



# **Doctor of Public Health**

## **Program Handbook**

**2025-2026**

**College of Public Health**

Reference this handbook to learn about the unique policies, requirements, procedures, resources, and norms for graduate students in the Doctor of Public Health Program.

**Last updated: 20 August 2025**



## Welcome to the DrPH Program

In the College of Public Health (CPH), we educate leaders who advance public health in Kentucky and beyond. We train people who fight, work, struggle, and persist for the health of others. For us, it is more than just being health-focused or treating people who are sick. At CPH, we focus on prevention, striving to keep communities from harm, disease, and injury.

Here, we solve problems. Public health problems are complex and involve human perception, stigma, and behaviors. Public health problems relate to a person's history, what has happened to them in their lives. Where a person lives, where they grew up, who influences them, and how they first learned about health all matter. Studying public health means you'll explore a wide range of subjects, all working together to help us understand and improve the well-being of communities. You will dive into how diseases spread, the policies that keep us healthy, and the social factors that influence health outcomes. It is like looking at a complex puzzle where each piece, whether it's about data, communication, or environmental science, is essential to seeing the whole picture. You will learn to connect ideas from different areas to tackle real-world health challenges.

Success in public health never occurs in isolation; you cannot do it alone. As a member of our student body, you will be supported by many people. I encourage you to reach out early and often to the faculty, staff, and other students. Our Academic Excellence Team (AET) cares about your academic progress, well-being, success, and development as a student. Program directors, department chairs, and AET leaders are available to talk with you about your experiences in the program and classes. Your faculty are training you to be public health practitioners and champions for the health of others – they want to talk with you, teach you, learn with you. Take every opportunity to connect with other members of the College community. Public health is team science. Our approach to solving problems is better because we work together. Working with others is the path to impact.

While a learner in our college, you will encounter people from different backgrounds, disciplines, and perspectives. The path to discovery in public health is not fast or simple. You may be surprised to hear stories from faculty and staff about times when they failed. Failure is expected. What defines us is how we come back when we experience defeat. Many of us (myself included) come to public health from a variety of pathways – our training is often as varied as our people. However, each one of us belongs here. We belong here because of a shared commitment to make a difference. We belong here because we believe that the health of others deserves a champion. We belong here because we know that prevention is possible. You belong here, too.

On behalf of the faculty and staff of the College, it is my pleasure to welcome you to the College and congratulate you on the important decision to advance your training in public health.

**Heather Bush, PhD**  
***Dean for the UK College of Public Health***

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# Navigating Policy and Resources at the University of Kentucky (UK)

This handbook is an important resource to consult as you become familiar with the policies, procedures, requirements, resources, and norms of graduate education at UK.

The Graduate School website is a standalone hub for student-facing resources and services; refer to this bank of hyperlinks as needed throughout your time at UK.

## [Student Resources, All in One Place](#)

- General Information for All Students
- Getting Help with Finances
- Computer & Information Resources
- Writing & Publishing
- And more!

## [UK International Center](#)

- International Student & Scholar Services (ISSS)
- Resources for UK students who want to study or conduct research abroad

## [Professional Enhancement](#)

- Career
- Research
- Teaching
- Wellness

## How to Use This Handbook

This handbook is a guide for University of Kentucky Doctor of Public Health (DrPH) program. It provides an overview of degree and curriculum requirements, processes, and links to forms, and it explains required milestones within your graduate school journey. It is intended to serve as a guide for the DrPH within the context of the University of Kentucky Regulations and Procedures. The handbook is not intended as a formal commitment or binding agreement. Use this handbook as a reference. It is the student's responsibility to be informed concerning all DrPH program regulations and procedures.

## Who to Contact for Questions

Many of your questions about navigating graduate school at UK may be answered by the policies, procedures, requirements, resources, and information linked herein. The DrPH Graduate Coordinator should be consulted concerning course requirements, the planning of a program, and special regulations. Among the key positions in this department and on campus ready to answer your remaining questions are:

### **CONTACT INFORMATION**

Office of Academic Excellence  
111 Washington Avenue; Suite 102  
Lexington, KY 40536  
(859) 257-5678; [ukcph@uky.edu](mailto:ukcph@uky.edu)

#### **Benji Bryant, Graduate Coordinator**

Email: [benji.bryant@uky.edu](mailto:benji.bryant@uky.edu)  
Office: 111 Washington Avenue, Room 102B

#### **Dr. Anna Hoover, Assistant Dean for Graduate Public Health Practice Programs**

Email: [Anna.Hoover@uky.edu](mailto:Anna.Hoover@uky.edu)  
Office: 111 Washington Avenue, Room 118B

# College of Public Health Mission and Vision

Mission Statement: The University of Kentucky College of Public Health inspires health leaders to advance public health in Kentucky and beyond through innovative education, transformative research, and collaborative partnerships.

Vision Statement: Advancing public health, for Kentucky, for all.

## Program Overview

The DrPH degree is an advanced professional practice degree designed to prepare senior level administrators, policy makers, and leaders to protect and improve the health of the public. While public health comprises many clinical and professional disciplines, it has a unique focus on entire populations rather than individual patients.

The DrPH is a terminal professional degree. It is designed to produce transformative leaders with expertise in evidence-based public health practice. Graduates will be able to convene diverse partners; communicate to effect change across a range of sectors and settings; synthesize and translate findings; and generate practice-based evidence that advances programs, policies, services and/or systems for population health.

Our program's mission is to empower visionary leaders to address complex public health challenges through impactful solutions.

## Program Components

[Accredited by the Council on Education for Public Health \(CEPH\)](#), the University of Kentucky College of Public Health provides a competencies-driven DrPH program that incorporates foundational knowledge and co-learning. All students are required to complete required core courses, an applied practice experience (i.e., the “APEX” or “practicum”), and an integrative learning experience (i.e., the “ILE” or “capstone”).

## Foundational Courses and Competencies

The program curriculum incorporates the following required core courses:

DrPH Core Courses (required credit hours) – 30 Total Required Credit Hours

- CPH 900 Foundations for Online Doctoral Success in Public Health (2)

- CPH 942 Public Health Communication: Translating Public Health Science for Diverse Audiences (3)
- CPH 948 Public Health Data and Research (3)
- CPH 950 The Role of the Chief Health Strategist: Creating a 21<sup>st</sup> Century Public Health Infrastructure (3)
- CPH 951 Applying Management in Public Health Practice (3)
- CPH 953 Developing Public Health Policy (3)
- CPH 956 Evaluation and Policy Analysis for Public Health Impact (3)
- CPH 958 Leading Change in Public Health (3)
- CPH 960 Financial Decision Making for Public Health Leaders (3)
- CPH 996 Doctor of Public Health Practice Applied Practice Experience (APEX) (1)
- CPH 997 Doctor of Public Health Integrative Learning Experience (ILE) (3)

Collectively, these courses ensure that all students achieve and are assessed in the required knowledge and skills for the degree. These core courses help students attain 20 foundational competencies across four (4) domains as stated by CEPH and are, as follows:

#### Data and Analysis

1. Explain qualitative, quantitative, mixed methods, and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community, and population) levels
2. Design a qualitative, quantitative, mixed methods, policy analysis, or evaluation project to address a public health issue
3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring, and evaluating policies and programs and to address a population's health

#### Leadership, Management, & Governance

4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders, and other partners
5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies
6. Integrate knowledge, approaches, methods, values, and potential contributions from multiple professions, sectors, and systems in addressing public health problems
7. Create a strategic plan
8. Facilitate shared decision making through negotiation and consensus-building methods

9. Create organizational change strategies
10. Propose strategies to promote inclusion and equity within public health programs, policies, and systems
11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency
12. Propose human, fiscal, and other resources to achieve a strategic goal
13. Cultivate new resources and revenue streams to achieve a strategic goal

#### Policy and Programs

14. Design a system-level intervention to address a public health issue
15. Integrate knowledge of cultural values and practices in the design of public health policies and programs
16. Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis
17. Propose interprofessional and/or intersectoral team approaches to improving public health

#### Education & Workforce Development

18. Assess an audience's knowledge and learning needs
19. Deliver training or educational experiences that promote learning in academic, organizational, or community settings
20. Use best practice modalities in pedagogical practices

## CPH 996 Doctor of Public Health Practice Applied Practice Experience (APEX)

### I. Introduction to the DrPH APEX and E-Portfolio

All DrPH will develop a DrPH APEX **e-portfolio** from key assessment of assignments integrated into the core courses and will engage in CPH 996 Doctor of Public Health Applied Practice Experience (APEX; 1.0 credit).

The purpose of the e-portfolio over a traditional applied practice experience (e.g., fieldwork) is to create a living document which demonstrates the student's knowledge, understanding, and application of the DrPH foundational and concentration competencies; allowing for flexibility in how students meet the program's expectations for substantive and quality engagement in public health practice. The competencies are selected in a way that considers both the student's personal and professional learning needs and to demonstrate adaptation to multiple public health organizational needs.



The e-portfolio is designed to bridge the gap between academic learning and real-world application, resulting in an integrative written document of the student's didactic training and applied practice from academic and professional experiences. The e-portfolio is a culminating document, developed in a component, iterative fashion using key core course artifacts, student self-reflection, mentorship reflection, individual learning plans, trainings/certifications, and mentorship coaching. The goal is to ensure a student's readiness to proceed to the integrative learning experience (ILE; "capstone") and do demonstrate that the required applied practice experience is not merely an academic exercise, but a substantive, quality opportunity that allows students to apply their knowledge through a practical lens.

## II. Portfolio Components

The e-portfolio is compiled and finalized in the 1.0-credit hour CPH 996 Doctor of Public Health Applied Practice Experience (APEX) course which is taken towards the end of study. The final e-portfolio consists of four integrated elements:

### Part I: Individual Development Plan

Students will develop an individual development plan (IDP) for their goals in the program. The IDP serves as a personalized roadmap outlining career goals, competencies to be developed, and strategies to achieve them. Initially developed and drafted in CPH 900 Foundations for Online Doctoral Success in Public Health, students will update the IDP yearly to reflect academic progress, personal and professional growth, and evolving goals. The IDP will identify a minimum of five CEPH foundational competencies from the list above and/or DrPH concentration-specific competencies. Given the uniqueness of this e-portfolio component, it is expected that competency combinations may differ from student to student.

### Part II: DrPH Key Course Artifacts

The DrPH Key Course Artifacts will be integrated across all DrPH core coursework and compiled into the e-portfolio. These artifacts have been selected and tailored by the faculty instructors to be key assessment opportunities that reflect meaningful products for an organization (e.g., governmental, non-governmental, non-profit, industrial, for-profit settings) and to advanced public health practice. The public health organizations selected by faculty will vary to provide students with application, adaptation and synthesis of content to variety of public health organizational structures, sizes and at local, state and national levels. Additionally, external public health partners representing a variety of public health organizations will be assigned to each DrPH core course to

affirm the key course artifact is an appropriate reflection of organizational expectation and doctoral level skills.

Eight (8) artifacts – one from each core course - will be compiled into the final e-portfolio. Each key course artifact is initially assessed by the core course instructor at the time of the course. A secondary evaluation occurs in CPH 996 Doctor of Public Health Applied Practice Experience (APEX) course, where the course instructor, along with faculty mentors and practice partners, will review the artifacts and provide feedback for student revisions prior to submission into the entire e-portfolio. This final evaluation affirms the student's learning and growth while providing a mechanism for assessing student readiness to proceed to the integrative learning experience.

### Part III: DrPH Student Reflection

The e-portfolio must contain a reflective component that includes the student's expression of personal and/or professional reactions to the APEX experiences and the DrPH curriculum artifacts; the organizational partners and collaborations integrated in the program; and the advancement of public health practice and leadership. This section will encourage students to assess their learning experiences, challenges, and growth areas. Students also will be required to provide a reflection on mentorship experiences, detailing interactions with faculty and public health professional mentors. Students will analyze how mentorship has influenced their professional development and leadership skills, including mentor's personal and professional advising to the student, examples of mentor's public health leadership, and further considerations of student's next steps.

### Part IV: Proposal for DrPH Integrative Learning Experience (Capstone)

The final component of the e-portfolio is a proposal that demonstrates the student's readiness to proceed to the final stage of the DrPH program. This proposal will include (1) the student's identified key public health issues and/or challenges that could be addressed and impacted by practice-based action; (2) proposed method(s) that would generate a meaningful product (or products) consistent with advanced practice designed to influence programs, policies or systems addressing public health; and (3) an explanation on how the product(s) would synthesize the student's selected foundational and concentration-specific competences consistent with growth and advancement in main content areas of the DrPH curriculum. In this proposal, students will identify preferred capstone topic(s), preferred faculty mentor ("Chair), and their

preferred foundational and concentration competencies to be assessed in the capstone product.

## CPH 997 Doctor of Public Health Integrative Learning Experience (ILE)

### I. Capstone: The Integrative Learning Experience

As the final requirement for the DrPH degree, each student is required to complete an Integrative Learning Experience (ILE), sometimes called “capstone”. The ILE is completed at or near the end of the program of study, and provides students the opportunity to generate meaningful field-based products for a public health organization. “Field-based” refers to tangible deliverables and outputs generated through practical experiences and research that are directly applied in real-world public health settings, a unique difference between a DrPH and a PhD. The ILE must go beyond the scope of efforts that normally would be expected in a professional work assignment and deal with higher level leadership, policy, and methodological and evidence-based aspects of the selected topic, as a demonstration of doctoral level scholarship. Furthermore, DrPH students are assigned a DrPH faculty member to serve as Chair and external professional advisor to provide guidance, mentorship and collegiality. The ILE requires the integration and synthesis of multiple CEPH foundational and concentration competencies. Students choose five foundational and/or concentration specific competencies in consultation with their faculty advisor or mentor.

### II. Composition of the DrPH ILE Mentorship

As noted above, doctoral students will be assigned a faculty member and external professional advisor for their Integrated Learning Experience. The ILE faculty member must be CPH faculty in the DrPH program with the rank of associate or full professor. An assistant professor may serve as a co-mentor with an associate or full professor. The primary faculty member also must be a full member of the University’s [Graduate Faculty](#). As noted above students will have the opportunity to identify their preferred faculty mentor(s) in the ILE proposal portion of their APEX e-portfolio.. Contact the Assistant Dean for Graduate Public Health Practice with questions regarding the eligibility of individuals without graduate faculty status to serve as ILE mentors.

## ILE Requirements

Through this experience, DrPH students are expected to engage in deep critical thinking, writing and presentation which showcases their contributions and professional development in the field. The final submission of the ILE will consist of:

1. A formal written product that will become part of the University of Kentucky archives through [UKnowledge](#)
2. A formal public presentation open to the college's students and faculty

The DrPH ILE process will have concentration-specific requirements and is linked to course requirements in CPH 997. Meeting deadlines is essential to successful completion of the project and final written product.

## Concentration Courses and Competencies

In addition to core courses, students must complete required courses related to their chosen concentration. These courses ensure that students within a given concentration attain and are assessed on required competencies for the concentration discipline. As of August 2025, one DrPH concentration – Public Health Leadership – is available. Details regarding this concentration (and its modality), its required courses, and its competencies follow.

### Public Health Leadership

Public health leadership concentrators develop advanced leadership skills and strategies for informing evidence-based policy decisions, preparing themselves for careers as leaders in local and state health departments, federal agencies, non-governmental organizations, and the private sector. This concentration requires the following courses:

Public Health Leadership Concentration Courses – 12 Required Credit Hours

- CPH 930 Data Reasoning in a Complex World (3)
- DrPH Electives (9) – See your advisor for a complete list of electives

These courses, along with the program's core courses, ensure that public health leadership concentrators achieve and are assessed in the required knowledge and skills for the degree. Together, concentration and core courses help students attain five (5) concentration competencies:

1. Develop strategies to identify and counter public health misinformation.
2. Utilize advanced decision-making theory to guide public health organizations or programs.
3. Evaluate leadership practices for navigating organizational and societal challenges.
4. Justify approaches to ethical dilemmas in public health practice, research, or policy.
5. Enhance advocacy efforts through coalition building, partnership development, or community engagement

### Suggested Sequence for Part-Time Public Health Leadership Concentrators

Part-time enrollment is considered to be eight (8) or fewer credit hours per semester.

Summer before Year 1 or Fall Year 1	
CPH 900 Foundations for Online Doctoral Success (2 cr) (6 weeks)	
Total	2 credits

Year 1	
Fall	Spring
CPH 942 Public Health Communication (3 cr)	CPH 951 Applying Management in Public Health Practice (prereq 950) (3 cr)
CPH 950 The Role of the Chief Health Strategist (3 cr)	CPH 953 Developing Public Health Policy (3 cr)
Total 6 credits	Total 6 credits

Year 2	
Fall	Spring
CPH 930 Data Reasoning in a Complex World (3 cr)	CPH 948 Public Health Data & Research (3 cr)
CPH 956 Evaluation and Policy Analysis for Public Health Impact (prereq 953) (3 cr)	Free Elective (3cr)
Total 6 credits	Total 6 credits

Year 3	
Fall	Spring
CPH 958 Leading Change in Public Health (prereq 951) (3 cr)	CPH 960 Financial Decision Making for Public Health Leaders (3 cr)
Free Elective (3cr)	CPH 996 APEx (1 cr)
	Free Elective (3cr)
Total 6 credits	Total 7 credits

Year 4	
Fall	Spring
CPH 997 ILE (3 cr)	
Total	3 credits

Please see your advisor for electives.

### Suggested Sequence for Full-Time Public Health Leadership Concentrators

Full-time enrollment is considered to be nine (9) or more credit hours per semester

Summer before Year 1 or Fall Year 1	
CPH 900 Foundations for Online Doctoral Success (2 cr) (6 weeks)	
Total	2 credits

Year 1	
Fall	Spring
CPH 930 Data Reasoning in a Complex World (3cr)	CPH 948 Public Health Data & Research (3 cr)
CPH 942 Public Health Communication (3 cr)	CPH 951 Applying Management in Public Health Practice (prereq 950) (3 cr)
CPH 950 The Role of the Chief Health Strategist (3 cr)	CPH 953 Developing Public Health Policy (3 cr)
Total	Total
9 credits	9 credits

Year 2	
Fall	Spring
CPH 956 Evaluation and Policy Analysis for Public Health Impact (prereq 953) (3 cr)	CPH 960 Financial Decision Making for Public Health Leaders (3 cr)
CPH 958 Leading Change in Public Health (prereq 951) (3 cr)	CPH 996 APEx (1 cr)
Free Elective (3 cr)	Free Elective (3 cr)
	Free Elective (3 cr)
Total	Total
9 credits	10 credits

Year 3	
Fall	Spring
CPH 997 ILE (3 cr)	
Total	3 credits

Please see your advisor for electives.

### Time Limit for Degrees

Continuous academic progress is expected. The length of the DrPH program will not exceed eight years following the semester of matriculation. In the event that all degree requirements are not met during the eight-year period, degree candidates who provide evidence of the likelihood of completing the degree during a defined extension may be granted such an extension by the Assistant Dean for Graduate Public Health Practice Programs, in consultation with the Associate Dean for Academic and Student Affairs. An extension may be granted for a period of one year, and an additional extension of one year may be considered.

## Leaves of Absence

Students may formally request a leave of absence from the DrPH program for a maximum of 2 semesters in total. Leaves of absence are included within the 8-year limitation for completing the DrPH program. Students may take up to two (2) consecutive semesters of a leave of absence without having to re-apply to the program.

## Progression Standards

Doctoral students are permitted a maximum of one “C” grade in the curriculum. Earning a second “C” will result in dismissal from the program, regardless of GPA. Students dismissed with two “C” grades will not be allowed to withdraw from the program. An overall average of B (3.0) GPA on all coursework in the program must be attained before a Doctor of Public Health degree may be awarded. Students placed on scholastic probation are not eligible for fellowships or institutional scholarships.

## How to Get Involved

As a graduate student at the University of Kentucky, you have numerous opportunities to become involved on campus and in your academic discipline. This involvement often enhances your academic, professional, and personal growth by developing advanced leadership, communication, and collaboration skills. It also provides opportunities for professional networking.

## In Our Discipline

DrPH students who are not already members may wish to join the [American Public Health Association \(APHA\)](#), [National Association of County and City Health Officials \(NACCHO\)](#), and/or [Kentucky Public Health](#) Association. Talk with CPH faculty, staff,

students, and other members of our community about other organizations that may fit your academic and professional goals.

#### Delta Omega Society - Beta Gamma Chapter

[Delta Omega](#) is the honorary society for students in public health. Membership in Delta Omega is by invitation to students with exceptionally high GPAs who have promising leadership potential in Public Health. The Society was founded in 1924 at Johns Hopkins University School of Public Health. The United States and Puerto Rico currently are home to more than 108 chapters.

### In Our Program

[\*\*The University of Kentucky Student Public Health Association \(UKSPHA\)\*\*](#) was founded on September 21, 2000, as a student-run, student-governed nonprofit organization of the University of Kentucky College of Public Health. UKSPHA is a student affiliate of the Kentucky Public Health Association (KPHA) and is open to University of Kentucky College of Public Health students, as well as other University students interested in public health. UKSPHA serves to promote student involvement in the development of healthy communities.

For a complete list of student organizations across the University, visit [UK Student Organizations and Activities](#).






# Getting Started as a Graduate Student

This section walks you through important steps to take as you begin your journey as a graduate student at the University of Kentucky.

## New Graduate Student Checklist

Use this flowchart as a guide or timeline oriented “to-do” list as you’re getting started in graduate school here at the University of Kentucky.

<ul style="list-style-type: none"><li>• Complete administrative tasks for <a href="#">The Graduate School</a> as outlined in your admission letter</li><li>• Explore <a href="#">Funding</a> opportunities</li><li>• Meet with your advisor or DGS to create a course plan</li><li>• Register for courses</li></ul>	<ul style="list-style-type: none"><li>• Attend <a href="#">New Graduate Student Orientation</a> (NGSO)</li><li>• Attend <a href="#">TA Orientation</a> (Teaching Assistants only)</li><li>• Attend any college, dept., or unit orientations</li></ul>	<ul style="list-style-type: none"><li>• Utilize professional development and career exploration opportunities with the <a href="#">Office of Graduate Student Professional Enhancement</a></li><li>• Familiarize yourself with <a href="#">Academic Services Resources webpage</a></li></ul>
<b>BEFORE CLASSES START</b> 	<b>FIRST SEMESTER</b> 	<b>WITHIN THE FIRST YEAR</b> 

## Student Resources and Services

Students should refer to their CPH Graduate Student Canvas page for more information. For a complete list of resources, please refer to the University website: [www.uky.edu/UKHome](http://www.uky.edu/UKHome)

### Disability Accommodations

The University of Kentucky Disability Resource Center partners with qualified students with disabilities to assist them in gaining equal access to institutional programs and services consistent with their unique needs. The Center seeks to responsibly advocate the needs of students with disabilities to the campus community through consultation and outreach efforts with administration, faculty, students and University partners.

Disability Resource Center  
725 Rose Street, Suite 407  
Multidisciplinary  
Science Building  
Lexington, KY 40536-  
0082  
(859)257-2754

<https://www.uky.edu/DisabilityResourceCenter/>

Students who are denied accommodations authorized by the DRC or who feel they've been treated unfairly by an instructor because of the accommodations may contact Academic Ombud Services at <https://www.uky.edu/ombud/>.

### **E-mail**

All UKCPH students must establish a University of Kentucky e-mail address. All emailed communication from the UK College of Public Health will be sent to students' UK email address. Students may establish a UK email address by contacting [UK Information Technology Services](#).

### **Graduate Certificates**

The College of Public Health offers multiple [Graduate Certificates](#) that students can pursue. Please see the highlighted link for more information. Find a complete list of University graduate certificates at the [UK Graduate School's website](#).

### **Information Technology Services**

If students experience any technical issues, please contact [UK Information Technology Services](#).

### **Library Resources**

The University of Kentucky libraries house over two million volumes and ranks among the largest in the south and Midwest. The Government Publications Department, a Federal Depository, contains documents relating to municipal, state, and national topics. The system also includes Special Collections, and individual libraries of Medicine, Business, Economics, and Law. The University has the W.T. Young Library, a multi-million-dollar, state-of-the-art central library. Public Health students can access library resources at [UK Libraries](#).

## **Student Presentation Resources**

The [Student Media Depot @ The Hub](#) is a student digital media space located in the Hub at William T. Young Library. The Media Depot provides; access to recording equipment and space, editing stations with specialized multimedia software, and technical support for students' development of their academic media projects. The Media Depot is funded by the Student Technology Fee and is a collaboration between the University of Kentucky Information Technology Services (ITS) and UK Libraries and is in support of the [Quality Enhancement Plan](#).

Presentation U! is the University of Kentucky's centralized tutoring center for speaking, writing, visuals, and all other forms of communication. Presentation U! supports UK's efforts to graduate confident communicators by providing services to undergraduate students, graduate students, staff, and faculty. They help students succeed in the classroom and beyond through the development of self-directed learning, as well professional skills such as interpersonal communication, visual literacy, and excellence in writing. Learn more at <https://www.uky.edu/presentationU/>.

## **University Academic Ombud**

At the University of Kentucky, Academic Ombud Services is responsible for resolving academic related problems and conflicts for which established procedures have not yielded a satisfactory solution or for which no established procedure exists. Academic Ombud Services is not intended to supplant the normal processes of resolution (contacting the course instructor, department chair, director of undergraduate/graduate studies, and/or associate dean). In cases where there is a clear need to achieve a solution more quickly than normal procedures provide, the Ombud may seek to expedite the process.

The two major areas of activity for Academic Ombud Services involve student academic rights and violations of academic integrity. The primary task of Academic Ombud Services is to ensure fair policies, processes, and procedures are equitably implemented. Thus, Academic Ombud Services is a neutral office working as an advocate for fairness and equity.

Professional, graduate, and undergraduate students as well as faculty contact Academic Ombud Services with a variety of questions and concerns. Students often want to be pointed in the right direction while others want to discuss complex situations. Faculty inquiries often involve how the University Senate Rules relate to an instructor's

particular course; issues often involve attendance, Dead Week, and the procedures for violations of academic integrity.

All inquiries are held in confidence. Learn more at <https://www.uky.edu/ombud/>.

Academic Ombud Services  
109 Bradley Hall  
545 Rose Street  
Lexington, KY  
(859) 257-3737

**University Health Services** - <http://ukhealthcare.uky.edu/uhs/>

University Health Services provides medical treatment for full and part-time students.

**WildCard Student ID** - <https://www.uky.edu/wildcard/>

Students are required to have a WildCard Student ID, which is used for a variety of services on campus (copying services, athletic events, library use, etc.) as well as access in areas of the UK HealthCare - Chandler Hospital.

## The Collaborative Graduate Education at UK: Guidelines

The success of every graduate student at the University of Kentucky depends in part upon the student's advisors and supervisors who oversee and guide the student's training as a teacher and/or researcher, and on the program in which they study and research. Whether they work together in a lab or a research team, share duties in an undergraduate classroom, or consult periodically in office hours or online, the faculty member and student together establish a plan for the graduate student's research and/or teaching, work to identify and remove obstacles to success, and ensure that the student has opportunities to gain professional experience. An effective and productive relationship should be based upon shared expectations, as laid out in the following guidelines, that are clearly communicated in an atmosphere of trust and courtesy.

### **DrPH Advising should:**

- be supportive, equitable, accessible, encouraging, and respectful, promoting an environment that is free from harassment, discrimination, and other inappropriate behavior
- be sensitive to the power imbalance in the student–faculty relationship
- set clear expectations and goals for students regarding their academic performance and progress

- establish mutually agreed upon expectations for frequency and format of communication, including frequency and modality of meetings, providing students with regular, clear feedback on performance and progress
- encourage participation in professional meetings and assist in securing funding for such activities
- ensure students receive training in the skills needed for a successful career in their discipline
- recognize that many students will pursue careers outside of their discipline, and assist them, from early in their degree, in achieving their chosen career goals

**Graduate Students should:**

- recognize that they bear the primary responsibility for the successful completion of their degree
- know the policies governing graduate studies in the program and the graduate school and take responsibility for meeting program and graduate school deadlines
- be proactive, respectful, and timely in communicating with their advisor and mentors about progress and challenges associated with program trajectory
- clearly communicate with their advisor(s) regarding their career preferences and any changes to their goals during their program
- be proactive about improving skills, including written and oral presentation
- be proactive about professionalization and preparation through exploring workshops and training opportunities, appropriate professional service opportunities, and career planning support
- participate actively in program activities such as seminars, brown bags, professional development workshops, student association, etc.
- seek mentoring and support resources beyond their advisor(s), including faculty members and peers as well as individuals external to the university
- seek assistance, support, and advice when personal factors such as health and family impact progress toward degree
- inform advisors of potential and/or existing conflicts with fellow students, staff, or faculty, and work toward their resolution, following program guidelines

**The DrPH Program should:**

- provide students with an annual letter that indicates progress to degree
- provide students with up-to-date information on policies, practices, resources, degree requirements, and expectations for progress
- assist students with selection of their committee as needed, ensuring that all students have a faculty member with responsibility for chairing their committee
- proactively monitor graduate students' progress toward their degrees and professional development, including appropriate course enrollment, mentoring meetings, committee meetings, exam completions, and other benchmarks toward the degree
- provide opportunities to examine the effectiveness of the student-advisor relationship

- provide students and faculty with contacts, resources, and a clear process for potential conflict resolution (e.g., ombudsperson, director of graduate studies, or chair)
- promote an environment that is free from harassment, discrimination, and other forms of inappropriate conduct that could result in a hostile work environment
- provide students and faculty with information, resources, and contacts related to the reporting of any misconduct, harassment, discrimination, or other inappropriate conduct
- counsel students who wish to change advisors; assist them as necessary in identifying new advisors within the program; and advise the student on options should no placement be found
- provide opportunities for professional development that will be relevant to students seeking careers outside academia and/or their discipline
- direct students to campus resources that promote health and wellness
- incorporate these guidelines and recommendations into their departmental policies or handbooks and actively promote their observance

## Academic and University Policies and Requirements

The following important, University-level information is available at the links below:

- [Academic Calendar](#)
- [Academic Integrity, Cheating, and Plagiarism](#)
- [Class Attendance](#)
- [Confidentiality, Disclosure, and the Federal Education Rights and Privacy Act \(FERPA\) of 1974](#)
- [Health Care Colleges Code of Professional Student Conduct \(HCC Code\)](#)
- [Severe Weather and Class Cancellations](#)
- [Smoke-Free Environment](#)
- [UK Alert](#)

## Student Concerns

The purpose of the procedure described herein is to provide a process for resolving student concerns. This procedure applies to all student-reported concerns, including but not limited to academic issues, student services or administrative concerns, and/or matters involving any form of discrimination or harassment. Concerns involving academic issues are limited to final course grades and satisfactory completion of instructional program requirements.

Submissions to this form are reviewed by the Associate Dean for Academic and Student Affairs. Students may file a concern at [https://uky.az1.qualtrics.com/jfe/form/SV\\_3IAE6y9m19OF9nT](https://uky.az1.qualtrics.com/jfe/form/SV_3IAE6y9m19OF9nT).

## Professional Conduct

Graduate students at the University of Kentucky are expected to uphold the highest standards of academic integrity, ethical practices, and professional behavior. As members of both the academic community and their respective disciplines, students are responsible for conducting themselves in a manner that reflects respect for others, honesty, and accountability. The following Catalog lines outline expectations for professional conduct, as well as procedures for addressing misconduct.

### *1. Academic Misconduct*

Academic integrity is a fundamental principle of scholarly work. Violations of academic integrity include, but are not limited to:

- **Plagiarism:** Using another's work, ideas, or data without proper attribution.
- **Cheating:** Unauthorized use of materials, devices, or collaboration on assignments or exams.
- **Fabrication or Falsification:** Misrepresenting data, sources, or research findings.
- **Facilitation:** Aiding another student in committing academic misconduct.

All graduate students must adhere to the University of Kentucky's [Code of Student Rights and Responsibilities](#) and the [University Senate Rules](#) regarding academic integrity. Suspected violations will be handled according to university policies (linked below), with potential consequences including academic penalties, disciplinary probation, or dismissal. UK's Administrative Regulations outline specific requirements for handling academic offense issues.

### Academic Policies

Information related to policies regarding Student Absences, Accommodations Due to Disability, Course Syllabus, Repeat Option, and more.

### Academic Rights & Appeals

Information related to the academic rights of students and student responsibilities and how to file an appeal.

## Academic Misconduct Process

A step-by-step Catalog for students (and faculty) related to handling academic offense issues.

## Student Complaints and Grievance Reports

### *2. Non-Academic Misconduct*

Graduate students are expected to behave professionally in all university-affiliated settings, including classrooms, research environments, and professional interactions. Non-academic misconduct includes, but is not limited to:

- **Harassment, discrimination, or retaliation.**
- **Disruptive or threatening behavior.**
- **Violations of university policies on substance use or workplace safety.**

The Office of Student Conduct oversees cases of non-academic misconduct. Reports may be submitted through the university's designated reporting system.

### *3. Incident Reporting and Resolution*

- The university provides multiple avenues for reporting concerns related to misconduct. Students are encouraged to report issues promptly to the appropriate office:
- **Academic misconduct:** Course instructor, program director, or the Office of Student Conduct.
- **Non-academic misconduct:** Office of Institutional Equity and Equal Opportunity (IEEO) or the Office of Student Conduct.

All reports will be handled confidentially and in accordance with university policies. Retaliation against individuals who report misconduct in good faith is strictly prohibited.

### *4. Additional Resources*

For more information on university policies and procedures related to professional conduct, students should refer to:

- [University of Kentucky Code of Student Conduct](#)
- [University of Kentucky Administrative Regulations](#)
- [Institutional Equity and Equal Opportunity \(IEEO\)](#)