

2025–26

Bulletin

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About This Bulletin

The degree requirements and policies listed in the 2025-26 *Bulletin* apply to students entering Washington University during the 2025-26 academic year. For more information, please visit the Catalog Editions page.

Every effort is made to ensure that the information, applicable key policies, and other materials presented in the *Bulletin* are accurate and correct as of the date of publication (July 1, 2025). To view a list of changes that have taken place after that date, visit the Program & Policy Updates page. Please note that the *Bulletin* highlights key university policies applicable to its students. Not all applicable university and departmental policies are included here.

Washington University reserves the right to make changes at any time without prior notice to the *Bulletin* and to university policies. Therefore, the electronic version of the *Bulletin* as published online is considered the official, governing document, and it may change from time to time without notice.

The next edition of the *Bulletin* will be published on July 1, 2026. Midyear changes to current courses (titles, descriptions, and credit units) are not reflected in this *Bulletin*. For more information about determining the appropriate edition of the *Bulletin* to consult, please visit the Catalog Editions page in the About This Bulletin section.

For the most current information about registration, visit the Plan for Next Semester Overview page of the Workday@WashU website. To view current semester course listings, consult the Class Schedule Search on the Office of the University Registrar website.

Degree progress is maintained in the Workday Student information system. Students are responsible for reviewing their academic progress for accuracy and remaining credential requirements. Questions around degree requirements and credit application should be directed to advisors.

Please email the Bulletin editor (bulletin@wustl.edu) with any questions concerning the *Bulletin*.

Bulletin Policies

Policies related to this catalog include the following:

Changes to the Bulletin

Every effort is made to ensure that the information, policies and other materials presented in the *Bulletin* are accurate and correct as of the date of publication. For more information about the content review process for the Bulletin, please visit the Catalog Editions page (p. 7).

The *Bulletin* for the upcoming academic year is published annually on July 1, and certain post-publication changes may be made until October 1. To view a list of changes that have taken place after the July 1 publication date, please visit the Program & Policy Updates page.

Washington University reserves the right to make changes at any time without prior notice. Therefore, the electronic version of the *Bulletin* and the policies set forth therein may change from time to time without notice. The governing document at any given time is the then-current version of the *Bulletin*, as published online, and then-currently applicable policies and information are those contained in that *Bulletin*.

Discontinued Programs

Students enrolled in programs that discontinue admitting new students during their tenure are expected to meet degree requirements published in the *Bulletin* and in place during their year of matriculation. If a program's requirements change, a student may request to change to a subsequent version effective during their enrollment, which is subject to approval by their school. Students who leave the university may not be allowed to return to a discontinued program depending on the time frame the university has agreed that the program will teach out remaining students.

Students are held to other policies in effect and as published for the current academic year.

For more information, please visit the Prior Bulletins page (p. 7).

Year of Matriculation

Students are expected to meet degree requirements published in the *Bulletin* and in place during their year of matriculation. If a program's requirements change, a student may request to change to a subsequent version effective during their enrollment, which is subject to approval by their school.

For more information, please visit the Catalog Editions page (p. 7).

Course Numbering

Washington University adopted a new course labeling structure in Fall 2025. The first part is the subject code indicating the area of study: for example, ANTHRO for Anthropology or MEMS for Mechanical Engineering and Materials Science. The second part is a four-digit course number. Course numbers demonstrate a progression of difficulty and/or depth in coursework.

- 1000 to 1999 indicates an introductory undergraduate course, usually without prerequisites.
- 2000 to 2999 indicates an introductory or intermediate undergraduate course, sometimes with prerequisites.
- 3000 to 3999 indicates an upper-level undergraduate course, often with a prerequisite of a prior course or class standing (e.g., junior standing).
- 4000 to 4999 indicates an undergraduate course or seminar with advanced content, in which a graduate student may be eligible to register.
- 5000 to 9999 indicates a graduate course, in which advanced undergraduates may request to register.

The presence of a course in this *Bulletin* signifies that it is part of the curriculum currently offered and may be scheduled for registration.

Curriculum Designators

The subject designators shown below are used in Washington University's course descriptions and listed here alphabetically by code.

A

Code	Name
ACCT	Accounting
AFAS	African & African American Studies
AHBR	Applied Health Behavior Research
AMCS	American Culture Studies
ANESTH	Anesthesiology
ANTHRO	Anthropology
APL	Applied Linguistics
ARAB	Arabic
ARC	Archaeology
ARCH	Architecture
ART	Art
ARTARCH	Art History & Archaeology
ASGS	The Graduate School

B

Code	Name
BEYOND	Beyond Boundaries
BIOCHEM	Biochemistry & Molecular Biophysics
BIOL	Biology & Biomedical Sciences
BME	Biomedical Engineering
BMI	Biomedical Informatics
BSDC	Brown School Doctoral

C

Code	Name
CAPS-AFAS	CAPS - African & African American Studies
CAPS-AMCS	CAPS - American Culture Studies
CAPS-ANTHRO	CAPS - Anthropology
CAPS-ARAB	CAPS - Arabic
CAPS-ART	CAPS - Art
CAPS-ARTARCH	CAPS - Art History & Archaeology
CAPS-BIO	CAPS - Biology
CAPS-BUS	CAPS - Business
CAPS-CHEM	CAPS - Chemistry
CAPS-CHINESE	CAPS - Chinese
CAPS-CIM	CAPS - Computers & Information Management
CAPS-CLASSICS	CAPS - Classics

CAPS-COMM	CAPS - Communications
CAPS-COMPLIT	CAPS - Comparative Literature
CAPS-CRM	CAPS - Clinical Research Management
CAPS-CS	CAPS - Computer Science
CAPS-DANCE	CAPS - Dance & Somatic Movement Studies
CAPS-DATASTUDIES	CAPS - Data Studies
CAPS-DRAMA	CAPS - Drama
CAPS-EASIA	CAPS - East Asian Studies
CAPS-ECOMP	CAPS - English Composition
CAPS-ECON	CAPS - Economics
CAPS-EDUC	CAPS - Education
CAPS-ELIT	CAPS - English & American Literature
CAPS-ELP	CAPS - English Language Programs
CAPS-EPSC	CAPS - Earth & Planetary Sciences
CAPS-FILM	CAPS - Film & Media Studies
CAPS-FR	CAPS - French
CAPS-GERMAN	CAPS - Germanic Languages & Literatures
CAPS-GIS	CAPS - Geographic Information Systems
CAPS-GS	CAPS - General Studies
CAPS-HCARE	CAPS - Health Care
CAPS-HEBR	CAPS - Hebrew
CAPS-HINDI	CAPS - Hindi
CAPS-HIST	CAPS - History
CAPS-HRM	CAPS - Human Resources Management
CAPS-IA	CAPS - International Affairs
CAPS-IRISH	CAPS - Irish Studies
CAPS-IS	CAPS - International Studies
CAPS-ISLA	CAPS - Integrated Studies in Liberal Arts
CAPS-ITAL	CAPS - Italian
CAPS-JAPAN	CAPS - Japanese
CAPS-JME	CAPS - Jewish, Islamic, & Middle East Studies
CAPS-JRN	CAPS - Journalism
CAPS-KOREAN	CAPS - Korean
CAPS-LAS	CAPS - Latin American Studies
CAPS-LING	CAPS - Linguistics
CAPS-MATH	CAPS - Mathematics & Statistics
CAPS-MUS	CAPS - Music
CAPS-NPM	CAPS - Nonprofit Management
CAPS-PHIL	CAPS - Philosophy
CAPS-PHYS	CAPS - Physics
CAPS-POLSCI	CAPS - Political Science
CAPS-PORT	CAPS - Portuguese
CAPS-PSYCH	CAPS - Psychological & Brain Science (Psychology)
CAPS-RELST	CAPS - Religious Studies

CAPS-RUSS	CAPS - Russian
CAPS-SCAN	CAPS - Scandinavian
CAPS-SCI	CAPS - Science
CAPS-SOC	CAPS - Sociology
CAPS-SPAN	CAPS - Spanish
CAPS-SPCH	CAPS - Speech
CAPS-SUST	CAPS - Sustainability
CAPS-WGSS	CAPS - Women, Gender, & Sexuality Studies
CFH	Center for the Humanities
CHEM	Chemistry
CHINA	Chinese
CHST	Children's Studies
CLASSICS	Classics
CLNV	Clinical Investigation
CNST	Construction Management
COMPLITHT	Comparative Literature & Thought
CSE	Computer Science & Engineering
CWP	College Writing Program
CYBER	Cybersecurity Management

D

Code	Name
DANCE	Dance
DAT	Data Analytics
DCDS	Division of Computational & Data Sciences
DESIGN	Design
DRAMA	Drama

E

Code	Name
EALC	East Asian Languages & Cultures
ECON	Economics
EDUC	Education
EECE	Energy, Environmental, & Chemical Engineering
EEPS	Earth, Environmental, & Planetary Sciences
EGS	Engineering Graduate Studies
ELIT	English Literature
EMED	Emergency Medicine
EMGT	Engineering Management
ENGR	General Engineering
ENST	Environmental Studies
ESE	Electrical & Systems Engineering
ETEM	Engineering Management

F

Code	Name
FASHION	Fashion Design
FILM	Film & Media Studies
FIN	Finance
FRENCH	French

G

Code	Name
GENETICS	Genetics
GENST	General Studies
GERMAN	Germanic Languages & Literatures
GLOBAL	Global Studies
GNCOUN	Genetic Counseling
GREEK	Greek

H

Code	Name
HBRW	Hebrew
HCO	Health Care Operations
HINDI	Hindi
HISTORY	History

I

Code	Name
IMSE	Institute of Materials Science & Engineering
INFO	Information Management
INTERD	Interdisciplinary Studies
INTL	International Studies
IPMS	Movement Science
ITAL	Italian

J

Code	Name
JAPAN	Japanese
JCE	Joint Civil Engineering
JCHE	Joint Chemical Engineering
JCS	Joint Intro to Computing
JEC	Joint Engineering Communications
JEE	Joint Electrical Engineer
JEMT	Joint Engineering Math
JIMES	Jewish, Islamic, & Middle East Studies
JME	Joint Mechanical Engineering

K

Code	Name
KOREA	Korean

L

Code	Name
LANDARCH	Landscape Architecture
LATAM	Latin American Studies
LATIN	Latin
LAW	Law
LAWO	Law Online
LING	Linguistics
LWST	Legal Studies

M

Code	Name
MAIR	Military Aerospace Science
MARM	Military Science
MATH	Mathematics & Statistics
MBIO	Molecular Biology
MBIOPHARM	Molecular Biology & Pharmacology
MEC	Managerial Economics
MEDH	Medical Humanities
MEDICINE	Internal Medicine
MEDINTER	Medicine Interdisciplinary
MEDPHASE 1	Medicine Phase 1
MEDPHASE 2	Medicine Phase 2
MEDPHASE 3	Medicine Phase 3
MEDPHYS	Medical Physics
MEDRSRCH	Medicine Research
MEMS	Mechanical Engineering & Materials Science
MGT	Management
MKT	Marketing
MSB	Biostatistics & Genetic Epidemiology
MUSIC	Music

N

Code	Name
NEUROL	Neurology
NEUROSCI	Neuroscience
NEURSUR	Neurological Surgery
NRSSCI	Nursing Science

O

Code	Name
OB	Organizational Behavior
OBGYN	Obstetrics & Gynecology
OPHTH	Ophthalmology & Visual Sciences
ORTHO	Orthopedic Surgery
OSP	Overseas Programs
OT	Occupational Therapy
OT-M01	Occupational Therapy Program
OTHER	Divisions, Institutes, & Other Categories
OTO	Otolaryngology

P

Code	Name
PACS	Audiology & Communication Sciences
PATH	Pathology
PBPMSTUDY	Biological & Physical Sciences for PBPM
PE	Physical Education
PEDS	Pediatrics
PHCC	Public Health Concentration Courses
PHEL	Public Health Electives
PHFN	Public Health Foundation
PHIL	Philosophy
PHPC	Public Health Practicum
PHRS	Public Health Research
PHS	Population Health Sciences
PHSL	Public Health Skill Lab
PHTPS	Public Health Transdisciplinary Problem Solving
PHYSICS	Physics
PHYSTHER	Physical Therapy Program - Grad
PNP	Philosophy-Neuroscience-Psychology
POLSCI	Political Science
PORTUG	Portuguese
PRJM	Project Management
PSY	Psychiatry
PSYCH	Psychological & Brain Sciences
PUBHLTHSOC	Public Health & Society

R

Code	Name
RADIOL	Radiology
RADONC	Radiation Oncology
RELPOL	Religion & Politics
REPRSCI	Reproductive Science
RESEARCH	Research
REST	Religious Studies
RUSS	Russian

S

Code	Name
SCOT	Supply Chain, Operations, & Technology
SDS	Statistics & Data Science
SLU	Saint Louis University
SOC	Sociology
SPAN	Spanish
SPCN	Social Policy Concentration
SPFN	Social Policy Foundation
SPGN	Social Policy General
SPHR	Speech & Hearing
SURGERY	Surgery
SWCD-S60	Social Work Community Development
SWCP	Social Work Concentration Practicum
SWDT	Social Work Doctoral
SWEL	Social Work Electives
SWEV	Social Work Evaluation
SWFN	Social Work Foundation
SWHS	Social Work History & Professional Theme
SWLM	Social Work Leadership & Management
SWPM	Social Work Practice Methods
SWSL	Social Work Skill Lab
SWSP	Social Policy
SWTH	Social Work Theory

T

Code	Name
TIPM	Industrial Management

U

Code	Name
UMSL	University of Missouri-St. Louis
URBDES	Urban Design
URST	Urban Studies

W

Code	Name
WGSS	Women, Gender, & Sexuality Studies
WRITING	Writing

Catalog Editions

The courses and policies listed in this *Bulletin* are subject to change at any time through normal approval channels within Washington University. New courses, changes to existing coursework, and new policies are initiated by the appropriate institutional departments, committees, or administrators. Academic policy revisions are generally implemented in the next academic year following notification thereof. Washington University publishes a new edition of the *Bulletin* each July, and its contents apply to the subsequent fall, spring, and summer terms. Occasionally a policy or requirement must be changed and implemented during the same academic year (e.g., in the case of relevant external requirements, such as state regulations). All changes must be approved by college or school personnel who oversee academic curriculum and policies.

Washington University students are expected to meet degree requirements published in the *Bulletin* and in place during their year of matriculation. Undergraduates who initially enroll in a summer term to pursue a special program follow requirements for the subsequent fall term. Students will need to check their school's processes to potentially change applicable catalog years or alter their degree requirements.

Students should review specific Washington University and individual school policies related to transfer credit, changing programs, leaves of absence, and military service.

Prior Bulletins

To find program details, course descriptions, and relevant policies, choose the year of enrollment below to find the available *Bulletins*. If the required year is not shown or the school's *Bulletin* is not available, please email the Office of the University Registrar (registrar@wustl.edu) with specifics of the needed information.

2024-2025

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- School of Continuing & Professional Studies Bulletin (HTML: Undergraduate, Graduate) (PDF)

2023-2024

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- School of Continuing & Professional Studies Bulletin (HTML: Undergraduate, Graduate) (PDF)

2022-2023

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2021-2022

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2020-2021

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)

- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2019-2020

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2018-2019

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2017-2018

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2016-2017

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2015-2016

- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2014-2016

- University College Bulletin (undergraduate & graduate) (PDF)

2014-2015

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2013-2014

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2012-2015

- Graduate Arts & Sciences Bulletin (PDF)

2012-2014

- University College Bulletin (undergraduate & graduate) (PDF)

2012-2013

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2011-2012

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2010-2011

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (PDF)

2009-2012

- Graduate Arts & Sciences Bulletin (PDF)

2009-2010

- Medicine Bulletin (PDF)

2008-2010

- Undergraduate Bulletin (PDF)

2008-2009

- Medicine Bulletin (PDF)

2006-2009

- Graduate Arts & Sciences Bulletin (PDF)
and accompanying 2008 Update (PDF)

2006-2008

- Undergraduate Bulletin (PDF)

About Washington University in St. Louis

Who We Are Today

Washington University in St. Louis — a medium-sized, independent university — is dedicated to challenging its faculty and students alike to seek new knowledge and greater understanding of an ever-changing, multicultural world. The university is counted among the world's leaders in teaching and research, and it draws students from all 50 states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands. Students and faculty come from more than 100 countries around the world.

The university offers more than 250 programs and 5,500 courses leading to associate, bachelor's, master's, and doctoral degrees in a broad spectrum of traditional and interdisciplinary fields, with additional opportunities for minor concentrations and individualized programs. For more information about the university, please visit the About WashU page of our website.

Enrollment by School

For enrollment information, please visit the University Facts page of our website.

Our Mission Statement

The mission of Washington University in St. Louis is to act in service of truth through the formation of leaders, the discovery of knowledge and the treatment of patients for the betterment of our region, our nation and our world.

At WashU, we generate, disseminate, and apply knowledge. We foster freedom of inquiry and expression of ideas in our research, teaching and learning.

We aim to create an environment that encourages and supports wide-ranging exploration at the frontier of discovery by embracing diverse perspectives from individuals of all identities and backgrounds. We promote higher education and rigorous research as a fundamental component of an open, vibrant society. We strive to enhance the lives and livelihoods not only of our students, patients, and employees but also of the people of the greater St. Louis community and beyond. We do so by addressing scientific, social, economic, medical, and other challenges in the local, national, and international realms.

Our goals are:

- to foster excellence and creativity in our teaching, research, scholarship, patient care and service
- to welcome students, faculty and staff from all backgrounds to create an inclusive, equitable community that is nurturing and intellectually rigorous

- to cultivate in students habits of lifelong learning and critical and ethical thinking, thereby enabling them to be productive members and leaders of a global society
- to contribute positively to our home community of St. Louis, and to effect meaningful, constructive change in our world

To this end we intend:

- to hold ourselves to the highest standards of excellence
- to educate aspiring leaders of great ability from diverse backgrounds
- to encourage faculty and students to be innovative, bold, independent, critical thinkers
- to build an inclusive, equitable, respectful, ethically-principled environment for living, teaching, learning and working for the present and future generations
- to focus on meaningful and measurable outcomes for all of our endeavors

Mission statement endorsed by the Faculty Senate Council in April 2021 and approved by the Board of Trustees on October 1, 2021.

Trustees & Administration

Board of Trustees

Washington University's Board of Trustees is the chief governing body of Washington University in St. Louis. Please visit the Board of Trustees website for more information.

University Administration

In 1871, Washington University co-founder and then-Chancellor William Greenleaf Eliot sought a gift from Hudson E. Bridge, a charter member of the university's Board of Directors, to endow the chancellorship. Soon after this endowment was received, the position was renamed the "Hudson E. Bridge Chancellorship."

The officers of the university administration are currently led by Chancellor Andrew D. Martin. University leadership is detailed on the Washington University website.

Academic Calendar

The academic calendar of Washington University in St. Louis is designed to provide an optimal amount of classroom instruction and examination within a manageable time frame, facilitating our educational mission to promote learning among both students and faculty. The dates listed here are the outline of the standard semester calendar, applicable to traditional undergraduate and many graduate programs. Certain schools or programs may have varying calendars due to the nature of particular fields of study. Please refer to the Office of the University Registrar's website for more information.

Fall Semester 2025

Date	Day	Description
August 25	Monday	First day of classes
September 1	Monday	Labor Day (no classes)
October 4-7	Saturday-Tuesday	Fall Break (no classes)
November 26- November 30	Wednesday-Sunday	Thanksgiving Break (no classes)
December 5	Friday	Last day of classes
December 8-10	Monday-Wednesday	Reading days
December 11-17	Thursday-Wednesday	Final exams

Spring Semester 2026

Date	Day	Description
January 12	Monday	First day of classes
January 19	Monday	Martin Luther King, Jr. holiday (no classes)
March 8-15	Sunday-Sunday	Spring Break (no classes)
April 24	Friday	Last day of classes
April 27-29	Monday-Wednesday	Reading days
April 30-May 6	Thursday-Wednesday	Final exams

Commencement

Date	Day	Description
May 15	Friday	Class of 2026 Commencement

Summer Semester 2026

Date	Day	Description
May 18	Monday	First Summer Session begins
May 25	Monday	Memorial Day (no classes)
July 3	Friday	Independence Day (no classes)
August 13	Thursday	Last Summer Session ends

Washington University recognizes the individual student's choice in observing religious holidays (PDF). Students are encouraged to make arrangements with instructors to complete work missed due to religious observance. Instructors are asked to make every reasonable effort to accommodate such requests.

Campus Resources

Student Support Services

The Learning Center

The Learning Center, located on the lower level of the Mallinckrodt Center and housed within the Center for Teaching and Learning, is the hub of academic support at Washington University in St. Louis. The Learning Center's programs are designed to support students in their course work by helping them develop the lifelong skill of "learning how to learn" and by stimulating their independent thinking. All services are free (with the exception of MCAT prep), and each year more than 1,800 students participate in one or more of our programs.

The Learning Center offers support for foundational courses through Peer-Led Team Learning and our drop-in mentoring programs (Residential Peer Mentoring and Drop-In Academic Mentoring). Individual peer-led coaching is available for academic skills such as time management, study strategies, note-taking, accessing resources, and managing test anxiety. Other services offered include small group mentoring for eligible students and an MCAT preparation program.

For more information, visit the Learning Center website or call 314-935-2066.

Disability Resources

Disability Resources supports students with disabilities by fostering and facilitating an equal access environment for the Washington University community of learners. Disability Resources partners with faculty and staff to facilitate academic and housing accommodations for students with disabilities on the Danforth Campus. Students enrolled in the School of Medicine should contact their program's director. Please visit the Disability Resources website or call 314-935-5970 for more information.

TRIO: Student Support Services

TRIO is a federally funded program that provides customized services for undergraduate students who are low income, who are the first in their family to go to college, and/or who have a documented disability. Services include academic coaching, academic peer mentoring, cultural and leadership programs, summer internship assistance and post-graduation advising. First-year and transfer students are considered for selection during the summer before they enter their first semester. Eligible students are encouraged to apply when they are notified, because space in this program is limited. For more information, visit the TRIO Program website.

Medical Student Support Services

For information about Medical Student Support Services, please visit the School of Medicine website.

Office for International Students and Scholars

The Office for International Students and Scholars (OISS) is dedicated to fostering an inclusive environment that celebrates our international students' and scholars' diverse experiences, cultures, and aspirations. OISS plays a pivotal role in cultivating a vibrant, intercultural atmosphere on our campus, extending support to international students, scholars, faculty, and staff through immigration sponsorship. OISS commits to ensuring a seamless integration process for those who are admitted, appointed, or employed by Washington University. Grounded in the belief that education can shape global perspectives, the OISS mission is to empower the Washington University international community with the knowledge and resources needed to navigate U.S. immigration compliance while guiding them with care and compassion at every step.

The OISS main office is located on the Danforth Campus, with an additional office located on the Medical Campus. For information about OISS's location, office hours, staff, and services, visit the Office for International Students and Scholars website, email oisss@wustl.edu, or call 314-935-5910.

Office of Military and Veteran Services

This office serves as the university's focal point for military and veteran matters, including transitioning military-connected students into higher education, providing and connecting students with programs and services, and partnering across campus and in the community. Services include advising current and prospective students on how to navigate the university and maximize Department of Defense and Veterans Affairs (VA) educational benefits, transition support, Veteran Ally training for faculty and staff, veteran-unique programming, and connecting students to campus and community resources. Military-connected students include veterans, military service members, spouses, dependent children, caregivers, survivors and Reserve Officer Training Corp cadets. There are two university policies that apply to students who still serve in the Armed Forces and students who use VA educational benefits:

- The Policy on Military Absences, Refunds and Readmissions applies to students serving in the U.S. Armed Forces and their family members when military service forces them to be absent or withdraw from a course of study.
- The Policy on Protections for VA Educational Benefit Users applies to students using VA education benefits when payments to the institution and the individual are delayed through no fault of the student.

The Office of Military and Veteran Services is located in Umrath Hall on the Danforth Campus. Please visit the Military and Veteran Services website or send an email to veterans@wustl.edu for more information.

Relationship and Sexual Violence Prevention (RSVP) Center

The RSVP Center offers free and confidential services including 24/7 crisis intervention, counseling services, resources, support and prevention education for all students on the Danforth Campus. The RSVP Center operates from a public health model and uses trauma-informed practices to address the prevalent issues of relationship and sexual violence. By providing support for affected students, it is our goal to foster post-traumatic growth and resilience and to help ensure academic retention and success. Our prevention efforts call for community engagement to engender an intolerance of violence and an active stance toward challenging cultural injustices that perpetuate such issues. Learn more at the RSVP Center website.

WashU Cares

WashU Cares assists the university with handling situations involving the safety and well-being of Danforth Campus students. WashU Cares is committed to fostering student success and campus safety through a proactive, collaborative and systematic approach to the identification of, intervention with and support of students of concern while empowering all university community members to create a culture of caring. If there is a concern about the physical or mental well-being of a student, please visit the WashU Cares website to file a report.

The Writing Center

The Writing Center — a free service — offers writing support to all Washington University undergraduate and graduate students. Tutors will read and discuss any kind of work in progress, including student papers, senior theses, application materials, dissertations and oral presentations. The Writing Center staff is trained to work with students at any stage of the writing process, including brainstorming, developing and clarifying an argument, organizing evidence, and improving style. Rather than editing or proofreading, tutors will emphasize the process of revision and teach students how to edit their own work.

The Writing Center is located in Mallinckrodt Center on the lower level. Appointments are preferred and can be made online, but walk-ins will be accepted if tutors are available.

Student Health and Well-Being Services, Danforth Campus

The Student Health Center - Danforth Campus provides medical, psychiatric, and health promotion services for undergraduate and graduate students on the Danforth Campus. Please visit studenthealthcenter.washu.edu for more information about Health Center services and staff members.

Hours:

Monday, Tuesday, Thursday, and Friday: 8 a.m. - 5 p.m.

Wednesday: 10 a.m. - 5 p.m.

Saturday, Sunday, and university holidays: Closed

For after-hours care, students should access TimelyCare.

Medical Services

Medical Services staff members provide care for the evaluation and treatment of an illness or injury, preventive health care and health education, immunizations, nutrition counseling, sports medicine, travel medicine, and sexual health services. Student Psychiatry Services staff provide ongoing medication management for students to address their mental health concerns. Student Health Center providers are participating members of the Washington University in St. Louis Physician's Network. Any condition requiring specialized medical services will be referred to an appropriate specialist. The Health Center accepts health insurance plans that have met waiver criteria for the Student Health Insurance Plan and will be able to bill the plan according to plan benefits. The Student Health Insurance Plan requires a referral for medical care any time care is not provided at Student Health (except in an emergency). Call 314-935-6666 or visit the Student Health Center website to schedule an appointment.

Appointments are also available for the assessment and referral of students struggling with substance use.

Quadrangle Pharmacy, located in the Student Health Center, is available to all Washington University students and their dependents. The pharmacy accepts most prescription insurance plans; students should check with the pharmacist to see if their prescription plan is accepted at the pharmacy.

The Student Health Center lab provides full laboratory services. Some tests can be performed in house. The remainder of all testing that is ordered by Student Health is completed by LabCorp. LabCorp serves as Student Health's reference lab, and it is a preferred provider on the student health insurance plan. This lab can perform any test ordered by Student Health Center providers or outside providers.

All incoming students must provide proof of immunization for measles, mumps, and rubella (i.e., two vaccinations after the age of one year old; a titer may be provided in lieu of the immunizations). Proof of receiving a meningococcal vaccine on or after the age of 16 is required for all incoming undergraduate students. A TB test in the past six months is required for students entering the university who screen positive on the TB questionnaire found on the student portal. It is also recommended that before beginning their studies at WashU, all students will have received the tetanus diphtheria pertussis immunization, the hepatitis A vaccine series, the hepatitis B vaccine series, the HPV vaccine series, the meningitis B vaccine, and the varicella vaccine. Failure to complete the required forms will delay a student's registration and prevent their entrance into housing assignments. Please visit the Student Health Center website for complete information about immunization requirements and deadlines.

Health Promotion Services

Health Promotion Services staff and Peer Health Educators provide free programs and risk reduction information related to mental health, sexual health, alcohol/other drugs, and community care. For more information, visit the Zenker Wellness Suite in Summers Recreation Center, consult the Health and Wellbeing Digital Library, follow us on Instagram (@washu_healthpromotion), and/or email

wellness@wustl.edu. In 2018, this department launched the WashU Recovery Community to provide an opportunity for students in recovery from substance use to connect with other students with similar experiences.

Center for Counseling and Psychological Services (CCPS)

Hours:

Monday, Tuesday, Thursday, and Friday: 8 a.m. - 5 p.m.

Wednesday: 10 a.m. - 5 p.m.

Saturday, Sunday, and university holidays: Closed

For after-hours mental health support, students should access the TimelyCare app and request a "Talk Now" visit.

Located in the Student Health Center-Danforth Campus, CCPS is staffed by licensed professional staff members who work with students to resolve personal and interpersonal difficulties. These may include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. Services include individual, group, and couples counseling; crisis counseling; and referral for off-campus counseling when students' needs can be better met outside of CCPS. All full-time students who pay the university health and wellness fee as part of their tuition are eligible for services. Visit the CCPS website or call 314-935-6695 to schedule an appointment during business hours. For additional information, visit the CCPS website or send an email to ccpscoordinator@wustl.edu.

Important Information About Health Insurance and Fees for Danforth Campus Students

All full-time, degree-seeking WashU students are automatically enrolled in the Student Health Insurance Plan upon completion of registration. Students may opt out of this coverage and receive a refund of the health insurance fee if they provide proof of existing comprehensive insurance coverage that meets all university requirements. Information concerning opting out of the student health insurance plan can be found online after June 1 of each year. All students must request to opt out by September 5 of **every year** in which they wish to be removed from the Student Health Insurance Plan. The Student Health Center provides billing services to many of the major insurance companies in the United States. Specific fees and copays apply to students using Medical Services and Student Psychiatric Services; these fees are billable to the students' insurance plans. More information is available on the Habib Health and Wellness Center website. In addition, WashU has a health and wellness fee designed to improve the health and well-being of the campus community. It is assessed by the university, and it is entirely separate from health insurance. This fee helps support membership to the Summers Recreation Center, health education/prevention efforts, the Center for Counseling and Psychological Services, and TimelyCare.

Student Health Services, Medical Campus

For information about student health services on the Medical Campus, please visit the Student & Occupational Health Services page of the School of Medicine website.

Campus Security

The Washington University campus is among the most attractive in the nation, and it enjoys a safe and relaxed atmosphere. Personal safety and the security of personal property while on campus is a shared responsibility. Washington University has made safety and security a priority through our commitment to a full-time professional police department, the use of closed-circuit television, card access, extensive lighting initiatives based on Crime Prevention Through Environmental Design (CPTED) practices, shuttle services, emergency telephones, and ongoing educational safety awareness programs. The vast majority of crimes that occur on college campuses are crimes of opportunity, which can be prevented.

The best protection against crime is an informed and alert campus community. Washington University has developed several programs to help make everyone's experiences here safe and secure. An extensive network of emergency telephones — including more than 200 "blue light" telephones — is connected directly to the University Police Department and can alert the police to a person's exact location. In addition to the regular shuttle service, an evening student walking/mobile escort service known as "Bear Patrol" and a mobile Campus Circulator shuttle are available on the Danforth Campus.

The Campus2Home shuttle will provide a safe ride home for those living in four designated areas off campus — Skinker-DeBaliviere, Loop South, north of the Loop, and just south of the campus — from 7:00 p.m. to 4:00 a.m. seven days a week. The shuttle leaves from the Mallinckrodt Bus Plaza and Forsyth/Goldfarb Hall Center every 15 minutes from 7:00 p.m. to 1:00 a.m. and at the top (:00) and bottom (:30) of the hour from 1:00 a.m. to 4:00 a.m. The shuttle takes passengers directly to the front doors of their buildings. Shuttle drivers will then wait and watch to make sure passengers get into their buildings safely. Community members can track the shuttle in real time using the WUSTL Mobile App. The app can be downloaded free of charge from the Apple iTunes Store or the Google Play Store.

The University Police Department is a full-service organization staffed by certified police officers who patrol the campus 24 hours a day throughout the entire year. The department offers a variety of crime prevention programs, including a high-security bicycle lock program, free personal-safety whistles, computer security tags, personal safety classes, and security surveys. Community members are encouraged to download and install the WashU Safe personal safety app on their phones; this app allows users to call for help during emergencies, to use Friend Walk to track their walks on and off campus, and to access many additional safety features. For more information about these programs, visit the Washington University Police Department website.

In compliance with the Campus Crime Awareness and Security Act of 1990, Washington University publishes an annual report entitled *Safety & Security: Guide for Students, Faculty, and Staff — Annual Campus Security and Fire Safety Reports and Drug & Alcohol Abuse Prevention Program*. This report is available to all current and prospective students on the Danforth Campus and to university employees on the Danforth, North and West campuses. To request a hard copy, contact the Washington University Police Department, CB 1038, One Brookings Drive, St. Louis, MO 63130-4899, 314-935-9011.

For information regarding protective services at the School of Medicine, please visit the Campus Safety page of the Washington University Operations & Facilities Management Department.

Student Complaints

WashU provides students with different processes to handle complaints depending on the nature of the complaint. The Student Feedback & Complaint Form provides information on the different avenues available, as well as a web-form for submitting complaints. Complaints submitted through the form are reviewed by the Office of the Vice Chancellor for Student Affairs and forwarded to the University office or department that would be responsible for addressing the complaint. Complaints may be made anonymously, but students have the option of providing contact information to receive a response regarding steps taken to resolve the complaint. The University's Whistleblower Protection Policy applies to students making good-faith complaints regarding violations of policy or unethical acts.

If a student has a complaint related to distance education, as a participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA), WashU follows the SARA policy that provides for the resolution of complaints resulting from distance education courses, activities, and operations provided by WashU to students who participate in such courses outside of the state of Missouri (including the District of Columbia, Puerto Rico, and the US Virgin Islands, but excepting California, which is not a member of NC-SARA). Under NC-SARA Policy Section 4.5 (Process for Resolving Complaints), students are asked to seek resolution of complaints first through WashU, as described above. If the complaint is not resolved, distance education students should contact the Missouri State Portal Entity:

Joshua Fischer, Program Specialist
Email: joshuafischer@dhewd.mo.gov
Phone: 573-751-2361
Missouri Department of Higher Education and Workforce Development
PO Box 1469
Jefferson City, MO 65102-1469

Students who participate in distance education courses and who reside in California may contact the Bureau for Private Postsecondary Education.

Policies

Washington University has various policies and procedures that govern our faculty, staff and students. Highlighted below are several key policies of the university. Web links to key policies and procedures are available on the Office of the University Registrar website and on the university's Compliance and Policies page. Please note that the policies identified on these websites and in this *Bulletin* do not represent an entire repository of university policies, as schools, offices and departments may implement policies that are not listed. In addition, policies may be amended throughout the year.

Application to Graduate

Students are required to file an Application for Program Completion in Workday prior to the semester in which they intend to graduate in order to be eligible for degree conferral. Additional information is available from the Office of the University Registrar.

Compliance with Section 103 of the Veterans Benefits and Transition Act of 2018

It is WashU's policy to not impose penalties on individuals using Veteran Education Benefits, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement to borrow additional funds to cover the student's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the VA. This applies to individuals who submit their Certificate of Eligibility for entitlement to educational assistance to their VA School Certifying Official (SCO).

1. Students should submit a Certificate of Eligibility not later than the first day of a course for which the student wishes to use the entitlement for educational assistance. The SCO will advise the student to provide additional Documentation and information necessary for the proper certification of enrollment.
2. If a student does not receive their Certificate of Eligibility from the VA by the start of the academic term, the student should notify their SCO of their intent to use Veteran Education Benefits and should submit additional Documentation and forms as requested.
3. In cases where a student is unable to meet a financial obligation to the university because the amount of a disbursement from the VA is less than anticipated, the university will require additional payment from the student and will provide the student with a timeline for payment before assessing late fees. Students should contact their SCO for assistance.
4. Students may request certification for previous academic terms if they were eligible for benefits at the time for which they want to be certified. In cases where Veteran Education Benefits are used to certify previous academic terms, students are responsible for any late fees incurred prior to the date of the certification request. This excludes Yellow Ribbon benefits, which are not retroactive for previous fiscal years.

Courses and Credit

Academic Calendar

Washington University in St. Louis primarily follows a standard semester-based academic calendar: a fall and spring semester of approximately 16 weeks, including sessions of half-semester lengths and intersessions beginning before the term start date, and a summer term of 13 weeks, including sessions of half-term length, an intersession beginning before the term start date, and 3-, 5- and 8-week lengths. The Doctor of Medicine program follows a yearlong calendar supporting modular curriculum delivery.

Credit Measure

Credit hours for undergraduate and graduate programs are awarded as "units." A semester-long 3-unit undergraduate lecture class may meet three times per week for 50 minutes per session or twice per week for 80 minutes per session. Teaching and learning take many forms; online and hybrid classes require considerable time in the form of digital engagements such as discussion board activities, asynchronous webinar-type instruction or other online interactions. For all modalities of learning, the University assigns 3 units of credit when at least 9 full hours of standard academic work per week are expected of students.

Washington University credit for School of Law programs on the semester calendar is awarded in credit hours as outlined by the "American Bar Association (ABA) Standards and Rules of Procedure for Approval of Law Schools" document, further noted on the School of Law website.

Courses in the Washington University School of Medicine MD program are scheduled in weeks, and credit is awarded as credit hours such that each week of instruction is valued at 1 unit of credit. A week of instruction represents at least 45 hours of direct instruction and out-of-class related academic work.

For the full policy, visit the Office of the Provost website.

Email Communication

Email is the mechanism for official communication with students at Washington University. Students are expected to read email communications from the university in a timely fashion.

All students will be individually assigned a University email address, which will be maintained in the University email directory. Official University communications will be sent to the student's University email address in order to ensure such communications reach the intended recipient.

With the exception of School of Medicine students, a student may have email forwarded from their assigned University email address to another email address of the student's choice. School of Medicine students are prohibited from forwarding their University-assigned email address to an email address external to the University other than @bjc.org and @va.gov email domains. Students who choose to have email forwarded to another email address do so at their own risk. The University is not responsible for email forwarded to any other email

address. A student's failure to read official University communications sent to the student's University email address does not absolve the student of responsibility for awareness of and compliance with the content of the official communication. Faculty and administrators should use a student's University email address when communicating via email with the student. This policy will ensure that all students will be able to comply with course and other requirements communicated to them by email from course instructors and administrators.

Graduate Student Academic Integrity Policies

Authority of Schools Over Graduate and Graduate Professional Students

1. Each school at the university may establish an academic integrity officer and/or a panel to hear and decide cases of alleged academic or professional misconduct by its graduate or graduate professional students. Schools that so choose are required to create procedures to govern the process of investigating and adjudicating the complaints filed.
 - a. The school dean, or a designee, determines the composition of such a panel and the scope of the panel's authority, which will not exceed the parameters set out immediately below.
 - b. The panel has authority to impose or recommend appropriate sanctions to the school dean, including suspension or expulsion, if academic or professional misconduct is determined.
 - c. Appeals of decisions made by an academic and professional integrity panel of a school may be made to the school dean, whose decision is final. This includes decisions of a school's academic and professional integrity panel, where the panel is vested with such authority, and the panel's decision is to impose the sanctions of suspension or expulsion. Schools are permitted, but not required, to establish an intermediate level of appeal that must be completed before a final appeal to the dean.
 - d. Except for cases falling within the immediately preceding sub-bullet, any appeal from a decision of a dean of a school to suspend or expel a student will be made in accordance with the provisions of Section VI of the Code.
2. If a school does not establish an academic integrity officer or panel or if an established officer or panel fails to function, complaints of academic or professional misconduct against graduate or graduate professional students may be heard by Academic Integrity in the Office of the Provost, the Academic Integrity Board, or the Student Conduct Board.

Source: Washington University Student Conduct Code IV.A.6

Involuntary Leave Policy

Policy Statement

The primary goals of this Involuntary Leave Policy ("policy") are to protect the well-being and safety of Washington University students and the university community and to preserve the integrity of the university's academic, residential and administrative functions.

An involuntary leave under this policy will not be invoked unless the student's behavior is of such a serious nature that the continued presence of the student at the university is judged to threaten the safety, well-being or health of that student and/or others in the WashU community, or the ability of that student or others to engage in customary functions and activities at the university.

Examples of circumstances where this policy may be invoked include: suicidal threats; self-starvation or purging behavior; substance abuse or addiction; threats of harm to self or others; or disturbing, disruptive or destructive behavior.

This policy is not intended to replace disciplinary actions taken in response to violations of other university policies, including the university Student Conduct Code (SCC). A student who commits a violation of any university policy before taking voluntary leave or being placed on involuntary leave may be required to defend such charges before being considered for re-admission. Temporary suspension may also be issued in accordance with the SCC and this policy.

Policy Procedures

The vice chancellor for student affairs, the dean of any school or the designees of any of the aforementioned (referred to herein as "administrator") may be alerted to a student's concerning behavior from a variety of sources on campus including the student's advisor, a college dean, residential life staff, student affairs staff, health care providers or other faculty members. If the administrator deems it appropriate, the following procedures may be initiated.

1. **Notification:** Whenever possible, the administrator will notify the student that involuntary leave is under consideration and attempt to meet with the student to discuss his or her behavior. The administrator will provide the student with a copy of this policy. During the meeting, the administrator may choose to encourage the student to take a voluntary leave of absence, thereby eliminating the need to complete the procedures for involuntary leave. If the administrator believes that the student's well-being may be in imminent danger, he or she may proceed with a case conference without notifying and/or meeting with the student.
2. **Assembly of Case Conference Committee:** If the student is unable or chooses not to meet with the administrator, or if the student chooses not to take a voluntary leave of absence and the administrator still believes that involuntary leave may be appropriate, the administrator will convene a Case Conference

Committee (“committee”) of appropriate individuals or their designates to conduct a case conference regarding the need for an involuntary leave of absence. The committee may include the following:

- The dean of the student’s college or school
- The assistant/associate vice chancellors for student affairs
- Student conduct administrator
- Director of the Student Health Center, Danforth Campus
- director of Counseling and Psychological Services
- Assistant director of sorority and fraternity life
- Executive director of Campus Life
- Chief of police
- Residential Life staff
- Director of the Office of International Students & Scholars
- Office of the General Counsel
- The student’s advisor(s) or academic dean
- Professors, instructors, or staff who have observed the student’s behavior of concern

3. **Committee Consideration:** The administrator should convene a Case Conference as soon as possible. During this conference, the committee should address whether and to what extent the student engages in, or is judged to be likely to engage in, behavior described in this policy. Where deemed necessary by the committee to facilitate a more informed recommendation, the committee may consult with other university administrators, faculty or staff familiar with the student. The committee may seek additional information from the student or enlist the assistance of other university faculty or staff members familiar with the student to consult with the student on behalf of the committee. If contacted, the student may refuse to provide information, but such refusal shall not limit the right of the committee to make a recommendation under this policy, nor limit the right of the university to mandate an involuntary leave.
4. **Committee Recommendation:** Following the Case Conference and the review of relevant information, the committee will make a written recommendation to the administrator. In lieu of recommending involuntary leave, the committee may make recommendations as to other conditions and/or requirements under which the student may remain at the university.
5. **Decision:** After review of the committee’s recommendation, the administrator will decide whether to mandate an involuntary leave of absence, to mandate other requirements if the student remains at the university, or to permit the student to remain at the university with no additional requirements. The administrator will give the student written notice of this decision. This notice will provide (1) a brief summary of the reasons for decision, (2) the duration of the leave or a description of the requirements for the student to remain on campus, and (3) the steps that the student must take to request readmission if involuntary leave is invoked. The administrator may notify a parent or guardian, in accordance with the Family Educational Rights & Privacy Act (“FERPA”). Pursuant to FERPA, the administrator may also notify a spouse or partner upon obtaining the student’s consent. Where an involuntary leave is mandated, the student must leave campus

within the time frame established in the notice. In that event, the student’s parent(s), guardian(s) or other persons may be asked to make arrangements for the safe removal of the student from the university community.

Option of Voluntary Leave: At any time prior to the administrator’s decision, the student may choose to take voluntary leave. The university expects students to notify family members when they voluntarily withdraw from the university. However, when permitted by FERPA, the university retains the discretion to notify parents, guardians, spouses or partners if the student chooses to leave.

Records and Tuition: Leave may affect academic grades, credits and access to university housing or other facilities. Tuition, financial aid, and housing costs will be refunded in accordance with university policy. Regardless of whether leave is voluntary or involuntary, the student’s status at the university will be updated in student systems to reflect a leave of absence, which includes a notation on the transcript indicating: “Leave of Absence” and the start date. When involuntary leave is not mandated, but a student is required to fulfill certain requirements to remain on campus, the student’s in-progress status is unchanged and no notation will be made on the transcript.

Safety and Security: In cases involving serious and imminent threat to the safety, well being or health of the student or other members of the campus community, or to the ability of others in the university community to conduct their customary university functions and activities, the administrator may take immediate action to remove the student from the university community. In such event, the administrator may immediately notify the student’s parent, guardian, spouse, partner, or other relevant individuals in accordance with FERPA. The parent, guardian or other person may be asked to make arrangements for the safe removal of the student from the university community pending a decision on involuntary leave.

Request for Re-Enrollment

When a student is placed on involuntary leave or accepts voluntary leave, a letter from the administrator to the student will outline the conditions for re-enrollment. Conditions for re-enrollment are at the discretion of the administrator. If the leave was for health or medical reasons, the administrator will work with the director of health services or his/her designate to formulate appropriate conditions of return, which may include requirements and/or guidance regarding treatment. A copy of this letter will be forwarded to the academic dean of the student’s college or school and, where health-related, to the director of the Student Health Center.

When a student’s voluntary or involuntary leave is not health-related, the procedures to request re-enrollment will be outlined in the administrator’s letter.

The following process will guide re-enrollment for all students taking involuntary or voluntary leave of absence for a health-related reason:

1. The student must contact in writing both the academic dean and the director of the Student Health Center to request re-enrollment between June 1 and July 1 for the upcoming fall semester or November 1 and December 1 for the spring semester.

2. The student's health status must be reviewed by the director of the Student Health Center or his/her designate. As part of the review, the student may be asked to present written evidence that the student has been evaluated and completed follow-up measures recommended by the student's treating health care professional. This evidence may include a recitation of the health care professional's credentials, a description of their contact with the student, the evaluation method, the diagnosis, the recommended follow-up measures and the student's efforts to complete them. The student's efforts to complete those follow-up measures will be evaluated to determine whether the student used the time away from the university to address the issues that led to the separation and to acquire skills to facilitate a successful return to the university.
3. A recommendation regarding medical eligibility for re-enrollment will be made by the director of the Student Health Center or his/her designate and forwarded to the student's academic dean and the administrator. The academic dean, in consultation with the administrator, will determine academic eligibility for re-enrollment and will communicate in writing the final decision and any conditions to the student.

Appeal of Administrator Decisions

A student may submit, within 24 hours of receiving the written decision from the administrator, a written appeal to the provost who will review the written record only. A decision to affirm or reverse the administrator's decision will be rendered within 48 hours. The decision of the administrator will be affirmed if supported by substantial information appearing in the record of the case. The decision of the provost is final.

Confidentiality

The university will strive to protect, to the greatest extent possible, the confidentiality of students involved in matters of voluntary or involuntary leave. Because the university has an obligation to preserve the security of its community, the university cannot guarantee complete confidentiality where it would conflict with the university's obligation to investigate meaningfully matters which may threaten a student's health or safety or the safety and security of the university community. When some disclosure of the university's information or sources is necessary, that disclosure will be limited to the extent possible. Medical records of a student will be protected in accordance with the WashU Student Health Center Notice of Privacy Practices. The university will, to the extent permitted by law, keep confidential all records of committee reviews. The records maintained by the Case Conference Committee will be available only to the administrator and other university officials in accordance with FERPA. All records will be destroyed after a period of ten (10) years from the date of final decision on involuntary leave or the student's decision to take voluntary leave.

Nondiscrimination Statement

Washington University encourages and gives full consideration to all applicants for admission, financial aid and employment. The university does not discriminate in access to, treatment during, or employment in its programs and activities on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability or genetic information.

Policy on Discrimination and Harassment

Washington University is committed to having a positive learning and working environment for its students, faculty and staff. University policy prohibits discrimination on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability or genetic information. Harassment based on any of these classifications is a form of discrimination; it violates university policy and will not be tolerated. In some circumstances, such discriminatory harassment may also violate federal, state or local law. A copy of the Policy on Discrimination and Harassment is available on the Human Resources website.

Sexual Harassment

Sexual harassment is a form of discrimination that violates university policy and will not be tolerated. It is also illegal under state and federal law. Title IX of the Education Amendments of 1972 prohibits discrimination based on sex (including sexual harassment and sexual violence) in the university's educational programs and activities. Title IX also prohibits retaliation for asserting claims of sex discrimination. The university has designated the Title IX Coordinator identified below to coordinate its compliance with and response to inquiries concerning Title IX.

For more information or to report a violation under the Policy on Discrimination and Harassment, please contact the following individuals:

Discrimination and Harassment Response Coordinators

Chalana Ferguson, Associate Vice Chancellor, Office of Institutional Equity
Phone: 314-935-2846
chalana.ferguson@wustl.edu

Gillian Boscan, Director, Investigations and Conflict Resolution, Office of Institutional Equity
Phone: 314-935-1139
oie-investigations@wustl.edu; gillian.boscan@wustl.edu

Office: The Link in the Loop
Address: 621 N. Skinker Blvd., Suite 300, St. Louis, MO 63130

WashU Confidential Concern Reporting Portal

Title IX Coordinator

Jessica Kennedy, Director & Title IX Coordinator, Office of the Provost

Phone: 314-935-3118

jwkennedy@wustl.edu

Office: Umrath Hall, Room 001

Address: One Brookings Drive, MSC 1175-0153-0B, St. Louis, MO 63130

Inquiries or complaints regarding civil rights may also be submitted to the United States Department of Education's Office of Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100; by visiting the U.S. Department of Education website; or by calling 800-421-3481.

Student Academic Records and Transcripts

Under the Family Educational Rights and Privacy Act of 1974 (FERPA) — Title 20 of the United States Code, Section 1232g, as amended — current and former students of the university have certain rights with regard to their educational records. Washington University's FERPA policy is available via the Office of the University Registrar's website.

All current and former students may request official Washington University transcripts of their academic records from the Office of the University Registrar. Current students may print unofficial transcripts for their personal use from Workday. Instructions and additional information are available on the Office of the University Registrar's website.

Washington University does not release nor certify copies of transcripts or other academic documents received from other schools or institutions. This includes test score reports and transcripts submitted to Washington University for purposes of admission or evaluation of transfer credit.

Student Conduct

The Washington University in St. Louis Student Conduct Code ("the Code") sets forth community standards and expectations for university students. These community standards and expectations are intended to foster an environment conducive to working, learning, and inquiry. Each student is held to the expectations outlined in the Code.

Freedom of thought and expression as well as respect for different points of view are essential to the university's academic mission. Nothing in the Code should be construed to limit the lawful, free, and open exchange of ideas and viewpoints, even if that exchange proves to be offensive, distasteful, or disturbing to some. However, such speech must conform to university policies.

The Code also describes general procedures that may be used to ensure that these standards and expectations are upheld by all students. The university is committed to ensuring that students adhere to university policies, take responsibility for their actions, and recognize how their choices may affect others.

Complaints against students that include allegations of sex-based discrimination — including sexual harassment, sexual assault, dating violence, domestic violence and stalking — in violation of the Student Conduct Code are governed by the procedures found on the Gender Equity and Title IX Compliance Office website. These procedures are also available in hard copy from the Title IX Coordinator or the director of the Office of Student Conduct and Community Standards.

Students may be accountable to both governmental authorities and to the university for acts that constitute violations of law and the Student Conduct Code.

For a complete copy of the Student Conduct Code, visit the Student Affairs website.

For more information, visit the Student Conduct and Community Standards website.

Student Financial Responsibility

Communication

Washington University in St. Louis uses University-assigned email accounts and University-supported systems for communication with students and authorized users. Washington University will also contact students via personal email addresses, cellular phone numbers, or wireless devices from time to time regarding the Student Account or other general information. Students are responsible for reading University communications in a timely manner.

Promise to Pay

When students register for any course at or receive any service from Washington University in St. Louis, they accept full responsibility to pay all tuition, fees, and other associated charges assessed as a result of registration and/or receipt of services such as housing, dining, and other University-provided items that exceed financial support provided by the University, the University payment plan, and/or third parties by the scheduled due dates shown on the WebSTAC student account. Failure to attend class or receive a bill does not absolve students of financial responsibility as described above.

Failure to Pay

University policies regarding Student Accounts (including payment options, late fees, holds, and refunds) are published on the University's Financial Services website. If a student fails to pay the Student Account balance by the scheduled due dates, the University will place a financial hold preventing the student from registering for future courses and could assess a late fee on the past due portion until the past due amount is paid in full. Failure to pay will result in a Delinquent Student Receivable Account. Delinquent Student Accounts will be referred to University's Collection Services department. Collection Services may report the Delinquent Student Account to one or more national credit bureaus, refer the Delinquent Student Account to a third-party collection agency, and pursue all legal and equitable remedies to collect the monies owed to the University.

Student Health

Drug and Alcohol Policy

Washington University is committed to maintaining a safe and healthy environment for members of the university community by promoting a drug-free environment as well as one free of the abuse of alcohol. Violations of the Washington University Drug and Alcohol Policy will be handled according to existing policies and procedures concerning the conduct of faculty, staff, and students. This policy is adopted in accordance with the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act.

Tobacco-Free Policy

Washington University is committed to providing a healthy, comfortable and productive work and learning environment for all students, faculty and staff. Research shows that tobacco use in general, including smoking and breathing secondhand smoke, constitutes a significant health hazard. The university strictly prohibits all smoking and other uses of tobacco products within all university buildings and on university property, at all times. A copy of our complete Tobacco-Free Policy is available on the Human Resources website.

Medical Information

Entering students in Danforth Campus programs must provide medical information to the Student Health Center - Danforth Campus. This will include the completion of a health history and a record of all current immunizations.

If students fail to comply with these requirements prior to registration, they must obtain the required vaccinations and tests at the Student Health Center - Danforth Campus or in the community. Students will be assessed the cost of the vaccinations and/or tests. Students will be unable to complete registration for classes until all health requirements have been satisfied.

Noncompliant students may be barred from classes and from all university facilities, including housing units, if in the judgment of the university their continued presence would pose a health risk to themselves or to the university community.

Medical and immunization information is to be given via the student portal on the Student Health Center - Danforth Campus website. All students who have completed the registration process should access the student health portal on the website. Students should fill out the form and follow the instructions for transmitting it to the Student Health Center - Danforth Campus. Student information is treated securely and confidentially.

Entering students in Medical Campus programs must follow the requirements as outlined on the Washington University School of Medicine Student Health Services website.

Time Away and Reinstatement

Degree-seeking students may be eligible to request a leave of absence for health or other personal reasons (e.g., family, military service, professional obligations, religious mission). The mechanism and process are described on the Office of the University Registrar's website. Such leaves may exceed no more than two years from the effective date of the leave; individual programs' policies may limit students to shorter leaves. Students must verify their school and program policies and any other relevant requirements related to immigration or financial aid/support policies. Students who have not requested and received approval for reinstatement after two years will have their records withdrawn.

Required enrollment reporting to the federal government will reflect a leave of absence for 180 days after it is enacted; any longer duration of institutional leave is recorded in their systems as a withdrawal.

Students on approved leave of absence will have their Washington University email addresses remain active, and they will retain access to Workday to review their records. Access to other University privileges such as recreation facilities and libraries as well as participation in activities are paused during a leave of absence.

Students are expected to request reinstatement to in-progress status to resume studies via the process outlined on the Office of the University Registrar's website. Depending on the nature of their leave, additional steps or documentation may be required and must be provided to appropriately consider the request. Students whose records have been withdrawn as a result of two years of inactivity may be allowed, depending on program-specific policies regarding the maximum time allowed to complete the program of study, to re-enter their programs. In these cases, additional requirements or steps may be required of the student depending on the circumstances, the length of time away, and whether their program of study has undergone curricular revisions since their enrollment.

Undergraduate Student Academic Integrity Policy

Effective learning, teaching, and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research.

Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

In all academic work, the ideas and contributions of others must be appropriately acknowledged, and the work of a student that is presented as original must be, in fact, original. Faculty, students, and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis.

Scope and Purpose

This statement on academic integrity applies to all undergraduate students at Washington University. Graduate students may be governed by policies in each graduate school or division. To the extent a graduate school or program has not adopted its own academic integrity policy, the provisions of this policy will apply. All students are expected to adhere to the highest standards of behavior.

The purpose of the statement is twofold:

1. To clarify the university's expectations with regard to undergraduate students' academic behavior; and
2. To provide specific examples of academic misconduct (the examples are only illustrative, *not* exhaustive).

This policy and statement were endorsed by the Faculty Senate Council. Any changes to the policy are to be reviewed by the Faculty Senate Council, as described in the Faculty Senate Council bylaws.

Violations of This Policy Include but Are Not Limited to the Following:

1. Plagiarism

Plagiarism consists of taking someone else's ideas, words or other types of work product, and presenting them as one's own. To avoid plagiarism, students are expected to be attentive to proper methods of documentation and acknowledgement. To avoid even the suspicion of plagiarism, a student must always:

- Enclose every quotation in quotation marks and acknowledge its source.
- Cite the source of every summary, paraphrase, abstraction or adaptation of material originally prepared by another person and any factual data that is not considered common knowledge. Include the name of author, title of work, publication information and page reference.
- Acknowledge material obtained from lectures, interviews or other oral communication by citing the source (name of the speaker, the occasion, the place and the date).
- Cite material from the internet or material generated by an artificial intelligence as if it were from a traditionally published source. Follow the citation style or requirements of the instructor for whom the work is produced.

2. Cheating on an Examination

A student must not receive or provide any unauthorized assistance on an examination. During an examination, a student may use only materials authorized by the faculty.

3. Copying or Collaborating on Assignments Without Permission

When a student submits work with their name on it, this is a written statement that credit for the work belongs to that student alone. If the work was a product of collaboration, each student is expected to clearly acknowledge in writing all persons or artificial intelligences who contributed to its completion.

Unless the instructor explicitly states otherwise, it is dishonest to collaborate with others when completing any assignment or test, performing laboratory experiments, writing and/or documenting computer programs, writing papers or reports, and completing problem sets.

If the instructor allows group work in some circumstances but not others, it is the student's responsibility to understand the degree of acceptable collaboration for each assignment and to ask for clarification if necessary.

To avoid cheating or unauthorized collaboration, a student should never:

- Use, copy, or paraphrase the results of another person's work or material generated by an artificial intelligence and represent that work as their own, regardless of the circumstances.
- Refer to, study from, or copy archival files (e.g., old tests, homework, solutions manuals, or backfiles) that were not approved by the instructor.
- Copy another's work or to permit another student to copy their work.
- Submit work as a collaborative effort if they did not contribute a fair share of the effort.

4. Fabrication or Falsification of Data or Records

It is dishonest to fabricate or falsify data in laboratory experiments, research papers, reports or in any other circumstances; to fabricate source material in a bibliography or "works cited" list; or to provide false information on a résumé or other document in connection with academic efforts. It is also dishonest to take data developed by someone else and present them as one's own.

Examples of falsification include:

- Altering information on any exam, problem set, or class assignment being submitted for a re-grade.
- Altering, omitting, or inventing laboratory data to submit as one's own findings. This includes copying laboratory data from another student to present as one's own; modifying data in a write-up; and providing data to another student to submit as their own.

5. Other Forms of Deceit, Dishonesty or Inappropriate Conduct

Under no circumstances is it acceptable for a student to:

- Submit the same work, or essentially the same work, for more than one course without explicitly obtaining permission from all instructors. A student must disclose when a paper or project builds on work completed earlier in their academic career.

- Request an academic benefit based on false information or deception. This includes requesting an extension of time, a better grade or a recommendation from an instructor.
- Make any changes (including adding material or erasing material) on any test paper, problem set or class assignment being submitted for a re-grade.
- Willfully damage the efforts or work of other students.
- Steal, deface, or damage academic facilities or materials.
- Collaborate with other students planning or engaging in any form of academic misconduct.
- Submit any academic work under someone else's name other than their own. This includes but is not limited to sitting for another person's exam; both parties will be held responsible.
- Violate any rules or conditions of test-taking or other course assessment (e.g., bringing materials or devices into an exam room when disallowed).
- Engage in any other form of academic misconduct not covered here.

This list is not intended to be exhaustive. To seek clarification, students should ask the professor or teaching assistant for guidance.

Reporting Misconduct

Faculty Responsibility

Faculty and instructors are strongly encouraged to report incidents of student academic misconduct to the academic integrity coordinators in the Office of the Provost in a timely manner (normally within five business days of discovery) so that the incident may be handled fairly and consistently across schools and departments. Teaching assistants and assistants in instruction are expected to report instances of student misconduct to their supervising instructors. Faculty members are expected to respond to student concerns about academic integrity violations in their courses.

Student Responsibility

If a student observes others violating this policy, they are strongly encouraged to report the misconduct to the instructor, to seek advice from the academic integrity coordinator in the Office of the Provost, or to address the student(s) directly.

Exam Proctor Responsibility

Exam proctors are expected to report incidents of suspected student misconduct to the course instructor and/or the Disability Resources staff, if applicable.

Procedure

Jurisdiction

This policy covers all undergraduate students, regardless of their college of enrollment, as well as graduate and professional students whose schools and programs do not have a separate policy and procedure. Cases will be heard by a panel drawn from an Academic Integrity Board made up of faculty and students representing the undergraduate schools and participating graduate programs.

Student Rights and Responsibilities in a Hearing

A student accused of an academic integrity violation, whether by a professor, teaching/graduate assistant, academic integrity coordinator or student is entitled to:

- A presumption of non-responsibility unless and until a panel determines that, based upon the evidence, it is more likely than not that the student engaged in a violation of academic integrity under this policy.
- Request a mediation/facilitation session prior to a hearing.
- Review the written evidence in support of the charge.
- Ask relevant questions.
- Offer an explanation as to what occurred.
- Present relevant material that would cast doubt on the correctness of the charge.
- Determination of the validity of the charge by an unbiased and objective panel and generally without reference to any past record of misconduct.

When responding to a charge of an academic integrity violation, a student may:

- Deny the charges and request a hearing in front of an Academic Integrity Board panel.
- Admit the charges and request a hearing to determine recommended sanction(s).
- Admit the charges and accept the imposition of sanctions by the academic integrity coordinator without a committee hearing.
- Request a leave of absence from the university. The academic integrity matter must be resolved prior to re-enrollment. A notation will be placed on the student's transcript indicating there is an unresolved academic integrity matter pending.
- Request to withdraw permanently from the university with a transcript notation that there is an unresolved academic integrity matter pending.

A student has the following responsibilities in resolving the charge of academic misconduct:

- Admit or deny the charge. This will determine the course of action to be pursued.
- Provide truthful information regarding the charges. It is a student code violation to provide false information to the university or anyone acting on its behalf.

Sanctions

If Found *Not* in Violation of the Academic Integrity Policy

If the charges of academic misconduct are not proven, no record of the allegation will appear on the student's transcript.

If Found in Violation of the Academic Integrity Policy

If, after a hearing, a student is found responsible for violation of the academic integrity policy or if a student has admitted to the charges prior to a hearing, the academic integrity coordinator may impose sanctions, including but not limited to the following:

- Issue a formal written reprimand.
- Impose educational sanctions, such as completing a workshop on plagiarism or academic ethics.
- Recommend to the instructor that the student fail the assignment. (A grade is ultimately the prerogative of the instructor.)
- Recommend to the instructor that the student fail the course.
- Recommend to the instructor that the student receive a course grade penalty less severe than failure of the course.
- Place the student on disciplinary probation for a specified period of time or until defined conditions are met. The probation will be noted on the student's transcript and internal record while it is in force.
- Impose suspension or expulsion.

Additional educational sanctions may be imposed. This list is not intended to be exhaustive.

A hearing panel may also elect to refer their recommended sanctions to the SCB Chairperson for determination if, for example, the recommendation departs from their standard recommendations.

Withdrawing from the course will not prevent the academic integrity coordinator or hearing panel from adjudicating the case, imposing sanctions, or recommending grade penalties, including a failing grade in the course.

A copy of the sanction letter will be placed in the student's academic file and may be reported in accordance with the Policy on Reporting of Student Conduct Violations.

Appeals

If a student believes the panel did not conduct a fair hearing or if a student believes the sanction imposed is excessive (i.e., suspension or expulsion), they may seek an appeal within 14 days of the original decision. For cases in which the decision resulted in suspension or

expulsion, the appellate officer will be the Vice Provost of Educational Initiatives or the Vice Provost for Graduate Education. For all other cases, the appellate officer will be the Chair of the Student Conduct Board. Appeals are governed by Section VI of the university Student Conduct Code.

Administrative Record-Keeping Responsibilities

It is the responsibility of the academic integrity coordinators to keep accurate, confidential records concerning academic integrity violations. When a student has been found responsible for an academic integrity violation, a letter summarizing the allegation, the outcome, and the sanction will be placed in the student's official conduct file and may be reported out in accordance with the Policy on Reporting of Student Conduct Violations.

In addition, a report of the outcome of every formal accusation of student academic misconduct will be shared with the director of university student conduct programs, who shall maintain a record of each incident.

Multiple Offenses

When a student is formally accused of academic misconduct and a hearing is to be held, the academic integrity coordinator shall query the Office of Student Conduct and Community Standards (OSCCS) about the student(s) accused of misconduct. OSCCS shall provide any information in the OSCCS records concerning prior code violations of that student to the integrity coordinator. Such information will be used in determining sanctions if the student is found responsible for an academic integrity violation in the present case. Evidence of past misconduct generally may not be used to resolve the issue of whether a student has committed a violation in a subsequent case unless the hearing chair deems it relevant.

Reports to Faculty and Student Body

Periodic (at least annual) reports will be made to the students and faculty of their school concerning accusations of academic misconduct and the outcomes, without disclosing specific information that would allow identification of the student(s) involved.

*Endorsed by the Faculty Senate Council on March 16, 2010
Effective July 1, 2010
Updated December 4, 2014*

*Endorsed by the Faculty Senate Council on October 18, 2023
Updated April 18, 2024*

University Affiliations

The accrediting organizations and memberships of the different areas of Washington University are listed below.

Additional information about professional and specialized accreditation can be found on the Office of the Provost website.

Washington University in St. Louis

Accreditation

- Higher Learning Commission

Memberships

- American Academy of Arts & Sciences
- American Association of Colleges & Universities
- American Council of Learned Societies
- American Council on Education
- Association of American Universities
- Hispanic Association of Colleges and Universities
- Independent Colleges and Universities of Missouri
- National Association of Independent Colleges and Universities
- National Council for State Authorization Reciprocity Agreements
- Universities Research Association

College of Arts & Sciences

Memberships

- American Academy of Physician Associates
- American Camp Association
- Association for Pre-College Program Directors
- Association of University Summer Sessions
- Diversity Abroad
- Forum on Education Abroad
- Higher Education Protection Network
- International Center for Academic Integrity
- International Educational Exchange
- Midwest Association of Pre-Law Advisors
- National Academic Advising Association
- National Association of Advisors for the Health Professions
- National Association of Fellowships Advisors
- North American Association of Summer Sessions
- Professional and Organizational Development Network

Office of Graduate Studies, Arts & Sciences

Memberships

- American Academy of Physician Associates
- Association of Graduate Schools
(Founding member)
- Council of Graduate Schools
(Founding member)

- Midwest Association of Pre-Law Advisors
- Pod Network
- Student Affairs Administrators in Higher Education
- The Council of Independent Colleges

Sam Fox School of Design & Visual Arts

Accreditation — College of Art

- National Association of Schools of Art & Design
(Founding member)

Accreditation — College of Architecture

- Master of Architecture: National Architectural Accrediting Board
- Master of Landscape Architecture: Landscape Architectural Accreditation Board

Membership — College of Architecture

- Association of Collegiate Schools of Architecture

Accreditation — Mildred Lane Kemper Art Museum

- American Alliance of Museums

Membership — Mildred Lane Kemper Art Museum

- Association of Academic Museums and Galleries
- Association of Art Museum Directors
- College Art Association

Olin Business School

Accreditation

- Association of MBAs
- Association to Advance Collegiate Schools of Business International
(Charter member since 1921)
- EQUIS

McKelvey School of Engineering

Accreditation

- In the McKelvey School of Engineering, many of the undergraduate degree programs are accredited by the Engineering Accreditation Commission of ABET.

Membership

- American Society for Engineering Education

School of Law

Accreditation

- American Bar Association
- Media Law Resource Center

Memberships

- American Association of Law Libraries
- American Society of Comparative Law
- American Society of International Law
- Association of Academic Support Educators
- Association of American Law Schools
- Central States Law Schools Association
- Clinical Legal Education Association
- Equal Justice Works
- Mid-America Association of Law Libraries
- Mid-America Law Library Consortium
- National Association for Law Placement
- National Association of Law Student Affairs Professionals
- Southeastern Association of Law Schools

School of Medicine

Accreditation

- Liaison Committee on Medical Education

Membership

- Association of American Medical Colleges

School of Public Health

Accreditation

- Council on Education for Public Health

Affiliation

- Association of Schools and Programs of Public Health

Brown School

Accreditation

- Council on Social Work Education

School of Continuing & Professional Studies

Memberships

- American Association of Collegiate Registrars and Admissions Officers
- Council for Adult and Experiential Learning
- International Center for Academic Integrity
- National Academic Advising Association
- National Association of Student Personnel Administrators
- University Professional and Continuing Education Association

Note: Business-related programs in the School of Continuing & Professional Studies are not accredited by the Association to Advance Collegiate Schools of Business International.

University Libraries

Membership

- Association of Research Libraries

Graduate Study

Policies & Guidelines

Academic Load Status for Financial Aid, Immigration and Enrollment Verification

Graduate (Fall, Spring):

Status	Enrolled Units of Credit
Full time	9+ units
Half time	4.5-8.99 units
Less than half time	Fewer than 4.5 units

Graduate (Summer):

Status	Enrolled Units of Credit
Full time	6+ units
Half time	3-5.99 units
Less than half time	Fewer than 3 units

Certain courses may, due to appropriate curriculum and monitoring circumstances, be encoded to carry a load value higher than the actual academic credit awarded. Examples include certain engineering co-op experiences, doctoral research study and select clinical or practicum courses.

Postdoctoral Training

According to the National Institutes of Health and the National Postdoctoral Association, a postdoctoral appointee is an individual holding a doctoral degree who is engaged in a temporary period of mentored research or scholarly training for the purpose of acquiring the professional skills needed to pursue a career path of their choosing. At Washington University in St. Louis, postdoctoral appointees conduct advanced research training with a faculty mentor and are supported by either research grants, individual fellowships, or institutional training grants.

Under the purview of the Office of the Vice Chancellor for Research, the Office of Postdoctoral Affairs (OPA) serves postdoctoral research associates and postdoctoral research scholars on both the Danforth and Medical campuses. The OPA helps postdoctoral appointees reach their career and professional development goals, advocates for postdoctoral issues, acts as a resource for information regarding postdoctoral life and recruitment, and, in collaboration with the Washington University Postdoc Society (WUPS), creates a lively postdoctoral community. Washington University in St. Louis is an institutional member of the National Postdoctoral Association.

For more information, visit the OPA website.

Registration in Courses

Registration dates are published in advance on the Office of the University Registrar's website. Late registration after the term begins is permitted only until the "add/drop" deadline relevant to a student's program. Students will not earn credit for courses in which they are not duly registered. Students may not register in courses that have conflicting meeting times.

Students may drop a course by the published deadline found on the Office of the University Registrar's website; dropped courses do not appear on the permanent academic record, and no grade is recorded. Students may withdraw from a course after the drop deadline and until the published withdrawal deadline. A withdrawal will result in a W notation associated with the course on the permanent record, including the transcript. Students who wish to drop or withdraw from a course are expected to follow steps to do so by the appropriate deadline. Failure to drop a course or withdraw by the published deadline may result in a failure of the course, and the transcript will reflect the failing grade.

Transfer Credit

Transfer credit is recorded on a student's permanent record. Courses transferred from other institutions of higher education do not have grades or grade points awarded and therefore do not apply toward a student's GPA.

Institutionally, Washington University participates in the Inter-University Exchange Program. Courses taken at Saint Louis University and the University of Missouri–St. Louis, according to the parameters documented, are approved to transfer to Washington University. The School of Law has a specific agreement in place with Saint Louis University for JD students only and under certain circumstances. Other transfer credit policies vary by school and program. Details may be found in the relevant academic sections of this *Bulletin*.

Tuition and Cost of Attendance

The cost of a Washington University education varies by school and, in some cases, by program. Tuition rates and fees are available through the Office of Financial Planning and Budget and are typically listed in greater detail (including fees and financial support options and procedures) on school websites.

Withdrawals and Refunds

If a student withdraws from Washington University after classes have begun, they must promptly file a request to withdraw in order to have appropriate registration and refund policies apply. These timelines vary by school and, in some cases, by program. Students should refer to the appropriate sections of this *Bulletin* for details.

University PhD Policies & Requirements

Academic PhD Programs

The following university-wide policies and practices apply to all PhD students regardless of school affiliation. They are specific to PhD program administration and PhD student experience. Schools/divisions may set stricter standards for students within their ambit, but they may not set standards that fall below university-wide policies. This page *does not* include those policies and practices that apply to the student community as a whole (e.g., the University Student Conduct Code).

Academic and Professional Integrity for PhD Students

The Academic and Professional Integrity Policy for PhD Students (PDF) continues to apply to all PhD students on the Danforth and Medical campuses, including dual-degree students when one of the degree programs is a PhD program.

Involuntary Leave of Absence

The Involuntary Leave of Absence Policy that applies to undergraduates was adopted to apply to all PhD students in 2014.

PhD Student Support Policies and Resources

New Child Leave

Full-time PhD students may request a New Child Leave to assume care for a new child. They should maintain their full-time student status. Students on New Child Leave are not expected to participate in mentored teaching or research experience for up to 60 calendar days and will receive their current stipend support during this 60-day period. Students may request additional time off via a leave of absence without receiving a stipend (for up to a full semester) if approved by the student's department/program. A leave of absence pauses the academic clock.

New Child Leave does not affect the student's full-time status and will not appear on the student's official transcript. New Child Leave must be taken within the first year after the child's date of birth or adoption. Students should contact their department/program to request a New Child Leave. Students who receive support from external agencies should consult the policies and guidelines of the sponsor as well as their Vice Dean or designee before requesting a New Child Leave.

Child Daycare Subsidy

The Child Daycare Subsidy is sponsored by Washington University in St. Louis, and its purpose is to help PhD students with children under their care (who meet the requisite eligibility criteria) to meet the costs of child daycare while they pursue their studies.

The amount of the Child Daycare Subsidy awarded to eligible applicants is based on their financial need, the number of children they have enrolled in child daycare facilities, their child daycare expenses, and available funding. Eligible PhD students can expect the following:

- For one child, the maximum award is \$3,550 per Fall/Spring semester.
- For two children, the maximum award is \$4,550 per Fall/Spring semester.
- For three or more children, the maximum award is \$5,550 per Fall/Spring semester.

The subsidy amount cannot exceed the cost of the daycare facility.

The application is available on the Office of the Provost website.

Financial Policies

PhD Student Minimum Financial Award

The education of PhD students represents a significant commitment on the part of both Washington University in St. Louis and the students admitted/enrolled. Washington University in St. Louis typically funds most full-time PhD students for a minimum of five years (with the exception of post-professional PhD programs in the School of Medicine). Funding typically consists of full tuition scholarship and financial support to defray living expenses. Financial support may also be referred to as stipends or fellowships. Such financial support may be sourced internally from university-wide fellowships such as the Olin Chancellor's Fellowship, the McDonnell International Scholars Academy, or school/program/department funds or from external sources (e.g., external research contracts and grants, external fellowships such as NSF GRFP).

The minimum PhD financial support rate for the 2025-26 academic year is \$37,853 annually, dispersed on a monthly basis while the student is enrolled full time. The rate applies to all PhD programs with the exception of post-professional specialty programs in the School of Medicine. Departments, schools, cross-school interdisciplinary programs, and other fellowship programs may choose to offer a rate higher than the established minimum, but they must do so for all students in their cohort. The eligibility criteria for PhD students receiving such financial support are outlined in the PhD Student Funding section below.

Students admitted to a part-time PhD program or on a part-time basis are not usually eligible for this minimum financial award.

PhD Student Funding

Financial support at or above the university-wide PhD minimum stipend rate allows PhD students to focus on their programmatic requirements, enabling them to make expeditious progress toward degree completion. This section predominantly pertains to PhD students, but it may apply to other graduate and professional students receiving financial support from the university.

Eligibility and Status

Students receiving university financial support must do the following:

- Enroll and maintain full-time student status in a graduate or professional program during the academic year;
- Make satisfactory academic progress in accordance with their degree program requirements; and
- Report to their degree program and university fellowship program (if applicable) any additional financial award(s) they receive or employment they engage in as outlined in this policy.

Because graduate students sometimes receive funding from multiple sources, it is the responsibility of the student, the student's department/degree program, and the Principal Investigator (if applicable) to understand and abide by the terms and conditions of each funding source.

Funding From Multiple Sources

Eligible students are encouraged to seek additional fellowships from external agencies. In addition to the funding amount, which can be more generous than that of a university financial award, these external fellowships are prestigious; they provide valuable training, experiences, and resources, and they enhance future career opportunities. In addition, securing external funding to support training and research is often an important component of the professional development of graduate students.

PhD students receiving university financial support who also receive an external fellowship or stipendiary award **may not** combine or "stack" the external award with the university financial support.* Students receiving an external fellowship or stipendiary award have two options.

Option 1: Supplementation of an External Fellowship or Stipendiary Award

If the sum of all external fellowship or stipendiary awards is less than the university financial support, the university funds may supplement the total amount of external funding to bring the student up to their guaranteed university fellowship or to the minimum university financial support for PhD students.

Students who receive external fellowship or stipendiary awards providing annual stipends that total more than the university financial support will retain the full external award(s) and will receive no additional university financial support for the duration of the external award.

- *Example One:* A student has a university award of \$38,000. The student receives a \$34,000 external award; the university will supplement the external award by \$4,000 to bring the student up to their university award of \$38,000.
- *Example Two:* A student has a university award of \$38,000. The student receives an external foundation award of \$42,000. Since the external award is greater, no university funds will be distributed while the student is supported by the external award.

Option 2: Deferral of University Fellowship or Stipendiary Award

Students receiving an external fellowship or stipendiary award during years one through five of study may, with program approval, defer up to one year of the university fellowship or stipendiary award made at the time of admission, if permissible based upon the award criteria from the external funding agency.

The university fellowship program and/or the student's home department or program can assist students when considering the benefits of each option. For cases in which a student has access to multiple sources of funding, external funds must be used before university funds are applied. University, school, and degree program funds will be the last source of funds to be applied to a student's financial support.

Schools and departments/programs may choose to offer an additional financial incentive to students who are awarded competitive external funding. Any such incentives must be uniformly awarded to all qualifying students within a degree program. Incentive awards given by school or degree programs to students who win external awards do not count toward the total university financial support; these incentive awards are in addition to the fellowship or stipendiary award.

All financial support will be applied in accordance with the terms and conditions of each funding source. In consultation with the student, departments/programs should ensure financial support is dispersed in the correct amount and in accordance with applicable policy.

- * Limited exceptions may occur for instances in which the external award is explicitly contingent on the continuation of the university stipendiary award. In such instances, the decision on stacking is at the discretion of the school dean or their designee for support provided by the school or by a cross-school interdisciplinary program and at the discretion of the fellowship administrator for university-wide fellowships (e.g., OCF, MISA).

PhD Student Employment

Full-Time Employment

University financial support that is provided at or above the university-wide PhD minimum stipend rate is intended to enable students to focus exclusively (i.e., full time) on their studies. Students who receive university financial support at or above the university-wide minimum PhD stipend rate are not permitted to hold full-time employment.

Students who perform full-time employment during the summer term will have their university fellowship or stipendiary award stopped for the duration of their full-time employment. Students are also subject to any school or program-based policies regarding employment, which may be more restrictive. Students should consult their school and degree program for approval.

Part-Time Employment

To ensure that students receiving university financial support can focus on their programmatic requirements and make expeditious progress toward degree completion, part-time employment should not exceed an average of 10 hours per week. This allowance may be restricted by schools/departments/programs to a smaller number of hours per week to conform with a student's funding source policies and with federal time and effort reporting guidelines (as applicable).

If a student and that student's advisor(s) believe that additional part-time employment will enhance the student's outcomes and is unlikely to hinder timely progress toward degree completion, the student may request approval for an exception through their school's graduate program office. Any such exceptions will be documented and kept on file in the school. For students supported on federal grants, it is the school's responsibility to ensure adherence to any constraints derived from time and effort reporting.

To reiterate, students are also subject to any school or department/program-based policies regarding employment, which may be more restrictive. Students should consult their school and degree program for approval prior to undertaking any part-time employment.

Implications for International Students

International students attending Washington University in St. Louis on a visa must consult with the Office for International Students and Scholars (OISS) before accepting any external or internal employment, either full-time or part-time.

Tax Implications

Please visit Washington University in St. Louis's Financial Services site for more information about the taxability of stipend payments. Students are encouraged to consult a personal tax advisor to ensure that they are adhering to federal and state laws and Internal Revenue Service (IRS) regulations.

PhD General Requirements and Policies

To earn a PhD at Washington University in St. Louis, a student must complete all courses required by their department/program; maintain satisfactory academic progress; pass certain examinations; fulfill residence and mentored experience requirements; write, defend, and submit a dissertation; and file an Intent to Graduate in Workday Student. **Note:** Individual schools and departments/programs may have more restrictive policies than the university-wide policies stated herein.

Residence Requirement

Each full-time PhD student must spend at least one academic year enrolled full-time at Washington University in St. Louis. Any exceptions must be approved by the dean of the student's respective school and the Vice Provost for Graduate Education.

Students admitted to a part-time PhD program must be enrolled in at least 3 units for each Fall/Spring semester until the unit requirements for their program are satisfied.

Time Limit for PhD Enrollment Eligibility

Full-time PhD students are eligible for enrollment at Washington University in St. Louis for a maximum of 14 Fall/Spring semesters (seven years). Enrollment includes traditional course registration and 0-unit courses that carry a full-time enrollment status. Semesters of approved leaves of absence do not count toward this time limit.

Students admitted to a part-time PhD program are eligible for enrollment at Washington University in St. Louis for 18 Fall/Spring semesters (nine years). Semesters of approved leaves of absence do not count toward this time limit.

Full-time PhD students and those admitted to part-time PhD programs may petition for an enrollment eligibility extension for a maximum of one academic year. Petitions must be directed to the student's dean or their designee. Supplemental petitions will not be permitted. In unusual circumstances, the dean or their designee may appeal to the Vice Provost for Graduate Education on behalf of a particular student.

Qualifying Examinations

Progress toward the PhD is contingent upon the student passing examinations that are variously called *preliminary*, *qualifying*, *general*, *comprehensive*, or *major field exams*. The qualifying examination process varies considerably according to the department/program, and the structure and schedule of the qualifying exam are set by the department/program in accordance with best practices within their field. The department/program is responsible for documenting the process properly and ensuring the process is clearly outlined to their students. Each PhD program is responsible for notifying the school registrar or the appropriate record custodian of the student's outcome, whether successful or unsuccessful.

Mentored Experience Requirement

As part of the university-wide degree requirements, PhD students and some master's students (i.e., MFA in Writing and MFA in Dance) at Washington University in St. Louis must complete a department-/program-defined Mentored Experience Requirement (MER). The MER is an accomplishment that is noted on the student's academic record when complete. Each department/program established a Mentored Experience Implementation Plan (MEIP) in which required MER units and pathways for completion are defined and specified. The MEIP typically consists of Mentored Teaching Experiences (mentored activities designed to achieve competencies in teaching at basic and advanced levels) and/or Mentored Professional Experiences (mentored

activities focused on the development of skills relevant to individual, intended career and professional outcomes). Students enroll in Mentored Teaching Experience courses and/or Mentored Professional Experience courses to signify progression toward completing the MER.

Dissertation

As evidence of the mastery of a specific field of knowledge and of the capacity for original scholarly work, each candidate must complete a dissertation. Each PhD candidate will form a Research Advisory Committee (RAC) approved by their department/program and by their school's graduate program oversight body. The RAC will approve the subject and approach of the dissertation, which will be evidenced by the student's completion of the Title, Scope and Procedure requirement.

The RAC should consist of at least three full-time Washington University in St. Louis faculty members who are authorized to supervise PhD students and who have appropriate expertise in the proposed field of study. One of these faculty members must be the student's primary research advisor/mentor. Additional members, including external members with active research programs at outside institutions, may serve on the RAC subject to approval by the school's graduate program oversight body.

- For cross-school/interdisciplinary PhD programs, the approvals referenced above should be obtained from the graduate program oversight body of the school of the primary research advisor/mentor.
- For a PhD program offered in partnership with an external academic institution, one full-time faculty member of the partner institution who is authorized to supervise PhD students and who has appropriate expertise in the proposed field of study may serve on the RAC as part of the three-member minimum requirement.

A Title, Scope and Procedure form for the dissertation must be signed by the RAC members and by the program chair. Full-time students must submit the Title, Scope and Procedure form to the school registrar or the appropriate record custodian at least six months before the degree is expected to be conferred or before the beginning the fifth year of full-time enrollment, whichever is earlier. Students enrolled in a part-time PhD program must submit the Title, Scope and Procedure form to the school registrar or the appropriate record custodian at least six months before the degree is expected to be conferred or before the beginning of the sixth year of enrollment, whichever is earlier.

A Doctoral Dissertation Guide and a template that provides instructions regarding the format of the dissertation are available through the website of the Office of the Provost; both of these should be read carefully at every stage of dissertation preparation.

Each student is required to make the full text of the dissertation available to the committee members for their review at least one week before the dissertation defense. Most degree programs require two or more weeks for the review period; students should check their department/program's policies.

Dissertation Defense

Approval of the written dissertation by the Research Advisory Committee (RAC) is strongly recommended before the student can orally defend the dissertation. The doctoral dissertation committee that examines the student during the defense consists of at least five members. Normally, the members of the RAC also serve on the Doctoral Dissertation Committee. The dissertation committee is then additionally augmented to ensure that the following criteria are met:

1. Three of the five members (or a similar proportion of a larger committee) must be full-time Washington University in St. Louis faculty members or, for programs offered by Washington University in St. Louis-affiliated partners, full-time members of a Washington University in St. Louis-affiliated partner institution who are authorized to supervise PhD students and who have appropriate expertise in the proposed field of study. One of these three members must be the PhD student's primary thesis advisor, and one may be a member of the emeritus faculty.
2. All other committee members must be active in research/scholarship and have appropriate expertise in the proposed field of study whether at Washington University in St. Louis, at another university, in government, or in industry.
3. At least one of the five members must bring expertise outside of the student's field of study to the committee, as judged by the relevant school's graduate program oversight body.

The approval processes outlined under RAC in the Doctoral Council bylaws also apply to the doctoral dissertation committee, including approval of each dissertation committee by the host school's graduate program oversight body/bodies.

The student is responsible for making the full text of the dissertation accessible to their committee members for their review in advance of the defense according to program rules. Washington University in St. Louis community members and guests of the student who are interested in the subject of the dissertation are normally welcome to attend all or part of the defense but may ask questions only at the discretion of the committee chair. Although there is some variation among degree programs, the defense ordinarily focuses on the dissertation itself and its relation to the student's field of expertise.

Attendance by a minimum of four members of the Doctoral Dissertation Committee, including the committee chair and an outside member, is required for the defense to take place. This provision is designed to permit the student's defense to proceed in case of a situation that unexpectedly prevents one of the five members from attending. Students should not plan in advance to only have four members in attendance; if one of those four cannot attend, the defense must be rescheduled. The absence of all outside members or of the committee chair would necessitate rescheduling the defense.

Students, with the support of their Doctoral Dissertation Committee chair, may opt to hold their dissertation defense in-person or by utilizing a virtual or hybrid format.

Dissenting Vote(s) at a Dissertation

Faculty members of the Doctoral Dissertation Committee normally will examine the PhD candidate and vote on whether to approve the dissertation. In the vast majority of cases, these votes are unanimously for approval. In the rare case that there are faculty concerns that cannot be resolved through subsequent revisions and which therefore result in dissenting (negative) vote(s), the committee chair will refer the case to the Vice Provost for Graduate Education for resolution.

In the case of a single dissenting vote, the committee chair and the dissenting voter will be asked to explain the reasons for the dissent in a letter to the Vice Provost for Graduate Education. After consulting with these and other members of the committee, the Vice Provost for Graduate Education may then decide to accept the majority opinion and approve the dissertation, or they may seek the opinion of an additional reader. After considering this additional evidence, the Vice Provost for Graduate Education may approve or decline to approve the dissertation.

In the case of two or more dissenting votes, the committee chair and the dissenting voters will again be asked to explain the reasons for the dissent. The Vice Provost for Graduate Education may then decide to decline to approve the dissertation. Alternatively, they may ask the department or graduate program to name a Resolution Committee, consisting of three tenured or tenure-track professors at Washington University in St. Louis or elsewhere who did not serve on the original committee, to reexamine the dissertation and the candidate. A unanimous positive recommendation from this committee will be required in order for the Vice Provost for Graduate Education to approve the dissertation. Failure of a department or graduate program to identify three faculty members to serve on this Resolution Committee will be tantamount to a rejection of the dissertation.

Dissertation Submission

After the successful defense of their dissertation, the student must submit an electronic copy of the dissertation online to the university by the established deadline for their graduation term. Dissertations must be submitted no later than three months after the oral defense of the dissertation. Petitions for an extension to the three-month limit may be submitted to the Director of Graduate Studies for consideration and approval. The submission website requires students to choose from among publishing and copyrighting services offered by ProQuest ETD Administrator, but the university permits students to make whichever choices they prefer. Washington University in St. Louis doctoral students may initially request to embargo the public release of their dissertation for a specified period of six months, one year, or two years. Renewals beyond the initial embargo may be granted by the Vice Provost for Graduate Education. Students are asked to submit the Survey of Earned Doctorates separately. The degree program is responsible for delivering the final approval form, signed by the committee members at the defense and then by the department/program chair or director, to the school registrar or the appropriate

record custodian. Students who complete all degree requirements and defend their dissertations successfully have not completed their PhD requirements; they finish earning their degree only when their dissertation submission has been accepted by their school of record.

Degree Candidacy Extension

Degree Candidacy Extension (DCE) refers to a non-enrolled status available, under exceptional circumstances, to full-time PhD students who have completed all PhD degree requirements with the exception of the dissertation.

Extended degree candidates are not registered for any courses, have no enrollment status, and are ineligible for financial awards or support, benefits, and resources available to enrolled Washington University in St. Louis students. Once a student enters DCE, they may not register or enroll with Washington University in St. Louis as a student in their intended degree program in a future term.

DCE status may be assigned to full-time students in a variety of situations, including but not limited to the following:

- PhD students who do not complete their dissertation after exhausting the time allowable for PhD enrollment status due to circumstances beyond their control (see Time Limit for PhD Enrollment Eligibility earlier on this page);
- PhD students who secure full-time employment prior to the completion of their dissertation and who have established a timeline for the completion of the dissertation requirement; and
- PhD students who have exhausted their university financial support period as defined by their school or program prior to the completion of their dissertation and who have established a timeline for the completion of the dissertation requirement.

DCE status may be inappropriate for international students dependent on a U.S. visa, and such students may not be eligible for this status. International students should always consult with an OISS advisor prior to making an enrollment status change. In addition, students admitted as part-time PhD students are not eligible for DCE status.

DCE status is not the rule. Rather, it is assigned as an exception. Students must obtain the recommendation of their department/program leadership and petition the Vice Dean for Graduate Education (or equivalent) within their school to request to enter DCE status. If the petition is successful, the DCE status is conferred for the period of one year, after which an additional petition should be made and approved. Students seeking to remain in DCE status are obligated to provide a written report on their dissertation's progress annually to their department to secure their approval for subsequent petitions. Individual departments may require additional checkpoints to ensure progression. Students may remain a PhD candidate in this status for a maximum of three calendar years.

If three calendar years pass from the first semester in which a student was placed on DCE and the student has not successfully completed all degree requirements, then that student has officially forfeited their eligibility to earn the PhD degree. Under these circumstances, the student may petition the Vice Provost of Graduate Education with the

support of their department chair and school vice dean to be allowed to complete the degree outside of the three-year extension period. The petition will include a timeline for completion. The Vice Provost of Graduate Education reserves the right to deny any such request.

PhD Mentored Experiences

Mentored Experience Requirements (MERs)

As part of the university-wide degree requirements, PhD students and students in certain master's programs (i.e., MFA in Writing and MFA in Dance) at Washington University in St. Louis must complete a program-defined Mentored Experience Requirement (MER). The MER is an accomplishment that is noted on the student's academic record when complete. Each program established a Mentored Experience Implementation Plan (MEIP) in which required MER units and pathways for completion are defined and specified. The MEIP typically consists of Mentored Teaching Experiences (mentored activities designed to achieve competencies in teaching at basic and advanced levels) and/or Mentored Professional Experiences (mentored activities focused on the development of skills relevant to individual, intended career, and professional outcomes). Students enroll in Mentored Teaching Experience (MTE) courses and/or Mentored Professional Experience (MPE) courses to signify progression toward completing their MERs.

Mentored Experience Implementation Plan (MEIP)

An MEIP is a program-defined plan for students to complete their MERs and engage in mentored teaching activities and/or mentored professional activities. MEIPs include the philosophy related to the role of teaching or professional experiences within the discipline, the program's plan for preparatory engagement, the normal sequence of opportunities for a student, and the number of MER units required. Each of these terms are defined within this section.

MEIPs were updated by programs during the 2024-25 academic year, and new plans are available under each program's "Mentored Experience Implementation Plan" tab in the *Bulletin*. New plans are effective as of Fall 2025 and apply to all students who have yet to complete their MERs.

Preparatory Engagement

Preparatory Engagement activities represent an introduction to the foundational skills associated with teaching or communication.

Preparatory Engagement represents an important foundational component to training in pedagogy. As such, all MEIPs contain required pedagogical preparation before students are permitted to engage in assisting or teaching in a classroom.

Mentored Teaching Experiences (MTEs)

An MTE represents a collaborative engagement between a student and a faculty mentor wherein the student reflects on and interprets disciplinary knowledge; identifies multiple ways to represent disciplinary content; adapts content to students' abilities and prior

knowledge; and develops methods to assess and improve the teaching and learning process in a discipline. A student engaged in an MTE will have an assigned faculty mentor supporting the student's development into an educator able to communicate and/or evaluate disciplinary knowledge.

Two categories of MTE exist at Washington University: Assistantships in Instruction and Mentored Independent Teaching. Each MTE engagement is weighted by MER units to recognize the different levels of effort involved.

Assistant in Instruction (AI)

An AI experience is one in which the student is directly engaged in the organization, instruction, and/or support of a semester-long course *primarily taught by a faculty member*. During the AI, the student receives mentorship from the faculty member in best practices in classroom engagement, instruction in the field, interpersonal engagement, and other relevant skills. Students receive regular informal feedback or evaluation from the mentor throughout the semester, as well as a final evaluation from the mentor and course evaluations from students enrolled in the course as part of the normal course evaluation process.

The student is formally listed as instructional support via Workday in the course listings. In general, AI assignments connect to undergraduate courses or to lower-level graduate courses that the student has taken previously.

MER units for AI experiences are determined by the program based on the level of activity needed for each assignment:

- 5 MER units are equivalent to an average of 5 hours per week of engagement; students enroll in their program's course 8005 during the semester of engagement.
- 10 MER units are equivalent to an average of 10 hours per week of engagement; students enroll in their program's course 8010 during the semester of engagement.
- 15 MER units are equivalent to an average of 15 hours per week of engagement; students enroll in their program's course 8015 during the semester of engagement.

Mentored Independent Teaching (MIT)

An MIT is a semester-long experience for students who engage as the primary instructor or co-instructor of a course *under the mentorship of a faculty member* as part of their MER. Throughout the semester, students receive regular feedback from a faculty mentor based on classroom observation conducted a few times per semester or other acceptable review mechanisms. The student should ask for guidance and support from the faculty mentor while navigating the responsibilities of independent teaching. Faculty mentors are also required to complete the final evaluation for the student.

An MIT experience may not be a requirement or option under every program's MEIP. Each MIT engagement will equate to 20 MER units. The 20 MER unit assignment accounts for the considerable level of preparation and consultation each PhD student needs to engage in as part of this introductory experience toward acquiring the skills required for independent teaching. Students enroll for the semester of engagement under their program's course 8020.

Mentored Professional Experiences (MPEs)

MPEs are unpaid experiences that allow students to develop skills and experiences relevant to their intended career outcomes. These experiences could include, for example, opportunities in industry, communication and outreach, government or policy, consulting, or higher education administration. The duties and responsibilities of the MPE should be intellectually substantive and offer opportunities for the student to develop new skills and experiences.

An MPE experience may not be a requirement or option under every program's MEIP. Each MPE engagement will equate to 20 MER units. The 20 MER unit assignment accounts for the considerable level of preparation and time needed for this engagement. An MPE should involve at least 150 hours (and not more than 180 hours) per engagement. Students enroll for the semester of engagement under their program's course 8120.

Optional MER Activities

Some programs allow for students to participate in additional, optional MTE or MPE engagements. If allowed, the program's MEIP will list the requirements for a Teaching Intensive Pathway (TIP) or a Professional Intensive Pathway (PIP).

Teaching Intensive Pathway (TIP)

The TIP is an optional pathway for those students whose career interests lie in academia or another field that would benefit from extended MTEs. This immersive experience allows students to further explore the breadth and depth of teaching best practices and pedagogy related to their respective field. Students who are interested in participating in this elective experience must formally request to participate, which is subject to program approval. Due to this experience being an elective, unpaid experience, students who participate in the TIP will not receive compensation.

Professional Intensive Pathway (PIP)

The PIP is an optional pathway for those students whose career interests lie outside of academia or want to benefit from MPEs. An MPE is an unpaid professional experience for PhD students that allows students to develop skills and experiences relevant to their intended career outcomes. Students and mentors complete a mentorship plan prior to the start of each MPE. Students who are interested in participating in this elective experience must

formally request to participate, which is subject to program approval. Similar to normal MPE experiences, students who participate in the PIP do not receive compensation associated with their MPE.

Post-MER Completion Teaching Activities

To be eligible to participate in an additional teaching activity at WashU, students must have completed their entire MER as defined by their Program's MEIP prior to undertaking elective instructional activity.

Instructional Support

At the completion of the student's MER as defined in the MEIP, students may elect to pursue additional instructional opportunities at WashU as a non-MTE AI or a similarly situated role. These additional opportunities are subject to the approval of their primary advisor and their department/program as well as the existence of such a position. These students will be paid an hourly rate.

Instructor or Co-Instructor of Record

At the completion of a student's MER requirements as defined in the MEIP, the student may elect to pursue instructor opportunities at WashU as an independent instructor. These opportunities are subject to the approval of the student's primary advisor and their department/program as well as the existence of such a position. Students who have completed their MERs must demonstrate the requisite experience and training in pedagogy to engage in teaching at the fully independent level. These students are eligible for compensation in accordance with the adjunct professor collective bargaining agreement.

Current MEIPs

Arts & Sciences

(see Cross-Interdisciplinary Programs below for DBBS)

- Anthropology, PhD, Archeology Concentration
- Anthropology, PhD, Biological Anthropology Concentration
- Anthropology, PhD, Sociocultural Anthropology Concentration
- Art History & Archaeology, PhD
- Chemistry, PhD
- Classics, PhD
- Comparative Literature, PhD
- Dance, MFA
- Earth, Environmental, and Planetary Sciences, PhD
- East Asian Languages and Cultures, PhD
- Economics, PhD
- Education, PhD
- English and American Literature, PhD

- English and Comparative Literature, PhD
- French and Comparative Literature, PhD
- French Language and Literature, PhD
- German and Comparative Literature, PhD
- Germanic Languages and Literatures, PhD
- Hispanic Studies and Comparative Literature, PhD
- Hispanic Studies, PhD
- History, PhD
- Mathematics, PhD
- Music, PhD, Music Theory Concentration
- Music, PhD, Musicology Concentration
- Philosophy, PhD
- Philosophy-Neuroscience-Psychology, PhD
- Physics, PhD
- Political Science, PhD
- Psychological & Brain Sciences, PhD
- Sociology, PhD
- Statistics and Data Sciences, PhD
- Writing, MFA

Business

- PhD Program

Engineering

- Biomedical Engineering PhD
- Biomedical Engineering PhD-MD
- Computational & Data Sciences, PhD
- Computer Engineering, PhD
- Computer Science, PhD
- Electrical Engineering, PhD
- Energy, Environmental, & Chemical Engineering, PhD
- Imaging Science, PhD
- Materials Science & Engineering, Interdisciplinary PhD
- Mechanical Engineering, PhD
- Systems Science & Mathematics, PhD

Medicine

- Medical Physics, PhD
- Movement Science, PhD
- Nursing Science, PhD
- Rehabilitation and Participation Science, PhD
- Speech and Hearing Sciences, PhD

Public Health

- Public Health Sciences, PhD (p. 54)

Brown School

- Social Work, PhD

Cross-School Interdisciplinary Programs

Division of Biology & Biomedical Sciences

- Biochemistry, Biophysics & Structural Biology, PhD
- Biomedical Informatics & Data Science, PhD
- Cancer Biology, PhD
- Computational & Data Sciences, PhD
- Developmental, Regenerative, & Stem Cell Biology, PhD
- Ecology and Evolutionary Biology, PhD
- Immunology, PhD
- Molecular Cell Biology, PhD
- Molecular Genetics & Genomics, PhD
- Molecular Microbiology & Microbial Pathogenesis, PhD
- Neurosciences, PhD
- Plant & Microbial Biosciences, PhD

Additional information including forms, resources, and FAQs are available on the Mentored Experiences page of the Office of the Provost website.

School of Public Health

Our Mission

To ensure all can live healthier, fulfilling lives.

Our Vision

To promote health and well-being through excellence in interdisciplinary population health science and scholarship, distinction in education, and a deep commitment to local and global impact.

Our Values

The School of Public Health is committed to excellence, diligence, compassion, and integrity. We aspire to be an optimistic, inclusive, collaborative community with a sustained focus on advancing our shared mission.

School of Public Health

One Brookings Drive
St. Louis, MO 63130
314-935-4747

For more information, visit the School of Public Health website.

Faculty

Dean

Sandro Galea, MD, DrPH

Margaret C. Ryan Dean of the School of Public Health
Eugene S. and Constance Kahn Distinguished Professor in Public Health
Vice Provost for Interdisciplinary Initiatives

For further information, please visit the Faculty page of the School of Public Health website.

Courses

Courses include the following:

- PHCC (p. 36): Public Health Concentration Courses
- PHDC (p. 38): Public Health Doctoral
- PHEL (p. 38): Public Health Electives
- PHFN (p. 40): Public Health Foundation
- PHPC (p. 41): Public Health Practicum
- PHRS (p. 41): Public Health Research
- PHS (p. 42): Population Health Sciences
- PHSL (p. 42): Public Health Skill Lab
- PHTPS (p. 45): Public Health Transdisciplinary Problem Solving
- PSYCH (p. 48): Psychological & Brain Sciences

- SWPM (p. 48): Social Work Practice Methods
- SWSP (p. 49): Social Work Social Policy
- SWTH (p. 49): Social Work Theory

Public Health Concentration Courses

PHCC 6000 Epidemiology Methods

This course extends the concepts and methods of epidemiology from S55-5002, providing an in-depth exploration of concepts and skills in epidemiologic research, including analytic reasoning and study design, execution, data analysis and interpretation. Prerequisite: S55-5002 and S55-5003 or equivalent.

Credit 3 units.

Typical periods offered: Spring

PHCC 6001 Foundations of Geographic Information Systems (GIS) for the Applied Social Sciences

This course will familiarize students with the basic knowledge of geographic information systems (GIS) and their application to social work practice and research. The course is organized around three primary areas: 1) conceptual; 2) technical; and 3) data management. A conceptual overview of GIS is presented to provide students with foundational knowledge about the theory, purpose, function, and applicability of GIS in practice and research settings. Students will develop critical thinking skills necessary to devise research questions appropriate for a GIS, to develop a GIS, interpret the findings, and to evaluate the spatial relationships between variables.

Credit 3 units.

Typical periods offered: Fall, Spring

PHCC 6002 Global Health

This course provides an overview of issues in international health, with a particular emphasis on those affecting health in low-income countries. It will cover the infectious diseases of malaria, tuberculosis, HIV/AIDS, acute respiratory infections, diarrheal diseases, and neglected tropical diseases (e.g. helminth infection). Chronic diseases and risk factors will also be addressed. An overview of the biology, epidemiology, and intervention evidence base will be covered, drawing from the Disease Control Priorities Project.

Credit 3 units.

Typical periods offered: Fall

PHCC 6003 Policy, Politics & Power in Global Health

The course will introduce students to the role of power and politics in global health and provide them with analytical tools to critically examine this field. It will review key debates, issues, concepts, theories and case studies linked to current major health and development issues, highlighting their relationship to health. It is based on a multidisciplinary approach to analysis of these issues.

Credit 3 units.

Typical periods offered: Spring

PHCC 6004 Health Economics

In this course, students will learn how to apply economic tools to the study of health and medical care issues. The course will examine the special features of medical care markets, the demand for health and medical care services, the economic explanations for the behavior of medical care providers (i.e., physicians and hospitals), the

functioning of insurance markets, cost and comparative effectiveness, the economics of public health, and technology diffusion. Also examined will be the role of, and economic justification for, government involvement in the medical care system. The tools developed in the course will be used in discussions of current policy topics such as health reform, insurance reform, incentives for health behavior, rationing, and price regulation.

Credit 3 units.

Typical periods offered: Spring

PHCC 6005 Quantitative Methods for Health Policy Analysis

This course will introduce students to additional methods and topics in economic evaluation of health (health care and public health) and health services research (HSR). Students will learn the differences, strengths, and weaknesses of different approaches at a user level. Students will produce a project in which they focus on either the economic evaluation or HSR side to evaluate public health policies or problems. Prerequisite: Health Economics (S55-5120) or permission of instructor.

Credit 3 units.

Typical periods offered: Fall, Spring

PHCC 6006 Health, Politics & Policy

Health, Politics, and Policy: This course focuses on how public policies are actually made in the United States, and, in particular, health policies. The course is designed to introduce students to the literature, concepts, theories, and politics of the policy process and methods for analyzing this process. The emphasis in the readings will be on different concepts for studying the policy process and analyses. This course will focus on concepts related to policy processes including policymaking and politics.

Credit 3 units.

Typical periods offered: Spring

PHCC 6007 Fundamentals of Mental Health for Public Health

This course will provide an overview of the diagnosis and treatment of mental illness and other behavioral disorders for students who intend to work in the field of public mental health in a nonclinical capacity. Discussions of diagnosis will outline the main clinical and public health features of each category of mental illness, including clinical presentation, the course and prognosis of illness, and basic epidemiology. Discussions of available treatments will provide theoretical and practical examples of common medical and individual/group psychosocial interventions. The last hour of each class will take the format of a class discussion focusing on a critical examination of historical and contemporary issues pertaining to public mental health.

Credit 3 units.

Typical periods offered: Fall

PHCC 6008 Public Mental Health

This course will provide an overview of public mental health: the application of public health methods to the prevention and control of mental illness and substance use disorders and the promotion of mental well-being in populations. Although the course will focus primarily on the United States, public mental health will be also examined from a global perspective. Topics covered will include the distribution and determinants of mental and behavioral health problems, the prevention of mental and behavioral health problems and the promotion of mental well-being, and mental and behavioral health policy and services.

Credit 3 units.

Typical periods offered: Spring

PHCC 6009 Advanced Data Analysis

Students will be provided with an introduction to theory and analytical techniques commonly employed in the practice of public health data analysis through short lectures and a hands-on experiential learning approach. Students will develop and conduct an independent data analysis project, choosing from different real-world public health datasets that are amenable to some of the most common types of analyses that students will encounter in their public health careers. Lectures will address theory and practical tools. Exercises will be focused on application of the theories and tools. Lab assignments will provide students with a further opportunity to gain competency in strategies that can be employed to analyze each type of dataset. The course will also provide students with the opportunity to gain skills in data visualization strategies, conducting reproducible research, presenting projects, and effectively responding to constructive critiques. Priority given to those whose concentration is Epi/Bio.

Credit 3 units.

Typical periods offered: Fall, Spring

PHCC 6010 CPH Exam

The Certified Public Health (CPH) exam covers the areas of knowledge relevant to contemporary public health and general principles. A passing grade is required.

Credit 0 units.

Typical periods offered: Fall, Spring

PHCC 6011 Capstone I

The purpose of Capstone I is to prepare students for their independent integrated learning experience or capstone project. The capstone project is a student-initiated project that integrates and synthesizes selected MPH foundational and specialization competencies in a high-quality written product that demonstrates student mastery of such competencies. Capstone I aims to prepare students for the development of their capstone project by providing capstone guidelines, direction in competency selection, workshops and practice in scientific writing, proposal/outline development, and small group presentations and feedback on project ideas. This one-credit course is required of all MPH students before completion of their capstone project.

Credit 1 unit.

Typical periods offered: Fall, Spring

PHCC 6012 Capstone II

The purpose of Capstone II is for students to draft and finalize the capstone project proposed during Capstone I. Students will work independently and have regular progress meetings with the faculty instructor for their course section. Upon completion of their capstone projects, students will also perform a self-learning reflection by completing an MPH competency self-assessment.

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

PHCC 6013 People, Health & Place: International Perspectives on Urban Health, Physical Activity, Urban Design, and Transportation

This course explores the intricate relationships between public health, urban design, transportation, and physical activity, emphasizing the comparative analysis of cities in Brazil and the United States. By applying the "necessity versus choice" model, students will critically assess how the built environment influences opportunities for active living—whether driven by necessity (e.g., transportation to work, labor

demands) or by choice (e.g., leisure-time activities, recreation). The course will uncover how structural bias, social inequities, and urban policies contribute to disparities in access to physical activity and health outcomes in diverse cultural contexts.

Credit 3 units.

Typical periods offered: Fall

Public Health Doctoral

Courses to come

Public Health Electives

PHEL 6000 Applied Qualitative & Participatory Methods

This course is designed to familiarize students with the perspectives, methods, and techniques of qualitative and participatory research. The course covers both the theoretical foundations of qualitative inquiry and a variety of methods of data collection. The class will use examples from and discuss how these methods are used in global research. Student fieldwork projects, which are carried out concurrently with classroom lectures and activities, are a central part of the course. Prospective students should note that this course requires significant time spent outside of class arranging interviews and then collecting, transcribing and summarizing data.

Credit 3 units.

Typical periods offered: Spring

PHEL 6001 Mental & Behavioral Health Epidemiology

This course covers the public health burden and potential causes of common mental and behavioral health problems, such as depression, anxiety disorders, and addictions. The course will be divided into three sections: (1) defining and measuring mental and behavioral health problems; (2) risk and causal factors for mental and behavioral health problems -- from cells to society; and (3) the use of epidemiologic findings to inform mental /behavioral health policy and prevention.

Credit 3 units.

Typical periods offered: Spring

PHEL 6002 Social Epidemiology

The goal of this course is to introduce students to the discipline of social epidemiology; and its role in understanding the social determinants of health and health inequities. Given the breadth of the developing field of social epidemiology, this course will provide a systematic and selective overview of literature in the field covering the history and development of the field of social epidemiology, theoretical perspectives, major substantive areas, conceptual approaches, and current controversies related to theory, research methods, and research findings. The approach taken includes consideration of fundamental causes of health as well as upstream and downstream factors. Substantive areas covered include but are not limited to race/ethnicity, socioeconomic position, social capital, gender, life course approaches and area effects, placing emphasis on methods and issues of measurement.

Credit 3 units.

Typical periods offered: Spring

PHEL 6003 Translating Epidemiology Into Policy

Policy has a well-documented, powerful and sustained effect on public health indicators. This course covers the epidemiologic basis for health policy, types of policy evidence, policy theories, study designs for understanding the effects of policy, methods of policy communication, and current controversies. Course content will be covered through readings, individual and group exercises, case studies, lectures, and discussions. Prerequisite: S55-5002, Foundations of Public Health: Epidemiology

Credit 3 units.

Typical periods offered: Fall

PHEL 6004 The Role of Insurance in Public Health

The Public Health System focuses on the access and delivery for all Americans, with a special focus on the uninsured, those living in poverty and located in rural areas. Managed Care is playing an ever-increasing role in government sponsored healthcare including Medicaid, Medicare and Exchanges. Because populations historically taken care of by the public health system have a disproportionate burden of chronic disease and costly health conditions, managed care companies have taken innovative steps to control costs. Not only is it important for students to understand the basics of health insurance, but also the tools that payers use to manage and control costs including case management, utilization review, and formulary structure. Additionally understanding technology infrastructure, coordinated primary care delivery models and value-based contracting is essential to any leader in the public health space. Communicating these concepts to community partners, patients and the media is also a critical skill set.

Credit 3 units.

Typical periods offered: Spring

PHEL 6005 Applied Machine Learning Using Health Data

This course teaches popular machine learning (ML) models using Python and their applications on health data. The topics include (1) Python programming basics (e.g., coding with Python, Python modules such as NumPy, Pandas, Matplotlib, and Scikit-learn); (2) Classification ML models; (3) Regression ML models; (4) ML model training and validation; (5) Support vector machines and decision trees; (6) Ensemble methods; (7) Dimensionality reduction; and (8) Unsupervised learning techniques. Students who complete this course will: (1) Understand the algorithms for ML models widely adopted in health sciences; (2) Proficiently apply ML models to analyze health data; and (3) Appraise the relative strengths and weaknesses of alternative ML models in the contexts of real-world problem-solving. Weekly assignment helps students deepen their understanding of critical concepts and sharpen their model building and problem-solving skills using health datasets. Students who complete this course will have a solid foundation to pursue more advanced artificial intelligence (AI) topics, including deep learning. A prerequisite for this course is an introductory course on statistics or biostatistics. No prior exposure to Python programming is needed.

Credit 3 units.

Typical periods offered: Spring

PHEL 6006 Qualitative Research Methods

Examination of essential elements of qualitative designs, including identification of researchable questions, subject protection, interviewing, transcribing and analysis of data. Emphasis will be placed on qualitative data collection techniques and qualitative analysis of data. Students will learn about participant and non-participant observation, focus groups, and ethnography.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

PHEL 6007 Using Administrative Data for Health Services Research

The objective of this advanced graduate course is to prepare students to understand and use large administrative healthcare databases to perform epidemiologic / health services research. Lectures will cover the translation of clinical care into healthcare utilization data, review various types of national and state administrative databases, describe methods for administrative database research, and emphasize key issues related to data security and confidentiality. We will consider the strengths and limitations of observational studies using large databases to augment evidence from randomized clinical trials. Students will get hands-on experience with administrative data via programming with R statistical software. Students will develop and present to the class a research proposal in their own area of interest using administrative data. Students will further gain experience with healthcare database research by reviewing journal articles weekly.

Credit 3 units.

PHEL 6008 Systematic Review & Meta-Analysis

A systematic review attempts to identify, appraise and synthesize all of the empirical evidence that meets prespecified eligibility criteria to answer a given research question. A meta-analysis refers to the statistical methods used for contrasting and combining results from different studies in the hope of identifying patterns, sources of disagreement, and/or other interesting relationships that may come to light in the context of multiple studies. There are three learning objectives for this course: (1) to deepen the student's understanding of the key concepts and essential methods of a systematic review and meta-analysis through lectures and reading assignments; (2) to help students master the basic skills needed to conduct a systematic review and meta-analysis through hands-on exercises and projects; and (3) to help students complete a publication-quality systematic review or meta-analysis of their own choice as the final project of this course. Prerequisite for MPH students: S55-5240; permission from instructor for PhD students.

Credit 3 units.

Typical periods offered: Spring

PHEL 6009 Applied Deep Learning Using Health Data

Data are now available to social scientists in a way and quantity that has never existed before, presenting unprecedented opportunities for advancing social research and practices through state-of-the-art data analytics. On the other hand, dealing with extensive, complex, unconventional big data (e.g., free text, image, video/audio recording) requires revolutionary analytic tools only made available during the past decade. Artificial intelligence (AI), characterized by machine and deep learning, has become increasingly recognized as an indispensable tool in modern social and behavioral sciences. For example, AI methodologies have been applied to enhance the effectiveness of diagnosis and prediction of disease conditions, advance understanding of human development and functioning, and improve the effectiveness of data management in various social and human services. As a subdomain of AI, deep learning is based on artificial neural networks in which multiple (deep) layers of processing are used to extract higher-level features progressively from data. This layered representation enables modeling more complex, dynamic patterns than the traditional machine learning (which sometimes are called shallow learning as in contrast to deep learning), which finds its utility in analyzing the big data—data massive in scale and messy to work with (e.g., unstructured texts, images, audios, and videos). This course contributes to the overarching goal of training next-generation researchers in modern data analytics. It aims to equip students with the core knowledge and essential skills to apply deep learning models to address real-world problems. Through the course, students will familiarize themselves with computer programming in data science, learn state-of-the-art deep learning models, and apply them to social and behavioral questions. In addition, one essential field of deep learning applications

is assisting decision-making through identifying patterns and trends, improving prediction precision, and automating evidence collection, synthesis, and dissemination. Students who master deep learning tools will be at the frontier to leverage the power of AI in analytics and practices.

Credit 3 units.

Typical periods offered: Fall

PHEL 6010 Systems Thinking in Health

The major challenges facing global and public health in the 21st century are truly daunting; they include global climate change, global pandemics along with the rise of vaccine denial, threats to food systems and physical activity, persistence of income disparities and health inequities; and healthcare systems that are fracturing as a result of multiple financial, legal, political, and governmental pressures. These 'wicked' problems resist easy solution, and they call for new ways of thinking, studying, evaluating, and implementing. Systems science is a relatively new interdisciplinary paradigm that suggests new ways of addressing these pressing public health challenges. The goal of the new Systems Thinking in Health class is to introduce systems thinking skills and knowledge to graduate students in public health and other closely related disciplinary programs. The course will be conceptual and historical in nature, showing how systems concepts can be an alternative (and sometimes more effective) approach for understanding public health, compared to more usual research, evaluation, and intervention traditions. The course weaves together three broad types of activities: 1) exploration of core systems science concepts such as complexity, holism, dynamics, feedback, nonlinearity, and heterogeneity; 2) understanding how various public health challenges can be viewed through a systems lens such as global pandemics, nutrition and obesity, violence, global warming and environmental change, and health equity; and 3) introducing based systems science research and evaluation methods, including systems mapping, system dynamics modeling, network analysis, and agent-based modeling. At the end of the class, students will be able to: Articulate how major public health problems are embedded in complex systems, in and of themselves Understand the basic concepts and principles of systems science Understand how systems concepts and methods have been historically used to address critical health problems (e.g., modeling for pandemic preparedness) Reframe a specific public health problem in systems terms to support subsequent research, evaluation, or program implementation

Credit 3 units.

Typical periods offered: Spring

PHEL 6011 Independent Study

Credit 0 units.

Typical periods offered: Fall, Spring, Summer

PHEL 6012 Building Applications With Generative Artificial Intelligence

Build Applications with Generative AI is a dynamic, hands-on course designed for those eager to harness the power of generative artificial intelligence (Gen AI) to create innovative applications. Over 15 weeks, students will immerse themselves in the practical aspects of using Python, the leading programming language in AI development, to craft and deploy a variety of applications. From constructing intuitive data dashboards that visualize model findings to developing sophisticated chatbots and autonomous AI agents, this course covers the spectrum of Gen AI capabilities. Students will delve into advanced techniques such as image segmentation, object detection, retrieval augmented generation (RAG), and the integration of vector databases for a deep analysis of both qualitative and quantitative data. Whether you're generating lifelike images, automating systematic reviews, or building AI tools to combat disinformation, this course offers the skills and insights to bring your ideas to life. By focusing on real-

world applications, including deploying these innovations for global use, learners will not only gain a thorough understanding of Gen AI technologies but also acquire the expertise to pioneer new solutions in various domains. Get ready to transform the digital landscape by developing applications that bridge the gap between theoretical AI and practical, impactful solutions. Prerequisites for this course include proficiency in Python programming. While an understanding of machine learning and deep learning is helpful, it is not required for enrollment.
Credit 3 units.

PHEL 6013 Building Applications with Generative Artificial Intelligence

Build Applications with Generative AI is a dynamic, hands-on course designed for those eager to harness the power of generative artificial intelligence (Gen AI) to create innovative applications. Over 15 weeks, students will immerse themselves in the practical aspects of using Python, the leading programming language in AI development, to craft and deploy a variety of applications. From constructing intuitive data dashboards that visualize model findings to developing sophisticated chatbots and autonomous AI agents, this course covers the spectrum of Gen AI capabilities. Students will delve into advanced techniques such as image segmentation, object detection, retrieval augmented generation (RAG), and the integration of vector databases for a deep analysis of both qualitative and quantitative data. Whether you're generating lifelike images, automating systematic reviews, or building AI tools to combat disinformation, this course offers the skills and insights to bring your ideas to life. By focusing on real-world applications, including deploying these innovations for global use, learners will not only gain a thorough understanding of Gen AI technologies but also acquire the expertise to pioneer new solutions in various domains. Get ready to transform the digital landscape by developing applications that bridge the gap between theoretical AI and practical, impactful solutions.
Credit 3 units.
Typical periods offered: Fall, Spring

Public Health Foundation

PHFN 5000 Epidemiology

The purpose of this course is to present fundamentals of Epidemiology as a framework for using evidence-based approaches in addressing population health issues. Students will learn the role of epidemiological approaches for describing and quantifying health problems, and methodological approaches for assessing risk factors and disease etiology.
Credit 3 units.
Typical periods offered: Fall

PHFN 5001 Biostatistics

This course provides an introduction to quantitative data analysis as it is applied in public health. Biostatistics is one of the core disciplines of public health; but it also provides a set of analytic tools which are used across all the other core and associated public health disciplines. This course will teach students how to think about data clearly; how to describe important characteristics of public health data; how to design, implement, and interpret basic statistical analyses which are appropriate for the research question and the characteristics of the data; and how to communicate analysis results effectively.
Credit 3 units.
Typical periods offered: Fall

PHFN 5002 Environmental Health

This course presents a broad survey of the major environmental health issues facing contemporary society in first and third world countries. The course provides an overview of the interaction of the physical, psychological, and social environments of individuals in which they work and live. The course presents ecological concerns along with factors related to personal and community health.
Credit 3 units.
Typical periods offered: Fall, Spring

PHFN 5003 Cross-Cutting Themes in Public Health

The purpose of this course is to introduce public health students to the crucial and timely cross-cutting themes in public health. The course will cover a range of topics, including: the role of transdisciplinary science and collaboration in the development, implementation and translation of science to the population at large; evidence-based approaches to decision making in contemporary public health practice; methods for dissemination and implementation of public health to policy and practice; the importance of health disparities to the study of public health, and the role of ethics in the profession of public health.
Credit 1 unit.
Typical periods offered: Fall

PHFN 5004 Public Health Seminar I

In this seminar, students will work closely with faculty members in small groups to process, systematically analyze and discuss timely, real world public health challenges and solutions.
Credit 1 unit.
Typical periods offered: Fall

PHFN 5005 Public Health Seminar II

In this seminar, students will work closely with faculty members and peers to systematically analyze and discuss timely, real world public health challenges and solutions. Students enrolled in PHS II are required to attend the monthly Public Health Speaker Series lectures that will take place once in February, March and April from 12pm-1pm. The lectures will cover content that will inform class discussion and participation in the class session. Public Health Speaker Series dates will be published closer to the start of the semester.
Credit 1 unit.
Typical periods offered: Spring

PHFN 5006 Public Health & Urban Design Seminar I

This seminar brings together students from the MPH Urban Design specialization at the Brown School and MUD students (Master of Urban Design) from the Sam Fox School of Design for a monthly exchange with faculty from both programs as well as practicing urban design specialists. Sessions will engage students in discussions and analysis of real world urban challenges, and provide the opportunity to process and apply skills from their specialization course work and experiences from their practicum and culminating experience. This seminar course is required for students in the Urban Design specialization.
Credit 0 units.
Typical periods offered: Fall

PHFN 5007 Public Health & Urban Design Seminar II

Semester 2. This seminar brings together students from the MPH Urban Design specialization at the Brown School and MUD students (Master of Urban Design) from the Sam Fox School of Design for a monthly exchange with faculty from both programs as well as practicing urban design specialists. Sessions will engage students in discussions and analysis of real world urban challenges, and provide the opportunity

to process and apply skills from their specialization course work and experiences from their practicum and culminating experience. This seminar course is required for students in the Urban Design specialization.

Credit 0 units.

Typical periods offered: Spring

PHFN 5008 Public Health & Urban Design Seminar III

Semester 3. This seminar brings together students from the Master of Public Health Urban Design specialization at the Brown School and Master of Urban Design students from the Sam Fox School for a monthly exchange with faculty from both programs as well as practicing urban design specialists. Sessions will engage students in discussions and analysis of real-world urban challenges, and they will provide the opportunity for students to process and apply skills from their specialization course work and experiences from their practicum and culminating experience. This seminar course is required for students in the Urban Design specialization.

Credit 0 units.

Typical periods offered: Fall

PHFN 5009 Public Health & Urban Design Seminar IV

Semester 4. This seminar brings together students from the MPH Urban Design specialization at the Brown School and MUD students (Master of Urban Design) from the Sam Fox School of Design for a monthly exchange with faculty from both programs as well as practicing urban design specialists. Sessions will engage students in discussions and analysis of real world urban challenges, and provide the opportunity to process and apply skills from their specialization course work and experiences from their practicum and culminating experience. This seminar course is required for students in the Urban Design specialization.

Credit 0 units.

Typical periods offered: Fall

PHFN 5010 Foundations of Field Education MPH

This workshop is designed to provide students with the information needed for the practicum/internship search, interview, and selection process. Students will learn the steps for securing a practicum/internship. In addition, they will create a personal rubric for choosing a practicum site. Students will also have the opportunity to ask questions of members of the field education team. After the workshop, students will be required to follow up with a field advising appointment to discuss their practicum/internship search process. This is a required course for all students prior to entering practicum.

Credit 0 units.

Typical periods offered: Fall, Spring

Public Health Practicum

PHPC 6001 Practicum I - MPH Program

This course provides supervised experience in application of public health techniques through work in a public health agency or other health care organization.

Credit 1-3 units.

Typical periods offered: Fall, Spring, Summer

PHPC 6002 Practicum II - MPH Program

This course provides supervised experience in application of public health techniques through work in a public health agency or other health care organization.

Credit 1-3 units.

Typical periods offered: Fall, Spring, Summer

PHPC 6003 Practicum III - MPH Program

This course provides supervised experience in application of public health techniques through work in a public health agency or other health care organization.

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

PHPC 6004 Elective Practicum I - MPH Program

This course provides supervised experience in application of public health techniques through work in a public health agency or other health care organization.

Credit 1-3 units.

Typical periods offered: Fall, Spring, Summer

PHPC 6005 Elective Practicum II - MPH Program

This course provides supervised experience in application of public health techniques through work in a public health agency or other health care organization.

Credit 1-2 units.

Typical periods offered: Fall, Spring, Summer

PHPC 6006 Elective Practicum III - MPH Program

Students must consult with their Office of Field Education adviser prior to registering for this course.

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

PHPC 6007 MSW/MPH Dual-Concentration Practicum I

The MSW/MPH Dual-Concentration Practicum provides learning activities that meet the accreditation requirements of both MSW and MPH accrediting bodies. Students must select a practicum site that is affiliated for both programs. Students will complete a dual ELA to identify learning activities. A site visit and final evaluations will be used to assess student learning and provide a final grade. Prerequisite: completion of MSW Foundation Practicum.

Credit 1-3 units.

Typical periods offered: Fall, Spring, Summer

PHPC 6008 MSW/MPH Dual Concentration Practicum II

This course provides supervised experience in application of public health techniques through work in a public health agency or other health care organization.

Credit 1-2 units.

Typical periods offered: Fall, Spring, Summer

PHPC 6009 MSW/MPH Dual Concentration Practicum III

This course provides supervised experience in application of public health techniques through work in a public health agency or other health care organization.

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

Public Health Research

PHRS 6000 Research Methods

Focuses on evaluation at a variety of levels (individual, group, organization, community). Includes problem assessment, specification and monitoring of interventions, validation of measurement methods, and analysis and presentation of data.

Credit 3 units.

Typical periods offered: Fall

PHRS 6001 Applied Linear Modeling (ALM)

This course focuses on statistical modeling and analysis methods relevant to epidemiological and clinical research, as well as applied research in behavioral, social, and health sciences. A general linear models approach is taken to data analysis strategies using linear, logistic, and poisson regression, as well as ANOVA methods for repeated measures. Prerequisite: S55-5003.

Credit 3 units.

Typical periods offered: Fall, Spring

PHRS 6002 Planning, Implementation, & Evaluation Evidence-Based Programs & Interventions (PIE)

This course focuses on program evaluation, outcomes research, cost effectiveness research, methods for executing and evaluating health education intervention plans, quantitative and qualitative methods and their application to public health practice. Prerequisite: S55-5000

Credit 3 units.

Typical periods offered: Fall, Spring

PHRS 6003 Advanced Applied Linear Modeling

In this course, we will learn to apply Advanced Statistical Modeling techniques including Multiple and Logistic Regression, GLM, MANOVA, ANCOVA and other techniques to the field of Public Health broadly defined. Through readings, lectures, discussions, and hands on work, we will learn to use and critically think about techniques as well as be aware of limitations when dealing with real world problems. This class is directed towards epidemiology and biostatistics students in the MPH program who need to use statistical methods to answer substantive questions of interest. The course will focus on problem solving and decision-making skills to choose a statistical approach appropriate to the research question, understand the limitations of that approach given your data, interpreting your results correctly, and reaching sound conclusions about the substantive question at hand.

Credit 3 units.

Typical periods offered: Spring

Population Health Sciences

PHS 5100 Development, Validation and Application of Risk Prediction Models

This course will provide the knowledge and principles of predictive modeling, with applications to clinical and population health settings. Topics covered will include design, conduct, and application of risk predictions; statistical methods and analysis for model development and validation; evaluation of prediction models; emerging new methods; and risk stratification to identify a risk group, to assess eligibility to clinical trials and interventions, and to guide prevention priorities. The student will learn these topics through lecture, class discussions, data analysis lab, and homework.

Credit 3 units.

Typical periods offered: Spring

PHS 5140 Randomized Controlled Trials

This course provides a comprehensive introduction to randomized controlled clinical trials. Topics include types of clinical trials research (efficacy and effectiveness trials), study design, treatment allocation, randomization and stratification, quality control, analysis, sample size requirements, patient consent, data safety and monitoring plans, reporting standards, and interpretation of results. The role of randomized trials in comparative effectiveness research and the evaluation of prevention strategies is also addressed. Application of results of trials to inform practice is emphasized throughout. Evaluation: Students design a randomized controlled trial in their own field of interest, write a protocol for it, and critique recently published medical literature.

Credit 3 units.

Typical periods offered: Fall

PHS 5160 Dissemination and Implementation Science

This course provides an overview of dissemination and implementation (D&I) science (i.e., translational research in health). Topics include the importance and language of D&I science; designs, methods, and measures; differences and similarities across clinical, public health, and policy settings; selected tools for D&I research and practice; and future issues.

Credit 3 units.

Typical periods offered: Spring

PHS 5230 Multilevel and Longitudinal Data Analyses for Clinical Research

The course covers basic statistical concepts and methods for continuous, categorical, count, and time-to-event outcome data in multilevel and longitudinal settings. The course focuses on the application of these methods in clinical and public health research, on the explanation of model specification, and on the interpretation of model results. The statistical methods are implemented using R packages.

Credit 3 units.

Typical periods offered: Spring

Public Health Skill Lab

PHSL 6000 Skill Lab: Statistical Analysis: SAS

This course will provide an introduction to the SAS statistical package in a Windows environment. Students will learn the basics of data management and manipulation through hands-on tutorials. Topic will include importing/exporting data, merging datasets, recoding variables, simple statistical analyses and troubleshooting. At the end of the course, students will have the skills necessary to use SAS for advanced biostatistics and epidemiology courses. Prerequisite: S55-5003, & S55-5000. This course is strongly recommended for students taking S55-5011.

Credit 1 unit.

Typical periods offered: Fall, Spring

PHSL 6001 Skill Lab: Statistical Analysis Using STATA

This skill lab will introduce students to the STATA statistical software package. Students will learn data concepts such as opening/importing/exporting data, applying formats, using syntax, creating variables, graphs and more. Statistical analysis techniques will be covered for both continuous and categorical outcome variables, including chi-square, t-tests, regression and survey weights. Students will demonstrate acquired skills during a final project working with data and running a statistical analysis and interpretation.

Credit 1 unit.

Typical periods offered: Fall, Spring

PHSL 6002 Skill Lab: Introduction to the R Statistical Programming Language & Environment

This course will introduce students the fundamentals of the R language and RStudio environment. The first session will cover how to obtain and install R and RStudio, import data, create descriptive statistics, and plot simple graphics. The second session will delve into data structures and classes, data manipulation and management, and common data analyses (t-tests, ANOVAs, correlations, regressions, etc.). Students will explore R's graphics capabilities and some of the publishing tools built into RStudio during the third session. Students are expected to have taken at least one introductory statistics course, but need no prior computer programming experience.

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

PHSL 6003 Skill Lab: Data Management

This skill lab will introduce students to the basic aspects of data management, starting with planning your database, moving to collecting, entering and cleaning data. Other topics will include data types, creating and recoding variables, formats and value labels, data dictionaries, missing data, and merging data. Students will learn to use descriptive statistics to quickly assess data integrity. Course will be hands on, primarily using Stata with other software where relevant. A majority of time spent working with data involves cleaning, manipulating, and preparing for analysis. This workshop will focus on these skills.

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

PHSL 6004 Skill Lab: Manuscript Development

This course will help students learn to write scholarly manuscripts for publication in peer-reviewed scientific journals. Students will learn and apply a prescriptive formula for writing each section of a manuscript and responding to reviewer critiques. The course is designed for those who are new to writing for publication as a lead author, and it emphasizes reporting findings from empirical studies. Students must enter the course with a manuscript project to work on. They will develop the manuscript through the course and submit it for peer review as the final course requirement.

Credit 1 unit.

Typical periods offered: Summer

PHSL 6005 Skill Lab: Qualitative Data Analysis

This weekend-intensive course focuses on analysis of qualitative data (e.g., interview transcripts) in public health and social work research. It will introduce the theory and methods of qualitative inquiry, highlighting the iterative nature of data analysis, coding, and writing. Students will learn the basics of NVivo using sample data for exercises and assignments and will leave prepared to analyze their own data.

Credit 1 unit.

Typical periods offered: Fall, Spring

PHSL 6006 Skill Lab: Introduction to GIS & Spatial Mapping

Geographic Information Systems (GIS) is a system for collecting, storing, displaying, and analyzing geographic information. This 1-credit course will serve as an introduction to applications of GIS and spatial mapping for social work and public health topics. Students will be introduced to the visual storytelling and data analysis power of creating maps. This course is intended to be a fundamental lab that provides hands-on experience in basic GIS skills. Methods for applying GIS techniques and other spatial mapping tools for data visualization will be introduced,

and several examples of GIS in environmental and social domains will be analyzed. Students will learn about mapping terminology and skills to produce and analyze digital data maps. Students are not permitted to take concurrently with S55-5082/S65-5082.

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

PHSL 6007 Skill Lab: Practical Consideration in Developing Health Policy

This course will look at real world applications of public health principles as they apply to developing and proposing new health policy. The course will review basic public health principles as they apply to policy development and will provide students with an opportunity to work through the health policy development and proposal process.

Credit 1 unit.

Typical periods offered: Spring

PHSL 6008 Skill Lab: Effective Teams

Effective Teams will help students understand the key attributes and behaviors needed for successful team collaboration when partnered with diverse styles and personalities. Who leads and how is power balanced? How can team members have equal responsibility when skill sets vary? How can communication gaps be closed? How can less engaged team members be motivated?

Credit 1 unit.

Typical periods offered: Fall

PHSL 6009 Skill Lab: Data Visualization

Students from public health, computer science and design will form interdisciplinary teams to learn how health data can be analyzed and used to build prototypes, embedding visualizations to display data in clear, compelling, and engaging ways. Students will develop and apply skills and learn and use software for data management and analysis as well as information design. They will learn to work in interdisciplinary teams and learn from instructors across disciplines. Students will also gain skills in presenting and critiquing designs.

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

PHSL 6010 Skill Lab: Advanced Data Management

This skill lab will cover intermediate and advanced aspects of data management using STATA, however all concepts covered are transferable to similar software packages. Topics will include missing data, finding duplicate observations, repeated measures data, programming loops and data transformations such as merge, append, collapse, conversion from long to wide, etc. Prerequisite: S55-5960 or S55-5961 or S55-5962 or by permission of the instructor.

Credit 1 unit.

PHSL 6011 Skill Lab: Introduction to Cost Effectiveness Analysis for Evaluating Policies & Programs

The objective of this course is to prepare students to design, interpret, and conduct a fundamental type of economic evaluation for a variety of policy settings. Cost-effectiveness analysis (CEA) is a common research and decision-making tool in public health and medicine, but the basic concepts are also applicable to social work and public policy. Under certain conditions, CEA can help analysts add structured, transparent, and scientific information to policy evaluation and resource allocation discussions. The course will meet in 5 sessions. Each day will begin with a core lecture to introduce new concepts and techniques. Small group activities and hands-on exercises will then be used to apply concepts and reinforce content. A variety of examples, including those which students may bring from outside experience or employment, will be

reviewed and discussed to illustrate the range of ways in CEA can be applied. After establishing fundamental concepts and basic methods in CEA, the course will include how to interpret and communicate results, discussion of proper use and misuse of CEA, alternative methods, limitations, and advanced topics for further study. No specialized software is required. Students are encouraged to bring laptops and questions, topics, data, or applications from outside settings.

Credit 1 unit.

Typical periods offered: Summer

PHSL 6012 Skill Lab: Introduction to Python for Public Health Data Analysis

This course will introduce students to the fundamentals of the Python language, common Python modules for data manipulation and analysis, and Jupyter notebook environment. The course will begin with how to acquire data from publicly available sources and databases, cleansing and transformation of data, creation of descriptive statistics and graphics. The course will also introduce Python's natural language processing and machine learning modules for basic data classification and predictive modeling applications. Throughout the course, instruction and assignments will promote best practices for creating programs that can be shared and used for reproducible research.

Credit 1 unit.

Typical periods offered: Fall, Summer

PHSL 6013 Skill Lab: Program Sustainability: Assessment Tools & Planning Strategies

The term sustainability - and the importance of sustainability - is often referenced regarding human services work. But it's often not clear what kind of sustainability is meant and what program leaders can do to improve the sustainability of the vital services they provide. This course introduces participants to a holistic Program Sustainability framework with eight domains: (1) Environmental Support, (2) Funding Stability, (3) Partnerships, (4) Organizational Capacity, (5) Evaluation, (6) Program Adaptation, (7) Communications, (8) Strategic Planning. Evidence shows that each of these dimensions is critical to public health and social service programs' long term capacity to operate and deliver on their missions. Participants will build their understanding of the framework, use the Program Sustainability Assessment Tool to assess a program of interest, and learn strategies for using the tool in group/organizational settings. Assessment results will be used to identify program strengths and determine key strategic areas for action. Participants will leverage this information to build a program sustainability action plan.

Credit 1 unit.

Typical periods offered: Summer

PHSL 6014 Skill Lab: Advanced Data Management & Statistical Analysis in SAS

This course will build upon the material covered in S55-5960 (DATA ANALYSIS: SAS) to provide students with the skills to tackle more complex data management and analysis tasks using the SAS statistical package in a Windows environment. Students will learn through hands-on tutorials and assignments. Topics will include arrays, exporting data, complex merging of datasets (e.g., merge-matching), developing algorithms, testing the assumptions of common statistical tests, and troubleshooting. Prerequisite: S55-5003, S55-5000, and S55-5960.

Credit 1 unit.

Typical periods offered: Fall

PHSL 6015 Skill Lab: SQL - Intro to Using Relational Databases to Analyze Publicly Available Data

This course will introduce students to the database language SQL using the open-source relational database management system MySQL.

The course will begin with an introduction to databases and then cover the major features of a database. Students will learn to create tables and fields, define relationship between tables, and manipulate numbers, strings, and dates. Students will obtain solid knowledge of the language, how to retrieve and manage data efficiently. By the end of the class, students will be able to download a publicly available dataset, import it into MySQL, and query to filter/extract subsets of data.

Credit 1 unit.

Typical periods offered: Spring, Summer

PHSL 6016 Skill Lab: Systematic Reviews

A systematic review is a standardized framework used to synthesize and assess the quality of the literature on a specific research topic. For both social workers and public health professionals, systematic reviews can provide insight into which interventions, programs, and policies are the most effective for addressing diverse social welfare and health problems among our clients and the public. Systematic reviews also enable us to learn about gaps in knowledge and limitations in existing literature to guide future social work and public health practice, research, and policy. This course covers the entire range of conducting a systematic review, including framing a review question, implementing a search strategy, and synthesizing data extracted from eligible studies.

Credit 1 unit.

Typical periods offered: Spring

PHSL 6017 Skill Lab: Applied Qualitative Data Analysis

This course allows students to continue to develop the qualitative data analysis skills introduced in Part 1 of this skill lab series. Students will bring their own qualitative data (e.g., interview transcripts) to analyze using NVivo. During class, the instructor will review all steps of the analysis process (e.g., codebook development, first-round coding, second-round coding, matrix analyses) and then work with students individually to create analysis plans and agree upon final assignment formats. Students will collaborate with one another to act as independent auditors of each other's analysis to gain feedback on their coding from peers. Students will leave having advanced the analysis of their data with a detailed plan for continued analysis. The instructor will be available after the completion of the class to support students' publication efforts. Prerequisite: S55-5965 or permission of instructor.

Credit 1 unit.

PHSL 6018 Skill Lab: Data & Algorithmic Bias

In public health and other social sciences, research is conducted by scientists working in a biased system using data from human beings living in a biased society. As a result, how we measure, collect, manage, analyze, report, disseminate, and implement science all have the potential to reinforce or widen existing biases. This potential to worsen existing biases goes against the goals and aspirations of most social scientists who are often working to protect and improve lives. In this skill lab, students will be introduced to potential sources of data and algorithmic bias and some strategies for identifying, understanding, and avoiding data bias.

Credit 1 unit.

Typical periods offered: Spring, Summer

PHSL 6019 Skill Lab: Strategic Healthcare Leadership

The goal of this course is to explore the applications of key strategic leadership principles to healthcare organizations. The Strategic Healthcare Leadership course is designed for students who aspire to leadership roles in healthcare sector organizations. Throughout the course, students will increase both their strategic thinking and leadership capacities with readings, role plays, experiential exercises, as well as self-reflection to sharpen an understanding of the complexity of the healthcare industry and how that complexity impacts effective decision making. The readings are books, case studies, and articles from the general leadership literature, and from the organizational change management literature. The course will be enriched by guest executives who join the discussion and invite you into their world. In their words and from their perspectives, you will experience what it takes to define an organization's strategy from current and former healthcare executives. Finally, the course will provide an opportunity to reflect upon and apply principles learned throughout the course with a small group final project/paper that analyzes what they have learned about strategic leadership in the course.

Credit 1 unit.

Typical periods offered: Fall

PHSL 6020 Skills Lab: Using Publicly Available Global Health Data in Epidemiology & Biostatistics

This skill lab will provide practical variable operationalization, preliminary descriptive analysis, and analysis protocol writing skills that are relevant for students who are: (1) completing independent research projects (i.e., MPH capstone, research practicum, etc.), (2) seeking a data-driven global health career using complex and nationally representative household surveys, and (3) developing the skills to analyze the major causes of morbidity and mortality in low and middle income countries. Students will learn how to access publicly available global health datasets (i.e., Demographic and Health Surveys) commonly used by data scientists and epidemiologists to inform the policies, programs, and services of national health ministries and international health organizations. Students will then gain mastery of statistical and methodological considerations for handling complex survey data by understanding the principles of multistage sampling and probability. Students will increase confidence in developing pragmatic research questions that can be addressed using publicly available global health datasets and exploring data and statistical issues that require reformulation of research questions: missingness, low cell sizes, skip logic patterns, non-response, etc. The course instructor will systematically guide students through important stages of research question formulation, data access, preliminary data analysis, and descriptive statistics. The final project will be a 5 -page, double spaced, APA-style research analysis protocol consisting of research question and rationale (1 page), dataset description (0.5 page), descriptive statistics table (1 page), feasibility of addressing the research question (0.5 page), variable operationalization (1 page), and analytical plan for further descriptive or inferential statistics (1 page, completing the full analysis is not required). Overall, this course will equip students in independently answering a variety of research questions using publicly available global health datasets.

Credit 1 unit.

Typical periods offered: Fall

PHSL 6021 Skill Lab: Political Strategy for Gun Policy in the United States

In this five-week skill lab, we will focus on political strategy as it relates to gun laws in the United States, paying special attention to state-level ballot initiatives. We will review the politics of guns in America, the importance of the Second Amendment and recent decisions by the U.S. Supreme Court, the influence of lobbying groups like the National Rifle Association, and political advocacy tactics at the state level. We will also examine case studies to understand these ideas

in practice, including Maine's unsuccessful attempt in 2016 to pass a ballot initiative aimed at expanding firearm background checks. The course will operate as an upper-level graduate seminar (i.e., it will be heavy on readings and required material) and class time will focus on discussion. Students will demonstrate their learning by collaboratively designing a ballot initiative campaign to expand or restrict firearm access in a state of their choosing. Prior enrollment in the skill lab, Gun Violence Epidemiology and Policy in the United States, is strongly encouraged, but not required. Familiarity with the basic structure and operation of American government is mandatory.

Credit 1 unit.

Typical periods offered: Fall

Public Health Transdisciplinary Problem Solving

PHTPS 6000 TPS: Public Health in St. Louis

This course provides critical knowledge and skills relevant to understanding the importance of context in public health practice. Seminal reports exhort the St. Louis community to consider the intersection of social, economic, and political structures and their impact on public health. Forward Through Ferguson: A Path Toward Racial Equity was written in response to the social and political unrest in the region after an unarmed black teenager was shot and killed, and it identifies the correlations between race and access to health and quality life. The For the Sake of All report outlines the connections between the social determinants of health and the unequal distribution of health in the St. Louis region. This course will use community-engaged teaching to explore these issues. Students will work alongside public health practitioners and community members to think together around strategies to move these recommendations forward.

Credit 3 units.

Typical periods offered: Spring

PHTPS 6001 TPS: Global Mental Health

This course aims to provide participants with an in-depth understanding of the current debates that are shaping Global Mental Health (GMH) in Low and Middle Income Countries (LMICs). It examines the history of GMH, its key principles, policies and practices alongside the challenges inherent to their implementation in some of the most challenging contexts. Using practical examples of GMH interventions in the area of stigma, depression, trauma and the mental health of marginalized populations, students will be encouraged to critically engage with concepts relevant to, social work, public health, sociology and anthropology so as to reflect on the design, applicability and relevance of such interventions. Furthermore, the course will examine several key issues inherent to the field, such as the cultural validity of modern psychiatric diagnosis, as well as its research methods and assessment techniques. Guest speakers will include individuals working on the forefront of GMH application. The course is designed to compel future social workers to think globally but act locally when debating and addressing mental health issues in an international context.

Credit 3 units.

Typical periods offered: Fall, Spring

PHTPS 6002 TPS: Protection of Women & Children in Humanitarian Response

It is currently estimated that one out of every 113 people is seeking asylum, internally displaced or a refugee; this is a level of global risk for which there is no known precedent. Conflict, climate change, drought and other natural disasters have resulted in the highest levels of displacement ever recorded, affecting more than 65.3 million people. Conflict and natural disasters destroy communities; wreak havoc on

food, sanitation, security and supply chains; and propel survivors into fragile refugee camps and crowded urban areas. Increasingly, humanitarian responders are also asked to promote health systems development in fragile states and post-conflict scenarios. There is a critical need for technically competent public health professionals who understand the global dynamics of acute and complex emergencies, including the continuum from prevention and risk reduction to emergency response and the transition to development. This course explores operational ways of addressing protection concerns for women and children in natural disasters and war. It examines protection from both a reduction of physical risk and a promotion of developmental well-being perspectives. Students will develop a practical understanding of effective interventions for preventing and responding to specific protection concerns, including child-family separations; child recruitment and use as armed combatants; sexual violence and abuse; and psychosocial well-being. Students will explore systemic approaches to promoting a protective environment for women and children in emergencies and post-conflict/reintegration transitions. Students will review strategies for incorporating critical elements of protection into broader humanitarian response operations; coordination among humanitarian agencies; evidence-based programming; community participation; and advocacy and policy change.

Credit 3 units.

Typical periods offered: Fall, Spring

PHTPS 6003 TPS: Health & Place: Spatial Thinking & Applied Methods

Along with person and time, place is one of the three key characteristics via which public health researchers and practitioners describe health and disease patterns in populations. Health and social disparities can be the result of geographic location and/or of the social, cultural, economic, or political contexts of this location. In this course, students will learn to use and integrate spatial thinking as well as ecologic, quantitative, and social approaches to frame and tackle public health problems. Throughout the course, health geography and spatial epidemiology will be used as conceptual and methodologic frameworks for understanding health and place relations. In addition to covering the use of key spatial concepts, students will acquire basic hands-on experience with a range of applied analytic tools. Prerequisites: S55 5002 and S55 5003. Pre- or Corequisite: S55 5230. Prior experience with GIS preferred.

Credit 3 units.

Typical periods offered: Fall

PHTPS 6004 TPS: Chronic Disease: Obesity Prevention & Public Health Policy

Students will be exposed to a wide range of perspectives from diverse disciplines about the various causes and potential solutions to key public health issues in the United States. Students will work in groups to integrate these transdisciplinary perspectives into a richer understanding of public health problems and propose new solutions that draw upon the contributions of at least three different disciplines.

Credit 3 units.

Typical periods offered: Fall, Spring

PHTPS 6005 Eliminating Health Disparities

Individuals and families living in poverty are in frequent contact with organizations providing a range of social services. Their use of public health services is much less common, despite the fact that they have many unmet health needs. In this course, students will apply transdisciplinary problem solving skills to generate strategies for better integrating health and social services to help eliminate health disparities.

Credit 3 units.

Typical periods offered: Spring

PHTPS 6006 TPS: Global Hunger & Undernutrition

This transdisciplinary problem-solving course explores the complexity and reciprocity of human nutrition and a changing environment. Globally, food systems contribute over 30% of greenhouse gas emissions, 70% of freshwater retrievals, and 40% of land use, yet enormous inequities persist in terms of access to high quality foods, malnutrition prevalence, and the impacts of climate change on food security. This course provides foundational knowledge in public health nutrition from cells to society and the skills necessary to critically analyze sustainability issues related to food systems. We then cover novel as well as evidence-based solutions to achieving sustainable, healthy, and equitable food systems. Learning labs (dietary assessment, anthropometric measures, etc.), field trips (WashU edible plant tour, community gardens, etc.) and guest lectures from leaders in the field are integral to course learning.

Credit 3 units.

Typical periods offered: Fall

PHTPS 6007 TPS: Interrogating Health, Race & Inequalities

Interrogating Health, Race, and Inequalities is intended for graduate students in the School of Social Work and in Arts & Sciences as well as advanced undergraduates in Arts & Sciences who have previous coursework in medical anthropology, public health, or urban policy. The fundamental goal of the course is to demonstrate that health is not merely a medical or biological phenomenon but more importantly the product of social, economic, political, and environmental factors. To meet this goal the course is designed to examine the intersection of race/ethnicity and health from multiple analytic approaches and methodologies. Course readings will draw from the fields of public health, anthropology, history, and policy analysis. Teaching activities include lectures, group projects and presentations, videos, and discussions led by the course instructors. These in-class activities will be supplemented with field trips and field-based projects. By the end of the course it is expected that students will have a strong understanding of race as a historically produced social construct as well as how race interacts with other axes of diversity and social determinants to produce particular health outcomes. Students will gain an understanding of the health disparity literature and a solid understanding of multiple and intersecting causes of these disparities.

Credit 3 units.

PHTPS 6008 TPS: Climate Change & Public Health

This course will explore the real and potential impacts a changing climate will have on public health. The course explores methods for understanding and studying these effects as well as the role of public health (as a discipline) in planning for and mitigating potential effects. Topics covered will include, but are not limited to: theoretical underpinnings of climate change, changing patterns in infectious disease and vectors, exposure to temperature extremes, emergency response (e.g. more extreme weather events), public policy, and more.

Credit 3 units.

Typical periods offered: Fall

PHTPS 6009 TPS: From the inside-Out: Public Health & The Built Environment

The built environment has contributed to and advanced public health and safety since the era of 2200 BCE when Hammurabi, the founder of the Babylonian Empire, proclaimed the 'Code of Hammurabi.' This code called for construction of 'firm houses' that would not collapse on their owners and for the imposition of severe penalties on constructors whose buildings collapsed. The same basis of care and prudent practice is in force today in building design, construction, environmental engineering, and community and urban design in

order to protect public health and safety and the natural environment. This Transdisciplinary Problem Solving course will discuss issues in the US and within a global context of housing, healthy communities, sustainable design, environmental quality, and occupational health and safety. Students will prepare a health impact assessment (HIA) for a selected building or community development site. Prerequisite or corequisite for MPH Program Students: S55-5005 or permission of instructor.

Credit 3 units.

Typical periods offered: Spring

PHTPS 6010 TPS: Protection & Well-being of Displaced Children (Colombia)

Students must apply via sa.wustl.edu by October 18 and be selected for the course in order to participate. The course fee for the global courses is \$1000, which covers airfare, accommodations, in-country travel and some meals. Colombia's decades of conflict have led to one of the world's largest contexts of internal displacement in known history. UNHCR (2018) figures show that Colombia is currently home to 5,761,000 internally displaced persons (IDPs). The government and the Revolutionary Armed Forces of Colombia (FARC) signed a peace agreement in 2016; however, violence persists between remaining armed groups. Further, due to the humanitarian crisis in Venezuela, 1.2 million Venezuelan migrants and refugees have recently crossed the border into Colombia. Although the government of Colombia has extended extraordinary support to Venezuelans, conditions remain dire for many. This course is grounded in the Global Classroom concept of distributed learning that mobilizes the power of a diverse set of learners to collectively explore the multifaceted challenges associated with organized efforts to protect children and promote their well-being in humanitarian settings. It will emphasize global standards and best practices; the value of local, culturally grounded voices/experiences; collaborative workspaces and dialogues; and locally informed investigations and assignments. The course format will include classroom lectures, discussion seminars, site visits, and data collection in Colombia. The field-based portion will take place in June 2020 over approximately 10 days in collaboration with the School of Government at Universitas Los Andes. There will also be a two to three-day site visit outside of Bogota, likely to Cucuta, a refugee-receiving area.

Credit 3 units.

Typical periods offered: Spring

PHTPS 6011 TPS: Gender, Poverty & Global Health

This course comes in the wake of the new sustainable development agenda to end poverty by 2030, which includes a stand-alone goal on gender equality and the empowerment of women and girls. It explores the interconnections between gender, health, and extreme poverty within low- and middle-income countries. Specifically, students will examine a broad range of data and programmatic evidence related to how gender norms and inequalities influence health and development outcomes in and across various global health sectors, including: maternal and child health; nutrition; family planning; water, sanitation and hygiene; and agriculture. Further, by reviewing government policies, donor mandates and gender-based interventions, students will learn how to identify and explain health-related gender gaps, as well as how to address gender norms and power relations in program/policy planning, implementation, and evaluation. At the end of the course, students will use in-depth case studies to propose programmatic and policy driven action to overcome current gender-related obstacles and advance global health and development.

Credit 3 units.

Typical periods offered: Spring

PHTPS 6012 TPS: Global Reproductive Health

This course will provide an overview of the critical issues in global reproductive health, covering basic reproductive biology and epidemiological trends related to contraceptive use, fertility, and adverse birth outcomes. Additionally, applying a solutions-based approach, we will use key theoretical frameworks and cases studies from the field to understand the influence of social, behavioral, and environmental factors on adverse reproductive health outcomes. Finally, students will be engaged in topics related to what the field has achieved thus far, including: changes in policies, laws, and development approaches; the use of new technologies; the promotion of constructive male engagement; and overall improvements in outcomes related to family planning, fertility, maternal health, violence, sexually transmitted infections, and HIV/AIDS. Obstacles to progress such as waning political commitment, trends in funding, weakened health systems, and cultural opposition, will also be discussed.

Credit 3 units.

Typical periods offered: Fall

PHTPS 6013 TPS: Sustainability, Development & Health: Costa Rica

Sustainability Studies is a transdisciplinary field that integrates the economic, social, environmental, and technological problems that humanity must solve if our species is to continue to thrive on this planet. This course will employ lessons from diverse fields including, but not limited to, agriculture, forestry, energy production, environmental economics, domestic and international policy, ecology, resource management, and human health. The course introduces perspectives from the natural and social sciences, arts and humanities, and professional disciplines and explores how their interconnection increases the prospects for creating a more sustainable future. The course will be taught in Costa Rica at Earth University. While Costa Rica will provide many of the case examples used in the class, experts from many disciplines will provide lectures and learning opportunities from cases around the world. Specific topics to be explored include: paradigms and worldviews; agriculture, forestry, and food systems; principles of ecology, physics and economics; energy and natural resource and conservation; cultural sustainability; environmental politics and justice; ethics and religion; sustainable agriculture; conservation and preservation of ecosystems and species; and the roles of the arts; ecological connections to human health.

Credit 3 units.

Typical periods offered: Spring, Summer

PHTPS 6014 TPS: Climate Crisis: Understanding Complexity & Advocacy for Global Health Professionals

The elective course aims to provide frameworks that encourage students to engage with global discussions regarding the climate crisis as Global Public Health and Social Work professionals. This course takes a psychosocial and critical approach to examine the complexities of the links between climate crises and global health. In a fast changing domestic/international policy landscape, the next generation of leaders will need to innovate by challenging systems and processes and work across disciplines and borders to propose action that has sustainable impact and that is inclusive of diverse voices, identities, and Knowledge Systems. The course will enable students to: Decipher complex multidisciplinary challenges around interactions between Global Health (GH) and the Climate Crisis (CC). Develop strategic planning around policies and programs that are built on ethical considerations (understanding power dynamics and fostering bottom-up accountability towards the most disadvantaged populations). Develop personal and inter-personal competencies that are required for fighting climate chaos in the long term. Find strength and humility by developing a strong sense of community with their peers and work towards decolonizing Global Health and Climate Policy.

Credit 3 units.

Typical periods offered: Spring

PHTPS 6016 TPS: The Protection and Wellbeing of Displaced Children: A Colombian Case Study

This Colombian Case study involves a travel portion which will take place in May, 2024 over approximately 10 days in collaboration with the School of Government at Los Andes University. Students will meet over zoom with Los Andes students in spring, 2024 for 3-4 sessions. Students will spend the majority of the time in and around Bogota with guest lectures from faculty at Los Andes University, UNICEF, Government officials and others as well as site visits to displaced communities and other at-risk populations around Bogota. Students from the Brown School and Los Andes will have the opportunity to learn, observe and reflect together on a range of issues and approaches - from high-level policies to community-led approaches to protection. During their stay, students will shadow implementing programming for children and families, and review monitoring and evaluation frameworks and other internal accountability processes. Students must apply for the course at sa.wustl.edu. There is a \$1800 course fee for Brown School students. This will cover airfare, housing, in country transportation, breakfast, insurance. Students are responsible for all costs not covered by the course fee, including travel to the airport, additional meals, personal expenses, and visa or immunizations. Travel: May 18-25, 2024. This is a summer course, but students will have zoom sessions on 3-4 Fridays in April and May, 2024.
Credit 3 units.

PHTPS 6017 The Protection and Wellbeing of Displaced Children: A Colombian Case Study

This Colombian Case study involves a travel portion which will take place in May 2024 over approximately 10 days in collaboration with the School of Government at Los Andes University. Students will meet over zoom with Los Andes students in spring, 2024 for 3-4 sessions. Students will spend the majority of the time in and around Bogota with guest lectures from faculty at Los Andes University, UNICEF, Government officials and others as well as site visits to displaced communities and other at-risk populations around Bogota. Students from the Brown School and Los Andes will have the opportunity to learn, observe and reflect together on a range of issues and approaches - from high-level policies to community-led approaches to protection. During their stay, students will shadow implementing programming for children and families, and review monitoring and evaluation frameworks and other internal accountability processes. Students must apply for the course at sa.wustl.edu. There is a \$1800 course fee for Brown School students. This will cover airfare, housing, in country transportation, breakfast, insurance. Students are responsible for all costs not covered by the course fee, including travel to the airport, additional meals, personal expenses, and visa or immunizations. Travel: May 18-25, 2024. This is a summer course, but students will have zoom sessions on 3-4 Fridays in April and May 2024.
Credit 3 units.

Typical periods offered: Summer

Psychological & Brain Sciences

PSYCH 8068 Hierarchical Linear Models

Data in the social sciences are frequently organized hierarchically: students are enrolled in courses, which exist within separate schools, which are parts of different school systems; employees work within teams within different divisions of a company; the outcomes for participants or patients in different treatment groups are measured different numbers of times and include covariates that vary over time; partners, parents, and children are parts of family units that are parts

of different communities. Hierarchical data contain dependencies that preclude traditional analyses (e.g., simple analysis of variance or multiple regression), requiring instead an approach that correctly estimates error sources and identifies systematic effects at their appropriate level of influence. This course provides an introduction to the analysis of hierarchical data with an emphasis on the correct identification of models, analysis of hierarchical data with current software, proper interpretation of results, and use of appropriate diagnostic tests for model adequacy. Prerequisites: Psych 5066 and Psych 5067.

Credit 3 units.

Typical periods offered: Spring

Social Work Practice Methods

SWPM 6011 Global Mental Health

This course aims to provide participants with an in-depth understanding of the current debates that are shaping Global Mental Health (GMH) in Low and Middle Income Countries (LMICs). It examines the history of GMH, its key principles, policies and practices alongside the challenges inherent to their implementation in some of the most challenging contexts. Using practical examples of GMH interventions in the area of stigma, depression, trauma and the mental health of marginalized populations, students will be encouraged to critically engage with concepts relevant to, social work, public health, sociology and anthropology so as to reflect on the design, applicability and relevance of such interventions. Furthermore, the course will examine several key issues inherent to the field, such as the cultural validity of modern psychiatric diagnosis, as well as its research methods and assessment techniques. Guest speakers will include individuals working on the forefront of GMH application. The course is designed to compel future social workers to think globally but act locally when debating and addressing mental health issues in an international context.
Credit 3 units.

Typical periods offered: Fall, Spring

SWPM 6044 Social Entrepreneurship

Social entrepreneurs use innovative, market-based tools and responses to solve social and environmental problems. This interdisciplinary class attracts students from all disciplines to develop an entrepreneurial mindset and skill set to apply to local and global issues. Through readings, lectures, local and international guest speakers, case studies, classroom debates, and lean startup and business model canvas techniques, students will gain meaningful insight into how to create and capture social value. Students will develop the skills to develop and pitch a social venture that fits their passions and interests in the Olin Big Idea Bounce Pitch competition that brings students together across campuses to share their ideas and compete for prize money. In addition, students will explore the role entrepreneurship and social impact investing play in the social and economic development of healthy communities both nationally and internationally.
Credit 3 units.

Typical periods offered: Fall, Spring

SWPM 6046 Social Innovation

Social innovation focuses attention on the ideas and solutions that create social value, as well as the processes through which people generate and capture them. This year's theme is community wealth building: cooperatives, collective entrepreneurship, worker-owned businesses, and trusts. Community wealth building is a bottom-up approach to economic development based on greater democratic ownership, participation, and control that we can begin to develop and scale. The goal is to create a democratic economy and displace

the extractive economy. We will review the latest literature and policy documents then meet with practitioners and communities driving this work forward across our St. Louis region. We will learn and apply innovation methods like design thinking, Google sprints, and asset mapping. Graduate students from across campus (MSW, MPH, MBA, MSP, and more) will work together as teams to develop a pitch or policy brief applying community wealth building and shared prosperity approaches to the Greater St. Louis area.

Credit 3 units.

Typical periods offered: Fall, Spring

SWPM 6074 Community Based System Dynamics

This course introduces students to community based system dynamics (CBSD) as an approach for engaging communities, organizations, and trans-disciplinary teams to understand and represent complex social, health, and policy problems through the diagramming conventions of system dynamics. The course introduces students to the background and theoretical foundations of community based system dynamics; qualitative causal mapping; the practice of group model building for working with organizations, communities, and teams through structured small group exercises or “scripts”; tools for designing, facilitating, and evaluating CBSD interventions; and techniques for managing group dynamics involving power, interpersonal conflicts, and working with marginalized stakeholders. Learning is structured around problem-based and experiential approaches, including simulated group model building exercises, facilitation practice, case study activities, and guest presentations by CBSD practitioners working in the field. The course draws on methods being developed and used by the Brown School's Social System Design Lab and explores current CBSD applications in both domestic and international settings.

Credit 3 units.

Typical periods offered: Fall, Spring

SWPM 6076 Foundations of Geographic Information Systems (GIS) for the Applied Social Sciences

This course will familiarize students with the basic knowledge of geographic information systems (GIS) and their application to social work practice and research. The course is organized around three primary areas: 1) conceptual; 2) technical; and 3) data management. A conceptual overview of GIS is presented to provide students with foundational knowledge about the theory, purpose, function, and applicability of GIS in practice and research settings. Students will develop critical thinking skills necessary to devise research questions appropriate for a GIS, to develop a GIS, interpret the findings, and to evaluate the spatial relationships between variables.

Credit 3 units.

Typical periods offered: Fall, Spring

SWPM 6077 System Dynamics Modeling for Strategic Design

This class focuses on the application of model-based systems thinking and system dynamics simulation modeling for strategy development in social work, public health, and social policy for the design of programs, interventions, and organizations. The course supports students to apply mathematical simulation modeling as a pragmatic tool for the design of program and policy interventions as well as organizational strategies. The course covers the foundations of the systems thinking perspective; problem scoping and definition; model structure formulation, the role of mixed methods to build confidence in models, and model-based analysis to inform design options. Application areas include organization and community practice, with examples from domestic and international settings. The course draws on methods being developed and used by the Brown School's Social System Design Lab and explores current CBSD applications in both domestic and international settings. Prerequisites: MSW S15-5007 & S15-5040; MPH S55 5000.

Credit 3 units.

Typical periods offered: Fall

Social Work Social Policy

SWSP 6018 Health Administration & Policy

This course provides an overview of the structure and functions of the U.S. Health Care System, the relationship between the health care delivery system and public health, and an overview of the health care policy process in the United States. The existing and evolving financing, organizational structures, and delivery systems are described along with alternatives that have been discussed and developed domestically and internationally. The course also introduces key concepts in health care management. Finally, the course provides students with the tools necessary to evaluate and analyze health policy and health care systems in the U.S. MSW Prerequisite: S15-5040. Same as S55-5004.

Credit 3 units.

Typical periods offered: Fall, Spring

Social Work Theory

SWTH 6003 Health Behavior & Health Promotion

The purpose of this course is to present fundamentals of social and behavioral science as a framework for using evidence-based approaches in addressing individual, families, and population health issues. Students will learn the role of social determinants of health problems, and theoretical approaches to guide the design and evaluation of health interventions.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

Master of Public Health

Our program, accredited by the Council on Education for Public Health, is distinguished by its unique classes and course packages, outstanding research opportunities, and real-world learning experiences.

Degree Requirements

Master of Public Health

MPH Curriculum

Our two-year, 52-credit-unit degree, which is accredited by the Council on Education for Public Health, provides students with the knowledge, skills, and tools they need to take leadership in the field of public health.

Our innovative curriculum includes outstanding research opportunities, real-world learning experiences through practicum, and unique classes and course packages.

This curriculum was designed to be different. We are relentlessly focused on understanding problems and creating solutions. We transcend the boundaries of academic disciplines, teaching students to think broadly about complex public health issues.

Learn more about our distinctive approach on our MPH Curriculum webpage.

Required Courses

The list below includes the courses required to build a student's course of study. Because of the variety of concentrations offered with the MPH degree, the order in which students take their courses may vary.

Code	Title	Units
Foundations of Public Health (15 credit units)		
PHFN 5000	Epidemiology	3
PHFN 5001	Biostatistics	3
PHFN 5002	Environmental Health	3
SWSP 6018	Health Administration & Policy	3
SWTH 6003	Health Behavior & Health Promotion	3
Research Methods (9 credit units)		
PHRS 6000	Research Methods	3
PHRS 6001	Applied Linear Modeling (ALM)	3
PHRS 6002	Planning, Implementation, & Evaluation Evidence-Based Programs & Interventions (PIE)	3
Cross-Cutting Themes (1 credit unit)		
PHFN 5003	Cross-Cutting Themes in Public Health	1
Public Health Seminar (2 credit units)		
PHFN 5004	Public Health Seminar I	1
PHFN 5005	Public Health Seminar II	1
Practicum (3 credit units)		
PHFN 5010	Foundations of Field Education MPH	
PHPC 6001	Practicum I MPH Program	3
Transdisciplinary Problem Solving in Public Health (3-6 credit units)		
To meet this requirement, students choose two 3-credit-unit transdisciplinary problem-solving courses, which span a variety of topics. Some dual degree-seeking students may only take 3 credits of TPS to meet Generalist Concentration requirements.		6
Electives/Concentration (11 credit units)*		
Elective I		3
Elective II		3
Elective III		3
Elective IV		2
Skill Labs (3 credit units)		
Skill Lab I		1
Skill Lab II		1
Skill Lab III		1
Integrated Learning Experience (2 credit units)		
PHCC 6011	Capstone I	1
PHCC 6012	Capstone II	1
Total Units		52

- * Students use elective credits in years one and two to earn a concentration (p. 50) or to take other graduate coursework. They can choose from a wealth of electives, including up to two additional Skill Labs, or they may pursue relevant courses from other Washington University graduate programs.

Note: The MPH curriculum and required credit units are subject to change.

MPH Concentrations

Visit our website to learn more about these concentrations.

Epidemiology/Biostatistics

The Epidemiology/Biostatistics concentration exposes students to a wide range of quantitative data analysis methods and skills. They are equipped to understand and participate in the design, analysis, and interpretation of public health studies and to effectively translate public health evidence into policy and practice.

Generalist

By drawing from a range of concentration competencies, Generalists dedicate their coursework to issues pertinent to their research and professional interests. To pursue these competencies, Generalists have the flexibility to learn from faculty members and complete coursework from across our established concentrations, which may include topics such as climate change, maternal and child health outcomes, health policy, nutrition, and more. Approximately a third of our MPH students choose to pursue the Generalist track and take full advantage of the program's extensive and diverse selection of courses.

Global Health

The Global Health concentration prepares students to confront complex issues primarily impacting resource-poor populations around the world. Graduates are prepared for careers in multilateral organizations, the United States federal government, and nongovernmental organizations based in the United States and abroad.

Health Policy Analysis

This concentration prepares students to research, analyze, and implement public health policies at local, state, and federal levels. Students will learn how to enhance the public's health by understanding the way policies are designed, implemented, analyzed, and assessed. Graduates are prepared to work across sectors to navigate the rapidly changing world of modern health policy practice and research and to incorporate the perspectives of both consumers to providers.

Mental and Behavioral Health

As a leading cause of disability worldwide, mental health issues are a critical factor in population health. This concentration equips students to promote mental and behavioral health through a transdisciplinary lens. Students prepare to protect and improve the mental health and well-being of individuals, communities, and societies using public health strategies. Graduates of this concentration may pursue careers focusing on mental health prevention, research, and policy within governmental, nonprofit, and community health organizations located in both domestic and international settings.

Urban Design

The Urban Design concentration for the MPH degree is not accepting new students for future academic years. Urban design courses are still available to interested MPH students, and students will work with their academic advisor to pursue courses that align with their specific interests.

The Urban Design concentration brings interdisciplinary thinking to the multifaceted public health challenges that occur across urban, built environments. Our curriculum prepares students to understand, address, and prevent the adverse health consequences and inequities associated with poorly designed urban landscapes. This concentration is offered in collaboration with the Sam Fox School of Design & Visual Arts at Washington University.

MPH Certificates

Violence and Injury Prevention

The Violence and Injury Prevention Certificate is not currently accepting additional applications for future academic terms.

The certificate in Violence and Injury Prevention trains practitioners and researchers to understand the interrelated risk and protective factors of violence and to act to reduce the impact of violence on the public's health.

There are four tracks available:

- Adolescents to Young Adults
- American Indian/Alaska Native
- Women
- Young Families/Children

Artificial Intelligence and Big Data Analytics for Public Health

The Artificial Intelligence and Big Data Analytics for Public Health Certificate is not currently accepting additional applications for future academic terms.

The Artificial Intelligence and Big Data Analytics for Public Health (AIBDA) Certificate trains social, behavioral, and health scientists to master Python programming for data science, learn state-of-the-art machine learning and deep neural network models, and implement responsible, ethical artificial intelligence (AI) applications to solve real-world social and health problems.

The certificate is open to all students enrolled in the Brown School. The prerequisite for the two courses (Applied Machine Learning Using Health Data and Applied Deep Learning Using Health Data) is an introductory course on statistics or biostatistics or passing the relevant proficiency exam.

Required curriculum:

- Skill Lab: Introduction to Python for Public Health Data Analysis (1 credit)
- Skill Lab: Data and Algorithmic Bias (1 credit)
- Applied Machine Learning Using Health Data (3 credits)
- Applied Deep Learning Using Health Data (3 credits)

Current Brown School students should work closely with their academic advisor to understand how certificate course sequencing can align with their specific program of study.

MPH Practicum

MPH students complete one practicum, typically during the summer between their first and second years.

In practicum, students will translate the theories and skills learned in the classroom into real-world practice. Our students emerge with a host of meaningful experiences bringing positive change where it is most needed, and they will have broadened the soft skills that make for strong teammates and leaders. The issues students will engage in — as well as the personal connections they will make — will serve them throughout their careers. With more than 400 diverse community partner organizations, each student will find a practicum site with a mission that aligns with their passion.

At the School of Public Health, students have the unique opportunity to select their own practicum site. This self-directed process offers tremendous options and flexibility; our students complete practica locally, nationally and globally. Our Office of Field Education wants every student to have the support they need to make a well-informed selection. The Foundations of Field course taught during the student's first semester as well as interactions with field faculty advisors will help students to navigate the entire process. Advisors will help students to determine their field work goals; they will work with students to designate sites and serve as sounding boards for questions that come up during the practicum experience.

MPH Dual Degrees

Students pursuing the Master of Public Health degree at Washington University have the opportunity to earn that degree in combination with one of the following degrees from the top-ranked schools of Washington University:

- Public Health and Social Work (MPH/MSW) (p. 52)
- Public Health and Medicine (MPH/MD) (p. 52)
- Public Health and Business (MPH/MBA) (p. 52)
- Public Health and Occupational Therapy (MPH/MSOT) (p. 52)
- Public Health and Anthropology (MPH/PhD in Anthropology) (p. 52)
- Public Health and Law (MPH/JD) (p. 53)
- Public Health and Architecture (MPH/MArch) (p. 53)

Note: To enter a dual degree program, students must apply to each school separately and be admitted to both.

For more information about any of these programs, contact School of Public Health Admissions.

MPH/Master of Social Work (MSW)

Students from this program earn a Master of Social Work (MSW) degree from the Brown School and a Master of Public Health (MPH) degree from the School of Public Health. The program of study requires 85 credit units, typically taken over the course of three years.

This dual degree brings together global health, social justice, policy and evidence-based approaches to address complex issues. Some of the areas in which dual-degree knowledge and skills are necessary are medical social work, health disparities, health care access for marginalized populations, and health administration and policy.

MPH/Doctor of Medicine (MD)

The MD/MPH dual degree program is designed to train physicians with the knowledge and skills needed to recognize, analyze and address health problems at a population level. Students learn to identify the social, economic, environmental and cultural determinants of health, and they prepare to apply evidence-based approaches to disease prevention, health promotion and health policy.

This program is available exclusively to current Washington University School of Medicine students pursuing their Doctor of Medicine degree. Students in this dual degree program earn a Master of Public Health degree with 41 credits from the School of Public Health in one additional year of study.

Additional Information

For more information, please contact Angela Hobson, PhD, Associate Dean for Education at the School of Public Health, by email at hobsona@wustl.edu.

MPH/Master of Business Administration (MBA)

Students from this program earn a Master of Public Health degree from the School of Public Health and a Master of Business Administration degree from Olin Business School. The program of study requires the completion of 94.5 credit units taken over the course of three years.

Graduates with the dual MPH/MBA degree will have the interdisciplinary functional and critical-thinking skill set needed for distinctive impact and leadership in hospitals and pharmaceutical firms, health care consulting, policy think tanks, public administration and other management roles across the health care industry spectrum. Visit the Olin Business School website for more information.

Note: To enter a dual degree program, an applicant must apply to each school separately and be admitted to both.

MPH/Master of Science in Occupational Therapy (MSOT)

The MPH/MSOT dual degree program is not currently accepting additional applications for future academic terms.

Students from this program earn a Master of Public Health (MPH) degree and a Master of Science in Occupational Therapy (MSOT) degree from the Washington University School of Medicine. The program of study requires 123 credit units taken over the course of three and a half years.

With the MSOT degree, students will be eligible to sit for the National Board for Certification in Occupational Therapy examination to become practicing occupational therapists.

MPH/MSOT dual degree graduates will fill a significant need locally, nationally, and internationally for health care professionals who are trained to address issues of prevention, participation, everyday functional performance, habilitation, and quality of life in persons with chronic disease, disability, or sociocultural disadvantage. Graduates will be prepared to work in a diverse array of settings, including academia, community agencies, government institutions, and nonprofit organizations; they will assume leadership roles in public policy, urban planning, and advocacy.

Visit the Program in Occupational Therapy website to learn more.

MPH/Doctor of Philosophy in Anthropology (PhD)

This dual degree program is available exclusively to current Washington University in St. Louis students pursuing a PhD in Anthropology. Students in this program earn a Master of Public Health degree from the School of Public Health with one additional year of study.

With shared interest in the environmental, biological, cultural and political implications of health outcomes, anthropology and public health have long been intertwined when it comes to solving issues of population health and well-being. The MPH/PhD dual degree program is designed for current Washington University Anthropology PhD students whose research is framed by a population health focus. By integrating a public health perspective into their degree program, students will be equipped with the specific skills and practice-based knowledge that will expand their capacity for studies of the environmental, social and cultural aspects of human society. Visit the Department of Anthropology for more information.

Additional Information

For more information about the MPH/PhD in Anthropology program, please contact Angela Hobson, PhD, Associate Dean for Education at the School of Public Health, by email at hobsona@wustl.edu.

MPH/Juris Doctor (JD)

Students in this program earn a **Juris Doctor (JD) degree from Washington University Law** and a Master of Public Health (MPH) degree. The program of study requires the completion of 120 credit units, typically taken over the course of four years.

The JD/MPH joint degree program prepares students to recognize, analyze and address urgent legal, health and socioeconomic issues affecting individuals, communities and societies.

By learning about law and public health frameworks, JD/MPH program graduates are equipped with a unique set of skills to bring evidence-based recommendations to policy, judicial opinion and legal representation. Our students enter careers dedicated to making significant change by addressing health inequities and disparities. Visit the Washington University Law website for more information.

MPH/Master of Architecture (MArch)

For more information, visit the Sam Fox School website.

3-2 MPH Program

The 3-2 MPH program was designed specifically for Washington University undergraduate students, and it allows students to earn both an undergraduate degree and a Master of Public Health in a total of five years.

What is Public Health?

The health-care system is rapidly changing, and there is a growing need for health-care providers, researchers, administrators, and policymakers equipped with a systems-based understanding of health determinants and outcomes.

The Master of Public Health program offers graduate students social, economic, environmental, and cultural perspectives toward health. Students apply evidence-based approaches to create multifaceted solutions in areas such as epidemiology, health policy and management, and health promotion.

Graduates are prepared for leadership across the health-care spectrum. We encourage students to explore the ways some of our alumni are applying their degrees in local, national, and global settings.

Students who plan to pursue additional graduate studies after earning their MPH — including doctoral programs in medicine, the sciences, or medical research — will develop a set of skills and experiences that strengthen their curricula vitae and distinguish their applications from those of other candidates.

Continuing an Education at Washington University

The College of Arts & Sciences offers undergraduates incredible preparation for careers in health care. By continuing their education at the graduate level, these students will deepen their access to the university's outstanding resources, which include the following:

- Affiliated research centers that offer opportunities for research-based practicum experiences, fellowships, and independent projects
- Research and practicum opportunities at the School of Medicine
- Access to the Institute for Public Health, including the Center for Community Health Partnership & Research and the Global Health Center
- Established connections with health and service organizations throughout St. Louis, across the country, and around the world
- Health-care innovation opportunities at the Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship

Undergraduate Coursework

The 3-2 MPH program is available to students pursuing any major in Washington University's College of Arts & Sciences. We encourage interested students to take courses relevant to preparation for graduate studies in public health. Examples of disciplines related to public health include (but are not limited to) the following:

- African and African-American Studies
- Anthropology
- Biology and Biomedical Sciences
- Chemistry
- Cultural Studies
- Environmental Studies
- Global Health and Environment
- Global Studies
- Mind, Brain and Behavior
- Political Science

- Psychological & Brain Sciences
- Sociology
- Women, Gender, and Sexuality Studies

PhD in Public Health Sciences

The School of Public Health's PhD program in Public Health Sciences prepares students to think critically as public health scientists, succeed as independent investigators, and understand and address public health challenges for the nation and the world. It provides hands-on research experiences and mentoring from day one in the program; a curriculum that builds methodological and analytical skills and deep knowledge of the field's theoretical and conceptual underpinnings, philosophy, and history; and professional acculturation and network building.

Our doctoral program involves intense training in population and social science research methods and personalized mentoring by some of the leading scholars in the field. We provide a diversity of experience and faculty with a cross-section of interests that enhance transdisciplinary learning. Our faculty are on the forefront of research in health disparities, epidemiology and biostatistics, global health, health policy, urban design and the built environment, violence and injury prevention, and mental health. The curriculum prepares students for research leadership in a rapidly changing society. Our collaborative and entrepreneurial community is committed to conducting research that will have social impact.

A completed graduate degree in public health, social work, or a related social or health science is required of all applicants for admission. The deadline for applications to the PhD in Public Health Sciences is December 1 of the year preceding enrollment.

For additional information, please refer to the Doctoral Programs Viewbook and the PhD in Public Health Sciences Program Overview.

Degree Requirements

Our PhD program in Public Health Sciences prepares students to think critically as public health scientists, succeed as investigators, and understand and address public health challenges locally, nationally and globally. It provides research experiences and mentoring from day one in the program; a curriculum that builds methodological and analytical skills as well as deep knowledge of the field's underpinnings and history; and professional acculturation and network building. Graduates transition to leadership roles in academia, policy research, and public health settings.

PhD students develop an individualized research area through coursework and mentored training opportunities. Students have the option to define their own areas of individual research interest with the Generalist concentration, or can choose to concentrate in Dissemination & Implementation Sciences or Systems Science for Health Equity. Students identify faculty mentors with shared research interests in their first year and have extensive opportunities to engage in cutting-edge research in child and maternal health, chronic disease epidemiology and prevention, dissemination and implementation

science, global health equity, environmental health, health policy, public mental health, systems and data sciences, and other fields. All students in the Public Health Sciences doctoral program receive full tuition remission, health and dental insurance, and five years of a guaranteed stipend that is adjusted periodically. For questions, please email us at sphadmissions@wustl.edu.

Curriculum

Doctoral students complete innovative coursework in public health foundations, statistical analysis, research methodologies, and their individualized areas of interest. Our program requires 74 credits earned by taking courses and completing mentored research and teaching experiences. Of those 74 credits, 21 are transferred from an MPH program or a graduate degree in an allied field.

Students' first year of study includes basic principles in research, statistics and measurement, theoretical study and content to strengthen their social science knowledge base. The second year offers a more individualized program of study expanded to include electives offered throughout the university. A curriculum plan is developed by each student and a mentoring team, focusing on an area of specialization. Following two years of coursework, students typically spend an additional two to three years on work related to the dissertation.

Coursework

The PhD curriculum includes three required research practica and three required teaching practica. These typically occur after the first semester of the program and round out the individualized curriculum plan. Research practica provide opportunities to engage in different aspects of the research process and increase a student's capacity for completing independent research. Teaching practica ensure students are well-trained in substantive content and pedagogy as they prepare for independent teaching at the graduate level. Additional opportunities for research development are available within specific research fellowship programs, faculty laboratories and research centers.

Mentored Experience Implementation Plan

As part of their degree requirements, PhD students must complete a program-defined Mentored Experience Requirement (MER) as per these guidelines. The Mentored Experience Implementation Plan (MEIP) is the written articulation of a program-defined degree requirement for PhD students to engage in mentored teaching activities and/or mentored professional activities, collectively referred to as *MERs*.

Mentored Experience Requirements (MERs)

Philosophy of Teaching

Social Work and Public Health Sciences PhD programs provide students with practical mentored research and teaching experiences. Students develop methodological and analytical skills in courses that provide discipline-specific historical context, theoretical and conceptual underpinnings, and philosophy. The programs also foster professional acculturation, soft-skill development, and network building.

Preparatory Engagement

Preparatory Engagement activities are those that represent an introduction to the foundational skills associated with teaching or communication. Pedagogical preparation engagement activities are normally completed before students are permitted to engage in assisting or teaching in a classroom.

PhD students fulfill the Preparatory Engagement through a sequence of teaching activities. Students in their first year achieve basic instructional competencies through the following experiences:

1. New student orientation
2. Professional Development Course: BSDC 8800 (fall, first year)
3. Professional Development Course: BSDC 8801 (spring, first year; can be concurrent with the first AI engagement)

Students are introduced to the WashU Center for Teaching and Learning, where they can engage in optional skill workshops.

Mentored Teaching Experiences (MTEs)

Assistant in Instruction (AI)

An Assistant in Instruction (AI) is a PhD student who is directly engaged in the organization, instruction, and/or support of a semester-long course *primarily taught by a faculty member*. An AI receives mentorship from a faculty member related to best practices in classroom engagement, instruction in the field, interpersonal engagement, and other relevant skills. Students and mentors complete a mentorship plan prior to the start of each AI experience. To complete each AI assignment and to ensure that it applies toward their degree requirements, students must register for the appropriate course number for each semester of engagement. Refer to the "Required Pathways for Completion" section below for course numbers and details.

Students complete three required AIs via teaching practicum courses (BSDC 9003, BSDC 9004, and BSDC 9005) under the guidance of an experienced faculty, starting in the spring of the first year.

AI/Teaching practicum (TP) experiences may vary in regard to tasks; however, the minimum is one credit hour for each. Adequate knowledge of the subject matter is a prerequisite for a TP experience to earn practicum credit. This requirement can be met by the student

having completed the course they wish to choose, or by the faculty supervisor for the teaching practicum certifying that the student has adequate knowledge of the subject matter. PhD students working with a social work Foundations of Practice I or II must meet the CSWE qualifications (MSW degree and two-year post-MSW experience).

AI/Teaching practicums require that the student be involved in a variety of teaching tasks. The minimum involvement includes the following:

- Giving at least one full lecture based on notes developed by the student and approved in advance by the professor
- Providing course-relevant consultation for students who are having problems learning the material
- Grading or critiquing student assignments

Students should consult the Doctoral Handbook for more information and details.

Required Pathways for Completion

Students work with their faculty mentor and their Director of Graduate Studies to plan how and when they will complete their MERs. Students register during the normal registration period for courses in accordance with one of these approved pathways.

Students complete three required AIs via teaching practicum courses under the guidance of an experienced faculty, starting in the spring of the first year.

BSDC 9003	Take one time
BSDC 9004	Take one time
BSDC 9005	Take one time

Optional Activity: Teaching Intensive Pathway (TIP)

The TIP is an optional pathway for those students whose career interests lie in academia or another field that would benefit from extended teaching experiences. This immersive experience allows students to further explore the breadth and depth of teaching best practices and pedagogy related to their respective field. Students who are interested in participating in this elective experience must formally request to participate, which is subject to program approval. Due to this experience being an elective, unpaid experience, students who participate in the TIP will not receive compensation.

Students have two options to complete the TIP:

1. One Mentored Independent Teaching Experience (MITE)
After completing all three required teaching practicums, eligible doctoral students may enroll in BSDC 9501 Mentored Independent Teaching Experience (MITE) with approval. The unpaid MITE fulfills the requirements of the TIP and allows full-time students to teach their own masters-level course under the guidance of an experienced faculty member. The student leads all aspects of the course development and implementation, including developing and finalizing the syllabus, preparing all lectures and class activities, planning and conducting student assessments, and effectively managing student communications. Faculty

mentors support students by offering course materials, advising on course design and implementation, and providing consultation on classroom issues that arise during the semester. Consult the Doctoral Handbook for more details and information.

2. Two Mentored Assistant Teaching Experiences (MATEs)
After completing the required AI/Practicum teaching experiences, students may seek additional experience assisting in the teaching of core courses. The unpaid BSDC 9500 Mentored Assistant Teaching Experience (MATE) exists to meet school needs, not just the learning needs of the students. Students have the option to complete two MATEs to meet the requirements of the optional TIP.

Optional Pathway #1

BSDC 9501	Take one time
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Optional Pathway #2

BSDC 9500	Take two times
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Administration

Dean

Sandro Galea

Margaret C. Ryan Dean of the School of Public Health
Eugene S. and Constance Kahn Distinguished Professor in Public Health
Vice Provost for Interdisciplinary Initiatives

Associate Deans

Debra Haire-Joshu

Associate Dean for Faculty Affairs

Sunghei Han

Associate Dean for Administration

Angela Hobson

Associate Dean for Education

Amanda Rhodes

Associate Dean for Strategic Initiatives and Chief of Staff

Executive Director of Networks and Innovation

Morven McLean

Director of Communications and Change Management

Elizabeth Holland Durando

Admissions

For more information, visit the Admissions page of the School of Public Health website.

Application Processes

All School of Public Health (SPH) degree-seeking applicants are required to apply through SOPHAS, the centralized application service for public health. SOPHAS is a service of the Association of Schools and Programs of Public Health, which represents Council on Education for Public Health (CEPH)-accredited schools and programs of public health. The SPH offers application and admission on a modified-rolling basis, with one class admitted each year for the fall semester. MPH applicants are encouraged to apply early for priority consideration for admission and scholarship. Doctoral applications are due December 1 of each year; the first priority deadline for MPH applicants is December 1, with the second being March 1. The international applicant deadline is April 1. The SPH participates in the Council of Graduate Schools' April 15 resolution, an agreement among the signatory graduate schools to provide applicants until April 15 to consider offers of admission that also include financial support.

MPH Application Requirements

In addition to the SOPHAS application fee requirement, the following materials must be submitted to complete the MPH application:

- Academic transcripts
- Two-page personal statement
- Resume or CV
- Video interview
- Three letters of recommendation
- SOPHAS application fee
- Scholarship consideration form
- Human biology prerequisite

International applicants are subject to additional requirements, including the following:

- Bachelor's-equivalent degree
- English language proficiency

For more detailed descriptions of each application requirement and additional requirements for dual degree, 3-2 degree, and transfer credit applicants, please consult the ERF (*ERF > H > H4 > SPH Admissions and Recruitment Policies & Procedures*).

MPH Application Review and Admission Decision

The SPH welcomes students from a variety of academic backgrounds and considers each applicant holistically. Students entering the MPH program must hold a bachelor's degree or equivalent from an accredited college or university. Admissions and scholarship decisions are based primarily on a review of the following:

- A commitment to the mission of the SPH and the ability to introspectively articulate reasons for pursuing a master's degree in public health
- An undergraduate GPA over the last 60 to 75 semester credit hours on transcripts provided at the time of application. A minimum cumulative GPA of 3.0 on a 4.0 scale is preferred. If applicable, an optional field in the Academic History section of the application provides the opportunity to describe any significant or extenuating circumstances that an applicant would like to be considered in the review of their academic history.
- Additional academic work the applicant may have undertaken following the completion of an undergraduate degree, if applicable
- Performance in public health, health sciences, and quantitative coursework, if applicable
- Specialized training(s) relevant to the degree program
- Human service-related experience (paid, volunteer, research, and internship)
- Leadership experience and/or potential
- Ability to think critically about issues related to the field of public health
- Recommendations received from academic and professional references

Admission decisions are typically released within six to eight weeks of an applicant completing their application. Applicant reviewers use a standardized application review rubric that defines how points are awarded for different elements of a student's application. The scoring guidelines are used to generate an admissions score for each application that helps guide the admission decision and the allocation of institutional scholarships. Specific components include the content and quality of the personal statement, academic background, previous experience, strength of references, quality of video interview responses, and an overall readiness score.

Readmission and Reinstatement

Students requesting a return to SPH must first contact the SPH Academic Records Office for an audit of their academic record. The registrar will inform the student whether the student must complete an application for readmission or reinstatement, as defined below:

Readmission

Students in the following categories must reapply through the SPH Office of Admissions and Recruitment:

- **Academic Dismissal:** Students who have been dismissed for academic reasons by the SPH
- **Inability to Complete Program Within Required Timeframe:** Students who completed some SPH coursework but left the program for a period of time and cannot complete their degree within four years from their initial date of matriculation into the program

Reinstatement

Students in the following categories must complete a Request for Reinstatement with the SPH Registrar:

- **Administrative Financial Withdrawal:** Students who have been administratively withdrawn from SPH due to failure to pay tuition and/or fees or other outstanding balance on the student's account
- **Administrative Withdrawal (Nonfinancial):** Students who miss one semester of registration (excluding summer) will be discontinued and administratively withdrawn from their program.
- **Personal Leave of Absence:** Students who elect to temporarily interrupt their progress toward their degree for a personal, nonmedical reason
- **Medical Leave of Absence (requires additional approval from WashU Cares):** Students who, voluntarily or involuntarily, must temporarily interrupt their progress toward their degree due to a physical or mental health need.

Voluntary Withdrawal

This group includes students who elect to voluntarily withdraw from SPH and discontinue their program of study. Students with accounting holds must clear their balance with student accounting before any application for readmission or reinstatement is considered. Credits for previous SPH coursework taken prior to a student's return are not automatically counted and must be reviewed by the Office of Admissions and the SPH Registrar. SPH coursework completed more than six years prior to reinstatement or readmission will not be considered for credit toward the degree.

Decisions regarding reinstatement or readmission may be based on the applicant's academic status when last enrolled, their activities while away from campus, the length of their absence, the potential for successful completion of the program as determined by the SPH, the ability of the department to support the applicant both academically and financially, as well as other relevant factors or considerations. Due to enrollment limitations, there is no guarantee of approval for reinstatement or readmission.

Application Deadlines for Readmission or Reinstatement

Readmission

Students must adhere to the dates and deadlines that are set by the Office of Admissions & Recruitment.

Reinstatement

A completed Application for Reinstatement must be received by the SPH Office of the Registrar *six weeks prior to the first day* of the term in which enrollment is requested. After this date, the application will be reviewed for reinstatement in the subsequent term. Once the application has been reviewed and a decision has been made, the student will receive a notification via email.

Reinstatement From a Medical Leave of Absence (LOA)

- Any student requesting return from a medical LOA must follow the deadlines above in addition to obtaining approval from WashU Cares prior to returning.
- To return in the fall semester: Submit a request to WashU Cares between June 1 and July 1.
- To return in the spring semester: Submit a request to WashU Cares between November 1 and December 1.
- WashU Cares does not allow reinstatement for the summer session.
- Detailed information about a medical LOA reinstatement can be found on the WashU Cares website.

Degree Requirements for Students Approved to Return to the School of Public Health

Students Approved for Readmission

- Student is responsible for completing degree requirements at the SPH in effect of their new matriculation semester.

Students Approved for Reinstatement

- Within the first two weeks of the semester in which the student returns from their LOA, they are required to meet with their academic advisor to create an academic success plan for the remainder of their program.
- The student must be able to complete their degree requirements within four years from the original date of matriculation.
- Students must complete the degree requirements outlined in the SPH Handbook from their original matriculation semester.
- At the discretion of the program, if course offerings have changed as a result of revised degree requirements, the program may require the student to complete additional courses, exams, and/or requisites for completion of the degree.

Scholarships/Tuition

Scholarships/Tuition for Readmission

- Students approved for readmission are no longer eligible to receive scholarships previously awarded by the SPH.
- Students will be reconsidered for merit-based scholarships by the Office of Admissions & Recruitment in the same manner as students applying to the SPH for the first time.
- Students should contact the director of Student Financial Services regarding reapplying for federal student aid.
- The student will be assessed tuition and fees according to the current tuition rate/structure in effect for the academic year in which they return to the SPH.

Scholarships/Tuition for Reinstatement

- Students approved for reinstatement will receive any remaining funds from the scholarship award offered when they were first admitted to the program.
- Students will be assessed tuition and fees according to the tuition rate/structure in effect for the academic year in which they return to the SPH.

Doctoral Application Requirements

In addition to the SOPHAS application fee requirement, the following materials must be submitted to complete the PhD application:

- Transcripts
- Curriculum vitae or resume
- A personal statement
- One writing sample
- Three letters of recommendation

Doctoral Application Review and Admission Decision

Applications for the PhD in Public Health Sciences also come to the SPH through SOPHAS, but the PhD program director leads the review and admission decision process. This is a five-step process:

1. The PhD program director and public health faculty members on the Doctoral Education Committee conduct an initial triage of applications to identify those that do not meet program requirements or that are a poor fit for the program. In its first two years, this process has removed about one third of applications.
2. Each remaining application is matched to two or three public health faculty members whose interests and/or background are aligned with the applicant's. These faculty members review the application using a standardized template that is available and that

can be viewed in the ERF. Faculty members who wrote a letter of recommendation for an applicant cannot review the applicant's application. Consult the ERF for more information (*ERF > H > H4 > PhD Application Review Template*).

3. The PhD program director and public health faculty members on the Doctoral Education Subcommittee synthesize the faculty reviews and create three groups of applicants based on reviewers' level of enthusiasm, with applicants ranked within each group. Group A applicants are invited to campus for finalist interviews, with travel paid for by the SPH. If any Group A applicants decline the invitation, the highest-rated Group B applicant would be invited next. Group C applicants are not considered further for admission.
4. All finalists attend a two-day interview/orientation event. During this event, each finalist interviews with two or three faculty members, who evaluate the finalist based on program fit and scholarly potential. Faculty also indicate whether they would be willing to mentor the applicant, whether they would help fund the applicant's research stipend, and whether they recommend the applicant for admission to the PhD program.
5. On the basis of these reviews, the finalists are ranked, and offers of admission are extended to as many highly rated applicants as the program can accept that year. There are typically 10 to 12 offers made per year.

Academic Policies

For more information, visit the Policies page of the School of Public Health website.

Academic Calendar

The School of Public Health follows the Academic Calendar as set by the University Registrar. There is more information in this Bulletin (p. 10) and on the Office of the University Registrar's website.

Grading Systems With Progress Requirements

Letter Grades

Academic achievement at the School of Public Health is measured by letter grades. The School of Public Health utilizes a 4.0 GPA scale. Students pursuing a degree are graded in accordance with the following classification and point scale. A plus (+) or minus (-) sign after a grade indicates a greater or lesser degree of the assigned grade based on the merit of the work. The School of Public Health does not grant letter grades of A+ or D.

Grade	Meaning	Points per Unit
A		4.0
A-		3.7
B+		3.3
B		3.0
B-		2.7

C+		2.3
C		2.0
C-		1.7
D	The School of Public Health does not assign this letter grade for any course.	
F	Failing work merits no credit and will not count toward the fulfillment of the degree requirement.	0.0
R	Course has been retaken and student has earned a different grade. Holds no GPA value.	
HP#, HP	High Passing grade for Practicum and Capstone II.	
P#, P	Passing Grade for Practicum and Capstone II.	
LP#, LP	Low Pass, designated only for Practicum.	
N	No grade; interim placeholder. Must be replaced with a grade in order to receive credit.	
I	Incomplete; interim placeholder. Must be replaced with a grade. See Incomplete Grade Policy.	
W	Withdraw. Holds no GPA value.	

Minimum GPA Policy and Academic Progress

All degree programs at the School of Public Health require that students maintain a minimum cumulative GPA of 3.0 (on a 4.0 scale). The first semester that a student fails to meet the minimum 3.0 cumulative GPA, they will automatically be placed on Academic Probation for the next semester. If the student is only enrolled in practicum credit (Pass/No Pass) for the next semester, then the student's grades will be reviewed the following semester, when grades are earned. Students will be notified by a representative of the MPH program regarding Academic Probation.

There may be financial aid implications for a student placed on Academic Probation. Students should discuss their options with the Director of Student Financial Services.

A student on Academic Probation for more than one semester will have their case reviewed by the MPH program.

GPA Requirements to Maintain Scholarships/Financial Aid

School of Public Health Scholarships

If a student drops below full-time status in the fall or spring semester, the student will be ineligible for their School of Public Health scholarship until they are once again enrolled full-time.

Students who have been given scholarship must maintain a GPA of 3.0 each semester, fulfill any additional eligibility requirements, and enroll full time in the fall and spring semesters. Failure to meet a 3.0 GPA requirement after each semester places the scholarship at risk.

If a student fails to meet the GPA requirement, they will receive a one-semester probation period. During the semester of probation, the student will continue to receive scholarship funds. If the student fails to meet the GPA requirement at the end of the probation semester, the scholarship may be rescinded. The program director will do a holistic review of the student's progress and with consultation from the Student Financial Services manager and may approve the continuation of scholarships after a second semester below a 3.0 cumulative GPA based on demonstrated academic improvement.

Once a student attains the required 3.0 cumulative GPA, their scholarship will be reinstated.

Federal Financial Aid

The Department of Education (DOE) requires students to meet Satisfactory Academic Progress (SAP) standards in order to receive federal financial aid (loans and Work-Study). To maintain SAP, students must maintain the minimum requirements for cumulative GPA and pace. Students must also complete their degree within the maximum time frame allowed for the program, as defined below:

- The DOE SAP cumulative GPA requirement is 3.0 for a fall or spring semester. Summer semesters are not included.
- The pace requirement for maintaining SAP requires students earn credit for at least 67% of the credits attempted. *Pace* is defined as the number of credits earned divided by the number of credits attempted.

If a student does not meet either the semester DOE GPA requirement or the pace requirement, federal financial aid is cancelled for the following semester. An appeal may be submitted to the Student Financial Services manager and must include the following:

- An explanation of why the SAP requirements were not achieved
- How the student's situation has changed in order to achieve SAP requirements in the following semester

Students will be notified by the director of Student Financial Services regarding the decision on the appeal within two weeks of the appeal submission.

Satisfactory Academic Progress for PhD Programs

SAP for students in PhD programs is monitored by the degree program and school. Failure to maintain SAP may result in a student's immediate dismissal or placement on Academic Probation for the ensuing year. Most financial awards, including all federally funded awards, are contingent on the maintenance of SAP. All requests for funding for the subsequent academic year (as well as other opportunities such as service on school- and/or university-level committees, teaching experiences, and so on), are contingent upon SAP.

The following are the minimum standards of SAP for PhD students:

1. PhD students must adhere to the Washington University Academic and Professional Integrity Policy for PhD Students by demonstrating honest and ethical behavior in all scholastic endeavors and in everyday conduct outside the scholarly community.
2. Students are expected to proceed at a pace appropriate to enable them to finish within the time limits and milestone markers of their program. Students are expected to have completed all PhD requirements except for the dissertation by no later than the end of the fourth year of full-time graduate study.
3. Students must secure a faculty advisor by the beginning of their second academic year.
4. Students are expected to maintain a cumulative grade point average of at least 3.0.
5. Students are expected not to carry at one time any more than 9 credits for which the grades of I (incomplete) or N (grade not recorded) are recorded. According to the School of Public Health, students have 60 days from when semester grades are due, or the date the instructor sets (whichever comes first), to complete any outstanding work. Unresolved incomplete grades automatically convert to an F. This does not apply to grades that have not been entered and the N grade (grade not recorded).
6. Students must satisfactorily pass the Area Statement and Qualifying Exam, ideally by August 1 following the third academic year and no later than August 1 following the fourth academic year.
7. After four years of full-time graduate study, doctoral students who cannot identify three faculty members who are willing to serve on their Dissertation Committee are considered not to be making satisfactory academic progress. The Dissertation Committee Approval Form must be filed before August 1 following the end of the fourth year in order to identify the membership of the student's Dissertation Committee.
8. Students may take up to seven years to complete the PhD (i.e., by August 1 at the end of the seventh year). A one-year extension is available if circumstances warrant (see Degree Candidacy Extended in the School of Public Health PhD Bulletin). Extensions are obtained by application of the student to the degree program and approved by the Doctoral Education Subcommittee.

The program director provides ongoing verbal and written monitoring of academic progress for all first-year students throughout the first year. After the first year, the identified faculty advisor will take over this task. This process is initiated by the program manager each year during the spring semester. The student will submit their portion of the written evaluation, which will then be sent to their faculty advisor (or to the program director during the first year). The evaluation includes a student self-assessment, a review of the current transcript showing the coursework completed, advisor comments, and a review of the student's curriculum vitae. The student and advisor should meet to discuss the evaluation. The advisor will then send the completed evaluation to the program director for review by the specified deadline.

Timetable for Program Progress

Students are expected to proceed at a pace appropriate to enable them to finish within the time limits detailed below. Students are expected to have completed all PhD requirements except for the dissertation no later than the end of the fourth year of full-time graduate study. The purpose of these limits is to provide guidelines for satisfactory progress. The information below identifies the target years and time limits for the completion of program requirements:

- Secure faculty advisor
 - Target year: 1
 - Limit year: 2
- Coursework completed
 - Target year: 2
 - Limit year: 3
- Area statement and qualifying exam passed
 - Target year: 3
 - Limit year: 4
- Approval of dissertation proposal
 - Target year: 3
 - Limit year: 4
- Dissertation defended
 - Target year: 4
 - Limit year: 7

While all students are encouraged to complete coursework within the first two years, some fellowships may require additional coursework into the third year. Students may take a limited number of courses (one or two) into the third year if necessary to meet their educational goals in consultation with their advisor.

Students may take courses in the summer following their first or second year; however, only summer coursework offered by the School of Public Health is available without cost to students. During the regular academic year, students may take courses outside the School of Public Health without cost. The deadline for passing the area statement and qualifying exam is firm. (Students are encouraged to complete this by August 1 following the third academic year and must complete it by no later than August 1 following the fourth academic year.) On rare occasions, a student and their advisor may apply to extend the exam deadline, but this does not extend the stipend period or the deadline for the defense of the dissertation. The seven-year limit for defense of the dissertation is also firm. Students are automatically dismissed from the program if they fail to meet the seven-year deadline.

Exceptions are rare and made only by approval of the director of the PhD program and the Doctoral Education Subcommittee. These exceptions must include a serious extenuating circumstance such as the need to take a medical leave of absence. A student may apply only once to the Doctoral Education Subcommittee to extend this deadline, and applications will be approved only if the student has a realistic plan

to finish in a timely manner. It is unlikely that the Doctoral Education Subcommittee would extend the dissertation defense deadline without completion of the area statement, qualifying exam, and dissertation proposal.

Graduation Requirements

MPH Graduation Requirements

The formal requirements for the MPH degree are as follows:

1. Completion of a minimum of 52 credits beyond the baccalaureate degree.
2. Evidence of knowledge of human biology through previous courses completed or through an approved course with a grade of B or better.
3. Evidence of satisfactory performance defined as a B average or better (3.0 or higher cumulative grade point average) across all courses and the successful completion of fieldwork with a grade of Pass.
4. Satisfactory completion of program requirements through course credit or proficiency exam procedures.
 - a. Satisfactory completion of 15 credits of Foundation courses and 34 credits of advanced-level courses.
 - b. Satisfactory completion of 3 credits (360 hours) in practicum.
5. Demonstration of biostatistics competency by achieving a minimum grade of B- or better.
 - a. Students must receive a grade of B- or higher in Biostatistics in order to enroll in Applied Linear Modeling, Advanced Applied Linear Modeling, and practicum.
6. Completion of all requirements for the degree within four years of initial matriculation.
7. Receiving a passing grade in Capstone II.
8. Passing the Certified in Public Health Exam (only for students who matriculated between Fall 2019 and Fall 2024).
9. Completion of Application for Program Completion by the deadlines posted on the academic calendar.

Deadlines for Applying for Program Completion in any given semester are set by the Office of the University Registrar. Anticipated degree date deadlines are as follows:

- Anticipated May program completion – late December
- Anticipated August program completion – early July
- Anticipated December program completion – early October

When the deadlines are confirmed for Applying for Program Completion, students will be notified via their WashU email address.

If a student does not Apply for Program Completion, their name may not be listed in the Commencement program, and they may not be able to participate in the ceremony. Filing this form will also be the student's only opportunity to provide a pronunciation for their name to be used at Commencement.

Transfer Credit Policy

MPH Transfer Credits Prior to School of Public Health Enrollment

Applicants interested in receiving graduate transfer credit must notify the School of Public Health Office of Admissions & Recruitment to initiate the transfer credit evaluation process. Instructions for completing the MPH Transfer Credit Request form will be provided.

It is the applicant's responsibility to request transfer credit evaluation by submitting the MPH Transfer Credit Request form and all supporting documents as early as possible in their admissions process. Requests for credit evaluation will not be accepted after September 1 of the first term in which a student matriculates.

Incomplete submissions will not be evaluated.

Courses are evaluated in conjunction with the MPH Program Office. Applicants will be notified of evaluation results via email from the School of Public Health registrar within two or three weeks of submission.

Courses completed in a CEPH-accredited program may be evaluated for credit toward foundation-level coursework or elective requirements (maximum of 9 credit hours). Practicum hours are not eligible for transfer. Courses will only be approved if content and competencies are adequately covered in the coursework completed.

Transfer credits will be reflected on the student's School of Public Health academic transcript.

PhD Transfer Credits

A maximum of 21 credits earned at institutions other than Washington University may be applied toward the PhD degree. Transfer credit must be recommended by the program director and approved by the registrar with the receipt of an official transcript. No graduate courses carrying grades lower than B can be accepted for transfer toward any graduate degree.

Financial Information

Tuition and Fee Charges

Tuition for the 2025-26 school year at WashU Public Health is set at \$43,710.00. Moreover, students can expect to pay additional fees that cover various services to support their academic and personal well-being. These fees provide access to a wide range of student activities, health and wellness services, technology, and insurance, when applicable.

- **Activity and service fee:** \$140.00
- **WashU health and wellness fee:** \$672.00
- **WashU student health insurance fee:** \$2,712.00*

- * All Washington University students are required to carry health insurance. Full-time graduate students on the Danforth Campus are automatically enrolled in (and billed for) the basic student health insurance plan unless proof of comparable coverage is provided by domestic students. International students are not eligible to waive out of the insurance plan. For details about available plans or waiving options, visit Student Health Services. (Health insurance fees are pending state approval and are subject to change.)

Cost of Attendance

The cost of attendance is a value calculated by the university, and it estimates a student's total cost to attend school in a specific academic program for an academic year. The cost of attendance includes mandatory tuition and fees plus estimated costs for living expenses. Health insurance is not included in these estimates, but it is required for all students. The estimated cost of attendance is revised annually and is meant to be used as a guide for students to make informed financial decisions regarding their enrollment.

Master of Public Health Costs

- **Tuition/fees:** \$43,710.00
- **Mandatory fees:** \$812.00
- **Estimated costs:** \$27,900.00
- **Total estimated cost:** \$72,422.00

2025-26 Estimated Costs Breakdown (included in Cost of Attendance)

- **Housing and food** (room, board, groceries): \$19,000
- **Books/supplies** (reading materials, laptop, etc): \$1,800
- **Transportation** (gas, ride services, car repairs): \$1,700
- **Professional costs** (practicum, CPH exam, etc): \$1,000
- **Personal and miscellaneous expenses:** \$4,400
- **Total:** \$27,900.00

If eligible, domestic students may borrow up to the cost of attendance in federal student loans; however, decreasing personal/living expenses and securing other funding sources can reduce the amount a student may need to borrow. Students typically fund their degree through a combination of sources that may include institutional funding (WashU Public Health scholarships awarded at admission), external scholarships, part-time employment, personal savings, family or sponsor support, military or employer benefits, and federal student aid.

PhD Costs

All Public Health Sciences students admitted into the School of Public Health's doctoral program receive a financial package that consists of tuition coverage and five years of stipend support.

Students are encouraged to apply for additional funding opportunities in the form of research and teaching fellowships as well as dissertation grants. Fellowship opportunities may occur as early as the first semester of satisfactory academic progress.

Our programs are full time, and students are expected to be physically present through the first few years of the program.

Refunds

Withdrawal From All Courses: Fall and Spring Full-Semester Courses

In order to qualify for any tuition refund as listed below, courses must be dropped before 11:59 p.m. on Friday of the week indicated. This policy applies only to students who withdraw (or take a leave of absence) from all semester courses.

- 100% tuition refund for courses dropped before the end of second week
- 70% tuition refund for courses dropped before the end of fourth week
- 50% tuition refund for courses dropped before the end of eighth week

Courses dropped after the end of eighth week will receive no tuition refund.

Withdrawal From All Courses: Summer

In order to qualify for any tuition refunds, students must follow the below deadlines:

- 100% tuition refund for courses dropped by midnight before the course begins
- 80% tuition refund for courses dropped by midnight of the first day of the course

There will be no tuition refunds for courses dropped after midnight on the first day of the course.

Withdrawal From Individual Courses

- For students who withdraw from one or more courses but remain enrolled in the minimum number of credits required for full-time enrollment, there is no tuition adjustment/refund.
- The SPH Offices of the Registrar and Financial Aid will inform students about any financial aid and scholarship implications if their enrollment falls to less than full time.

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