote at the end of the passage citing the source of the ideas.
3. If you draw on someone else's ideas, even though you neither quote nor paraphrase them precisely, one of the following is called for:
 - A footnote crediting the source of the ideas.
 - A direct reference to the source within the text, for example, "Seligman has repeatedly made the point that," with facts of publication (title, etc.) provided in a footnote or bibliography.

Footnotes should be complete enough to enable the reader to accurately identify your sources. In addition to articles and books, sources may be personal communication, unpublished data, working memos and internal documents. A footnote should cite the author (if no author is named, the organization), as well as the title, date and page number(s). A bibliography, listing your sources but not linking them to specific points in your text, may well be desirable but is not a substitute for footnotes.

The Consequences of Plagiarism

The consequences of plagiarism are serious. Students can be expelled and lose all chance of completing their studies. Even if 99 percent of a student's work has been above reproach, proven plagiarism could easily result in a degree not being granted.

Summary

A good paper typically demonstrates grasp of concepts, originality and appropriate attention to detail. The person who reads your paper assumes that the words and ideas originate with you unless you explicitly attribute them to others. Whenever you draw on someone else's work, it is your obligation to say so. If you do not, you are operating under false pretenses. That is plagiarism.

Original Source

"Tribal pressures affect Kenyans' behavior more than pronouncements arriving from the national seat of government but what ultimately counts is what an individual perceives as in his or her own best interest. For more than 80 percent of Kenya's people who live and work on the land, children are seen as essential to survival and status. This is particularly true for women. Children and young adults provide an extra labor needed during peak planting and harvest times when everyone in the household must work long hours every day. For women, children are essential to lessen their heavy workload throughout the year: in a study of the Akamba tribe, three-quarters of the respondents gave this reason for having children."

From Frank L. Mott and Susan H. Mott, "Kenya's Record Population Growth: A Dilemma of Development," *Population Bulletin*, Vol. 35, No. 3 (Population Reference Bureau, Inc., Washington, D.C., 1980): 7-8.

Plagiarism

Tribal pressures affect the Kenyan woman's behavior more than pronouncements from the capital. She will perceive what is in her best interest. She sees children as essential to her survival and status. They provide the extra labor needed during peak planting and harvest times when everyone in the family must work for long hours.

Properly Footnoted Citation

Why do Kenyans have so many children? Mott and Mott write that "tribal pressures affect Kenyans' behavior more than pronouncements arriving from the national seat of government but what ultimately counts is what the individual perceives as in his or her own best interest."¹ They point out that children are seen as necessary for a woman's livelihood as well as her place in society. Children work on the shamba and assist with all kinds of labor: planting, harvesting, fetching firewood and water.²

¹ Frank L. Mott and Susan H. Mott, "Kenya's Record Population Growth: A Dilemma of Development," *Population Bulletin*, Vol. 35, No. 3 (Population Reference Bureau, Inc., Washington, D.C., 1980): 7.

² Ibid.