

Department of Health Outcomes Research
and Policy
Graduate Student Handbook

2023 - 2024



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Department Overview

The Department of Health Outcomes Research and Policy (HORP) consists of faculty with complementary skills and expertise. The areas of research emphasis in HORP integrate theories and structure from various disciplines within health care, and also from outside health care. The department's ultimate goal is to contribute to improvements in patient health and well-being. This is accomplished by studying pharmacy practice, health care delivery, and health outcomes. Research areas focus on:

- Patient health behaviors
- Provider care behaviors
- Health outcomes assessment
- Patient-reported outcomes assessment
- Pharmacoepidemiology and drug safety
- Organizational change and innovation adoption
- Implementation science research
- Health information technology
- Pharmacy informatics
- Comparative effectiveness research
- Medication adherence
- Behavioral economics
- Health services research
- Pharmaceutical economics and policy
- Health disparities
- Omics and informatics
- Machine learning

The objective of the graduate program is to prepare students for independent, theory-based research to improve healthcare delivery and patient outcomes and well-being. The HORP program uses a student-centered approach, customizing the plan of study to meet specific learning needs for the chosen field of study.

Faculty Profile

Brent I. Fox, PharmD, PhD, Professor

Originally from Daphne, Alabama, Brent Fox holds Doctor of Pharmacy and Doctor of Philosophy degrees, both from Auburn University Harrison School of Pharmacy. Prior to earning the PhD, Brent worked in the health-system software development industry. He is the former Director of the Center for Pharmacy Informatics at Shenandoah University's Dunn School of Pharmacy. Dr. Fox's scholarly activities focus on pharmacy informatics education and on the optimal use of healthcare information technology to improve medication-related patient outcomes. He is active in several national professional associations. Dr. Fox has coauthored two informatics books and coauthors columns in national pharmacy publications.

Kimberly B. Garza, PharmD, MBA, PhD, Associate Professor and Graduate Program Officer

Kimberly Garza received a Doctor of Pharmacy from Auburn University. She completed a Pharmacy Practice Residency at Erlanger Health System in Tennessee and practiced as a clinical pharmacist before returning to graduate school. She then completed an MBA followed by a PhD in Health Outcomes Research, both at West Virginia University. She also served as a Fellow of the American Foundation for Pharmaceutical Education and is currently serving as a Biggio Center Faculty Fellow. Dr. Garza's research involves the application of behavioral theory to study preventive health behaviors, including healthful diet, physical activity, immunization, and medication adherence. Specifically, she studies risk perception and incentive systems that help individuals overcome present-biased preferences in order to engage in and maintain preventive health behaviors. Dr. Garza also uses advanced technologies, such as haptics paired with virtual and augmented reality, for risk communication and shared decision-making. She is active in several national and international professional organizations.

Jan Kavookjian, MBA, PhD, Associate Professor

Jan Kavookjian joined the Harrison School of Pharmacy in 2006. Her research areas include behavior sciences and outcomes research in chronic disease management (especially diabetes, obesity, cardiovascular disease), studying the impact of interventions on patient health behaviors (medication adherence and others) and provider behaviors (prescribing, counseling, monitoring), and measure development/assessment for patient-reported outcomes (satisfaction, quality of life, depression). She has written four book chapters, including the 2011 Motivational Interviewing chapter in the ACCP PSAP Book 8, 7th Ed, is an author on peer-reviewed publications that have been cited over 600 times, has delivered over 100 presentations, posters, or papers on subjects related to motivational interviewing (MI) and patient communication. Dr. Kavookjian is also active nationally, having served on the Research Committee for the American Association of Diabetes Educators (AADE), and consistently contributing presentations, MI trainings, and other efforts for AADE, APhA, AACP, CDC, and others. She is also expert faculty on the Merck Speakers Bureau for the topics, Motivational Interviewing, Health Literacy Communication, and Shared Decision-Making in chronic disease management.

Matthew Loop, PhD, Assistant Professor

Matthew Loop holds a BS degree in Biology from the University of Alabama, as well as an MS and PhD in Biostatistics from the University of Alabama at Birmingham. He completed his postdoctoral fellowship in the Vascular Biology and Hypertension Training Program at UAB. Matthew then spent 6 years at UNC Chapel Hill in the Gillings School of Global Public Health and the UNC Eshelman School of Pharmacy. Matthew's research program seeks to determine the effects of therapies in populations that are hard to enroll in clinical trials, such as pregnant women and preterm infants. In addition, he has experience with Medicare claims data, large national prospective cohort studies (ARIC, HCHS/SOL, REGARDS), and electronic health records databases. He also enjoys providing statistical consultations to colleagues and learners.

Surachat Ngorsuraches, PhD, Associate Professor and Admissions Coordinator

Surachat Ngorsuraches, a pharmacist by training, earned his doctoral degree in Social and Administrative Pharmacy from the School of Pharmacy at the University of Wisconsin-Madison. Since that time, he has more than 15 years of experience in teaching, conducting research, and serving the pharmacy profession. Recently, he received a research grant from the National Multiple Sclerosis Society (NMSS) to examine patients' treatment preferences and their willingness-to-pay for disease-modifying therapies. He has also worked on engaging patients and their family members in patient-centered multiple sclerosis research for which he received a grant award from the Patient-Centered Outcomes Research Institute (PCORI). Dr. Ngorsuraches has been an invited speaker to numerous professional meetings and is well-published in the area of pharmaceutical economics and policy research. He has been an active member of the International Society of Pharmacoeconomics and Outcomes Research (ISPOR). He chaired the ISPOR Asia consortium and served as an executive board member for the consortium.

Jingjing Qian, PhD, Associate Professor

Jingjing Qian holds a PhD in Pharmaceutical Health Services Research from University of Maryland School of Pharmacy and a master's degree in Epidemiology from the University of Maryland School of Medicine. Dr. Qian's research interests reside in Health outcome and pharmacoepidemiology research, particularly regarding comparative effectiveness and safety of drug products. She is also interested in mental health and disability research, treatment optimization and outcomes for patients with multiple chronic conditions, medication adherence, and quality of care among vulnerable populations. The goal of her research is to provide effective strategies and interventions to improve population health and eliminate health disparities. Her research has been funded by AACP and the U.S. Food and Drug Administration.

Daniel W. Surry, EdD, Professor and Associate Dean

Dan currently serves as the school's Associate Dean for Curriculum & Assessment. He holds a Doctor of Education in Instructional Technology from the University of Georgia, an M.S. in Instructional Design from the University of South Alabama, and a B.A. in Mass Communication from the University of Alabama. He has been on the faculty at the University of South Alabama, the University of Southern Mississippi, and the University of Alabama and served as Instructional Technologist at California State University, Fresno. His research and consulting interests focus on how technology, organizations, and social systems influence each other. He is Co-Editor of three books, including the Wiley Handbook of Learning Technology (2016). In addition, he has written numerous articles and book chapters and presented his research at local, regional, national, and international conferences. Dan and his wife, Melinda, an Elementary School Teacher and Instructional Coach, reside in Auburn.

Salisa Westrick, PhD, Professor and Department Head

Salisa Westrick holds a BS degree in Pharmacy from Chulalongkorn University, Thailand, MS in Training and Development from Illinois State University and PhD in Social and Administrative Sciences in Pharmacy from the University of Wisconsin-Madison. She utilizes organizational theories and implementation science principles to guide her research program. Her research interests include: (a) implementation of pharmacy-based patient-care services, (b) pharmacists' roles in public health and primary care, and (c) program evaluation in health services. Most of her research has been in the area of pharmacy-based immunization services and patient care services in community pharmacies. She has also partnered with the Alabama Department of Senior Services to increase access to health care among Medicare population.

Zongliang (Wells) Yue, PhD, Assistant Research Professor

Zongliang Yue earned his PhD in Biomedical Science from the University of Alabama at Birmingham. His research focuses on developing computational models related to complex diseases, which involves deciphering human genetics and genomics to understand the molecular mechanisms underlying disease etiology and progression, particularly in acquired drug resistance. In his previous research, Dr. Yue specialized in biological data mining, systems biology, artificial intelligence, visual analytics, and translational informatics to advance human health. He has also contributed to the creation of various web servers and applications for functional genomics analysis and drug repositioning. Recently, Dr. Yue joined the Auburn University Harrison College of Pharmacy and became a part of the research committee in AI@AU. This new opportunity brings exciting interdisciplinary work aimed at developing more effective and safer therapies for complex diseases. His work holds promise in three major areas: patient stratification, computational modeling using systems biology, and applying machine learning/artificial intelligence in personalized medicine.

Important Contact Information

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Honor Code and Confidentiality Agreement

Honor Code

The Student Academic Honesty Code applies to all graduate students in the Department of Health Outcomes Research and Policy. Violations of the Student Academic Honesty code and potential sanctions are detailed in Title XII, Chapter 1200 of the SGA Code of Laws. Potential violations to the Student Academic Honesty Code will be reviewed with the student before being referred to the Student Academic Honesty Committee. See the policy at <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>

Confidentiality Agreement

Research conducted by Department faculty and students often involves patient information protected by State and Federal Laws. Your participation in this research requires strict confidentiality and protection of patient information. You will be required to sign data use agreements for access to existing patient data resources. All research involving human subjects or data derived from human subjects must be reviewed and approved by the Auburn University Institutional Review Board (IRB). Information related to the IRB and protocol submission forms can be found at <http://www.auburn.edu/research/vpr/ohs/>. Information detailing the Privacy Rule and the role of the IRB in protecting patient privacy can be found at <http://privacyruleandresearch.nih.gov/irbandprivacyrule.asp>.

For those involved in department teaching activities, your access to student information is governed by the Family Educational Rights and Privacy Act (FERPA), which protects the privacy of student records. Information regarding FERPA can be found at <http://www.auburn.edu/administration/registrar/ferpa.html> and <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Advising and Advising Committees

Advisory Committee

Students entering the graduate program will be assigned a temporary (interim) advisor who shall serve as the student's advisor until the student selects a thesis or dissertation advisor. The interim advisor will work with the student to select courses for the first and the second semesters of study. During the first academic year (Fall, Spring, and Summer semesters), students will participate in three research rotations with the HORP faculty. Students are expected to work with the supervising HORP faculty for approximately 20-30 hours total over the course of each 6-week rotation. Students will submit their preferences for faculty members with whom to rotate at the beginning of the student's first semester. Assignments will be made considering student preferences and faculty availability. At the completion of each rotation, both the student and rotation advisor will complete an evaluation of the student's performance using the rotation evaluation rubric (see Appendix). The advisor will meet with the student to discuss their performance and will complete a single evaluation form to be signed by both parties and submitted to the Department's Administrative Assistant to retain as documentation.

At the end of the first year of study, students must submit an advisor selection ranking form. This ranking form will be reviewed by HORP faculty considering fit, advisor capacity for advising additional students, and funding. Advising decisions will attempt to maximize the best outcome for both students and faculty advisors. The selected advisor will then work with the student and HORP faculty to select two additional HORP faculty members to serve on the Advisory Committee. The Advisory Committee will advise the student on graduate coursework and serve as professional mentors before forming a Thesis or Dissertation Committee. The student should meet with his or her Advisory Committee at a minimum of twice per year, in the Fall and Spring semesters. This report should be completed and submitted to the Graduate Program Officer after each committee meeting.

Thesis and Dissertation Committees

When the student is ready to begin thesis or dissertation work, the Advisory Committee (see above) is dissolved and replaced by a permanent Thesis or Dissertation Committee. Note that the Advisory Committee members may be asked to continue on as members of the Thesis or Dissertation Committee, or new members may be selected in consultation with the advisor. Should there be a need to change the major advisor, a request should be made to the Graduate Program Officer and the Department Head.

In addition to the major advisor, three other members of the Auburn University graduate faculty must be included on the committee; at least two of these should be members of the graduate faculty of the HORP Department. For dissertation committees, three of the Auburn University-affiliated committee members, including the major advisor, must be a member of the graduate faculty at Level 2. In addition to the four required committee members from Auburn, one individual external to the University is allowed with the submission of appropriate documentation. The advisor will help students select and invite other members to form the rest of the committee. Once a thesis or dissertation committee is formed, the frequency of meetings will be determined by the committee but should occur at least once per academic year. This report should be completed and submitted to the Graduate Program Officer after each committee meeting.

Graduate Program Requirements

Overview

The long-range goal of the graduate program in Health Outcomes Research and Policy is to produce graduates who have unique and needed capabilities for addressing problems and opportunities regarding the medication use process in our society. This includes studying many facets of medication use, including areas such as the safety and effectiveness of existing medications, access to medications, behavior and decision-making by patients and providers, healthcare delivery and communication models affecting medication use, use of medications by patients (adherence), outcomes of medications or healthcare interventions, and evaluation of policies influencing all aspects of medication use. Research conducted by faculty and students in the Department addresses many of these different aspects of medication use. Therefore, our graduate program is designed to be equally diverse, exposing you to a spectrum of different aspects of the medication use process in society. At the same time, you will be able to customize your curriculum and research to focus on the specific aspects of medication use in a society that you find most interesting.

General requirements and required courses must be completed by all students in both the Master's and PhD programs. Master's degree students must complete at least 30 semester hours of coursework, including at least 6-credit hours of statistics. Master's students must also complete thesis requirements. PhD students must complete at least 60 semester hours of coursework, including at least 12-credit hours of statistics. PhD students must pass the doctoral comprehensive exams and complete dissertation requirements.

Student Learning Outcomes

Students graduating from the Health Outcomes Research and Policy M.S. program will:

1. Apply integrated knowledge of social, behavioral, and economics sciences to health services research

Students should be able to apply principles related to: health services program planning and evaluation, social and behavioral theories, pharmaceutical economics, health outcomes and policy as well as pharmacoepidemiology to health services research with the overall goals to address health care problems, improve quality, and reduce cost.

2. Demonstrate developing ability to synthesize scientific evidence

Students should be able to analyze literature relevant to the field, select pertinent information and present it concisely.

3. Demonstrate developing ability to select appropriate research methods and statistical analyses for given scenarios

Students should be able to identify appropriate research design, method, and statistical analysis and justify why they are appropriate. Also, they need to recognize the key limitations.

4. Conduct a scholarly research project within the area of expertise

Under their advisor's guidance, students should be able to carry out a research project, perform appropriate analyses, and discuss the results and implications in written and verbal communication.

5. Demonstrate acceptable scientific communication skills

Students should be able to disseminate research ideas and evidence to research communities, including verbal and written communication.

Students graduating from the Health Outcomes Research and Policy doctoral program will:

1. Apply integrated knowledge of social, behavioral, and economics sciences to health services research

Students should be able to apply principles related to: health services program planning and evaluation, social and behavioral theories, pharmaceutical economics, health outcomes and policy as well as pharmacoepidemiology to health services research with the overall goals to address health care problems, improve quality, and reduce cost.

2. Demonstrate ability to synthesize scientific evidence

Students should be able to analyze literature relevant to the field, select pertinent information and present it concisely.

3. Demonstrate ability to select appropriate research methods and statistical analyses for given scenarios

Students should be able to identify appropriate research design, method, and statistical analysis and justify why they are appropriate. Also, they need to recognize the key limitations.

4. Provide evidence of being an independent researcher

Students should be able to design, carry out, and evaluate outcomes of a rigorous study using theories, principles, and methods within their expertise to address literature gaps.

5. Demonstrate acceptable scientific communication skills

Students should be able to disseminate research ideas and evidence to various stakeholders using verbal and written communication and in both informal and formal venues.

Required Courses

Core Departmental Courses

HORP 7510: HEALTH SERVICES DELIVERY AND EVALUATION (3 credits – Fall Odd Years)

Introduction to basic methods and frameworks for undertaking research and program evaluation within health services organizations and systems.

HORP 7520: SOCIAL AND BEHAVIORAL THEORY IN HEALTH (3 credits – Spring Even Years)

Introduction to the basic theories of behavior and intervention used in practice and research to evaluate changes in health, humanistic, and economic outcomes among patients.

HORP 7530: PHARMACEUTICAL ECONOMICS, OUTCOMES, AND POLICY (3 credits – Fall Even Years)

Introduction to concepts relevant to pharmaceutical outcomes, economics, and policy. The course provides foundational knowledge surrounding healthcare and the evaluation of health outcomes.

HORP 7540: PHARMACOEPIDEMIOLOGY METHODS AND APPLICATIONS (3 credits – Spring Odd Years)

The course covers topics in pharmacoepidemiology focusing on the methods and applications of analyzing large healthcare claims databases and electronic medical records.

Graduate Research Seminar

HORP 7950 (MS) / HORP 8950 (PhD): GRADUATE RESEARCH SEMINAR (1 credit)

All students and faculty in the Department participate in the weekly Graduate Research Seminar (Fall and Spring). The seminar is designed to socialize students to the research process, cover current topics not covered in other didactic courses, and serve as a sounding board to discuss ideas and research in progress. Students enrolled in the MS program should register for HORP 7950, and students enrolled in the PhD program should register for HORP 8950. PhD students must register for the Graduate Research Seminar each semester for the first two years of study, obtaining a minimum of 4 credit hours. MS students should register for a minimum of 3 credit hours. Students are expected to continue to attend and participate in seminar each semester they are enrolled in the graduate program.

Research Methods

HORP 7820: RESEARCH METHODS IN HEALTH SCIENCES (2 credits – Fall)

The course is designed to provide a comprehensive introduction to the primary research methods used in clinical and health services research. It introduces various research designs, including experimental and non-experimental, as well as quantitative and qualitative research methods.

Statistics Requirement

All students are required to be competent in programming and analysis with Statistical Analysis Software (SAS). Satisfying this requirement is a prerequisite for HORP 7540 – Pharmacoepidemiology: Methods and Applications. The recommended course to satisfy this prerequisite is SAS Programming and Applications (STAT 6110) from the Department of Statistics. Exceptions to this requirement include those students who are granted a waiver under the following conditions: 1) Made an A or a B in a comparable didactic course at another institution and have provided adequate documentation of the course's applicable content, or 2) Complete the SAS online training module (SAS Programming I: Essentials) and provide adequate documentation of the course's completion before the start of HORP 7540.

STAT 6110: SAS PROGRAMMING AND APPLICATIONS (3 credits – Fall, Spring, and Summer)

Application of SAS routines to obtain statistical analyses for common statistical methods and interpreting output.

Choice of Statistics Sequences

In addition to SAS training, students must take at least 6 credits of statistics to satisfy requirements for a master's degree, and at least 12 credits of statistics to satisfy requirements for the PhD degree. The following three courses are required for the PhD. Students may satisfy the remaining statistics course credits by choosing a fourth course from among several available statistics courses offered by departments across campus. Course selection should be made under the guidance of the student's major advisor and advisory committee.

STAT 7000: EXPERIMENTAL STATISTICS (4 credits – Fall, Spring, and Summer)

Paired and independent sample t-tests, ANOVA, F-tests, contrasts, tests for trends, multiple comparisons, CR and RCB designs of experiments, regression.

STAT 7010: EXPERIMENTAL STATISTICS II (3 credits – Spring)

Advanced topics in experimental design: writing linear models for experiment-expected mean squares, variance components, nested designs, Latin Square Designs, split-plot designs, ANOVA, and multiple regression.

STAT 7020: REGRESSION ANALYSIS (3 credits – Fall)

Introduction to the method of least squares as it applies to regression and analysis of variance. Simple linear regression, multiple regression, model selection, and diagnostics.

Grant Writing

A grant writing course is offered to expose students to the fundamentals of proposal writing. Ideally, this course should be taken during the fall of the second year of study in order to prepare students for writing competitive fellowship or dissertation funding applications that might support their graduate work during subsequent years. This course is required for both the MS and PhD degrees.

DRDD 7000: GRANT WRITING (3 credits – Fall)

Introduction to grant writing, with a focus on the structure of common NIH grant applications. Students will prepare a mock NIH grant application, and a mock review will be conducted for these proposals.

Additional Requirements for International and Non-Healthcare Students

International students are encouraged to take a semester-long course to become familiar with graduate education in the US and at Auburn University.

UNIV 7000: INTERNATIONAL GRADUATE EXPERIENCE (0 credits – Fall)

The goal of this course is to allow new international graduate students a semester-long opportunity to become familiar with the not only the inner workings of Auburn University, but also American and Alabamian life and culture.

Graduate students who are not familiar with the U.S. health care system should attend several sessions within Unit I of PYDI 9320. This course covers basic concepts related to the delivery of healthcare and pharmaceutical care in the US.

All international graduate teaching assistants are required to submit evidence of satisfactory speaking skills. This can be demonstrated with a score of 23 or higher on the Speaking Section of the Internet-based TOEFL (iBT), or a score of 7 on the Speaking section of the IELTS, or a score of 4.4 and above in the Speaking section of the iTEP (which replaced the SPEAK test), which is administered at Auburn University prior to the start of classes. A student may be asked to enroll in a course designed to improve the oral communication skills of international teaching assistants.

Elective Courses

In consultation with the Graduate Program Officer and their Advisory Committee, students may select from a number of graduate electives that meet their needs and interests. Note that only courses at the 6000 level or higher count towards degree requirements. Students may take courses below the 6000 level if no other graduate course exists to meet their needs. Courses below the 6000 level will still be covered by graduate student assistantship tuition waivers, as long as the student does not exceed the credit hour maximum during their graduate study (110% of credit hours required for the degree). Students are encouraged to consider auditing such courses to reduce the risk of exceeding the maximum allowable hours for a tuition waiver (see <https://gradforms.auburn.edu/audit.aspx>). Audited courses will count as one credit hour toward the credit hour maximum for tuition waivers. Grades earned in undergraduate courses will not be used in the calculation of the

GPA for either retention or graduation but will appear on the graduate transcript. The Auburn University Course Bulletin provides a complete listing of courses offered on the Auburn campus.

Department Electives

HORP 7720: MOTIVATIONAL INTERVIEWING FOR HEALTH BEHAVIORS (3 credits)

Prerequisites: open to HORP graduate students in the MS or PhD programs; graduate students from other graduate programs may be admitted with instructor permission. The course includes Motivational Interviewing (MI) concepts, current research applications, and MI intervention development and skills training.

Special Problems and Special Topics

Special Problems course work (HORP 7960 (MS) and HORP 8960 (PhD)) may be taken for a maximum of 6 credit hours. The purpose of this course work is to encourage individual study (research) in the student's particular area of interest. The student, in collaboration with the professor, should develop a plan of study for the Special Problems course and the student shall submit written evidence (report, manuscript, exam, etc) of progress made as a result of the course at the end of the course. Special Topics courses (HORP 7970 (MS) and HORP 8970 (PhD)) may be offered on a temporary or experimental basis. Special Topics courses typically cover material not being covered in other courses. These courses are not taught on a continuing basis.

Any student wishing to register for one of these courses must complete Part I of the Independent Study Approval Form. This form should be submitted to the Instructor for completion. Be advised that any coursework taken for credit, including Special Topics and Special Problems, will count toward the maximum number of hours covered by the tuition waiver (110% of credit hours required for the degree), regardless of whether they count toward degree completion.

Human Subjects Training

All students are required to complete the CITI human subjects and research ethics training during their first semester. The training can be done online at <https://cws.auburn.edu/OVPR/pm/compliance/irb/training>. Students should complete the CITI modules most relevant to their planned area of study, which may include the basic course (i.e., biomedical module), HIPAA and human subjects research, the social and behavioral module, web-based research, records-based research, etc. Students participating in funded research must also complete the conflict of interest module. Upon completing the training, printed certificates of completion must be provided to the Department Head and Graduate Program Officer. This training and documentation is required by the Institutional Review Board and should be kept up-to-date for the duration of graduate study.

Publication Requirement

All PhD students must publish (or have accepted for publication) at least two peer-reviewed manuscripts between entering the PhD program and graduation. Students who enter with a thesis-based master's degree do not need to be the first author on either of these publications. For students without a thesis-based master's degree, at least one of these publications must be first-authored. The papers may be related to the dissertation topic, but must not be derived as part of the dissertation. The papers should be related to the research disciplines covered by the Department of Health Outcomes Research and Policy. Students are highly encouraged to work collaboratively with other department students and/or faculty on these papers.

Participation in Professional Meetings

The Department encourages attendance and participation at national and regional professional and scientific meetings. Students should consult with their advisor in seeking travel funds. Generally speaking, only students

who are presenting a paper or poster at the meeting may apply for departmental support. It is expected that any graduate student who attends these meetings will attend all feasible research and educational sessions along with pertinent business meetings. Failure to do so will result in forfeiture of funding. Students attending meetings are representing Auburn University and the Department of Health Outcomes Research and Policy. As such, students are expected to dress professionally, arrive at meetings on time, and participate in discussions.

Teaching Development and Experience

While not required, all graduate students are encouraged to seek further training and experience in teaching. The Seminar in College Teaching is particularly appropriate for students interested in academic careers.

HEID 8510: SEMINAR IN COLLEGE TEACHING (3 credits – Spring)

Overview of major issues in Higher Education and methods of instruction in college teaching. Involves use of experiential learning, group and collaborative activities such as microteaching, case studies, e-mail dialogue and reflective writing.

Additional resources are available from the Biggio Center and can be found at

<http://wp.auburn.edu/biggio/opportunities>.

PREPARING FUTURE FACULTY

This program improves readiness to assume faculty roles, helping graduate students understand the expectations and functional realities of faculty life, developing wider institutional and personal networks, and making the graduate study even more responsive to disciplinary and professional needs. Graduate students from all disciplines at Auburn University are eligible to participate in the program. Students are eligible to apply for this program during the Spring of their 1st year. Applications are typically due in April for admission to the next year's class. Students participating in the PFF Program will earn 2 credits towards their degree for registering for GRAD 8940 (Fall) and GRAD 8950 (Spring). The program meets once every 2 weeks for 1 hour. The program is best suited for students closer to the end of their program of study. More information can be found at <http://wp.auburn.edu/biggio/opportunities/pff/>.

GRADUATE CERTIFICATE IN COLLEGE/UNIVERSITY TEACHING

Students with an interest in academic careers may earn a Graduate Certificate in College/University Teaching (<http://www.education.auburn.edu/graduate-degree-cert/college-university-teaching-graduate-certificate/>).

Requirements for the Graduate Certificate include a total of 12 graduate hours, with a grade of B or better in the following courses:

- HEID 8500 The Professoriate (3 credits)
- HEID 8510 Seminar in College Teaching (3 credits)
- Supervised teaching practicum with the faculty member in the student's home department (3 credits)
- 3 elective credits selected from approved courses (2 credit hours of the PFF seminar series count)

Annual Progress Report

An annual review of each graduate student is conducted by the department in Summer each year. Students are required to complete the annual progress report form and submit their completed form to their advisor and the Department Head by the deadline.

Submission of Plan of Study

The Plan of Study must be reviewed and approved by the student's advisory committee prior to submission. For full-time students, the Plan of Study must be submitted no later than the end of the first semester of the second year. For part-time students, the Plan of Study must be submitted before registration for the fourth course taken in Graduate School. Plans of Study should be submitted to the Office of the Director of Graduate Programs for HSOP for approval. Notification of all changes must be provided before the beginning of the final semester. The student is responsible for carrying out the planned program and asking the major professor to make necessary changes.

Master's Degree Requirements

Students in the Master's degree program will be required to complete a thesis. The thesis topic should be selected in consultation with the advisor. Students should begin preparing their thesis proposal no later than their second year in the Master's degree program.

Thesis Credits

A master's student must enroll for a minimum of 4 hours of thesis research (HORP 7990: Research and Thesis). A student may register for more than 4 hours of thesis, but may not receive credit for more than 5 hours. Note that students must register for a minimum of one credit hour each semester even when no longer taking didactic courses.

Thesis Proposal and Proposal Defense

A thesis committee comprised of the advisor and at least two other members of the department's faculty should be formed after selecting a thesis topic. At least two members of the thesis committee must be members of the graduate faculty. After all graduate course work has been completed, the student shall submit a written thesis proposal to his/her thesis committee. The proposal shall be submitted at least 4 weeks before a scheduled meeting to defend the proposal. All members of the committee must agree on the time and date of the defense.

If the student does not unanimously pass the initial proposal defense, additional work will be recommended to strengthen the proposal. A second proposal defense will then be scheduled.

The Thesis

After approval of the thesis proposal by the student's committee, the student may proceed with work on the thesis research. It is suggested that each phase of the research be submitted to the student's advisor for approval. After all phases (problem statement, literature review, methodology, etc.) are done, a complete draft of the thesis shall be submitted to the committee. Within 2 weeks, the committee should return its evaluation, recommendations, and corrections to the graduate student. At that time, the student is responsible for responding to these comments in the final draft submitted to the committee. The committee shall be given the final draft at least 2 weeks in advance of the thesis defense. The student must follow the Graduate School's formatting requirements and obtain and file all necessary documents. See "Thesis and Dissertation Formatting and Structure" for details on structuring the written thesis.

Thesis Defense

Students should schedule their final thesis defense at least 4 weeks in advance, and only with the approval of all thesis committee members. One week before the scheduled thesis defense, the student shall send an announcement of the defense date to all members of the committee, as well as all other students and faculty in the department. Defense presentations are open to the public, with the exception of the closed session for committee member questions. At the thesis defense, the student shall begin with a 15-30 minute oral summary

of the research. This will be followed by public questions, followed by closed committee questions. Public questions will be limited to the thesis topic. Closed session committee questions may also include related course work as listed on the student's plan of study. In the event that the student fails the defense, one re-examination may be given on the recommendation of the committee and approval of the Dean of the Graduate School.

The Associate Dean for Research and Graduate Education of the School of Pharmacy shall be notified at the same time as committee members regarding the dates of the proposal defense and thesis defense.

Doctoral Degree Requirements

Students in the PhD degree program will be required to pass comprehensive exams, pass the general oral examination, and complete a dissertation.

Comprehensive Exams

After the student has completed the required course work (and Master's thesis for those in the Master's degree program), the comprehensive examinations may begin. An exception to this requirement is the Grant Writing course, which is required for graduation, but may be taken after completing the comprehensive exam. This comprehensive examination is often referred to as a preliminary examination. The purpose of this examination is to establish that the student: 1) has the theoretical basis for doing dissertation research in the student's field of study, 2) has had sufficient preparation to be considered a scholar in that field of study, 3) can relate this expertise to problems of pharmacy practice, and 4) has the ability to address an original problem. The exam includes a written examination and may include an oral examination. The Graduate Program Officer will schedule a meeting with those who plan to take the exams early in the semester preceding the exam. Course coordinators of each departmental course will also schedule an office hour approximately three weeks before the scheduled exam for students to attend to ask questions about exam preparation. Students may also request individual meetings with course instructors.

The written examination component consists of two parts: two 4-hour test sessions and a take-home examination. The written examination is based on the Department's core curriculum, including Research Methods, Health Services Delivery and Evaluation, Social and Behavioral Theory in Health, Pharmaceutical Economics, Outcomes and Policy, and Pharmacoepidemiology Methods and Applications. For the two 4-hour test sessions, the student shall use a computer to type his/her answers. However, the student shall not consult any resources during the test session. At the end of the fourth hour, the student will electronically submit his/her answers. As for the take-home component, the student will have a maximum of four days to complete the examination. The student will be tested primarily in the student's major area of study. The student is allowed to consult published resources when preparing answers to the take-home questions but must cite these resources accordingly. Though, consulting any individuals is prohibited. The student shall submit a typed response to each of the questions.

The oral examination component will be scheduled within two weeks after the completion of the written examination. The student may be asked to further clarify the answers in the written examination or respond to new questions related to the student's major study area.

Examination Policies

Students performing unacceptably on only 1 or 2 of the 6 sections (5 closed book and 1 open book) will only need to retake the failed section(s) at least three months but no more than six months after the initial attempt. Students performing unacceptably on 3 or more of the 6 sections will be required to retake the entire examination with the next cohort of exam takers. Students will not be allowed to re-take any part of the exam

more than once. If the retake examination continues to reveal deficiencies in one or more sections, a discontinuation of the student's doctoral work will be recommended.

Dissertation Credits

A doctoral student must enroll for a minimum of 10 hours of dissertation research (HORP 8990: Research and Dissertation). No more than 12 hours may count toward the degree. Note that students must register for a minimum of one credit hour each semester even when no longer taking didactic courses.

Dissertation Proposal and Proposal Defense

This step is referred to as the general oral examination. The dissertation topic should be selected in consultation with the advisor. Students should begin preparing their dissertation proposal no later than their third year in the PhD program. A dissertation committee comprised of the advisor, at least two other department's graduate faculty members, and at least one member external to the department should be formed after selecting a dissertation topic. After all graduate course work has been completed, the student shall submit a written dissertation proposal to his/her dissertation committee. The proposal shall be submitted at least 4 weeks before a scheduled meeting to defend the proposal. All members of the committee must agree on the time and date.

The student must inform the Graduate School, in writing (via the form from the Graduate School: <https://gradforms.auburn.edu/forms/form-c.aspx>), of the oral general examination date at least one week prior to the proposal defense. If the student does not unanimously pass the initial proposal defense, additional work will be recommended to strengthen the proposal. A second proposal defense will then be scheduled.

The student becomes a candidate for the degree on successful completion of the general oral examination. Upon admission to candidacy, the student has four calendar years to complete all remaining requirements for the doctoral degree. If unable for any reason to complete the requirements on time, the student may petition the dean of the Graduate School for a maximum of a one-year extension. Students failing to complete the degree in the allotted time revert to the status of an applicant and must petition the dean of the Graduate School to retake the general examination.

The Dissertation

After approval of the dissertation proposal by the student's committee, the student may proceed with work on the dissertation research. It is suggested that each phase of the research be submitted to the student's advisor for approval. After all phases (problem statement, literature review, methodology, etc.) are done, a complete draft of the dissertation shall be submitted to the committee. After two weeks, the committee should return its evaluation, recommendations, and corrections to the doctoral candidate. At that time, the student is responsible for responding to these comments in the final draft submitted to the committee. The committee shall be given the final draft at least 2 weeks in advance of the dissertation defense. The student must follow the Graduate School's formatting requirements and obtain and file all necessary documents. See "Thesis and Dissertation Formatting and Structure" for details on structuring the written dissertation.

Dissertation Defense

Students should schedule their final dissertation defense at least 4 weeks in advance, and only with the approval of all dissertation committee members. One week before the scheduled dissertation defense, the student shall send an announcement of the defense date to all members of the committee, as well as all other students and faculty in the department. Defense presentations are open to the public, with the exception of the closed session for committee member questions. At the dissertation defense, the student shall begin with a 30-45 minute oral summary of the research. This will be followed by public questions, followed by closed committee questions.

Public questions will be limited to the dissertation topic. Closed session committee questions may also include related course work as listed on the student's plan of study. In the event that the student fails the defense, one re-examination may be given on the recommendation of the committee and approval of the Dean of the Graduate School.

The Associate Dean for Research and Graduate Education of the School of Pharmacy shall be notified at the same time as committee members regarding the dates of the proposal defense and dissertation defense.

The Graduate School has a strict protocol for the dissertation completion process. Students should check the Graduate School's checklist at <http://graduate.auburn.edu/current-students/doctoral-completion-checklist/> <http://grad.auburn.edu/cs/doccklst.html>. Several forms must be submitted to the Graduate School, including the First Submission Approval Form (including recommended University Reader), Application for Final Oral Exam, and the Electronic Dissertation Approval Form.

Dissertation Submission

Only dissertations prepared according to The Guide to the Preparation and Submission of Theses and Dissertations, available at the University Bookstore and on the web at <http://graduate.auburn.edu/current-students/electronic-thesis-dissertation-guide/>, are accepted by the Graduate School. Submission of a dissertation is defined as the time at which the first complete draft of such is submitted to the major professor for review. All dissertations must be microfilmed by University Microfilms International of Ann Arbor, Michigan, which publishes the abstract in Dissertation Abstracts. Students also must provide a bound copy of the dissertation for the department repository, located in the Health Outcomes Research and Policy Conference Room. The student is required to pay for these services. Auburn University reserves the right to make copies of the thesis, but the student retains all publication rights.

University Reader

The assistance of outside readers is required in evaluating all doctoral dissertations since the Graduate School staff cannot possibly possess in-depth knowledge of all dissertation subjects. The major professor nominates from three to five potential outside readers from outside the student's department and provides their names to the Graduate School. The major professor may request appointment of the university reader at any time during the student's doctoral work. If no such request is made, the outside reader will be appointed at the time the first draft of the dissertation is submitted to the Graduate School.

The primary role of the outside reader is to represent the entire Graduate Faculty of Auburn University and advise the Graduate School on the quality of the dissertation from the standpoint of originality, significance, research, analysis, accuracy, and overall scholarship. The reader will recommend to the Graduate School that the committee proceed with the final oral examination or that the document be returned to the student for further work. More information on the role of the outside reader can be found at <http://graduate.auburn.edu/current-students/review-of-dissertations-the-university-reader/>.

Thesis and Dissertation Formatting and Structure

The HORP graduate programs use standard formatting for thesis and dissertation documents, and these must conform to the requirements of the Graduate School (<http://graduate.auburn.edu/current-students/electronic-thesis-dissertation-guide/>). Students have two options from which to choose for structuring their final documents. Choice of the model should be approved by the student's major advisor and committee and declared at the time of the thesis or dissertation proposal.

Option 1: Traditional 5-chapter Model

This model consists of an abstract, five chapters, references, and appendices.

- Chapter 1 is a brief overview of the study, with background and rationale, study objectives, and summary of methodology.
- Chapter 2 contains an extensive literature review and study significance.
- Chapter 3 outlines in detail the study design, rationale, study objectives, hypotheses, and methodology.
- Chapter 4 includes the study results with tables and figures (although these may be included in an appendix instead of the main body of Chapter 4).
- Chapter 5 contains a discussion of the results and how they compare to the current literature, study limitations, summary conclusions, and ideas for future research.

Option 2: 3-Manuscript Model

This model consists of an abstract, five chapters, references, and appendices. Appendices may include tables, figures, or other products related to the study that are not contained in any of the manuscripts. The main difference is that Chapters 2, 3, and 4 are each a stand-alone manuscript in the format required by the target journal. The student submitting the thesis or dissertation **MUST** be listed as the first author on all three manuscripts. The advantage of this model is that papers are closer to being ready for submission to the journal, and the publication process is then expedited. It is possible that manuscripts submitted as part of the final document have already been accepted for publication and/or published.

- Chapter 1 is a brief overview of the study, with background and rationale, study objectives, and summary of methodology.
- Chapter 2 is Manuscript 1.
- Chapter 3 is Manuscript 2.
- Chapter 4 is Manuscript 3.
- Chapter 5 contains a discussion of the results and how they compare to the current literature, study limitations, summary conclusions, and ideas for future research. This chapter intends to tie all three manuscripts together and discuss them as a whole regarding the overall contribution to the literature.

Other considerations

1. The choice of these two structures for the final thesis/dissertation is ultimately up to the major advisor, provided there is unanimous support from the committee.
2. It is important to note that the three manuscripts should be related to one another and not be completely disparate studies without any unifying theme.
3. Committee members should be included as co-authors on the manuscripts, where appropriate. Other students should not be listed as co-authors on any manuscript submitted as part of the final thesis or dissertation except in special circumstances (to be determined by the major advisor).
4. The structure of proposals is ultimately up to the major advisor, provided there is unanimous support from the committee.

Policies and Forms

Academic Progress and Standing

The Department of Health Outcomes Research and Policy follows Graduate School guidelines on what is considered normal progression through graduate degree programs. Students are expected to complete the Master's degree within no more than 2 to 3 years, and the PhD degree within no more than 4 to 6 years (including time contributing to Master's degree, if relevant). The Graduate School requires that students enrolled in a Master's degree program must complete the degree in five years or less. For doctoral programs, students must complete the degree within four calendar years after successfully passing the oral general examination. Exceptions may be made for illness or other extenuating circumstances. However, the Graduate School must approve them. Students having difficulties in progressing because they believe that their advisor is not assisting them in an appropriate manner should first raise these concerns with their advisor. If the problem is not resolved to the student's satisfaction, the student should then discuss the situation with the department head or a committee consisting of all graduate faculties in the department.

Each graduate student's progress toward a degree is monitored by the student's Advisory Committee, and issues of professional and personal development may be considered. While failure to maintain academic standards merits automatic dismissal, a student also may be dropped from the Graduate School if progress is unsatisfactory in other areas such as unprofessional behavior or failure to follow Graduate Program Requirements or Policies. In such cases, the Advisory Committee will prepare a statement of deficiencies and/or grievances and discuss it in a meeting with the student. The statement must have the unanimous support of all members of the committee. The student will be warned that corrective measures must be taken within a specified time to avoid action that might result in dismissal. The committee determines the period allowed for correction. Copies of the statement of grievance and summary of the meeting will be provided to the student, the department head, the academic dean, and the graduate dean. If the deficiency is not corrected within the time allowed by the committee, a statement reiterating the grievance and recommending dismissal should be sent to the graduate dean with copies to the student, the department head, and the academic dean. The graduate dean will give the student an opportunity to respond and will make a final determination. The student and the advisory committee will be notified. The action taken will not appear on the student's official transcript, and the release of information is restricted under the University's policy on the confidentiality of student records.

Only grades in Auburn University courses approved for graduate credit will be used in determining the overall GPA for continuation in the Graduate School. If at the end of any semester the term GPA is below 3.0 or the cumulative graduate GPA (CGGPA) falls below 3.0, the student will be placed on academic probation. If the CGGPA remains below 3.0 after the next nine credit hours of graduate enrollment (both graded and ungraded), the student will be placed on academic suspension. The student may be readmitted only after completing a remediation plan recommended by the academic unit and approved by the Dean of the Graduate School. No course work taken as part of the remediation plan may count toward the student's degree or CGGPA. Graduate-level courses for which grades below C were earned may not be repeated during the remediation period.

Email

E-mail is considered the official medium for University communication. All students are responsible for checking and responding to their Auburn University-issued e-mail account daily. Students are expected to respond to emails within 24 hours during the work week. If you are not yet certain of the answer to a request, respond in that time frame letting the requester know when you will get back with them.

Social Media

The use of social media is acknowledged and supported as a means to interact with others through the Web and other media. Students are encouraged to be diligent in establishing and maintaining a professional social media persona, including but not limited to: picture creation and sharing, video creation, and sharing, "friending", status updates in social networks, tagging of you and others in pictures and other media, blogs posts/comments, location updates, etc. Inappropriate use of social media will be investigated. Penalties for inappropriate use of social media may include academic probation or expulsion. Students are discouraged from interacting with other students in the professional degree program (i.e., PharmD) via social media, especially for students receiving a graduate assistantship that includes responsibilities as a teaching assistant.

Course Transfers

Graduate credit taken in residence at another approved graduate school may be transferred to Auburn University. No prior commitment is made concerning whether transfer credit will be accepted. A student must earn at least 24 semester hours, or half of the total hours required for a master's degree, whichever is greater, at Auburn University. A program that requires 30 hours of credit will be limited to 6 semester hours of transfer credit. No such limitation is applied to doctoral degrees except 18 semester hours must be earned as a graduate student at Auburn University in graded course work at the 7000-level or above. The credit must be acceptable to the student's Advisory Committee and be pertinent to the student's Plan of Study. No transfer credit will be approved without a syllabus and an official transcript. No course on which a grade lower than B was earned may be transferred. Additionally, credit will not be allowed if the combined GPA on graduate work taken at other schools is less than 3.0 on a 4.0 scale, nor may transfer credit be used to improve the GPA on courses taken at Auburn University. All transferred credit to be counted toward a master's degree must have been earned within five years of the date the Auburn degree is awarded. There is no such time limit on credit for doctoral degrees.

Transferring Between the MS and PhD Program

Changes in application status (master's to doctoral, doctoral to master's) or enrollment status (master's to doctoral, doctoral to master's) must be requested by the applicant/student involved and endorsed by the department head or chair, major professor, and advisory committee for enrolled students and approved by the Dean of the Graduate School. Current international students must recertify full financial sponsorship for the issuance of a "new" I-20 form.

Grades

To receive a graduate degree at Auburn University, a student must earn a cumulative GPA of 3.0 on a 4.0 scale on all courses carrying graduate credit. No more than nine hours beyond the student's Plan of Study is allowed in obtaining the cumulative graduate GPA (CGGPA). No grade below C (including unsatisfactory grades for courses taken under the S/U option) is acceptable for credit toward a graduate degree. Each graduate course in which a grade below C is received must be repeated at Auburn University whether or not it is listed on the student's Plan of Study. Both the original grade and the grade for the repeated course will be counted in calculating the CGGPA. Course credits transferred from another institution may not be used to satisfy this requirement. Courses retaken will not count against the nine-hour limit beyond the student's Plan of Study in obtaining the minimum CGGPA.

Registration Requirements

Every student expecting credit toward a graduate degree must be registered with the Graduate School, and no student is considered a candidate for a degree unless properly registered. A student must be registered in the term in which degree requirements are completed. Students also must register in any semester during which the staff or the facilities of the university are used for work on a thesis or dissertation, for the taking of oral

examinations, or for removal of an "incomplete" grade. Thesis and dissertation students needing thesis or dissertation final approval and submission and the final examination register for 7990 Research and Thesis or 8990 Research and Dissertation.

A graduate student may carry a maximum course load of 16 hours per semester (14 in the summer term). This includes undergraduate courses, but does not include 7990 (Research and Thesis) and 8990 (Research and Dissertation) when required of all graduate students in a department each semester. Graduate students must carry nine hours per semester, or enroll in GRAD 7@0/8@0 with concurrent enrollment for a minimum of one hour of 7990/8990 to be classified as full-time students. Enrollment in GRAD 7@0/8@0 requires the completion of this form: http://graduate.auburn.edu/wp-content/uploads/2019/04/Grad_7@0_8@0_Form_2019.pdf. Doctoral students who have achieved doctoral candidacy and Master's students who have completed all course requirements will be enrolled automatically. To maintain full-time status, students do not need to register for summer courses. However, students receiving assistantships during the summer term must register for at least 1-credit. International students who have not yet achieved doctoral candidacy must enroll in at least 9 hours of coursework each Fall and Spring Semester.

Student Resources

Graduate Assistantships and Assistantship Policies

A limited number of Graduate Assistantships may be available. Your admission letter will have specified whether you have been offered an assistantship. Assistantships may come in the form of teaching and/or research. The Department Head will make decisions on whether you will be designated as a Graduate Teaching Assistant (GTA) and/or Graduate Research Assistant (GRA) on a semester-by-semester basis, based on availability and need.

Assistantship Requirements

Assistantships are typically only awarded to full-time students. Under special circumstances, students not classified as full-time may still receive an assistantship. To be on assistantship, you must be registered for at least one course (anything carrying an Auburn University course number) during each academic term of the assistantship. You must satisfy the minimum course load specifications (1 credit) and be making satisfactory progress toward the degree.

International graduate students on F1 visas cannot hold a greater than 50 percent work appointment.

International graduate students on F2 visas cannot hold a work appointment. Rules for summer terms are different. Please check with the International Education office in Foy Hall.

Tuition Support

For Graduate Assistantships, university-funded in-state tuition support will be limited to 110% of the number of hours required for a graduate degree. This tuition support will be provided for one of the following: one Master's degree or recognized dual-degree Master's program; one PhD degree, one Master's degree plus one PhD degree within the same or a complementary field. University-funded full tuition support will only be provided to graduate assistants receiving a 0.33 or higher FTE assistantship for each semester during the academic year. To receive the out-of-state tuition waiver for non-resident students, a graduate student must also be on no less than a 33 percent graduate assistantship. Waivers are available only to graduate assistantships assigned for an entire semester, defined as beginning no later than the eighth class day each semester and ending no earlier than the last day of classes each semester. Non-Alabama resident graduate assistants who have been on assistantship for at least two consecutive semesters will automatically have their out-of-state tuition waived for the next semester

whether or not they are on assistantship that semester. The "next" semester is defined as the next calendar semester. For example, a graduate student on 33 percent or higher assistantship for consecutive fall and spring semesters will still have the out-of-state tuition waived if registered summer semester, whether the student is on assistantship or not that summer semester. If the student were not to enroll the summer semester in this example, but were to enroll the following fall semester, this benefit would not apply because fall would not be the next calendar semester.

Assistantship Workload

Workloads for graduate assistants are defined on the basis of a normal teaching load or the equivalent time in other duties as determined by the department head. The expected workload for a 50% graduate assistant appointment (0.5 FTE) in Health Outcomes Research and Policy is 20 hours per week.

Teaching Assistant Policies

Students assigned as Graduate Teaching Assistants will be responsible for course operations and teaching responsibilities in courses in the Doctor of Pharmacy Program. Teaching Assistants must dress professionally, consistent with the School of Pharmacy Dress Code (<https://www.auburn.edu/academic/pharmacy/about/pp/dress-code.pdf>). Only official university communication mechanisms (university email or university phone numbers) should be used by teaching assistants when interacting with students. Use of social media, texting, or cell phones should be avoided when interacting with students, unless otherwise specified by the course coordinator.

Potential conflicts of interest, such as students connected to the GTA by kinship, common origin, marriage, or GTA-student relationships that might be perceived as inappropriate, should be reported to the Department Head prior to accepting the GTA assignment. Conflicts of interest can be managed as long as they are disclosed in advance. Not disclosing potential conflicts of interest related to GTA duties may result in the loss of the Graduate Assistantship.

International students must meet certain requirements of English language proficiency to serve in this role thereafter (see "Additional Requirements for International and Non-Healthcare Students".)

Students who serve as graduate teaching assistants will be evaluated at the end of the semester by the course coordinator (and potentially other faculty member(s) who have enough interaction with the GTA) to provide constructive comments for the course and term specified, as determined by the course coordinator. The coordinator will be responsible for collecting completed evaluations and reviewing these with the student. Evaluations will be signed by the student and evaluator and returned to the Graduate Program Officer to place in the student's file. A copy of this form can be found in the Appendix.

Vacation and Personal Leave

Graduate students do not accumulate vacation, personal, or sick leave time and the provisions of FMLA do not apply. Thus, HSOP graduate students are approved for absence only for official holiday periods as specified by the Auburn University Office of Human Resources. Those HSOP graduate students on assistantship will be granted paid leave only for those official holiday periods. These dates can be found on the web at http://www.auburn.edu/administration/human_resources/holidays.htm. Note, most students in Health Outcomes Research and Policy are appointed for 12 months, and thus graduate assistants are responsible for their duties 12-months per year.

Requests for exception to the leave policy for vacation and personal leave must be submitted at least 7 days in advance. These requests must be approved by the graduate student's faculty advisor, assistantship supervisor (if applicable), Department Head, and the Associate Dean for Research and Graduate Programs. If sick leave cannot be approved in advance, please submit a leave form upon your return. All requests for exceptions to the leave policy for sickness must be accompanied by an explanation from a primary health care provider. Graduate students on assistantship may not be paid for absences during other periods. Excessive unexcused absences may serve as grounds for terminating a graduate student's financial support and/or their position in the graduate program.

Continuation of Assistantships

Your academic and assistantship performance will be evaluated during each semester, and assistantships will only be renewed for those with acceptable performance. Your efforts to secure funding from other sources will also be positively considered when renewing assistantships. While it is our goal to provide Graduate Assistantships to all students, our ability to provide assistantships for the duration of your academic program may also be limited by funding and availability. Master's degree students should not expect to receive more than 2 years of support, and PhD students should not expect to receive more than 4 years of support. Exceptions to this time limit will be reviewed on a case-by-case basis, considering academic progress, performance as a graduate assistant, and availability of funds.

Workspace

Each student will be provided access to the departmental office suite and desk space in 4205 Walker, or comparable office space. Students must obtain card access by first making a request with the Department's Administrative Assistant. Cards may then be picked up at the Auburn University Tiger Card office, located on the bottom floor of the Student Center.

Phones

Phones are provided in the office and should be used only for University teaching and research activities. The graduate student office's phone number is 334-844-8330. Please be respectful of your office-mates when using the shared phone. On-campus phone numbers require only the last 5 digits (4-xxxx) and you must dial 9 to access off-campus phone numbers. Long-distance phone calls are not permitted, except for department-related, approved purposes, and with the use of a university-provided access code.

Photocopies and Office Supplies

All work on the equipment available in the Department should be related to graduate course work, research, or an assistantship assignment. Photocopying may be done on Departmental equipment if it involves collaborative research between the student and a faculty member, graduate course work, or an assistantship assignment. Work unrelated to any of these areas is not an acceptable reason to use Departmental equipment. In an effort to help curb unnecessary expenditures, all graduate students should make an effort to proactively ensure that copies are made in black and white unless color copies are absolutely needed.

Administrative Support

Administrative support is limited. Usually, the only justification for soliciting administrative or work-study student assistance is regarding work related to an assistantship assignment. All requests for help should be submitted through your advisor and/or the department head.

Library and Electronic Resources

The library provides search tools and access to multiple health-related resources. Search tools most relevant to pharmacy can be found at <http://www.lib.auburn.edu/find/bysubject.php#40>. PubMed is a public access search engine that also is very useful (<http://www.ncbi.nlm.nih.gov/pubmed/>).

The Harrison School of Pharmacy licenses additional pharmacy and medical resources, including products like Clinical Pharmacology, Lexi-Comp, Facts and Comparisons, and Micromedex. These resources can be accessed via the HSOP student webpage.

Electronic resources of Auburn University must be used responsibly. Inappropriate or illegal activities conducted using University computers, networks, or email addresses will not be tolerated.

Computers

Graduate students are required to own and maintain a laptop computer. Wireless internet is provided in most places on campus, and wired ports are provided in student office space. The Harrison School of Pharmacy Office of Information Technology (OIT) can provide minimal support for your computers, only as needed for departmental teaching or research activities. This includes help in establishing internet connectivity or connecting to University printers. The School is primarily a Windows-based computing environment. Students are welcome to use their preferred laptop operating system but should be aware that support for non-Windows machines is very limited. The Department will not purchase software licenses for student's personal computers, but software licenses may be obtained through AU Install <https://cws.auburn.edu/shared/auth/index?r=http%3A%2F%2Fcws.auburn.edu%3A80%2Foit%2Fauinstall&i=86>. HSOP OIT may also be able to provide discounted licenses on other needed software, and these requests should be made through your advisor.

The Department will maintain public desktop computer(s) for use by graduate students. These computers will have software installed that will be needed for coursework and research, including SAS, SPSS, EndNote, and Adobe.

Dress Code

Graduate students working in the 4th floor office are permitted to wear casual clothing, including jeans and collarless shirts. It is expected that attire be in good condition, neat looking and devoid of graphics of questionable taste. Furthermore, graduate students are expected to adhere to accepted standards for personal hygiene, including regular bathing, use of deodorants and regular dental hygiene.

All HCOP graduate students are required to wear their identification badges in the workplace. Graduate students offering instruction in the Pharm.D. program, including skills lab, are required to adhere to the program's [Standards of Professional Attire](#).

Exceptions to the attire policy will be granted to accommodate accepted cultural or religious practices. Contact the Director of Graduate Programs for details.

Funds for Travel, Research, and Stipend Support

Each graduate student, upon entering the HORP program, will receive an allowance to help defray costs of travel, software purchases, and thesis/dissertation project expenses.*

- **Allowance amounts:**
 - PhD students will receive an allowance of \$3,000 over the course of the PhD training period.
 - Students seeking a terminal MS degree will receive an allowance of \$1,000.
- PhD students may use up to \$1000 of allowable funds prior to successfully passing the dissertation proposal defense, then the balance of the funds will be released for use up until graduation from the program.
- Funds shall be used to cover university-approved expenses and must be approved by the student's major advisor. No additional funds may be requested, and any funds not spent at the time of graduation cannot be transferred or cashed out.
- In the event that a student transfers from the MS program into the PhD program, any balance may be carried over, and a total of up to \$3,000 will be allowed.
- All funds will be processed through the Department's account. Funds cannot be withdrawn nor transferred to an individual student's personal account.
- Use of funds must be justified and requests submitted using a RAT for travel and the Application for Department Research Support form for all other requests.
- Funds may not be used for international travel.
- Funds cannot be used to pay for students' fees and health insurance.
- Students are required to purchase and maintain a personal laptop as part of the requirements for admission; these funds may not be used for that purpose.
- Under unusual circumstances, exceptions to these rules may be considered on a case-by-case basis.

*NOTE: This policy applies to students entering the program in Spring of 2019 or later and takes the place of the former travel allowance of \$500 per year.

The following recurring opportunities might be available to you.

American Foundation for Pharmaceutical Education (AFPE)

First-year graduate student fellowships, pre-doctoral fellowships, and minority awards are available to US citizens or permanent residents (<http://afpepharm.org/wp-content/uploads/2016/10/2017-PreDoc-Award-Description-Final.pdf>) These awards are competitive and prestigious, paying between \$6,500 to \$12,500 per year. Pre-doctoral students who have completed at least 3 semesters of graduate education are eligible to apply for the pre-doctoral fellowships. Awards are renewable and may be used for student stipends, supplies, books, materials, travel, etc.

PhRMA Foundation Pre-Doctoral Fellowship in Health Outcomes

Pre-Doctoral fellowships up to 2-years in length are available to US citizens or permanent residents and international students. (<http://www.phrmafoundation.org/2018-awards/pre-doctoral-fellowship-awards/>). Students who have completed the bulk of their Pre-dissertation work (at least 2 years) and are beginning their dissertation research are eligible to apply. The award provides a stipend of \$25,000 per year, with up to \$1000 per year available for dissertation preparation expenses.

AHRQ Health Services Dissertation Awards (R36)

The Agency for Healthcare Research and Quality provides dissertation awards of up to \$40,000 direct costs for the entire project period (<http://grants.nih.gov/grants/guide/pa-files/PAR-09-212.html>). Applicants must be US citizens or permanent residents and must have completed all non-dissertation requirements for their doctoral degree by the time of submission of the application. Approval of the dissertation committee also is required.

Drug Abuse Dissertation Research (R36)

National Institute on Drug Abuse provides dissertation support of up to \$50,000 direct costs for the entire project period (<https://grants.nih.gov/grants/guide/pa-files/PA-16-443.html>). Applicants must be US citizens or permanent residents.

Ruth L. Kirschstein National Research Service Award (NRSA)

The National Institutes of Health offers several training grants for pre-doctoral students. Students who have previously earned a PharmD degree or other terminal healthcare professional degree also may be eligible for post-doctoral awards. These awards are highly competitive but highly prestigious and financially generous. See http://grants.nih.gov/training/F_files_nrsa.htm for further information on specific awards that are available.

Summer Internships

Students interested in a career in the pharmaceutical industry, federal or state agencies, or other outcomes-related fields may be interested in a summer internship. While no formal program exists to place students in these positions, you may find information by networking with other students and faculty or reviewing the following sites: www.amcp.org or <https://www.ispor.org/member-groups/new-professionals/professional-development-resources/internships-fellowships-career-opportunities-for-the-future>.

Appendix - Departmental Forms

Committee Meeting Report

This form is to be completed by the student following each Advisory/Thesis/Dissertation Committee Meeting. The completed form should be signed by the student and all committee members and the original submitted to the Graduate Program Officer for placement in the student's file.

Student:		Date of meeting:	
Committee Type (Advisory, Thesis, or Dissertation):			

1. Progress on previous recommendations:

2. Summary of discussion:

3. Recommendations going forward:

4. Other comments:

5. Next planned committee meeting (if known):

Committee chairperson (mentor)

Graduate student

Committee member

Committee member

Committee member

Committee member (external)

Advisor Selection Ranking Form

To be completed at the end of 1st year of program

Name:

Banner ID:

Program (MS/PhD):

Advisor Selection 1:

Justification:

Advisor Selection 2:

Justification:

Advisor Selection 3:

Justification:

Student Signature: _____ Date: _____

Advisor selected by faculty: Selection 1 Selection 2 Selection 3

Selected Advisor Signature: _____ Date: _____

Department Head Signature: _____ Date: _____

Change of Advisor Form

Date: _____

Student's Name: _____
Print

Current Advisor's Name: _____
Print

New Advisor's Name: _____
Print

I confirm that I will be the new academic advisor for the above-mentioned student and I accept all responsibilities of being their advisor.

New Advisor's Signature: _____ Date: _____

Student Signature: _____ Date: _____

Return this form to the Graduate Program Officer.

Do Not Write Below This Line

Date Submitted: _____

Graduate Program Officer Signature: _____

Former Advisor Signature: _____

Cc: HSOP Office of Research and Graduate Programs
Student File

Research Rotation Evaluation Form

HORP Graduate Student Research Rotation Evaluation Rubric

Instructions: Both student and faculty supervisor should complete this rubric independently and discuss.

Student Name:

	NA	Unacceptable = 0	Developing = 1	Proficient = 2	Expert = 3
Articulates appropriate understanding of foundational concepts		Articulates a complete lack of understanding of the underlying foundational concepts discussed	Experiences difficulty articulating a general understanding the underlying foundational concepts discussed	Articulates a general understanding of the underlying foundational concepts discussed, with some components missing	Confidently articulates a complete understanding of the underlying foundational concepts discussed
Displays appropriate reasoning and problem solving		Uses a few simple ideas and a limited range of appropriate strategies for problem solving Rarely uses higher-order thinking skills	Uses a variety of related and straightforward ideas with appropriate strategies for problem solving Occasionally uses higher-order thinking skills	Uses ideas of some complexity and chooses the most appropriate strategy for problem solving Frequently uses higher-order thinking skills in decision making	Uses complex ideas and modifies known strategies or creates new strategies for problem solving Consistently uses higher-order thinking skills in decision making
Produces high-quality work		Displays limited effort,	Displays some evidence of	Produces organized, appealing	Produces highly organized and

	NA	Unacceptable = 0	Developing = 1	Proficient = 2	Expert = 3
products		organization, and quality Limited creativity is shown Lacks accuracy in content and mechanics	organization and effort to appeal Demonstrates some creativity Limited accuracy in content and/or mechanics	products Demonstrates creativity Demonstrates a general degree of proficiency in content and mechanics	appealing products Demonstrates creativity Demonstrates a high degree of accuracy in content and mechanics
Meets obligations and deadlines of the rotation		Student never meets obligations and deadlines	Student often fails to meet obligations and deadlines	Student meets 85% - 95% of obligations and deadlines	Student meets all obligations and deadlines
Adequately prepares for meetings		Student's preparation for meeting/work is unacceptable	Student's preparation for meeting/work needs improvement	Student arrives prepared for meeting/work at least 75% of the time	Student arrives prepared for meeting/work at least 95% of the time
Attends scheduled meetings and arrives on time		Student misses all meetings OR arrives on time less than 50% of the time	Student misses the majority of the scheduled meetings OR and arrives on time 50-69% of the time	Student misses 1-2 meetings OR and arrives on time 70-94% of the time	Student attends all meetings and arrives on time at least 95% of the time
Works collaboratively with other students		Student is disrespectful of others and is not receptive to other viewpoints or alternate approaches	Student is occasionally disrespectful of others or dismisses other viewpoints or alternate approaches without giving them consideration	Student is mostly respectful of others and receptive to other viewpoints and alternate approaches, with some exceptions	Student is always respectful of others and receptive to other viewpoints and alternate approaches
Responsive to		Student is completely unreceptive to constructive	Student rarely welcomes constructive feedback and rarely	Student mostly welcomes to constructive feedback and uses	Student always welcomes constructive feedback and

	NA	Unacceptable = 0	Developing = 1	Proficient = 2	Expert = 3
feedback		feedback and never uses it for improvement	uses it for improvement	it for improvement, with some exceptions	consistently uses it for improvement

Please indicate one to two strengths of the student’s performance:

Please indicate one to two areas for improvement in the student’s performance:

Rotation Supervisor Signature

Date

Student Signature

Date

Academic Progress Annual Report

To be completed by the student

A copy of the current plan of study and a copy of transcript should be attached to this report.

Date

Your name

Program enrolled Master's program

(check one) Doctoral program

Thesis/dissertation advisor

Date admitted to the
program

Current cumulative GPA

Number of credits below B
(including an incomplete)

Date (or expected date) of
plan of study submission

Number of remaining
required courses indicated in
the plan of study

Date (or expected date) of
comprehensive exam
(Doctoral students only)

Date (or expected date) of
thesis/dissertation proposal
approval

Date (or expected date) of
final thesis/dissertation
defense

Advisory/Thesis/Dissertation Committee: (Enter "to be determined" if you do not yet have an assigned committee)

Please describe the following information:

Goals:

1. Statement of career goals. What do you plan to do after graduation?
2. Goals for the next academic year

Accomplishments:

For questions 3-5, please organize your works in chronological order with complete titles, authors and citation.

3. All manuscripts published or accepted (in press) to peer reviewed journals since admission into the program
 4. All manuscripts submitted for publication in the past year (June–May) (Indicate which ones are currently under review)
-

5. All presentations at conferences since admission into the program (Indicate what type of presentation - poster, podium, etc.)

6. Grants for research and travel (list full name of the grant, funding agency, date, and amount of grant) since admission into the program

Applied For:

Received:

7. Awards and honors received since admission into the program (include date of the award)

Activities:

8. Scientific meetings attended in the past year (June–May) (list complete name and date(s) of meeting(s))

 9. Research project(s) that you participated in during the past year (June-May) (not including your own thesis/dissertation; list full name of research projects and faculty supervisors)
-

10 . Teaching activities during the past year (June–May), such as delivering a lecture or facilitating an activity or lab session

11 . Other professional/research activities in the past year(June–May)

12 . What additional training/coursework would you like to have in order to strengthen your skills and experience?

Comments :

13 . Briefly comment on your progress in achieving your academic goals during the past year. Note areas in which you are experiencing any difficulty and which areas you would like to make an improvement.

14 . Briefly address any barriers/challenges that hinder your progress in the program and your future plan to address them.

Student Your signature below indicates that you have discussed the contents of this progress report with your major advisor.

Student _____ Date _____

Major Advisor Your signature below indicates that you have discussed the contents of this progress report with the student.

Major Advisor _____ Date _____

Dept Head _____ Date _____

When both the major advisor and student have reviewed and signed this progress report, copies of the report should be given to the student and the major advisor. The original progress report should be placed in the student's file in the department. Students who wish to appeal any part of the major advisor's evaluation may do so in writing to the department head.

GTA Evaluation

Pertinent items are to be answered by the GTA's direct supervisor to provide constructive comments for the course and term specified. Indicate N/A for questions that you are unable to answer or for questions that do not apply.

Student Name: _____

Signature: _____ Date: _____

Course Coordinator / Instructor Name: _____

Signature: _____ Date: _____

Course: _____ Term: _____

	N/A	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The GTA delivers course content effectively.					
2. The GTA is punctual to classroom/lab, meetings, and scheduled appointments.					
3. The GTA is accountable for the assigned duties.					
4. The GTA proactive in identifying tasks that need to be completed.					
5. The GTA accepts constructive criticism and responds accordingly to improve him/herself.					
6. The GTA demonstrates diligence, consistency, accuracy, and completes assignments on time.					
7. The GTA effectively handles problems through communication with students, teachers, administrators, and others.					
8. The GTA adheres to the HSOP policies, practices, procedures and dress code.					

9. Strengths of the GTA:

10. Areas of improvement for the GTA:

Application for Departmental Research Support

APPLICANT INFORMATION

Last Name: _____ First Name: _____
Banner ID: _____ Phone: _____ Email: _____

EXPENSE INFORMATION

Total funds requested: \$ _____
Total funds pledged from Major Advisor \$ _____
Total funds received from other sources \$ _____

Describe efforts made to secure funding from other sources:

JUSTIFICATION

Describe why the funds are needed and detail how they will be used:

APPLICANT CERTIFICATION

Applicant Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Return this form to the Department Head.

Do Not Write Below This Line

Date Submitted: _____

Department Head Signature: _____

Approved: Yes _____ No _____

HORP Graduate Student Checklist – PhD Program

This checklist is intended to help guide you through your time of study in our program. You will be responsible for maintaining this checklist and may want to share it with your faculty advisor periodically to keep him or her informed of your progress.

Task or Milestone	Timeline for Completion	Date Completed
Participate in at least 3 research rotations	By end of first full year of study	
Complete the Advisor Selection Ranking Form – submit to GPO	By end of first full year of study	
Form an advisory committee	By end of first full year of study	
Complete Academic Progress Report – Year 1 – submit to GPO	Summer of first year	
Complete Academic Progress Report – Year 2 – submit to GPO	Summer of second year	
Complete Academic Progress Report – Year 3 – submit to GPO	Summer of third year	
Submit Plan of Study to Graduate School	By end of first semester of second year	
Comprehensive Exam	After completion of required coursework (with the exception of Grant Writing)	
Form a dissertation committee	Varies, but prior to dissertation defense	
Dissertation Proposal Defense	After completion of comprehensive exam – timing varies. Student should submit application to the Graduate School at least one week in advance	
Final Dissertation Defense	Varies – student should submit application to the Graduate School at least one week in advance	
Corrections made and final dissertation submitted	Varies – student should submit form to the graduate school	
First manuscript accepted for publication	Varies	
Second manuscript accepted for publication	Varies	

In addition, you should perform the following tasks periodically throughout your course of study.

Task	Frequency
Hold advisory committee meeting and submit report	Each Fall and Spring semester, until you have a dissertation committee
Complete Academic Progress Report	Each year (Summer semester)

HORP Graduate Student Checklist – MS Program

This checklist is intended to help guide you through your time of study in our program. You will be responsible for maintaining this checklist and may want to share it with your faculty advisor periodically to keep him or her informed of your progress.

Task or Milestone	Timeline for Completion	Date Completed
Participate in 3 research rotations	By end of first full year of study	
Complete the Advisor Selection Ranking Form	By end of first full year of study	
Form a thesis committee	By end of first full year of study	
Complete Academic Progress Report – Year 1 – submit to GPO	Summer of first year	
Complete Academic Progress Report – Year 2 – submit to GPO	Summer of second year	
Submit Plan of Study to Graduate School	By end of first semester of second year	
Thesis Proposal Defense	Varies	
Final Thesis Defense	Varies – student should submit application to the Graduate School at least one week in advance	
Corrections made and final thesis submitted	Varies – student should submit form to the graduate school	

In addition, you should perform the following tasks periodically throughout your course of study.

Ongoing Tasks	Frequency
Hold advisory committee meeting and submit report	Each Fall and Spring semester, until you have a thesis committee
Complete Academic Progress Report	Each year (Summer Semester)

Graduate Student Request To Be Absent

(Must be submitted at least seven days in advance of planned absence)

Graduate Student's Name (Print): _____

Department: _____

Student Appointment Type _____ GTA _____ GRA _____ Not Applicable

Reason for Absence:

_____ Personal illness/injury

_____ Death in family

_____ Scientific Meeting

_____ Other (explain): _____

Dates of Requested Absence:

From _____ AM/PM _____
Month Date Year

Through _____ AM/PM _____
Month Date Year

Total Hours of Paid Leave

Total Hours of Unpaid Leave

Graduate Student Signature

Date

Faculty Advisor Signature

Date

Graduate Assistant Supervisor Signature (IF APPLICABLE)

Date

Department Head Signature

Date

Associate Dean for Research and Graduate Programs Signature

Date



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