

PhD Student Handbook 2017-2018

Behavioral Sciences
and
Health Education

Rollins School of Public Health
Emory University

Department of Behavioral Sciences and Health Education

Mission Statement

The mission of the Department of Behavioral Sciences and Health Education is to better the health of all people by advancing knowledge and training tomorrow's leaders in how to change behavior and social conditions that influence health.

This is achieved by:

- a. conducting and disseminating methodologically rigorous and innovative research;**
- b. training current and future public health leaders; and**
- c. engaging in public health practice.**

Research and training in the Department is:

- a. Positioned at the nexus of biological, behavioral, and social influences as they contribute to the health and well-being of populations.**
- b. Aimed to pose timely research questions that are grounded in social and behavioral theory where understanding rests on consideration of multiple levels of influence.**
- c. Poised to advance empirical support for effective interventions that can be implemented and disseminated across a broad array of contexts.**

The Department advocates an ecological approach to understanding and influencing the forces that shape health and illness.

This Graduate Student Handbook is intended to orient new students to the Department of BSHE in the Rollins School of Public Health at Emory University and to provide a summary of its policies and procedures regarding graduate study. The manual is modified yearly to take account of changing policies. The program reserves the right to add any addendums to this manual at any time. Students are strongly encouraged to be certain that they have the latest version (dated by school year) before basing decisions on this Handbook. If unsure about some policy or rule, students should consult with the Director of Graduate Studies.

Table of Contents

Department of Behavioral Sciences and Health Education	2
Mission Statement	2
1. Introduction	7
1.1 The Department.....	7
1.2 Admissions Policy.....	8
1.3 Overview of the PhD Program	8
1.3.1 <i>Competencies</i>	9
1.4 Financial Support.....	10
1.5 Advisement Policy	11
1.5.1 <i>Advisement upon Admission to the Program</i>	11
1.5.2 <i>Advisor Responsibilities</i>	11
1.5.3 <i>Change of Advisor</i>	12
1.5.4 <i>Student Responsibilities</i>	12
1.5.5 <i>Process of Advisement</i>	12
1.5.6 <i>Advisement related to the Doctoral Dissertation</i>	13
2. LGS & BSHE Academic Requirements	14
2.1 LGS Academic Requirements.....	14
2.2 LGS Enrollment Requirements	14
2.2.1 <i>Enrollment Requirement in Advanced Standing</i>	14
2.2.2 <i>Tuition-paid Enrollment Status</i>	15
2.2.3 <i>Summer Enrollment (in Advanced Standing and in Tuition Paid Status</i>	15
2.3 BSHE PhD Academic Requirements.....	15
2.3.1 <i>BSHE Doctoral Level Coursework Requirements</i>	15
2.3.2 <i>Methods Coursework Requirements</i>	16
2.3.3 <i>BSHE Graduate Research Assistant Requirements</i>	17
2.3.4 <i>Additional Credit Hours Coursework and Research Related Study</i>	17
2.4 Typical BSHE PhD Program	18
2.4.1 <i>Invited Speakers and Seminars</i>	20
2.5 Graduate School Teaching Requirements (TATTO)	20
2.5.1 <i>TATTO Stages (Adapted from LGS Handbook)</i>	20
2.5.2 <i>TATTO Requirements</i>	22

2.5.3 TATTO Exemption	22
2.5.4 TATTO Credit.....	22
2.6 English Language Support Program (ELSP) Requirements for International Students...	23
2.7 Jones Program in Ethics.....	23
2.8 Annual Review.....	24
2.9 BSHE PhD Required Course Descriptions.....	24
2.10 Masters of Science in BSHE.....	27
3. Comprehensive Examination Requirements.....	27
3.1 The Comprehensive Examination	28
3.2 Content of the Comprehensive Examination.....	28
3.2.1 Grading.....	29
3.2.2 The Emory University Honor Code.....	31
3.2.3 BSHE Doctoral Program Grievance Policy.....	31
4. The Doctoral Dissertation.....	31
4.1 Dissertation Requirements	31
4.2 Qualities of an Acceptable Doctoral Dissertation	32
4.3 Selecting a Doctoral Dissertation Committee.....	32
4.4 Responsibilities of the Doctoral Dissertation Committee.....	33
4.5 Dissertation Proposal.....	34
4.6. Completing the Dissertation Proposal Form.....	34
4.7 Application for Admission to Candidacy	34
4.8 Dissertation Funding.....	35
4.9 Dissertation Formats.....	36
5. Completion of Degree and Process to Graduation	37
5.1. Candidacy	37
5.2 Registration and Awarding of Degrees	38
5.3 Application for Degree	38
5.4 Degree Clearance Form (Completion of Requirements Report).....	38
5.5 Electronic Thesis and Dissertation Repository.....	39
5.6 Survey of Earned Doctorates Form.....	39
5.7 BSHE Dissertation Library	39
6. Research Information.....	39
6.1 CITI Exam	39

6.2 Institutional Review Board	40
7. Financial Support and Benefits.....	40
7.1 Stipend	40
7.2 Tuition and Fellowships	41
7.2.1 Letz Funds	41
7.2.2 LGS Professional Development Support Funds	42
7.3 Full-time Enrollment Status.....	43
7.4 Part-time Enrollment Status.....	43
7.5 Employment	43
7.6 Award Notifications	44
7.7 Health Insurance	44
7.8 Activity and Athletic Fees.....	44
8. Registration.....	45
8.1 Registration Procedures	45
8.2 RSPH Registration	46
8.3 LGS Registration - Courses Outside RSPH	46
8.4 Cross Registration – Courses Outside Emory University	46
8.5 Grading	48
8.6 Drop/Add	48
8.7 Transfer Credit.....	48
8.8 Leaves of Absence	48
9. Behavioral Sciences and Health Education Faculty.....	49
10. Web Sites for Program Information	49
10.1 Calendars	49
10.2 Catalogs and other important information	49
11. BSHE PhD Program Worksheets & Forms.....	50
11.1 LGS & BSHE PhD Forms & Guides.....	50
11.2 BSHE PhD Forms.....	50

Forms

Attachment

<i>Student Worksheet: BSHE Program Requirements</i>	1
<i>Pre-Registration Form</i>	2
<i>Directed Study Approval Form BSHE 797R</i>	3
<i>Research Hours Approval Form BSHE 798R</i>	4
<i>Dissertation Research Hours Approval Form BSHE 799R</i>	5
<i>Graduate Research Assistant Agreement Form</i>	6
<i>TATTO Assignment Request Form</i>	7
<i>Academic Advisor Change Form</i>	8
<i>Annual Review Form</i>	9
<i>Dissertation Proposal Abstract Form</i>	10
<i>Data Use Agreement Form for Faculty</i>	11
<i>Data Use Agreement Form for Agency</i>	12
<i>Application for Letz Funds</i>	13
<i>Dissertation Use Agreement Form</i>	14
<i>Teaching Assistant/Associate (TA) Agreement Form</i>	15
<i>Photo Release form</i>	16

1. Introduction

The graduate experience in the Department of Behavioral Sciences and Health Education (BSHE) is structured to provide students with the specific skills necessary for conducting sound empirical research and developing a programmatic, theoretically based research agenda, while providing broad background knowledge within which specific research programs must be understood. In addition to working closely with faculty on research projects, and engaging in critical reading and discussion in the classroom, students are also provided the opportunity to interact with a wide variety of local and international scholars through seminars and the colloquia sponsored by the department, school and university. These seminars and colloquia provide students with the opportunity to hear major figures in the field of public health discussing their research, to engage in discussion from diverse perspectives, and to become familiar with topics in behavioral sciences and health education outside their specific area of interest.

1.1 The Department

The faculty members of the Department of BSHE share a commitment to research, teaching and the translation of their research into public health applications. The Department's faculty members are highly interdisciplinary and committed to collaborative approaches to problem solving. The faculty – in partnership with BSHE students and staff – conduct research at the local, state, national and international levels. Some faculty members have served at the U.S. Centers for Disease Control and Prevention (CDC), in state or local health departments, or in international public health organizations. All faculty members are committed to bringing applied public health experience to their research, teaching, and mentoring activities.

The interdisciplinary nature of their research is enhanced by the Department's collaborations with those in other scientific areas (including clinical medicine) as well as with the arts and humanities throughout the University and across the globe. Faculty and students collaborate with social and behavioral scientists in the College of Arts and Sciences and at neighboring health institutions such as the CDC and the American Cancer Society, with many CDC and American Cancer Society scientists holding adjunct faculty appointments in the School.

In addition to the doctoral degree, the department offers the Master of Public Health (MPH) degree. Students earning the master's degree in health education are qualified to sit for the Certified Health Education Specialist (CHES) examination.

Further information about the Department is available on its website:

<https://www.sph.emory.edu/departments/bshe>

1.2 Admissions Policy

Admission policies and procedures are overseen by the Director of Graduate Studies (DGS). The DGS chairs the Doctoral Program Committee (DPC), which is responsible for recruiting the most qualified students and for balancing the interests of the program with the financial resources available. This committee meets regularly throughout the year to discuss issues relevant to the administration of the doctoral program such as recruitment and admissions. The deadline for application for admission to the BSHE Program is early December. That is, the complete on-line application file should be submitted no later than the deadline for admission to the program for fall of the following academic year. Notification of admission will be made by approximately March 1. The Emory guidelines for admission to graduate programs are followed.

1.3 Overview of the PhD Program

The doctoral program in BSHE is under the auspices of the Laney Graduate School (LGS). The doctoral program is designed to train students to:

- Conduct original research on the identification of individual and societal determinants of health behaviors, illness and disease;
- Design, implement, and evaluate behavioral and structural interventions to prevent disease, reduce health risks, and improve the quality of life;
- Translate knowledge derived from research to promote public health.

The program integrates knowledge from related disciplines including epidemiology, biostatistics, psychology, anthropology, sociology, health policy, and ethics. Graduates of the program are prepared as researchers who are well-versed in developing and assessing interventions, or as practitioners who are able to identify causes of health problems at all levels and devise appropriate responses. Graduates also contribute substantially to the scientific knowledge base in health behavior and health education by developing and testing new theories and approaches to the study of health and health behavior.

In addition to the required curriculum students are encouraged to enroll in courses across the Rollins School of Public Health (RSPH), and in courses offered by social and behavioral science departments throughout the university. Students whose master's degree is not from the field of public health may need to take additional public health courses beyond the core doctoral curriculum.

The full-time program requires a minimum of four years of study. The curriculum consists of required courses in behavioral sciences and health education, epidemiology, biostatistics, and elective courses that may be taken in social sciences, humanities, and public health, among others. Students are required to take a minimum of 48 semester hours across four semesters.

The doctoral program in BSHE is administered under the auspices of the LGS, and students must complete LGS credit hour requirements and LGS teaching requirements along with BSHE coursework requirements. LGS guidelines, handbook and catalog are located at: <http://gs.emory.edu/academics/policies/index.html>

Students entering the program enroll in courses and collaborate with faculty on research during the first two years of study. The third and fourth years of study are devoted primarily to dissertation research. Doctoral students collaborate with faculty in a research-intensive environment and may learn from applied social and behavioral scientists practicing in nearby public health agencies.

1.3.1 Competencies:

Degree recipients are expected to develop competence in four areas:

Methodological and Theoretical Skills

Goals:

- 1a. Conduct original, theoretically-informed research to identify multilevel determinants of health and health behaviors.
- 1b. Design theoretically-informed interventions that operate at multiple levels to prevent disease, reduce health risks, and improve quality of life.
- 1c. Develop implementation and evaluation plans for interventions.

Learning objectives:

- A. Evaluate the literature examining the multilevel determinants of health and health behaviors.
- B. Assess research and intervention studies, including observational, quasi-experimental, experimental, qualitative, and mixed-methods studies.
- C. Develop specific aims, research questions, and hypotheses that will create new knowledge for the purpose of advancing the public's health.
- D. Select measures of key constructs using existing instruments.
- E. Develop and modify data collection instruments.
- F. Demonstrate key characteristics of a constructive mentoring relationship as a mentor and as a mentee.
- G. Evaluate key social and behavioral theories of health, health behavior, and health interventions.
- H. Apply key social and behavioral theories of health, health behavior, and health interventions to understanding and intervening in the multilevel determinants of health and health behaviors.
- I. Translate knowledge derived from research to promote public health practice.
- J. Communicate research findings to a variety of audiences, including to practitioners, government agencies, researchers, members of the study populations, and lay people.

Teaching

Goal: Develop the skills needed to teach students about key public health content, theories, and methods.

Learning objectives:

- A. Design a course syllabus.
- B. Employ a variety of teaching strategies that align with the course's learning objectives.
- C. Assess student performance through activities and assignments that are linked to the course's learning objectives.
- D. Integrate constructive feedback into the revision of a course.
- E. Develop mentoring skills.

Ethics

Goal: Apply principles of ethical conduct to public health research and practice.

Learning objectives:

- A. Ensure the application of ethical principles in the collection, maintenance, use, and dissemination of data and information.
- B. Teach public health in accordance with ethical standards.
- C. Apply ethical principles to public health program planning, implementation, and evaluation.

Professional Development

Goal: Gain professional development skills.

Learning objectives:

- A. Demonstrate the skills required to write fundable proposals seeking to support public health research and practice activities.
- B. Demonstrate the skills required to write publishable manuscripts for peer-reviewed journals in their field of research or practice.
- C. Communicate with academic colleagues, government agencies, community members, and stakeholders.
- D. Develop collaborative relationships with academic colleagues, government agencies, community members, and stakeholders.
- E. Demonstrate key characteristics of a constructive mentoring relationship as a mentor and as a mentee.

1.4 Financial Support

There are diverse possible sources of support including a) Federal research grants, b) Federal training grants, c) University fellowships, d) U.S. Centers for Disease Control and Prevention assistantships, and e) teaching assistantships.

One especially important source of student support is from research assistantships on faculty research grants. The BSHE Program is based on a research mentor model, making research assistantships on faculty research grants a natural and essential component of this program.

Students are encouraged to write grant proposals for externally funded pre-doctoral fellowships to provide themselves support during their dissertation years. National Institutes of Health (NIH), National Science Foundation (NSF), U.S. Centers for Disease Control and Prevention, and private foundations provide such funds and students are encouraged to consult with their mentor and the DGS for opportunities to pursue such funding.

1.5 Advisement Policy

Doctoral students will have an advisor for all years of their program. The academic advisor is responsible for guiding the student during each year of the program.

1.5.1 Advisement upon Admission to the Program

Each doctoral student will be assigned an academic advisor. However, the process of selecting an advisor will involve student input. Newly admitted doctoral students will be contacted by the DGS preceding the Fall term and asked to prioritize a list of potential Advisors. The advisor must be a BSHE tenured or tenure-track faculty member. BSHE non-tenure-track faculty members may be considered to serve as an advisor if a request is made to and approved by the DPC. Potential advisors will be contacted and asked if they would serve in this capacity for the student. When the faculty member agrees, students will be notified via email of their advisor. Students will meet their advisor at the BSHE Doctoral Student Orientation, held in the latter part of August prior to the Fall term. Students may also contact their advisor prior to the Orientation with questions and for advice.

1.5.2 Advisor Responsibilities

Each student's advisor is responsible for guiding the student in the selection of coursework, identifying research opportunities, and counseling students related to all aspects of academic life at Emory and the RSPH for their first year in the program. Advisor responsibilities include:

- Review the student's previous academic career
- Assist the student with the selection of courses
- Meet regularly with the student to discuss the student's progress in the program
- Make reports to the DPC about the student's progress, annually at a minimum
- Complete all paperwork associated with advisement

1.5.3 Change of Advisor

Students during their first year in the program will meet faculty and gain a greater understanding of faculty research interests. In addition, students will interact with faculty in their courses. We believe that it is advantageous for students and advisors to

be compatible. Thus, at the end of the first or second year of the program, students will have the opportunity to change their advisor. To do so, students would file a Change of Advisor Request (COAR) with the DGS. The COAR would also specify the potential new advisor. Once the DGS has contacted the proposed advisor and confirmed their willingness to serve in this capacity, the change of advisor will be official. Any unfulfilled obligation that the student has incurred with their original advisor must be satisfactorily completed prior to finalizing the change of advisor. However, in rare instances, a student or advisor may decide that their student-advisor relationship is not compatible. Thus, in these instances, the student or the graduate faculty member can request a change in academic advisor at any time during the program. The change must be documented in writing and submitted to the DGS for approval before it is official (See Academic Advisor Change Form).

1.5.4 Student Responsibilities

The student is responsible for communicating with his/her academic advisor and seeking guidance during the program. Responsibilities include:

- Meet with advisor to review previous academic career
- Share goals and objectives with advisor
- Review the LGS catalog of courses
- Complete Graduate Research Assistantship hours during the first year of the program
- Meet regularly with the advisor to discuss progress in the program
- Complete all paperwork associated with advisement

1.5.5 Process of Advisement

1. Within the student's first month of coursework, the advisor shall meet with the student to:
 - 1) Determine the student's career interests and direction.
 - 2) Review with the student his/her past transcripts to determine whether (s)he has training and/or relevant research experience, and to assess his/her level of confidence about each of the following areas:
 - i. Epidemiology
 - ii. Statistics
 - iii. Qualitative Research Methods
 - iv. Quantitative Research Methods
 - v. Behavioral Sciences and Health Education
2. During the first fall semester, before pre-registration for the second semester, the advisor shall meet with the student to:
 - 1) Assist the student in identifying courses that can fill the identified gaps
 - 2) Assist the student in identifying faculty for potential Graduate Research Assistantship placement whose work can give the student experience to fill the identified gaps

3. During the first spring semester, before pre-registration for the second fall semester, the advisor shall meet with the student to:
 - 1) Review courses offered by the department that need additional teaching support
 - 2) Identify courses that the student would like to be able to teach
 - 3) Assist the student in identifying faculty who teach departmental courses for potential Graduate Teaching Assistantship/Associateship placement

During each registration, the advisor shall review the coursework needed by the student and ensure that the courses and assistantships selected by the students are consistent with LGS and BSHE requirements.

1.5.6 Advisement related to the Doctoral Dissertation

Upon successful completion of the comprehensive examination, students are eligible to select a Dissertation Chair and a Doctoral Dissertation Committee (DDC). The student should meet regularly with their Chair (e.g., quarterly at a minimum) to discuss progress on the dissertation. Chair responsibilities include:

- Advise on selection of DDC members assist with the selection of any additional coursework or experiential activities (e.g. a range of research experiences).
- Supervise the dissertation work, including study design, data collection, analysis and write-up.
- Ensure the DDC receive drafts with sufficient time to review and provide feedback.
- Ensure the DDC is engaged throughout the dissertation process; consider regular meetings.
- Oversee the dissertation defense.
- Ensure completion of all paperwork for approval of the dissertation and notify the DGS.

Note: Responsibilities of the full DDC and its composition are discussed in Section 4.3 and 4.4.

1.5.6.1 Changes in Dissertation Advisement

Described in the Handbook is the typical program of advisement. However, sometimes circumstances necessitate changing advisors. The student or the faculty member can make a request for change in advisor at any time during the program. Prior to any change, the student, faculty member, and DGS must meet to discuss the reason for the change and prepare a plan for change of advisement. The change must be documented in writing and the request and plan must be approved by the DGS (See Change of Advisor Form).

2. LGS & BSHE Academic Requirements

2.1 LGS Academic Requirements

To satisfy curriculum requirements, students must complete both LGS credit hour requirements and teaching requirements. LGS course requirements and teaching requirements can be found in the Part I of the [LGS Handbook](http://gs.emory.edu/academics/policies/index.html) at: <http://gs.emory.edu/academics/policies/index.html>

Students with a Master's degree in the same or closely related field enter in *Advanced Standing* in the LGS. The credit hour requirements can vary depending on the student's level of education prior to enrollment in the program. Some of the required credit hours for the doctoral degree may be accepted as transfer credit from other institutions upon recommendation of the Program and the DGS, provided these credit hours have not been applied to another degree. See LGS Handbook for more information.

2.2 LGS Enrollment Requirements

2.2.1 Enrollment Requirement in Advanced Standing

While completing the required 48 credit hours, students must complete a minimum of 9 credit hours during each semester to maintain their full-time status. Additional credit hours taken in excess of the required 9 hours per semester may be applied toward the BSHE program degree requirements if applicable. After they have reached candidacy, students must be enrolled as full-time students as long as they are working towards their degree and during the semester of their expected graduation.

Note: Students receiving stipends must be registered as full-time students (9 credit hours/semester) during the period that they are receiving their stipend. Students receiving any other type funding through Emory (i.e. LGS Professional Development Support Funding, intra- or extra-mural fellowships or grants) must be enrolled as full-time students for the period of time for which they are receiving these funds, including for the summer semester if they receive funds for any portion of the summer months. See 2.2.3 below for more information on additional summer registration requirements.

2.2.2 Tuition-paid Enrollment Status

Students who have completed six semesters, excluding summers, are registered in tuition-paid status. Students must complete a minimum of 9 credit hours during each semester. While a normal load may be greater than 9 credit hours, a student may not earn more than 12 credit hours towards tuition-paid status per semester of enrollment. Students who have reached tuition-paid status are exempt from the university athletic and activity fees. No student is ever exempt from the computing and the mental health fees.

2.2.3 Summer Enrollment

It is expected that all students in the BSHE doctoral program be enrolled full-time throughout the summer terms while making progress toward their degree. During the summer session, students register for 9 credit hours of BSHE 798 (Research Hours) or BSHE 799 (Dissertation Hours) depending on whether they have advanced to candidacy in order to maintain full-time status.

2.3 BSHE PhD Academic Requirements

BSHE PhD students must complete 48 credit hours of coursework. The 48 credit hours of coursework include; (I) 18 credit hours of BSHE doctoral-level coursework; (II) 15 credit hours of required Methods coursework; and (III) 15 credit hours of elective coursework and/or research related study at the 500 level or above. Additionally, there is a 2-semester BSHE Graduate Research Assistantship (GRA) Position requirement. No course credit is received for serving as a GRA. *There is no required order for completing the 48 credit hours except when completing the BSHE GRA assignments (see section 2.3.3) and the four LGS teaching requirements (see section 2.5 TATTO).*

Course and program requirements are delineated in Table 1. Students are required to consult with their advisor throughout the program to ensure that all program requirements are satisfied and to complete all required paperwork. Those with a master's degree outside of public health may need to take additional public health courses beyond the following core doctoral curriculum. The grading policy is provided in Section 8.5.

2.3.1 BSHE Doctoral Level Coursework Requirements

Students must take 18 credit hours of BSHE doctoral formal coursework (*See Table 1 below*). BSHE doctoral courses must be taken for a letter grade, with the exception of BSHE 716 (Teaching in Public Health) and BSHE 701 (Translational and Interdisciplinary Public Health Research), which are taken as S/U. Students must receive a grade of B or better in all classes.

**Table 1. BSHE PhD Program Requirements
BSHE PhD Formal Courses – 18 credit hours required**

Course Number	Course Title	Credit Hrs	Semester	Year
BSHE 721	Applying Theory to Public Health Research and Practice	3	Fall	1 st or 2 nd
BSHE 728	Advanced Research Design and Analysis	3	Spring	1 st
BSHE 725	Health Promotion Interventions	3	Fall	1 st or 2 nd
BSHE 710	Approaches to the Science of Health Promotion	2	Fall	1 st

BSHE 712	Grant Writing and Research Ethics	2	Fall	1 st
BSHE 716	Teaching in Public Health (TATTO Requirement)	1	August before 2 nd Year/Fall	2 nd
BSHE 714	Proposal Development I	1	Spring	1 st
BSHE 715	Proposal Development II	2	Fall	2 nd
BSHE 701	Translational and Interdisciplinary Public Health Research	1	Fall	1 st

2.3.2. Methods Coursework Requirements

Students must take 15 credit hours of methods coursework that may include: BIOS 500 Statistical Methods I; BIOS 501 Statistical Methods II; EPI 530 Epidemiological Methods I; and BSHE 538 Qualitative Research Methods. If comparable coursework has not already been completed, students must complete the 15 credit hours of methods courses listed in Table 2 (BIOS 500 and 501 and EPI 503 and BSHE 538). If requirements for BIOS 500/501 and EPI 530 and BSHE 538 have been completed, alternate research methods courses (15 credit hours) must be taken. Possible alternate courses include: BSHE 516 Behavioral Epidemiology, EPI 750 Longitudinal Data Analysis (Spring), EPI 534 Epidemiologic Methods II (Spring), EPI 740 Epidemiologic Modeling (Fall), BSHE 730 Hierarchical Linear Modeling (Spring), and BSHE 539 Qualitative Data Analysis.

Methods Courses – 15 credit hours required

Course Number	Course Title	Credit Hrs	Semester	Year
BIOS 500	Statistical Methods I	4	Fall	N/A
BIOS 501	Statistical Methods II	4	Spring	N/A
EPI 530	Epidemiological Methods I	4	Fall	N/A
BSHE 538	Qualitative Research Methods	3	Fall/Spring	N/A

2.3.3. BSHE Graduate Research Assistant Requirements

The Graduate Research Assistantship (GRA) is a research experience designed to provide students with opportunities to develop and refine their research skills. Specifically, they are intended to provide students with opportunities to gain the following skills:

- selection and evaluation of measures;
- development and modification of data collection instruments and data collection protocols;

- dissemination of scientific findings through manuscripts and presentations.

Students participate in the GRA experience during their first two years in the program. During the first year, students commit up to 20 hours each week for 16 weeks of the Fall and Spring semesters, and up to 20 hours per week during the summer. During the second year, students commit up to 10 hours each week for 16 weeks of the Fall and Spring semesters, and up to 20 hours per week during the summer. Students work with their advisor to decide on research projects for the GRA experience. The most likely project is one for which the advisor serves as the principal or co-investigator. No course credit is received for serving as GRAs.

The advisor is responsible for supervising the student during their GRA experience. Student responsibilities include:

- Develop initial goals and objectives for the GRA experience with your advisor.
- Meet with your academic advisor to review/modify/approve goals and objectives.
- Mutually agree on appropriate activities to meet goals and objectives.
- Complete GRA hours.
- Meet regularly with your advisor to discuss progress.
- Complete an evaluation of the experience.
- Complete all paperwork associated with the GRA experience including the GRA agreement form.

2.3.4 Additional Credit Hours: Coursework and Research Related Study

To meet LGS course requirements, students complete an additional 15 credit hours of coursework and/or research related study at the 500 level or above. Research related study including Research Hours (BSHE 798R) and Directed Study (BSHE 797R) can be taken to satisfy the additional required 15 hours. These additional courses must be taken for a letter grade with the exception of Research Hours (BSHE 798R) which may be taken as S/U. Students must receive a grade of B or better for the Directed Study. Research hours should allow the student to gain experiential research knowledge by working with a faculty member on a particular project. A student requesting Directed Study (BSHE 797R) hours should expect to gain didactic research knowledge that will focus on a series of reading assignments followed by sessions of discussion.

2.4 Typical BSHE PhD Program

Table 2 shows a typical program for a BSHE PhD student. Those with a master's degree outside of public health may need to take additional public health courses beyond the core doctoral curriculum.

Table 2. Typical BSHE PhD Program

<p>YEAR ONE, FALL BSHE 721: Applying Theory to Public Health Research and Practice OR Health Promotion Interventions, 3 Credit Hours BSHE 710: Approaches to the Science of Health Promotion, 2 Credit Hours BIOS 500: Statistical Methods or Research Methods, 4 Credit Hours EPI 530: Epidemiological Methods I or Research Methods, 4 Credit Hours BSHE 712: Grant writing and Research Ethics, 2 Credit Hours BSHE 798R: Research Hours, 1 Credit Hour BSHE 701: Translational & Interdisciplinary Public Health Research, 1 Credit Hour <i>Graduate Research Assistant – BSHE (required)</i></p>	<p>YEAR ONE, SPRING BSHE 728: Advanced Research Design and Analysis, 3 Credit Hours BSHE 714: Proposal Development I, 1 Credit Hour BIOS 501: Statistical Methods II or Research Methods, 4 Credit Hours BSHE 798R: Research Hours, 3+ Credit Hours Elective Courses (Credit Hours variable) <i>Graduate Research Assistant – BSHE (required)</i></p>	<p>YEAR ONE, SUMMER TATT 600: LGS Teaching Workshop, 2 Credit Hours – required BSHE 716: Teaching in Public Health, 1 Credit Hour - required (TATT 600 and BSHE 716 occur in the Summer, but students enroll in these courses in the following Fall semester) <i>Graduate Research Assistant – BSHE (required)</i></p>
<p>YEAR TWO, FALL BSHE 725: Health Promotion Interventions OR Applying Theory to Public Health Research and Practice, 3 Credit Hours BSHE 798R: Research Hours, 4+ Credit Hours BSHE 715: Proposal Development II, 2 Credit Hours Elective Course (Credit Hours variable) <i>TATT 605: GS Teaching Assistantship (required)</i> <i>Graduate Research Assistant – BSHE (required)</i></p>	<p>YEAR TWO, SPRING BSHE 798R: Research Hours (Credit Hours variable) Elective Course (Credit Hours Variable) Preparation for Written Comprehensive Examination <i>TATT 610: GS Teaching Assistantship (required)</i> <i>Graduate Research Assistant – BSHE (required)</i></p>	<p>YEAR TWO, SUMMER Written Comprehensive Examination - required Oral Qualifying Exam (Proposal Defense) <i>Graduate Research Assistant – BSHE (required)</i></p>
<p>YEAR THREE, FALL If applicable: BSHE 798R/799R: Research Hours (Credit Hours variable) RES 999 GSAS: Graduate Residency Oral Qualifying Exam (Proposal Defense) Apply for Admissions to Candidacy –after completing all requirements except Dissertation Elective Courses (Credit Hours variable) - optional</p>	<p>YEAR THREE, SPRING If applicable: BSHE 798R/799R: Research Hours (Credit Hours variable) RES 999 GSAS: Graduate Residency Oral Qualifying Exam (Proposal Defense) Apply for Admissions to Candidacy –after completing all requirements except Dissertation Dissertation Defense/ Apply for Degree</p>	<p>YEAR THREE, SUMMER If applicable: BSHE 789R/799R: Research Hours (Credit Hours variable) RES 999 GSAS: Graduate Residency Oral Qualifying Exam (Proposal Defense) Apply for Admissions to Candidacy –after completing all requirements except Dissertation Dissertation Defense/Apply for Degree</p>
<p>YEAR FOUR, FALL If applicable: Oral Qualifying Exam (Proposal Defense) BSHE 798R/799R: Research Hours (Credit Hours variable) Apply for Admissions to Candidacy – after completing all requirements except Dissertation Dissertation Defense/Apply for Degree</p>	<p>YEAR FOUR, SPRING If applicable: BSHE 799R: Research Hours (Credit Hours variable) Dissertation Defense/Apply for Degree</p>	<p>YEAR FOUR, SUMMER If applicable: BSHE 799R: Research Hours (Credit Hours variable) Dissertation Defense/Apply for Degree</p>

A student worksheet is provided in this Handbook to assist students in tracking the completion of all LGS and BSHE program requirements including coursework, GRA assignments, and TATTO activities. A checklist of key program milestones and activities, organized by the semester when the event occurs, is provided to further assist students. Students are responsible for insuring that all University, LGS and BSHE program requirements are satisfied as outlined in the LGS and BSHE program handbooks.

2.4.1 Invited Speakers and Seminars

It is strongly recommended that all doctoral students attend the seminars and/or colloquia that are sponsored by the BSHE department, the RSPH, and the LGS. Attendance at seminars and colloquia is designed to provide exposure to current research in the field of behavioral sciences and health education from leading researchers and scholars. There is a diverse array of seminars and colloquia offered regularly in the BSHE department, RSPH, and across the campus.

2.5 Graduate School Teaching Requirements (TATTO)

In August 1992, the LGS inaugurated a program to prepare graduate students to enter the professoriate as competent and confident teachers. Every student pursuing the Ph.D. degree must complete the Teaching Assistant Training and Teaching Opportunity (TATTO) program as one component of his or her academic requirements.

The TATTO program strives to ensure that each student's education as a scholar is balanced with thoughtful and thorough preparation in the art and science of teaching. Although many universities have programs for training teaching assistants, two characteristics distinguish the Emory program:

1. TATTO is a degree requirement across the LGS; and
2. TATTO is an experience involving several stages.

2.5.1 TATTO Stages (Adapted from LGS Handbook)

The TATTO program is designed to be implemented in four sequential stages. The required four stages of the TATTO program provide graduate students with credible training and optimal teaching experience, while ensuring that they are not overtaxed with teaching responsibilities while pursuing their doctorate. No student may serve more than a total of four semesters in any combination of teaching assistantships and associateships during his or her first four years of graduate residence at Emory.

1. The first stage of TATTO is a two-day course offered in the summer before the 2nd year. It is taken immediately prior to a student's first teaching experience. Faculty for this course is drawn from among the best teachers across the university. The syllabus covers general topics of importance to all students. There are workshops on syllabus writing and grading, lecturing and leading

discussions, the use of writing as a pedagogical tool, the conduct of lab sessions, and the use of new technologies. Though offered at the end of the summer, students register for TATTO 600 in the Fall semester of their second year.

2. In the second stage, BSHE provides discipline-specific training that addresses intellectual problems and teaching strategies from the Public Health perspective of the discipline. Each program has developed a plan outlining how students fulfill TATTO requirements within the discipline. This course is typically offered in August before Fall semester of the 2nd year begins. Students register for the BSHE 716 teaching course in the Fall semester of the 2nd year and receive 1 credit hour toward their required 12 credit hours for the Fall semester.
3. The third stage of the TATTO program, the teaching assistantship is a controlled, carefully monitored initial teaching opportunity that occurs during the Fall semester of the 2nd year. The graduate student is under the close supervision of a faculty member who provides continuing guidance and evaluation. It is expected that this faculty member will facilitate getting student feedback on the teaching assistant's performance as well.
4. The teaching associateship, the fourth stage of the TATTO program, advances the graduate student to a teaching opportunity with greater responsibilities and occurs during the Spring semester of the 2nd year. The teaching associate and a faculty member engage in a co-teaching experience. The teaching associateship is a close partnership of the faculty member and the graduate student. The co-teaching involves the graduate student and faculty member cooperating in all aspects of a course, from syllabus design to final grading. As both a teaching assistant and a teaching associate, the student receives attentive mentoring and evaluation. As stated above, it is expected that this faculty member will facilitate getting student feedback on the teaching associate's performance as well.

Table 3. LGS TATTO Program: Four required stages

Course Title	Course Number	Credit Hrs	Semester	Yr
1. BSHE Seminar: Teaching in Public Health (Included in the 18 credits BSHE Formal Courses)	BSHE 716	1	Fall	2 nd
2. TATT LGS Teaching Workshop	TATT 600	2*	Fall	2 nd
3. TATT Teaching Assistantship (10-12 hrs/wk)	TATT 605	2*	Fall	2 nd
4. TATT Teaching Associateship (10-12 hrs/wk)	TATT 610	2*	Spring 2 nd Summer 2 nd – if available Fall 3 rd (NOTE: May delay candidacy.)	

*LGS TATTO courses (2 credits each) count toward required minimum 9 hours for Advance Standing; however, TATTO courses do not count toward the required 48 credit hours, with the exception of BSHE 716.

2.5.2 TATTO Requirements

The requirements for completion of the TATTO program follow.

1. Teaching Assistant Training Course (TATT 600)

This is a two-day course taught in the late summer. This course must be taken before students begin their teaching assistantship or teaching associateship. The syllabus covers syllabus writing, grading, lecturing, and facilitation of discussion, the use of writing as a pedagogical tool, the conduct of lab sessions and the use of new technologies.

2. Teaching Assistant (TATT 605)

For both TATT 605 and 610 students should have the opportunity to learn and apply a variety of different teaching strategies and effective methods of student assessment (e.g., grading). For TATT 605, students assist faculty in the teaching of one of the basic behavioral sciences/health education courses. Students may lecture in one or more classes or serve as discussion leader or problem session leaders. Responsibilities include: developing lectures, developing and grading homework, holding problem and review sessions, providing individual help to students through office hours and other duties deemed necessary by the instructor.

3. Teaching Associate (TATT 610)

A student co-teaches with a regular faculty member by collaborating in the development and teaching of a course. As compared to Teaching Assistants, Teaching Associates take more responsibility for curriculum, lecturing and student evaluation and are responsible for 15% to 20% of the course.

2.5.3 TATTO Exemption

Under rare circumstances, students with significant prior college teaching experience may request exemption from some TATTO requirements through their departmental directors of graduate study. The DGS submits to the LGS a written request for exemption, outlining the extent of the student's prior teaching experience. If that experience closely matches a given TATTO requirement, that requirement may be waived. The LGS TATTO course is required of all students who teach at Emory without exception.

2.5.4 TATTO Credit

TATTO credit is reported on the students transcripts through the S/U grade assigned for TATT 600, BSHE 716, TATT 605 and TATT 610. TATTO credits document fulfillment of the degree requirement, which all doctoral students are required to complete whether they receive a LGS merit award. The LGS TATTO course (the summer course), the

teaching assistantship and the teaching associateship do not count toward the total number of credit hours required for the Ph.D., but the TATTO credit hours count towards full-time enrollment and tuition-paid status.

Table 3 summarizes LGS TATTO requirements. The table also gives the number of credit hours and the semester taken. Students submit a request to the department indicating the courses they would like to teach (Section 11). The ADAP or DGS will send out a reminder to students one month prior to opening of the enrollment period for the upcoming semester, along with a list of courses that would be appropriate for the TATTO experience.

2.6 English Language Support Program (ELSP) Requirements for International Students

All international students must participate in mandatory English assessment sessions. Students who do not meet the minimum assessment requirements must participate in oral and written English communication classes directed by the Graduate School.

The ELSP curriculum consists of three types of courses:

1. Intermediate Pronunciation/Communication
2. Advanced Pronunciation/Communication
3. Graduate Writing

Required for continuation in LGS, these courses carry 2 - 4 hours credit and are graded S/U. Courses appear on official transcripts, but do not count toward the required hours for the Ph.D.

2.7 Jones Program in Ethics

The Jones Program in Ethics (JPE) provides broad and deep engagement with the ethical issues of research, scholarship, and professional life for all PhD students in the Laney Graduate School. This engagement will take place both within broad, interdisciplinary forums and within the student's graduate programs. A student's engagement with ethics should cover areas relevant to the student's course of study and should be appropriately staged throughout a student's career.

There are three elements to the program. Completion of elements (1) and (2) are required for candidacy, and (3) is required for graduation.

- **JPE 600:** A 6-hour core seminar in scholarly integrity, supported by the Laney Graduate School in collaboration with the Emory Center for Ethics. Participation in this seminar will be recorded on the student's transcript.
- **Program-Based Instruction:** BSHE doctoral students are required to fulfill a minimum of 9 hours of program based training in research ethics and scholarly integrity prior to candidacy. Four hours are dedicated to topics such as mentoring, authorship, peer review, collaboration, and human subjects and are

covered in BSHE 712 Grant Writing & Research Ethics. Four hours are dedicated to topics such as data management, scholarly misconduct, conflict of interest, and public scholarship and are covered in the bi-monthly BSHE faculty led workshop series. The final hour is dedicated to the ethics of teaching and is covered in BSHE 716 Teaching in Public Health.

- **PE 610:** Minimum of 4 workshops. These workshops will be sponsored by the LGS, the Emory Center for Ethics, and will include any other relevant occasional lectures or workshops. Students will register for these sessions individually, and participation will be recorded on the student's transcript.

2.8 Annual Progress Report

The progress of each BSHE student is reviewed by the BSHE DPC once each academic year (June). The annual Research and Progress Report & Individual Development Plan (IDP) form will be distributed to students by the DGS. The review form can be found at the end of this handbook as well. The student completes the, which summarizes the student's IDP and current progress. It is expected that the student will use completing this form as a catalyst for discussing progress with his/her Faculty advisor. The Faculty advisor is expected to sign the form once this discussion has occurred. He/she is also encouraged to prepare a brief note to the student and DPC summarizing the student's progress from their perspective. Students are to schedule an appointment with their advisor to review their progress on a regular basis and plan appropriate didactic and experiential activities for the coming year. A written summary of the DPC discussion of each student's annual Research and Progress Report and IDP will be given to the student and his/her advisor or dissertation chair.

2.9 BSHE Doctoral Program Grievance Policy

Students who have a grievance related to some aspect of their program in the Department of Behavioral Sciences and Health Education should report it to the DGS. The student should describe the grievance and relevant details in a letter addressed to the DGS, who will try, if possible, to resolve the grievance in conversation with the student and relevant parties. If this is not successful, the DGS will appointment a committee of three BSHE faculty members (or faculty members outside the BSHE doctoral program if the situation warrants) or use an existing standing committee such as the Doctoral Program Committee, who will review the grievance and propose an appropriate response. If it is impossible to resolve the grievance within this committee or within the framework of the BSHE doctoral program administrative structure, the DGS will forward the grievance to the Office of the Senior Associate Dean of the Laney Graduate School. From this point forward, the grievance will be handled according to the Grievance Procedure outlined in the Laney Graduate School Handbook. If the issue is with the DGS, the student should go directly to the Senior Associate Dean of the Laney Graduate School.

2.10 BSHE PhD Required Course Descriptions

The RSPH course catalog can be found at:

<http://www.sph.emory.edu/academics/catalog/index.html>

BSHE 701: Translational and Interdisciplinary Public Health Research (1 credit hour)

This course will enable students from all doctoral programs in the public health sciences to describe how research in the fields of public health (epidemiology, biostatistics, environmental sciences, health services research and health policy and behavioral sciences and health education) have been translated into public health practice, clarify terminology differences across the disciplines, summarize principles of community engaged research, and analyze ethical complexities of conducting community-engaged research. This course is graded on a satisfactory/unsatisfactory basis.

BSHE 710: Approaches to the Science of Health Promotion (2 credit hours)

This seminar serves as an introduction to the types of research conducted in the field of behavioral sciences and health education. Departmental faculty members describe their research programs to students and discuss one or two of their studies in detail.

BSHE 712: Grant Writing and Ethics (2 credit hours)

This course provides an overview of two discrete, but related topic areas, critical for advanced standing students whose interest lies in prevention research. First, this course provides students with basic knowledge about the grant application process, the review criteria how grants are reviewed at NIH, the art and science of grantsmanship, the essential elements needed for preparing an NIH application, and how to “put the pieces together” to create a clear, cogent and compelling application. Second, this course will address ethics in research, with a particular emphasis on behavioral research. Students will become familiar with the ethics principles and the regulations applicable to prevention research.

BSHE 714 and 715: Proposal Development I and II (1 credit hour/2 credit hours)

One seminar is offered during Spring semester of the 1st year and Fall semester during the 2nd year, to provide opportunities for students to exchange research ideas, present their study design, and receive peer and instructor feedback.

BSHE 716: Teaching in Public Health (1 credit hour)

This seminar introduces topics important to the teaching of public health including the variety of public health disciplines, and distance learning.

BSHE 721: Applying Theory to Public Health Research and Practice (3 credit hours)

This course is designed to offer in-depth learning about the use, development, and evaluation of health behavior theory. It is recognized that all health behaviors occur within a multilevel context, thus this course will pay attention to the individual-level of analysis and will also recognize the role of social, institutional, and political factors. The focus of the course is on the proper use of theories and on theory testing rather than on either a comprehensive review or evaluation of current theories. The course is organized around the following four themes:

- Fundamental issues in health behavior theory

- Current theories and types of theories
- Measurement of theoretical constructs and theory-testing analytical approaches
- Application of theories to health behavior change interventions

BSHE 725: Health Promotion Interventions (3 credit hours)

This course is designed to provide doctoral students with an in-depth understanding of the process of designing and evaluating interventions in health promotion practice and research. The course is divided into two main parts: 1) practical skills related to intervention design, evaluation and research, and 2) intervention strategies at various levels of the social ecology, including individual, interpersonal, organizational, community and public policy. Specifically, the course covers: designing a community assessment to identify community assets and needs; analyzing public health problems from a social ecological perspective to identify modifiable determinants; designing effective interventions at various levels of the social ecology, as well as multi-level interventions to address major determinants; designing intervention research to document intervention implementation and test effectiveness; and current issues in dissemination of intervention research into public health practice.

BSHE 728: Advanced Research Design and Analysis (3 credit hours)

This course is designed to introduce advanced topics in research design and statistical analysis. The first part of the course focuses on research design issues, while the second part focuses on data analysis and interpretation of results. Specifically, the course: 1) provides the students with an understanding of current research methodology including a review of basic research design, sampling, data collection, analysis and aspects of measurement; 2) familiarizes students with advanced statistical techniques and provide students with a “working” knowledge of analytic techniques as they are applied in a prevention sciences research setting; 3) develops the student’s ability to evaluate his or her own research as well as research conducted by others; and 4) provides students with a forum to discuss the research design and statistical analysis aspects of their own research proposals.

Research Methods Courses (BIOS 500/501 & EPI 530): If comparable coursework has already been completed, students may select alternate research methods courses with advisor approval. Table 4 provides course content information to help students determine if they are better prepared to take BIOS 500 or BIOS 500A. Additional information regarding choosing a biostatistics introductory course is available at: <http://www.sph.emory.edu/bios/whichone.php>

1. BIOS 500: Statistical Methods I

(3 credit hours + 1 credit lab)

This course introduces parametric and nonparametric statistical methodology including descriptive measures, elementary probability, estimation, hypothesis testing, confidence intervals, common nonparametric methods, and base contingency table analysis. Underlying theory is empirically demonstrated. Includes a computer lab which emphasizes the use of the SAS computer package. Prerequisite: College algebra.

2. *BIOS 501: Statistical Methods II*

(3 credit hours +1 credit lab)

This course addresses estimation and hypothesis testing within the context of the general linear model. Analysis of variance, multiple regression, and logistic regression are examined in depth. Selected advanced techniques are previewed. Includes a computer lab which further explores the use of the SAS computer package. Prerequisite: BIOS 500 or equivalent.

3. *EPI 530: Epidemiological Methods I*

(3 credit hours + 1 credit lab)

This course emphasizes the concepts and premises of the science of epidemiology. Methods of hypothesis formulation and evaluation are stressed. Techniques for quantifying the amount of disease (or other health indicator) in populations are introduced, followed by discussion of epidemiologic study designs useful for identifying etiologic factors and other relevant correlates of disease. Students gain facility with the calculation of basic epidemiologic measures of frequency, association, and impact. Concepts of random variability, bias, and effect modification are examined in detail. The use of stratified analysis, including Mantel-Haenszel techniques, is explored. Inferences from study results are discussed. Students are required to analyze and critique studies from the current medical and scientific literature. Prerequisite/concurrent: BIOS 500.

Directed Study (BSHE 797R)

(Variable credit hours, not to exceed 4 hours per directed study experience)

Provides the opportunity for a student to pursue a specialized course of study in an area of special interest under the supervision of a faculty member. The maximum number of directed study credit hours per directed study experience will not exceed 4 hours. A maximum of 18 credits of BSHE 797R Directed Study may be applied toward the required 48 credit hours. Directed studies will be letter graded.

Research Hours (BSHE 798R)

(Variable credit hours)

Student-driven research and writing guided by a faculty member (BSHE or other faculty). A maximum of 11 Research hours may be applied toward the required 48 credit hours. Research hours may be taken for S/U grade.

Dissertation Research Hours (BSHE 799R)

(Variable credit hours)

Directed doctoral dissertation research and writing (for post-candidacy students only). Dissertation Research Hours are taken for S/U grade.

2.11 Masters of Science in BSHE

Under extraordinary circumstances, students admitted to the doctoral program may leave the program before completing the requirements for a PhD, either of their own volition or as a result of departmental action. Under these circumstances, students may elect to receive a Master's of Science in Behavioral Sciences and Health Education. However, all Laney Graduate School requirements for the Master's degree must be satisfied. The requirements for the Master's degree are specified in the [Laney Graduate School Handbook](#):

<http://gs.emory.edu/academics/policies/index.html>

Additionally, 48 credit hours of course work must be completed with a grade of B or better. The Doctoral Program Committee must review and approve all requests for consideration of a terminal MS degree prior to the submission of the request to the Laney Graduate School.

3. Comprehensive Examination Requirements

Students must satisfactorily complete all department coursework requirements before they are eligible to take the comprehensive examination. Students must not have incomplete grades on their transcript, and they must have received a grade of B or better on the 48 required credit hours of coursework.

3.1 The Comprehensive Examination

The written Comprehensive Examination is based on the program's coursework requirements. Students will be asked to respond to 3 questions. Two of the three questions on the Comprehensive Examination will be administered as BSHE-specific questions. The remaining question will be tailored to each particular student's area of research interest and will assess students' knowledge, theory and methodological expertise in their area of research. The Comprehensive Examination will be administered in June, at the end of students' second year in the program. Students must successfully complete the Comprehensive Examination prior to formally beginning their dissertation research. Students must also successfully complete the Comprehensive Examination prior to assuming independent teaching responsibilities in their third year or else obtain permission from the DGS.

3.2 Content of the Comprehensive Examination

The goal of the Comprehensive Exam is to evaluate the students' application of theory, methods and analysis to an important public health topic. Specifically, for each of the questions we are interested in the student's ability to link, integrate and apply their knowledge of theory, research methods and analysis.

The Comprehensive Examination demonstrates adequate mastery of concepts in behavioral sciences and health education as they apply to public health. With respect to theory, students may be evaluated on: (a) the rationale for selecting theoretical frameworks and models, (b) understanding the components of theoretical frameworks and models, (c) the limitations of theoretical frameworks and models, (d) application of theory to intervention design and evaluation, and (e) how theoretical frameworks models inform the selection of appropriate measures.

With respect to methods and analysis students may be evaluated on: (a) their understanding of different research designs appropriate for observational and intervention research questions, (b) the strengths and weaknesses of different research designs, (b) different sampling methodologies and potential biases that could result from these methodologies, (c) methods to enhance quality assurance, (d) measurement of constructs, (e) potential ways to enhance and test reliability/validity of measures, (f) understanding and calculating statistical power, and (g) understanding diverse statistical approaches, their strengths and limitations relevant to different research designs.

Confidentiality of the Comprehensive Examination. Neither student's name nor any other identifying information will be indicated on the Comprehensive Examination. The BSHE Doctoral Program Administrative Assistant will assign a simple identification code and maintain the only link between student and ID until grading is completed. Additionally, the Comprehensive Examination will be kept in a secure location under the supervision of the BSHE Doctoral Program Administrative Assistant until the distribution date. The Doctoral Program Administrative Assistant will email and forward a hard copy of each question to be scored to the appropriate faculty reviewers in a sealed envelope. The Doctoral Program Administrative Assistant will maintain an electronic copy and a hard copy as backup. Aside from faculty reviewers and the DGS no other individuals will have access to the Comprehensive Examination.

Appropriate Font, Resources and References. Please use Arial 11 font to complete the Comprehensive Examination. Margins should be 1" top, bottom, left and right, and all responses should be double-spaced. It is expected that students will cite appropriate research literature for each of the three Comprehensive Examination questions. Students can use appropriate resource materials. These include books, articles, Internet sites, calculators and computers. The students may not confer with faculty, other students, or any other individual for any part of the examination. This includes assistance for editing and style. Students will usually be given page limitations for each question. Correct spelling, grammar and sentence structure is expected. Students will be instructed to use the Publication Manual of the American Psychological Association (APA) or American Medical Association (AMA) formatting for their responses and references. References will not count toward the page limit for the Comprehensive Examination.

3.2.1 Grading

Reviewing the Comprehensive Exam. Each of the three questions will be reviewed by two BSHE faculty reviewers. Eligibility to serve as a reviewer for the Comprehensive Examination include: (a) current BSHE tenure track faculty member, or (b) currently teaching a required BSHE doctoral-level course. Reviewers will be blind to student identifying information on the Comprehensive Examination. For each of the two BSHE-specific questions on the written exam Reviewers will write a critique that addresses the following: (1) the main strengths of the student's response, and (2) the main weaknesses of the student's response.

Assignment of Scores on the Comprehensive Examination. Each of the two reviewers will assign a score of Pass, Provisional Pass or Unsatisfactory, depending on the responses provided by the student to each question. If each of the two reviewers for a given response assigns the student the same score (e.g. both reviewers assign a score of "Pass") then that score will be assigned to the response. If each of the two reviewers assigns different scores (e.g. one reviewer assigns a "Pass" and the second reviewer assigns an "Unsatisfactory"), this is termed a discrepant score. When a discrepancy in scoring occurs the two reviewers meet to discuss their scores in an effort to resolve the discrepancy. The DGS is invited to attend this meeting. In the event that

the discrepancy remains even after the discussion, a third reviewer, blind to the initial reviewers' scores and the student's identity, will be asked to review and score the question. The score shared by two of the three reviewers is assigned to the response. If the third reviewer assigns a score that is completely different from the first two then the three reviewers will be asked to meet to resolve the discrepancy (again with the DGS present). If no score can be agreed upon by all three reviewers then the default is the middle score (Provisional Pass).

Grading the Comprehensive Examination. Each of the three questions on the Comprehensive Examination may receive a score of Pass, Provisional Pass or Unsatisfactory. Students must receive a score of "Pass" on all three questions to pass the Comprehensive Examination. For each question, students will receive a separate score.

If the student receives a Pass on two questions and an Unsatisfactory on the third question then they have not passed the Comprehensive Examination. Students who receive a score of "Unsatisfactory" on any question are required to retake that question of the Comprehensive Examination.

Receipt of a Provisional Pass. Students receiving a score of Provisional Pass for any of the three questions will be required to pass a 60-minute Oral Examination for that specific question to pass the Comprehensive Examination. If a student receives a score of Provisional Pass on two of the three questions they will be required to pass a 60-minute Oral Examination for each of the two questions. If a student receives a score of Provisional Pass on all three questions they will receive an Unsatisfactory on the Comprehensive Examination and be required to retake the full written examination within one year. Students required to take an Oral Examination must schedule this examination within two months of receipt of their scores. The Oral Examination will be scored using a Pass/Unsatisfactory scoring system. During the Oral Examination students will be allowed the opportunity to verbally explain, clarify, and/or improve their responses to the question(s) that were of concern on the written Comprehensive Examination. Grades on the Oral Examination will be provided to students within one week of the final Oral Examination.

Receipt of an Unsatisfactory Score. Students who receive a score of "Unsatisfactory" on any question are required to retake the written Comprehensive Examination for that question. If they receive a score of Unsatisfactory for two of the three sections they will be required to pass a written examination for each of the two sections. Students who receive Provisional Passes or Unsatisfactory on all three sections will receive an Unsatisfactory on the examination and be required to retake and pass the full written examination. Students required to take a written examination must schedule this examination within one year of receipt of their scores. The written examination will be scored using a Pass/Unsatisfactory scoring system. Students may retake the examination only once and must "Pass" all sections.

Notification of Grades. Students will be notified of their grade on the Comprehensive Examination by the DGS within six weeks of completing the written comprehensive examination. The DGS will simultaneously notify the BSHE Chair. The DGS will also notify the DPC of the student's grade. Upon successful completion of the Comprehensive Examination, students are encouraged to select a Doctoral Dissertation Committee.

3.2.2 The Emory University Honor Code

Students will receive a copy of the LGS Honor Code. Discussion of the Comprehensive Examination with other doctoral students during the examination period is not acceptable. Moreover, the use of text from prior grants, proposals, term papers (e.g. whether written by the student or someone else) is not permissible.

4. The Doctoral Dissertation

4.1 Dissertation Requirements

As soon as a student enters the program, (s)he is encouraged to begin exploring research topics through research assistantships and investigation of potential areas of interest. The faculty advisor will provide guidance to the student in this search.

The doctoral dissertation must meet the requirements of the Department of BSHE and the LGS. As indicated in the LGS catalog, "the dissertation must make an actual contribution to existing knowledge or be a fresh and significant critical interpretation of existing knowledge." In addition, the dissertation must demonstrate mastery of behavioral/educational research methods and the capacity for independent and creative thought and research. The dissertation research must be directly related to the behavioral sciences/health education in public health.

4.2 Qualities of an Acceptable Doctoral Dissertation

Dissertation research should involve the following elements: (1) hypothesis formation, (2) study design, (3) analysis, (4) interpretation, and (5) communication/dissemination. In most cases, a student should collect original data specific to the hypothesis/es under question. Students will be allowed to use research data collected by other investigators to examine original hypotheses for their dissertation. In such instances, the student must clearly demonstrate that the hypotheses under study, the instruments or the methodological approach are sufficiently new and innovative as to be an important contribution to the behavioral sciences/health education in public health. Research addressing behavioral/educational methods is acceptable for a dissertation. Such research must significantly advance behavioral/educational methodology, techniques, or theory. The relevance of the methodological research to the behavioral sciences/health education in public health must be demonstrated using existing data from a substantive

study. Only in rare instances will the use of hypothetical data be accepted. A student whose dissertation does not directly involve the design of a study and collection of original data (e.g., a student pursuing a methodological study) must document that (s)he has gained that experience through work on other BSHE-related projects, through a practicum, or through another experiential assignment, before completing the doctoral program. This should include documentation of the following:

- writing an acceptable study design section of a protocol for an original research project, even if that project is not implemented; and
- participation in the collection of data for behavioral/educational research.

4.3 Selecting a Doctoral Dissertation Committee

Each student's dissertation research is to be supervised by a committee of advisors referred to as their Doctoral Dissertation Committee (DDC), which can be selected immediately after successfully completing the Comprehensive Examination. The DDC must consist of at least three, but no more than five, members including a Dissertation Chair. Students are encouraged to select a chair from the BSHE Graduate Faculty. If under rare circumstances the Chair is not a member of the BSHE Graduate Faculty, then the Chair must be approved by the DPC as well as the BSHE Tenure Track Faculty.

Three of the DDC members must be Emory University Graduate Faculty. Graduate Faculty are typically tenure track faculty, although this varies slightly by department. In BSHE, the Graduate Faculty includes all tenure track faculty and full research professors. Graduate Faculty are marked with a * on the BSHE website. At least one of the members must have a primary appointment in BSHE. If the minimum DDC membership is met, students may choose to add Emory University Non-tenure track Faculty or scholars that are not employed at Emory. If the minimum DDC membership is not met, non-Graduate Faculty or individuals outside the Emory University Faculty must be approved by the DGS and the LGS by submitting the information below:

- The Curriculum Vitae of the individual;
- A brief rationale for the appointment.

Once approved by the DPC, the DGS will submit the written request to the LGS for approval.

Students using data from another study shall obtain permission from the primary or principal investigator and will often include the primary or principal investigator on the Dissertation Committee. Subsequent to selecting a DDC, students should complete the *Dissertation Committee* form which is part of the LGS Application to Candidacy Form. The latter is available for download at:

<http://gs.emory.edu/academics/policies/candidacy.html>;

This form should be submitted for approval to the DPC. Approval of this form is indicated by obtaining the DGS signature. Should the student desire to change a member(s) of their dissertation committee they must complete the Change of Dissertation Committee form (which is also part of the LGS Application to Candidacy Form) and have this form approved by the DPC. Approval of this form is indicated by obtaining the DGS signature.

4.4 Responsibilities of the Doctoral Dissertation Committee

The DDC is responsible for guiding the student during the dissertation phase of their program. Specifically, they will:

- Help ensure the student has adequate professional opportunities (e.g., a range of research experiences, national presentations, peer-reviewed publications).
- Assist with the development of an application for funding the dissertation, as appropriate.
- Advise on and regularly review dissertation progress.
- Provide expertise and constructive feedback on the full dissertation, beyond the specific parts in which the member has specialized expertise.
- Ensure quality of the final dissertation.

Students also have a set of responsibilities in working with the DDC:

- Communicate regularly with each member of the DDC, and assume responsibility for initiating these contacts.
- In consultation with the Dissertation Chair, consider meeting with the DDC every six months or at least annually.
- Provide drafts of the dissertation to members at least a month in advance of any review deadlines.
- Keep in mind that the DDC will review and approve the full dissertation. Therefore, make an effort to keep all DDC members up-to-date on all aspects of the dissertation process, and do not just seek advice from members on specific parts of the dissertation (e.g., analysis only).

4.5 Dissertation Proposal

Subsequent to selecting the DDC, if students have submitted an NRSA/CDC grant proposal or other grant proposal for funding they will be asked to provide a copy to their DDC for review. If a student has not written an NRSA/CDC or other grant proposal they will be asked to submit a 10-page single space research plan that follows the same general format as the NRSA. In addition, all students will be asked to submit a Literature Review of approximately 20-25 pages in length (single-spaced, 12-point font with 1 inch margins, including references). The Literature Review should (a) be a comprehensive review of the student's area of research, (b) identify limitations in this body of research, and (c) describe how the student's research can enhance the field of behavioral sciences in public health. The students' NRSA/CDC or their 10-page research plan, if they do not have a NRSA/CDC proposal, and the Literature Review

form the Dissertation Proposal. The research plan and literature review can be combined into one document with approval from the Dissertation Chair.

Accompanying the Dissertation Proposal should be the Dissertation Proposal Abstract Form. The Dissertation Proposal will form the basis for the Dissertation Proposal Defense. The student should schedule the Dissertation Proposal Defense approximately 30 days after submitting their Dissertation Proposal to their DDC. At the Proposal Defense students should present a power point presentation of approximately 20 minutes in length summarizing the literature review and research plan. During the Proposal Defense, the DDC will pose questions to the student to ascertain their understanding and synthesis of the Literature Review and to clarify questions related to the research plan.

4.6. Completing the Dissertation Proposal Form

If the DDC feels that the student has satisfactorily addressed questions during the Dissertation Proposal Defense, the DDC should sign and date the Dissertation Proposal Abstract Form. If the DDC requests further clarification regarding the Literature Review or the NRSA/CDC or other grant proposal the student should submit this information to the DDC in writing. If this supplementary material clarifies the DDC concerns then the Committee Members should sign the Dissertation Proposal Abstract Form. Once all DDC Members sign the Dissertation Proposal Abstract Form, the Dissertation Chair should send this form to DPC. Students cannot advance to candidacy without obtaining signatures from all DDC members on their Dissertation Proposal Abstract Form.

4.7 Application for Admission to Candidacy

Students should submit a packet to the DGS that contains:

- (1) the Application for Admission to Candidacy form indicating that they have passed the BSHE Doctoral Comprehensive Examination (go to <http://gs.emory.edu/academics/policies/candidacy.html>);
- (2) the completed and signed Dissertation Proposal Abstract Form;
- (3) the Laney Graduate School Dissertation Committee Form;
- (4) the completed BSHE student worksheet;
- (5) the student's unofficial transcript indicating that students: (a) have completed all required 48 credit hours of coursework with a grade of B or better, (b) satisfactorily completed requirements for the TATTO program, and (c) satisfactorily completed GRA requirements.

A packet containing this information will be reviewed by the DGS before being submitted to LGS for approval (see Table 5. LGS & BSHE Candidacy Requirements). Once approved by LGS the student is formally admitted to candidacy and can proceed with his or her doctoral dissertation.

Table 5. LGS & BSHE Candidacy Requirements

The following program requirements must be completed prior to applying for candidacy:

1. 48 credit hours in Advance Standing:
2. BSHE Department courses
3. GRA requirements
4. TATTO (all 4 stages)
5. Comprehensive Written Examination
6. Appointment of DDC Members
7. Approval of Dissertation Research Plan

Note: Ph.D. candidates must be admitted to candidacy at least one semester before receiving their degree.

Students must be admitted to candidacy *at least one semester* before applying for the PhD degree. For example, if a student applies for advancement to candidacy in the Fall semester, the student will be admitted to candidacy during that semester and is eligible to apply for their degree during the upcoming Spring semester. Students should complete and submit to the LGS the *Application for Admission to Candidacy, Doctor of Philosophy* form to the DGS and LGS as early in the semester as possible but no later than 30 days before the end of the semester. Required forms are available on-line at: <http://gs.emory.edu/academics/policies/candidacy.html>

4.7.1 LGS Candidacy Policy

***Approved by the Executive Council in January 2017
To Take Effect Fall 2017***

1.1.1 (C) Requirements for Candidacy

Candidacy status is an indication that a doctoral student has developed sufficient mastery of a discipline to produce an original research contribution in his or her field.

Eligibility

To be eligible for candidacy, a student must meet the following requirements:

1. Complete all program requirements for candidacy: coursework and other training required by the degree program, including program required JPE training
2. Complete qualifying examinations required by the degree program
3. If required by the degree program, obtain approval of a dissertation prospectus
4. Complete TATTO 600, TATTO 605, and JPE 600 (also see item 1)
5. Resolve any Incomplete (I) or In Progress (IP) grades
6. Be in good standing with a minimum cumulative 2.70 GPA
7. Have earned at least 54 credit hours at the 500 level or above

TATTO 610 and JPE 610 may be completed after entering candidacy. In addition, programs may reserve the dissertation prospectus and committee requirement to be completed after candidacy (see 1.1.1 (D)).

Timing

Students should enter candidacy as soon as all requirements have been completed. Students must reach candidacy by September 15 of their fourth year.

Students who do not meet this deadline will be placed on academic probation, will not be eligible for PDS funds, and may forfeit financial support. These sanctions will be lifted when the student enters candidacy.

Procedure

Students enter candidacy by submitting the application to enter candidacy, available on the LGS website. The application requires programs to affirm that all program requirements have been met (1-3 above), and LGS affirms that remaining requirements have been met (4-7).

Students are considered “in candidacy” when the Dean has approved the application to enter candidacy.

Effective Date

This policy is effective starting fall semester 2017, and applies to all students immediately, with two exceptions: students who started their programs before the fall of 2017 must meet the candidacy deadline in effect when they first enrolled, and must be in candidacy no later than August 1 before their fifth year of study; and students who started their programs before the fall of 2017 will not be placed on probation if they fail to meet the candidacy deadline.

1.1.1 (D) Dissertation Committee

Form and Timing

Students who have met all program requirements for an approved dissertation prospectus should file a dissertation committee form to obtain LGS approval for their committees.

Student must obtain approval no later than March 15 of their fourth year.

Students who do not meet this deadline will be placed on academic probation, will not be eligible for PDS funds, and may forfeit financial support. These sanctions will be lifted when the student files a dissertation committee form.

Changes to the Committee

If the membership of a dissertation committee needs to change, students should submit a change of dissertation committee form as soon as possible.

When a student submits a completed dissertation, the membership of the dissertation committee must match the members listed on the most recent dissertation committee form on file with the Laney Graduate School.

Effective Date

This policy is effective starting fall semester 2017, and applies to all students immediately, with two exceptions: students who started their programs before the fall of 2017 must meet the dissertation committee deadline in effect when they first enrolled, and must have an approved dissertation committee no later than August 1 before their fifth year of study; and students who started their programs before the fall of 2017 will not be placed on probation if they fail to meet the dissertation proposal defense deadline.

1.1.1 (E) Dissertation Completion Time

Students are expected to complete their dissertations and apply for their degrees within six years.

If a student has not completed the degree at the end of the seventh year, the program may grant a one-year extension. The program must submit notice of this extension to the Dean, no later than August 1 of the seventh year (before the eighth year). The notice must contain a completion timeline signed by both the student and the dissertation committee chair or co-chairs. Students who enroll for this extension year will be responsible for some tuition, as detailed in 2.2.1 (A).

If a student has not completed the degree at the end of the eighth year, the student may continue work for at most one additional academic year and only with approval from the Dean. To obtain approval, the program must submit a request to the Dean no later than August 1 of the eighth year (before the ninth year). The request must (a) outline the reasons the student has not completed, (b) consider whether the student needs to repeat any part of the qualifications for candidacy or obtain approval of a new dissertation prospectus, and (c) present a detailed completion timeline signed by both the student and the dissertation committee chair or co-chairs. Students who enroll for this extension year will be responsible for some tuition, as detailed in 2.2.1 (A).

Effective Date

This policy is effective starting fall semester 2017. It applies to all students who started their programs in the fall semester of 2017 or later. Students who started before then remain covered by the policy in effect when they first enrolled, reproduced below.

Previous policy, applying to students who started their degree programs prior to the fall of 2017.

Extension of Time to Complete Requirements for the PhD

A student must complete all requirements for the PhD, including the dissertation, within eight years of admission to advanced standing. Extensions beyond this period will be granted only under extraordinary circumstances and as described below.

The student must submit a written request to his/her program prior to the end of the term in which the eight-year limit is reached, allowing the program sufficient time to consider this request fully. This request must state the circumstances that make an extension necessary and must describe a plan and schedule for completion of remaining degree requirements. Any subsequent requests for extensions will be expected to detail progress according to this plan and to justify any modifications proposed.

Programs may grant a maximum of 3 one-year extensions. The program will notify in writing the Dean of the Laney Graduate School of each extension granted or denied, and forward to the Dean the student's written request and the program's official response. Students not on official extension will have their enrollment blocked or risk having their registration cancelled.

The program, at its option, may require re-examination or other demonstration of the currency of a student's preparation beyond the eight-year limit.

A student beyond the eight-year limit who fails to obtain an extension from his/her program, or who exhausts the extension granted without completing requirements for the degree, will no longer be considered a degree candidate. No request for an additional extension of time will be considered except by application to the Dean of the Laney Graduate School, and none will be granted except in extraordinary circumstances. When the program requests extraordinary extension, the decision and rationale on re-examination must be communicated to the Laney Graduate School, along with the extension request.

A student on an extension may not request a leave of absence.

4.8 Dissertation Funding

Possible sources of internal and external funding may be found at:

<http://gs.emory.edu/funding/index.html>

Information regarding funding to support dissertation research and training for doctoral candidates may be found at: <http://grants.nih.gov/training/nrsa.htm>

4.9 Dissertation Formats

Currently the RSPH permits two options for completing the dissertation requirement: (1) a traditional dissertation, or (2) three manuscripts that are submitted for approval to the students' DDC. Students should consult with the DDC chair to jointly select the most appropriate format. Each of the two options is described below.

Format 1: Traditional Dissertation

The format of the dissertation shall follow Emory University guidelines. The traditional dissertation is comprised of the following sections.

Abstract. The abstract should be no more than 350 words (not counting the title and the name of the author) and include the following:

- a. Introduction
- b. Methods
- c. Results
- d. Discussion

Chapter 1 (Introduction). In the first chapter, students should describe the study goal, aims and hypotheses for the research.

Chapter 2 (Literature Review). In the second chapter students should provide a thorough review of the relevant literature and theories that are the basis for the research. The focus should be on integrating the research and theories to provide a justification for the research rather than on the details of the previous research.

Chapter 3 (Methods). In the third chapter students should describe in detail the methods employed in the research. This section should include a description of the study methods including the study design, whether IRB was obtained, the study sample, the recruitment strategies, a description of the intervention (if appropriate), the study assessments and the data analyses. An appendix to this chapter should include focus group protocols, questionnaires, intervention manuals or other relevant documents that facilitated implementation of the research.

Chapter 4 (Results). In this fourth chapter students present the findings from their research. The initial results should describe the sample. Subsequently, for each study aim students should present data (e.g., figures and/or tables) illustrating how they evaluated each aim.

Chapter 5 (Discussion). In this fifth chapter, students should interpret the results presented in Chapter 3. Students should discuss the relation of the findings to the hypotheses stated in Chapter 1. Students should discuss the strengths and limitations of their research. Additionally, students should discuss the implications of their research for advancing the field.

References. In the reference list, students should include every reference that is cited in the text and should not include any references that are not cited in the text. Students must use APA formatting and referencing.

The above guidelines are for a traditional dissertation that is based on a single study. Dissertations that involve multiple studies should include the same sections as discussed above but may include modifications. Ultimately, the student and their dissertation committee should select a format that is appropriate for dissertations involving multiple studies.

Format 2: Three Manuscripts Approved by the DDC

Abstract: The abstract should cover the full dissertation and be no more than 350 words (not counting title and author's name), with structure determined by the DDC.

Introductory Literature review: This section sets the stage for the three papers to follow. It should include an updated literature review that builds on the review developed as part of the dissertation proposal. Further, it should provide a rationale for the research, discuss gaps in the literature addressed by the research, and explain how the three papers are linked.

Three Manuscripts: The three manuscripts should all be formatted similarly, using APA style references. Each should include an introduction, methods, results, discussion, and references.

Conclusion: This section should include an overall discussion, including an integrative summary of findings, strengths, limitations, and implications for research and practice.

References: References should be listed at the end of each chapter using APA reference style. Use of reference management software such as Endnote is strongly recommended.

4.10 Advertising the Dissertation Defense: Two weeks prior to the scheduled date of the dissertation defense, the Doctoral Program Administrative Assistant will advertise the dissertation defense within the department. This advertisement will include the student's name, title (e.g. Candidate for the PhD in Public Health), the title of the dissertation, and the time and location of the dissertation defense.

5. Completion of Degree and Process to Graduation

5.1. Preparation for Graduation

A student approaching the end of a degree program is responsible for ensuring that all Departmental, LGS, and University requirements are met. It is the student's responsibility to be aware of and to meet all deadlines. Failure to do so may result in failure to receive the degree until the following semester. All deadlines are published in the academic calendar and are available at the LGS.

Students should see the Student Records Coordinator in the LGS to pick up the graduation packet. This packet includes: the *Application for Degree* form, a *Degree Clearance* form, and a memorandum explaining all the necessary steps for graduation. Students are urged to type these forms. Additional information and the required forms are available on-line at: <http://gs.emory.edu/academics/completion/index.html>

Ph.D. Candidates must have been admitted to candidacy at least one semester before applying for degree (refer to Section 4). As soon as students have completed all degree requirements except the dissertation, they should complete and submit to the LGS the Application for Admission to Candidacy, Doctor of Philosophy form.

5.2 Registration and Awarding of Degrees

Students must be registered in the semester in which they receive their degrees. Graduate in Residence (RES 999 GSAS) satisfies this requirement.

5.3 Application for Degree

Students must make formal application for a degree to be awarded in a particular semester (spring, summer, or fall). Students pick up application forms in the LGS office and return them to the LGS by the deadline, which usually falls near the beginning of the semester. This form can also be downloaded from: http://www.registrar.emory.edu/documents/Degree_Application.pdf .

Applications for degree received after the deadline are subject to a \$25 processing fee. Applications for degree are valid only for the semester in which they are filed. If a student applies for the degree and does not complete all requirements, the student must apply again and register for the semester in which the student will receive the degree. For example, if a student applies for degree in the spring but does not complete all requirements for the degree until summer, s/he must fill out another application for degree.

Although students may specify how their names appear on their diplomas, the names in the commencement program will appear as they are in the Registrar's database. If there is a difference in the way a student's name is listed in the Registrar's database

and the name the student wishes to have in the program, the student should contact the Registrar.

5.4 Degree Clearance Form (Completion of Requirements Report)

This form certifies that the student has met all requirements for the degree; it must be submitted to the LGS before or with the thesis or dissertation. Deadlines for receipt of this form in the LGS office are in the academic calendar. Candidates should resolve all “incomplete” grades, administrative F’s, and “in progress” grades by the time that the clearance form has been submitted. If this has not been done, these grades will remain on the transcript as F’s.

5.5 Electronic Thesis and Dissertation Repository

The LGS is now requiring candidates for doctoral degree to upload a PDF copy of their dissertation in Emory’s Electronic Theses and Dissertations Repository. Additional information regarding this requirement can be found at <http://gs.emory.edu/academics/completion/index.html> and at <https://etd.library.emory.edu/>. If a dissertation contains articles that were published in scholarly journals or elsewhere, it is important to ensure that the terms of access the author stipulates with the Emory ETD Repository and ProQuest/UMI are compatible with the permissions granted by those journals or other entities. Students should not assume that published articles can be placed in a dissertation and then made available online.

5.6 Survey of Earned Doctorates Form

A Ph.D. candidate must complete a *Survey of Earned Doctorates* form and submit it to the LGS along with copies of the dissertation.

5.7 BSHE Dissertation Library

The Department of BSHE maintains its own library of dissertations from its PhD students. The purpose of this library is to maintain a record of dissertation work completed in the Department and to provide a reference for current PhD students, faculty advisors and dissertation chairs.

Students will provide a copy of their full dissertation to the DGS within six weeks of their dissertation defense. The Dissertation Use Agreement form can be found at the end of the handbook (Section 11).

6. Research Information

6.1 CITI Exam

In accordance with the guidance of federal regulations and Emory IRB Policies and Procedures, education on the use of human subjects in research is mandatory for all persons involved in the design or conduct of a research study. To provide this education, Emory uses the CITI Course in the Protection of Human Research Subjects. All key research personnel must complete the required CITI education. Key research personnel include principal investigators, co-investigators, research coordinators, and any other research team members who have contact with research participants and/or their research data and identifiers. Researchers are required to re-certify every two years.

CITI education is provided in two groups. Group 1 covers the modules for Biomedical Research and Group 2 covers the modules for Social/Humanist/Behavioral Research. Biomedical Research involves any type of clinical research studies, including those that involve investigational drugs and/or devices. Social/Humanist/Behavioral research involves observational and survey research, work with population and/or epidemiological studies. This type of research does not involve any drugs or devices (investigational or marketed). Depending upon the research some students may need to complete both groups. Each group of modules is divided into those that are "required" and those that are "optional". A score of 80% is required for passing. For more information, visit the website at: <http://www.irb.emory.edu/>.

6.2 Institutional Review Board

The Emory University Institutional Review Board (IRB) (<http://www.irb.emory.edu>) is a research oversight committee charged with assuring, both in advance, and by periodic review, that appropriate steps are taken to protect the rights and welfare of humans participating as subjects in approved research studies. All research proposals must be submitted to this Board for review. Even proposals that are "exempt" must be certified as such by this Board. Guidelines for submission and review can also be found at: <http://www.irb.emory.edu>

7. Financial Support and Benefits

7.1 Stipend

Students receive a stipend for 12 months (Fall, Spring, and Summer semesters) in each of the initial two years of enrollment. The stipends cover all graduate program-related effort and is considered to be full time effort. This includes coursework, comprehensive exams, graduate research assistantships, and teaching assistantships. These stipends are paid with LGS funds. All manner of support is contingent upon the student's continued good standing in the Doctoral Program. At the time that stipend support ends, students work collaboratively with their dissertation chair to identify a source for their stipend. This might include:

- A Graduate Research Assistantship on a faculty project;
- Fellowship and/or grant funding obtained by the student;

- A teaching assignment within the department.

Each Spring, students will document the projected source of their stipend in their annual report to the DGS for the upcoming academic year. It is understood that these are merely projections based on information available as of April 15 and that this information may change. Based on this information, the DGS will document planned funding sources for the start of the next academic year. It is expected that each student will have a stipend at or above the federal predoctoral stipend amount during his/her enrollment in the program. Students who do not have a planned source of stipend source would work with their advisors to develop a request for departmental funding as a source of bridge funding until other resources are identified. This request would be submitted to the DGS by the advisor on the student's behalf. It must include:

- A funding plan that includes a description of funding sources sought and status of each request (including a statement from the dissertation chair about the extent to which funding is available);
- Existing sources of funding that may cover a portion of the base stipend;
- A description of the dissertation research project;
- A timeline for completion of the dissertation.

This request would be reviewed annually. If a full stipend is provided (i.e., 100% FTE) there could be an expectation of service to the department along the lines of teaching (e.g., serving as a teaching assistant) or research (e.g., serving as a graduate research assistant to a faculty member). However, this service must contribute to the doctoral student's educational experience and may not entail more than 20 hours per week of work. The nature of the service would be based on departmental needs and would be negotiated among the department chair, DGS, advisor, and student.

7.2 Tuition and Fellowships

All doctoral students accepted into the BSHE PhD Program receive a stipend and a tuition scholarship from the LGS during years 1 and 2. Athletic, student activity, computer and mental health fees are not covered by this tuition scholarship and are the responsibility of the student. LGS merit scholarships include full tuition support (including fees otherwise not covered) and a supplemental stipend. Most students receive stipend checks on a 12-month disbursement schedule on the last business day of each month. This schedule of disbursement also includes Woodruff, Laney, and Emory Graduate Diversity Fellows (EGDF), whom also receive the stipend on a 12-month schedule. The University encourages automatic deposit.

Students receiving any type of funding from and/or through Emory must be registered as full-time students (9 credit hours/semester) during the period that they are receiving their stipend.

7.2.1 Letz Funds

These funds are available for current BSHE doctoral students who have advanced to candidacy in the program to fund dissertation research (i.e., these funds may not be

used for the student's living expenses). This is a one-time, one-year award and funded students are not eligible to re-apply. Students may request up to \$2,000 and are expected to develop a budget, budget justification and a 1-2 page concept of their research idea. Domestic and international research concepts are encouraged. All applications must be submitted to the BSHE Ph.D. Administrative Assistant on either April 1st or October 1st. Students will be notified of the status of their application within 1 month after it is submitted.

7.2.2 LGS Professional Development Support Funds

The LGS is committed to helping Emory graduate students enhance their professional development and complete their degrees in a timely fashion. There are three support mechanisms available:

- Conference Presentation Support
- Supplementary Training Support
- Research Support

Additional information regarding the Professional Development Support Funds and relevant application forms can be found at: <http://gs.emory.edu/professional-development/pds/index.html>

Conference Presentation Support: These funds support presentations of papers or posters at professional research conferences. To be eligible, a student must be enrolled in a doctoral program at the time of the conference, and be in good standing. In general, a student is eligible for awards not exceeding \$2500 over a student's career. Applications are due on the 15th of each month. Awards will be for no more than \$650 (pre-candidacy) and \$1,000 (post-candidacy) and must be justified by budget estimates with appropriate supporting documents. Except in unusual cases, applications will be approved through an administrative process. In unusual cases, the LGS will consult with faculty members. Students who receive awards must submit to the LGS a brief written report after the conference presentation. Students must submit this report within 30 days of the conference to be eligible for future awards.

Supplementary Training Support: These funds are intended to support instruction that is essential for students' progress towards degree and is not available at Emory, or is available but not in the depth required. For example, acquisition of languages not taught at Emory, or language training in a depth or character not available at Emory. This includes tutoring and formal classes. Specific forms of professional training not available at Emory, including workshops, research seminars, colloquia, are examples of instruction that is supported by these funds. There is no limit on the number of times a student may receive supplementary training support, nor on the amount of the support; however, once the student's request exceeds \$2500, their application will be submitted to a faculty committee for review. Student exceeding the \$2500 threshold must use the [Competitive Review Training or Research Support Application form](#) available for download on the LGS website.

All applications for supplementary training support will be reviewed by the LGS. To be eligible, students must be enrolled in an Emory doctoral program, be in good standing and not have more than one incomplete at the time of application.

Research Support: These funds are intended to support extraordinary costs of research a student may face, such as traveling to archives or research sites, reproducing surveys, paying for lab analyses, etc. Support can include reasonable living expenses for the duration of the research, if the student is not residing at their primary residence. It is expected that awards in excess of \$2500 will be for dissertation-related research and consistent with standards for federally funded research, support does not extend to equipment such as books, computers, iPods, storage devices, etc. There is no limit on the number of times a student may receive research support, nor on the amount of support; however, once the student's request exceeds \$2500, his/her application will be submitted to a faculty committee for review. Student exceeding the \$2500 threshold must use the Competitive Review Training or Research Support Application form available for download on the LGS website.

All applications for research support will be reviewed by the LGS. To be eligible, students must be enrolled in an Emory doctoral program for the duration of the research, be in good standing, and not have any incompletes at the time of application. The student's advisor and DGS will review all requests and approve them on the basis of the value of the research to the student's progress prior to sending the application to the LGS. Details on what the application should include and the review process is available on the LGS website.

7.3 Full-time Enrollment Status

Students in the BSHE PhD Program are required to maintain full-time status through the end of coursework and comprehensive examinations. After the completion of written comprehensive examinations, students may petition the LGS for part-time status.

7.4 Part-time Enrollment Status

A request to change to part-time status must be made in writing to the DGS who in turn submits a written request to the LGS. The DGS must request tuition support for part-time status from the LGS. Final decisions about approval of part-time status and tuition support will be made by LGS. If the LGS approves part-time status, but not tuition support, students will be required to pay tuition. During the part-time status, students must pay any required fees.

7.5 Employment

The terms of a merit award made by LGS may prevent a graduate student from gaining employment. A student should consult with his/her DGS and obtain the permission of the dean of the LGS before accepting employment concurrently with the receipt of a

merit award. To facilitate meeting this requirement, all students must submit information regarding their employment to the DGS each semester. The Department of BSHE generally discourages employment while students are actively taking courses and serving as GRAs and/or teaching assistants in their first and second years of the program.

7.6 Award Notifications

Students will receive an annual electronic notification for their award. Students will be alerted by email that their financial information for the coming year is available for them to review on OPUS. The posted information will document the tuition award and stipend amount they will receive for the following year. It will also indicate the time period over which the stipend amount will be dispersed. This information should be carefully reviewed by the student. Problems and questions should be reported to the BSHE PhD Program Assistant.

Please note that the OPUS Financial Aid system structures awards in two distinct cycles: 1) regular academic year (fall and spring); and 2) summer. This means that Fall and Spring awards will be posted and available for student viewing during the summer months, and that Summer awards will be posted and available for student viewing in the middle of the Spring semester (most likely mid-March). This will mainly affect students on 12-months stipend who will see nine months of support posted in the Summer and the remaining three months posted as Summer support the next Spring semester.

7.7 Health Insurance

The LGS requires health insurance as a condition of registration. For your convenience, University Health Services will send a brochure describing a Student Accident and Sickness Insurance Plan available to Emory students. If you choose to participate in this plan, the cost of the plan will be billed to your Emory account. ***The LGS will provide a subsidy for this plan during the 2016-2017 school year.***

If you have comparable coverage from another health insurance provider and prefer to retain that insurance rather than to purchase the Student Accident and Sickness Insurance Plan, you must have your insurance company complete an Insurance Certification Form. Detailed information is available at the Student Health Services website: www.emory.edu/UHS/

Opting in or out of the Health Insurance requirement is done on-line through OPUS.

7.8 Activity and Athletic Fees

Before reaching tuition paid status, the student is responsible for the activity and athletic fees. No student is ever exempt from the computing and mental health fees.

8. Registration

8.1 Registration Procedures

All students should be registered for 9 credit hours for fall and spring semesters. During summer term, fellowship students receiving stipend support and students wishing to maintain use of the University facilities may register for 9-credit hours of Graduate in Residence (See Section 2.2). Students may complete coursework offered at the RSPH, LGS and outside Emory University. Guidelines are provided in the following sections for RSPH and LGS course registration and for registration outside Emory University. Table 5 summarizes RSPH and LGS registration procedures and cross registration outside Emory University. Pre-registration forms are available on the BSHE PhD Program Canvas site.

1st Semester:

For the first semester only, registration for all coursework will be processed through OPUS by the Assistant Director of Academic Programs (ADAP) during the summer months prior to entering the program in the Fall. The student should consult with his/her advisor and complete the pre-registration form. The student submits their pre-registration form (signed by their advisor) to the BSHE PhD Program Assistant or ADAP.

Some courses require permission(s) from the course instructor and/or the department offering the course. For the first semester, the BSHE ADAP will obtain all required permission(s) and then register the student. During subsequent semesters, students will obtain required permission(s) following the procedures outlined below.

To assist with the selection of RSPH courses, the RSPH course catalog can be found at: <http://www.sph.emory.edu/academics/catalog/index.html>

RSPH course schedules by semester can be found at:

http://www.sph.emory.edu/current_students/enrollment_services/index.html

The LGS course atlas is located at:

<http://gs.emory.edu/academics/atlas.html>

2nd and Subsequent Semesters:

Student should consult with their academic advisor, complete the pre-registration form and obtain written permission(s) prior to registering. Research hours and dissertation research should be indicated on the pre-registration form. Students should submit their pre-registration form along with their advisor's approval and any required permission(s) to the BSHE Doctoral Program Coordinator for the student's file. Pre-registration forms are located on the BSHE PhD Program Canvas site. Registration for all coursework will be processed in OPUS by the ADAP or by the Graduate School Registrar.

8.2 RSPH Registration

When registering for RSPH 500/700 level courses, students may be required to obtain permission from the course instructor and/or the RSPH department offering the course. If instructor permission is required, the student should first obtain written permission (email is preferred) from the course instructor. Then the student may contact the BSHE ADAP for registration assistance.

8.3 LGS Registration - Courses Outside of RSPH

If, upon consultation with their advisors, the student chooses to self-register for a course outside RSPH and within LGS, students should obtain written permission (email is preferred) from the course instructor. Students forward the permission email to the LGS program offering the course. The LGS Department Program Assistant will register the student in the specific course in OPUS. LGS program contacts located at:

<http://www.gs.emory.edu/about/directors.html>

LGS course catalog is located at:

<http://gs.emory.edu/academics/atlas.html>

8.4 Cross Registration – Courses Outside Emory University

After consultation with their advisors, students interested in taking a course that is outside of Emory University, should register through the Atlanta Regional Consortium for Higher Education (ARCHE) on a space available basis. Students must meet early deadlines established by the registrars of all participating schools. Therefore, students should consult with their advisor and start the registration process as early as possible. ARCHE registration forms are available from the LGS. Cross registration does not take place during the summer. Before cross registering, students must obtain permission from their advisor, DGS, and LGS. Instructions are located on the Registrar's website at <http://www.registrar.emory.edu/Students/arche.html>. Please note that ARCHE courses taken with a letter grade are transferred back to Emory as S/U courses. It is also important to note that there are vaccine requirements to participate in the ARCHE program, so interested students should prepare the proper documentation in advance.

Table 5. Summary of Registration Procedures

	Courses within RSPH	LGS Courses (outside RSPH)	Cross Registration in Courses Outside Emory
1st Semester:	<p>Complete Pre-registration form with advisor.</p> <p>Submit signed Pre-registration form to BSHE PhD Program Assistant for OPUS registration. BSHE ADAP will obtain required permission(s).</p>	<p>Include LGS courses on your pre-registration form.</p> <p>Submit signed Pre-registration form to BSHE PhD Program Assistant for OPUS registration. BSHE ADAP will obtain required permission(s).</p>	<p>See BSHE ADAP for specific instructions and to determine if sufficient time remains to cross register.</p>
2nd and Subsequent Semesters:	<p>Complete Pre-registration form with advisor.</p> <p>Obtain written instructor permission(s) if required.</p> <p>Submit instructor permission(s) to the BSHE ADAP (Email preferred and include your student ID number.)</p> <p>ADAP(s) will register you in OPUS.</p>	<p>Include LGS courses on your pre-registration form.</p> <p>Obtain written instructor permission(s) if required.</p> <p>Submit instructor permission(s) to the Program Assistant of the LGS program offering the course. (Email preferred and include your student ID number.)</p> <p>LGS Program Coordinators(s) or ADAPS will register you for the specific course(s) in OPUS.</p>	<p>Complete Pre-registration form with academic advisor and obtain permission from the BSHE DGS and LGS.</p> <p>Students cross register through the Atlanta Regional Consortium for Higher Education (ARCHE).</p> <p>Students must meet early deadlines at all participating schools on a space available basis. You must start the registration process as early as possible.</p>
Resources:	<p>RSPH course catalog can be found at: http://www.sph.emory.edu/academics/catalog/index.html</p> <p>Courses requiring permission are identified in the RSPH catalog and the RSPH course schedules found at: http://www.sph.emory.edu/current_students/enrollment_services/index.html</p>	<p>LGS course catalog is located at: http://gs.emory.edu/academics/atlas.html</p> <p>LGS program contacts located at: http://gs.emory.edu/about/directors-staff.html</p>	<p>Cross registration instructions are located on the Registrar's website at: http://www.registrar.emory.edu/Students/arche.html</p> <p>LGS Point of contact: Ms. Tamika F Hairston Phone: 404-727-6033 Email: tamika.hairston@emory.edu</p>

8.5 Grading

Students may take coursework for a letter grade (A, A-, B+, or B), Satisfactory/Unsatisfactory (S/U), Pass/Fail (P/F), or Audit. Courses taken for audit credit do not count towards the 9 credit hours required for the semester or towards the overall credit hour requirements.

All required courses will be letter graded. Exceptions will be made for courses that are only offered for S/U or P/F in the course catalogs/atlas.

The maximum number of directed study credit hours per directed study experience will not exceed 4 hours. A maximum of 15 credits of BSHE 797R Directed Study may be applied toward the required 48 credit hours. Directed studies will be letter graded.

A maximum of 11 Research hours may be applied toward the required 48 credit hours. Research hours (BSHE 798 R & 799R) will be graded Satisfactory/Unsatisfactory (S/U).

The following courses do not count toward candidacy: ELSP, TATTO, AUDIT, and Graduate Residency (RES 999 GSAS). Graduate Residency will be graded S/U.

8.6 Drop/Add

The BSHE ADAP and/or the student will process any changes to a student's course schedule through OPUS during the add/drop period.

8.7 Transfer Credit

Coursework taken at other institutions may be accepted as transfer credit toward a degree program with departmental approval. Students may transfer a maximum of 12 credits. To be considered for transfer credit, the coursework cannot have been used toward another degree and must have been completed within eight years prior to entering the BSHE Ph.D. program. Please refer to the LGS Handbook for detailed information on transfer credit:

<http://graduateschool.emory.edu/uploads/academics/LGS%20Handbook.pdf>

8.8 Leaves of Absence

For LGS guidelines on leaves of absence, please refer to [LGS Handbook](#) at: <http://gs.emory.edu/academics/policies/index.html>

An application for readmission must be submitted to the LGS by the student returning from a leave of absence. The application must be submitted at least thirty days prior to registration for the upcoming semester in which the student wishes to return. Applications for readmission can be found at:

<http://gs.emory.edu/academics/policies/registration.html>

9. BSHE Faculty

Please refer to the department website for the most current listing of faculty.

10. Web Sites for Program Information

10.1 Calendars

RSPH academic calendar is available at:

http://www.sph.emory.edu/current_students/enrollment_services/index.html#dates

LGS full year academic calendar is located at:

<http://registrar.emory.edu/Students/Calendars/academiccalendar/index.html>

Emory University Events calendar is located at: <http://www.emory.edu/home/events/index.html>

10.2 Catalogs and other important information

RSPH course catalog can be found at: <https://www.sph.emory.edu/academics/catalog/index.html>

RSPH course schedules can be found at: <https://www.sph.emory.edu/rollins-life/events/important-dates/index.html>

LGS guidelines, handbook and catalog are located at:

<http://gs.emory.edu/academics/policies/index.html>

LGS programs contacts are located at: <http://www.gs.emory.edu/about/directors.html>

LGS forms are located at: <http://gs.emory.edu/index.html>

Possible internal and external funding may be found at: <http://gs.emory.edu/funding/index.html>

Possible funding to support dissertation research/training may be found at:

<http://grants.nih.gov/training/nrsa.htm>

The Emory University Institutional Review Board can be found at: <http://www.irb.emory.edu>

11. BSHE PhD Program Worksheets & Forms

11.1 LGS & BSHE PhD Forms & Guides

Current versions of the following LGS forms, along with additional LGS required forms can be found at: <https://shibboleth-idp.collegenet.com/idp/Authn/UserPassword>

- LGS Professional Development Support Applications
- DDC Form
- Change of DDC Form
- Application for Admission to Candidacy
- Application for Degree
- Report of Completion of Requirements for Doctoral Degree
- Instructions for Preparation of Dissertations and Theses

11.2 BSHE PhD Forms

The following BSHE PhD forms are included in the handbook. Copies are also available on the RSPH Canvas website.

Form	Attachment
Student Worksheet: BSHE Program Requirements	1
Pre-Registration Form	2
Directed Study Approval Form BSHE 797R	3
Research Hours Approval Form BSHE 798R	4
Dissertation Research Hours Approval Form BSHE 799R	5
Graduate Research Assistant Agreement Form	6
TATTO Assignment Request Form	7
Academic Advisor Change Form	8
Annual Research and Progress Report & Individual Development Plan	9
Dissertation Proposal Abstract Form	10
Data Use Agreement Form for Faculty	11
Data Use Agreement Form for Agency	12
Application for Letz Funds	13
Dissertation Use Agreement Form	14
Teaching Assistant/Associate (TA) Agreement Form	15
Emory Photo Release Form	16

SECTION 11.2
BSHE PhD FORMS

Name: _____

EmplID: _____

Advisor: _____

Student Worksheet – BSHE PhD Program Requirements

BSHE Core Courses (18 credits) – must be taken on a “graded” basis
(Except for BSHE 716: Teaching in Public Health)

Course	Title	Cr.	Semester/Year	Grade	Grading Basis
BSHE 721	Applying Theory to PH	3			Graded
BSHE 728	Adv. Research Design	3			Graded
BSHE 725	Health Interventions	3			Graded
BSHE 710	Approaches to the Science of Health Promotion	2			Graded
BSHE 712	Grant Writing	2			Graded
BSHE 716	Teaching in PH	1			S/U
BSHE 714	Proposal Dev. I	1			Graded
BSHE 715	Proposal Dev. II	2			Graded
BSHE 701	Translational Research	1			S/U
Total Credits:		18			

Research Methods (15 credits) – must be taken on a “graded” basis
If any of the methods course requirements has previously been fulfilled, select an alternate research methods course and place a checkmark next to the course requirement which was fulfilled.

<input checked="" type="checkbox"/>	Course	Title	Cr.	Semester/Year	Grade	Grading Basis
	BIOS 500	Statistical Methods I	4			Graded
	BIOS 501	Statistical Methods II	4			Graded
	EPI 530	Epidem. Methods	4			Graded
	BSHE 538	Qualitative Research Methods	3			Graded
						Graded
						Graded
						Graded
Total Credits:			15			

Additional Courses (15 credits according to the following criteria):

- Have to be Graded with the exception of BSHE 798R (S/U)
- GSAS courses at the 500 and 700 level
- Directed Study 797R / Research Hours 798R

Course	Title	Cr.	Semester/Year	Grade	Grading Basis
					Graded or S/U*
					Graded or S/U*
					Graded or S/U*
					Graded or S/U*
					Graded or S/U*
Total Credits (minimum 15):					

*Only BSHE 798R (Research Hours) can be taken as S/U

Other Requirements for Candidacy

BSHE Graduate Research Assistant

Students must fulfill this requirement during their first year (12-15 hrs/week). No grade or credit hours:

<input checked="" type="checkbox"/>	Title	Semester	Date Complete
	GRA I	Fall	
	GRA II	Spring	

TATTO Requirements (7 credits)

BSHE 716 refers to Teaching in Public Health:

<input checked="" type="checkbox"/>	Course	Semester/Year Complete
	BSHE 716	
	TATT 600	
	TATT605	
	TATT610	

Additional Requirements for Candidacy

<input checked="" type="checkbox"/>	Requirement	Date Complete
	Comprehensive Written Examinations	
	Appointment of Dissertation Committee Chair	
	Approval of Dissertation Research Plan	

Reviewed and Approved:

Signature of Student	Date
Signature of BSHE DGS	Date

PhD Directed Study Approval Form

BSHE 797R

Student Name: _____

Emory ID (7-digit): _____ Advisor: _____

Semester (check one): Fall ___ Spring ___ Summer ___ Year: _____

Credit hours Requested: _____ Grading Basis LG

How many hours of Directed Studies taken previously? _____

Notes: *The maximum number of directed study credit hours per directed study experience will not exceed 4 hours. A total of 18 credits of BSHE 797R Directed Study may be applied toward the required 48 credit hours. All directed studies will be letter graded.*

I. **Objectives of the Directed Study:**

II. **Directed Study Design** (How will student meet these objectives?):

III. **Directed Study Project** (i.e. papers, reading lists, etc):

IV. **Evaluation: How will your grade be determined?**

Use percentages (Example: 40% background, 60% analysis)

IV. How does this Directed Study relate to your program of study?

SIGNATURES:

Student Signature

Date

Faculty Supervisor

Date

PhD Academic Advisor

Date

BSHE Director of Graduate Studies

Date

Return signed form to the BSHE PhD Program Assistant, Rm: 518

**PhD Research Hours Approval Form
BSHE 798R**

Student Name: _____

Emory EmplID _____ Advisor: _____

Semester (check one): Fall ___ Spring ___ Summer ___ Year: _____

Credit hours Requested: _____ Grading Basis SU

How many hours of Research Hours taken previously? _____

Note: A total of 11 Research hours may be applied toward the required 48 credit hours. Research hours will be graded Satisfactory/Unsatisfactory (S/U).

I. Objectives of the Research Hours:

II. Products to be completed (e.g., abstract, publication, analysis):

III. Evaluation: How will your grade be determined?

Use percentages (Example: 40% background, 60% analysis)

IV. How do these Research Hours relate to your program of study?

SIGNATURES:

Student Signature

Date

Faculty Supervisor

Date

PhD Academic Advisor

Date

BSHE Director of Graduate Studies

Date

Return signed form to the BSHE PhD Program Assistant, Room: 518

**Dissertation Research Hours Approval Form
BSHE 799R**

Student Name: _____

Emory EmpID _____ **Advisor:** _____

Semester (check one): Fall ___ Spring ___ Summer ___ Year: _____

Credit hours Requested: _____ **Grading Basis** SU

How many hours of Research Hours taken previously? _____

Note: *Dissertation Research hours will be graded Satisfactory/Unsatisfactory (S/U).*

I. Semester Objectives of the Dissertation Research Hours:

II. Products to be completed (e.g., analysis, draft, chapter):

III. Evaluation: How will your grade be determined?

Use percentages (Example: 40% background, 60% analysis)

SIGNATURES:

Student Signature

Date

PhD Dissertation Chair

Date

BSHE Director of Graduate Studies

Date

Return signed form to the BSHE PhD Program Assistant, Room: 518

ROLLINS SCHOOL OF PUBLIC HEALTH
Behavioral Sciences and Health Education
Graduate Research Assistant (GRA) Agreement Form

Student Name _____ EmplID# _____

Term/Year _____ / _____

GRA Mentor: _____ Mentor Position: _____

I. GRA Objectives:

Expected to include activities such as: (A) Selection and evaluation of measures; (B) development and modification of data collection instruments and data collection protocols; And (C) Dissemination of scientific findings through manuscripts and presentations.

II. Description of activities including time allocated:

III. Products to be completed (e.g., abstract, publication, analysis):

IV. Relationship of GRA assignment to program of study:

SIGNATURES:

Student Signature

Date

GRA Faculty Supervisor

Date

PhD Academic Advisor

Date

Return to the BSHE PhD Program Assistant, Room: 520.

Name: _____
 EmplID: _____
 Advisor: _____

Office use only	
Course assigned	
Instructor	
Semester	
Assistantship or Associateship	

TATTO Assignment Request Form

Consult the RSPH course schedule to determine when a course will be taught (Fall and/or Spring):
http://www.sph.emory.edu/enrollment_services.php. Course descriptions are located at:
<http://www.sph.emory.edu/bshe/courses.php>

To assist with the assignment of TATTO teaching experiences, please select at least two BSHE courses you would be interested in co-teaching in the Fall.

- All teaching experiences must be in BSHE courses.
 - Select at least two choices from the list of BSHE core courses provided below.
- All choices must be at least 2 credit hours and at least 10 students enrolled.

BSHE Core Courses (FALL)		BSHE Core Courses (SPRING)	
Course #	Course Title	Course #	Course Title
BSHE 516	Behavioral Epidemiology	BSHE 504	Social Behavior in Public Health
BSHE 520	Theory in Behavioral Science and Health Education	BSHE 524	Community Needs Assessment
BSHE 524	Community Needs Assessment	BSHE 530	Conduct of Evaluation Research
BSHE 530	Conduct of Evaluation Research	BSHE 542	Measurement in Health Behavior Research (if offered)
BSHE 538	Qualitative Research Methods	BSHE 550R	Theory-Driven Research in the Behavioral Sciences
BSHE 540	Behavioral Research Methods		
BSHE 544	Survey Methods		
BSHE 579	History of Public Health		

I am interested in co-teaching the following courses during Fall/Spring/___ (Year):
 (All choices must be at least 2 credit hours.)

1. _____ Course Number/Title
2. _____ Course Number/Title
3. _____ Course Number/Title

Return to the BSHE PhD Program Assistant, Room: 518, for TATTO assignment

BSHE Doctoral Students in Pre-Candidacy

Research and Progress Report & Individual Development Plan

Procedure (Please contact Brandi Harper for any questions regarding this process):

1. Prior to the due date, each student should:
 - a. Download and complete a first draft of the RPR & IDP form using brief statements.
 - b. Make an appointment with your faculty advisor/dissertation chair to have a discussion about your research and progress, professional goals, and training plans.
 - c. Provide a completed RPR and IDP form, along with a current CV, to your advisor/dissertation chair in advance of the meeting.
 - d. Revise the forms as needed after the meeting.
 - e. Provide the advisor/dissertation chair the opportunity to provide feedback and sign the RPR & IDP form (electronic signatures acceptable).
 - f. Sign the final version of the RPR & IDP form.
2. Submit an electronic copy to Brandi Harper no later than the relevant due date. The documents should be saved as "LastName_RPR_2017_2018" and "LastName_CV_2017_2018."

Student Name:

Semester/Year Entered Program:

Academic Advisor:

Please Update Progress Towards Course Requirements Over This Past Year

Course #	Course Title	Credits	Semester Completed	Grade
BSHE 701	Translational & Interdisciplinary Public Health Research	1		
BSHE 721	Applying Theory to Public Health Research and Practice	3		
BSHE 728	Advanced Research Design and Analysis	3		
BSHE 725	Health Promotion Interventions	3		
BSHE 710	Approaches to the Science of Health Promotion	2		
BSHE 712	Grant Writing and Ethics	2		
BSHE 714	Proposal Development I	1		
BSHE 715	Proposal Development II	2		
BIOS 500	Statistical Methods I	3		
BIOS 501	Statistical Methods II	3		
EPI 530	Epidemiological Methods I	4		
BSHE 716	Teaching in Public Health (TATTO Requirement)	1		
TATT 600	TATTO GSAS Teaching Workshop	1		
TATT 605	TATTO Teaching Assistantship (10-12 hrs/wk)	2		
TATT 610	TATTO Teaching Associateship (10-12 hrs/wk)	2		

Please Enter Month And Year That The Following Events Were Completed

Event	Month/Year
GRA requirement fulfilled	
TATTO requirements fulfilled	
Comprehensive examination passed	

Dissertation committee approved	
Dissertation proposal approved by committee	

Honors and Leadership

1. List any academic honors or honor society memberships that were newly acquired this year.
2. List any campus or professional society leadership roles.

Research Progress (indicate “not applicable” if question does not apply to the past year of your program)

1. Briefly describe the research activities you completed as part of your GRA assignment.
2. List any publications submitted, in press or published in the past year (please exclude those in progress). Include the full citation in **APA style**. Separate peer-reviewed from other publications such as book chapters or reports.
3. List presentations *given* (not including abstracts that have been submitted but not yet presented) at local, regional, national or international conferences and meetings this past year. Indicate whether they were peer reviewed, and indicate the type of presentation (e.g., poster or oral presentation). Please include those that you co-authored but did not actually present.
4. Describe any external funding you’ve applied for and/or received for your dissertation research this past year. List PI, your role if not PI, title of proposal, funding agency, total budget for full funding period, direct and indirect budget for current year, and status (pending or received).

Teaching Experience

Briefly describe any teaching experiences you completed this past year. Include the term (Fall or Spring), course title and number, your role, and number of students. Please put an asterisk next to any course *not taught* at Emory. Please use the following format:

Term:
 Course title and number:
 Role:
 Number of students:

Service

1. List any service to the profession (e.g., abstract review for conferences, professional student organizations).
2. List any service to the community.

Individual Development Plan

1. Professional Goals (Long-Term)
 - a. What are your career goals?

- b. How have these goals changed over the past year (if applicable)?
2. Talents, Strengths and Weaknesses
 - a. What are your most important talents and strengths that will help you to achieve your goals?
 - b. What are potential weaknesses in skills or abilities that may be a barrier to achieving your goals? What are opportunities to overcome these?
3. Action Plan: list general actions planned for over the next 1-3 years, which will help you to achieve your goals.
 - a. Training: courses and additional training opportunities
 - b. Research productivity: research activities, publications, presentations, proposal writing
 - c. Teaching
 - d. Service
4. Opportunities (Short-Term): key plans and short-term goals for the next year. This should include specific actions to achieve some or all of the goals listed above.
 - a. Training: courses and additional training opportunities
 - b. Research productivity: research activities, publications, presentations, proposal writing
 - c. Teaching
 - d. Service

Target Month and Year for Dissertation Proposal Defense

Funding

The department is expected to ensure that all students in the doctoral program maintain the minimum level of stipend funding, which is \$23,376 (effective 9/1/17) over 12 months. Thus, after discussion with your academic advisor, please project the source of your stipend support for the upcoming academic year (September 1, 2017-August 31, 2018). Rising second year students may indicate that 100% of their stipend is covered by Laney Graduate School. Students who plan to graduate before September 1, 2017 may indicate "N/A due to graduation" in the space below. We recognize that these are mere projections and that actual funding may change over the next six months based on situations outside of your control (e.g., grants funded or not). *Please offer your best guess of the source of your stipend for the upcoming year.* Please also know that the department has measures in place to support students so that no student will go without funding. Please ensure that the percentages total 100.

Please note that if you go over 100%, that is, you wish to add additional research or teaching activities beyond what your stipend entails, you will need to seek approval from the DGS.

% of Stipend

Funding Source

Dates of Funding

Advisor's Evaluative Summary and Feedback

After reviewing your Research and Progress Report and IDP with your advisor, s/he will write a summary paragraph regarding your progress in the program, including (1) an evaluative summary of your strengths and areas for development, (2) barriers and concerns, and (3) key areas and goals for the next academic year.

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

BSHE Doctoral Students in Candidacy

Research and Progress Report & Individual Development Plan

Procedure (Please contact Brandi Harper for any questions regarding this process):

1. Prior to the due date, each student should:
 - a. Download and complete a first draft of the RPR & IDP form using brief statements.
 - b. Make an appointment with your faculty advisor/dissertation chair to have a discussion about your research and progress, professional goals, and training plans.
 - c. Provide a completed RPR and IDP form, along with a current CV, to your advisor/dissertation chair in advance of the meeting.
 - d. Revise the forms as needed after the meeting.
 - e. Provide the advisor/dissertation chair the opportunity to provide feedback and sign the RPR & IDP form (electronic signatures acceptable).
 - f. Sign the final version of the RPR & IDP form.
2. Submit an electronic copy to Brandi Harper no later than the relevant due date. The documents should be saved as "LastName_RPR_2017_2018" and "LastName_CV_2017_2018."

Student Name:

Semester/Year Entered Program:

Dissertation Chair:

Dissertation Committee members:

Please Enter Month And Year That The Following Events Were Completed

Event	Month/Year
Applied for doctoral degree candidate status	
Applied for doctoral graduation (<i>must be done the semester prior to graduation</i>)	
Dissertation defended and approved by Graduate School	

Honors and Leadership

1. List any academic honors or honor society memberships that were newly acquired this year.
2. List any campus or professional society leadership roles.

Research Progress (indicate "not applicable" if question does not apply to the past year of your program):

1. Briefly describe progress toward your dissertation in the past year.
2. Briefly describe any major changes in your dissertation plans in the past year, including the change and reasons for the change.

3. List any publications submitted, in press or published in the past year (please exclude those in progress). Include the full citation in **APA style**. Separate peer-reviewed from other publications such as book chapters or reports.
4. List presentations *given* (not including abstracts that have been submitted but not yet presented) at local, regional, national or international conferences and meetings this past year. Indicate if they were peer reviewed or not, and indicate the type of presentation (e.g., poster or oral presentation). Please include those that you co-authored but did not actually present.
5. Describe any external funding you've applied for and/or received for your dissertation research this past year. List PI, your role if not PI, title of proposal, funding agency, total budget for full funding period, direct and indirect budget for current year, and status (pending or received).
6. List any additional support you've received for your dissertation (include source, purpose, award dates and amount).

Teaching Experience

Briefly describe any teaching experiences you completed this past year. Include the term (Fall or Spring), course title and number, your role, and number of students. Please put an asterisk next to any course *not taught* at Emory. Please use the following format:

Term:

Course title and number:

Role:

Number of students:

Individual Development Plan

1. Professional Goals (Long-Term)
 - a. What are your career goals?
 - b. How have these goals changed over the past year (if applicable)?
2. Talents, Strengths and Weaknesses
 - a. What are your most important talents and strengths that will help you to achieve your goals?
 - b. What are potential weaknesses in skills or abilities that may be a barrier to achieving your goals? What are opportunities to overcome these?
3. Action Plan: list general actions planned for over the next 1-3 years, which will help you to achieve your goals.
 - a. Training: courses and additional training opportunities
 - b. Research productivity: research activities, publications, presentations, proposal writing
 - c. Teaching
 - d. Service

4. Opportunities (Short-Term): key plans and short-term goals for the next year. This should include specific actions to achieve some or all of the goals listed above.
- a. Training: courses and additional training opportunities
 - b. Research productivity: research activities, publications, presentations, proposal writing
 - c. Teaching
 - d. Service

Target Month and Year for Dissertation Proposal Defense OR Dissertation Defense if you proposed (necessary if Year 3 and beyond)

Funding

The department is expected to ensure that all students in the doctoral program maintain the minimum level of stipend funding, which is \$23,376 (effective 9/1/17) over 12 months. Thus, after discussion with your academic advisor, please project the source of your stipend support for the upcoming academic year (September 1, 2017-August 31, 2018). Students who plan to graduate before September 1, 2017 may indicate "N/A due to graduation" in the space below. We recognize that these are mere projections and that actual funding may change over the next six months based on situations outside of your control (e.g., grants funded or not). *Please offer your best guess of the source of your stipend for the upcoming year.* Please also know that the department has measures in place to support students so that no student will go without funding. Please ensure that the percentages total 100.

Please note that if you go over 100%, that is, you wish to add additional research or teaching activities beyond what your stipend entails, you will need to seek approval from the DGS.

<u>% of Stipend</u>	<u>Funding Source</u>	<u>Dates of Funding</u>
---------------------	-----------------------	-------------------------

Advisor’s Evaluative Summary and Feedback

After reviewing your Research and Progress Report and IDP with your advisor, s/he will write a summary paragraph regarding your progress in the program, including (1) an evaluative summary of your strengths and areas for development, (2) barriers and concerns, and (3) key areas and goals for the next academic year.

Student Signature: _____ Date: _____

Dissertation Chair Signature: _____ Date: _____

ROLLINS SCHOOL OF PUBLIC HEALTH
Behavioral Sciences and Health Education

Dissertation Proposal Abstract

Student Name: _____ **Student ID#:** _____

Term/Year: _____/_____

Dissertation Type: Traditional 3 Publishable Papers

Working Title of Dissertation:

Dissertation Committee Chair: _____

Dissertation Committee Members:

Summary of Dissertation:

ROLLINS SCHOOL OF PUBLIC HEALTH
Behavioral Sciences and Health Education

Data Use Agreement Form for Faculty

Student Name _____ ID# _____

May need to be revised depending on source of data set.

The following is a listing of terms for the use of the data set gathered in the research grant

entitled: _____,

funded/sponsored by: _____,

under the direction of (faculty): _____.

These terms are intended to insure that there is a common understanding of how the data may be used and set some guidelines for eventual dissemination of any findings that may result from the dissertation project.

(1) The data are to be used solely for the study of the research questions contained in the dissertation proposal. The data or syntax developed for the project may not be released by the student in any form to anyone other than (faculty) _____ at any time.

(2) The student agrees to destroy any copies of the data and remove from any storage devices copies of the data set and syntax at the conclusion of the dissertation or dissemination project or at the following time agreed on by faculty _____.

(3) The student must clear with (faculty) _____ any effort to disseminate the findings from the project. Efforts to disseminate include but are not limited to: manuscript for journal submission, abstracts for presentations or posters, presentation of findings for employment interviews, presentation of data or results on web sites, etc.

(4) If the findings from the dissertation project are deemed publishable, (faculty) _____ agree to work with the student to develop a manuscript for submission, with the student as first author. If the student declines to participate in this process or fails to submit a manuscript within

one year following completion of the dissertation defense, (faculty) _____
may use any part of data analysis and dissertation for dissemination. It is expected that in this
case, the student will be invited to serve as secondary author.

By signing below all parties agree to comply with these terms,

Student signature

Date

Faculty or owner of data set

Date

Other faculty involved in original data set

Date

Signature of BSHE Director of Graduate Studies

Date

ROLLINS SCHOOL OF PUBLIC HEALTH
Behavioral Sciences and Health Education

Data Use Agreement Form for Agency

Student Name _____ ID# _____

May need to be revised depending on source of data set.

The following is a listing of terms for the use of the data set gathered in the research grant

entitled: _____,

funded/sponsored by: _____,

under the direction of (agency employee): _____,

agency: _____.

These terms are intended to insure that there is a common understanding of how the data may be used and set some guidelines for eventual dissemination of any findings that may result from the dissertation project.

(1) The data are to be used solely for the study of the research questions contained in the dissertation proposal. The data or syntax developed for the project may not be released by the student in any form to anyone other than (agency employee) _____ at any time.

(2) The student agrees to destroy any copies of the data and remove from any storage devices copies of the data set and syntax at the conclusion of the dissertation or dissemination project or at the following time agreed on by the agency employee _____.

(3) The student must clear with (agency employee) _____ any effort to disseminate the findings from the project. Efforts to disseminate include but are not limited to: manuscript for journal submission, abstracts for presentations or posters, presentation of findings for employment interviews, presentation of data or results on web sites, etc.

(4) If the findings from the dissertation project are deemed publishable, (agency employee) _____ agree to work with the student to develop a manuscript for submission, with the student as first author. If the student declines to participate in this process or fails to submit a manuscript within one year following completion of the dissertation defense, (agency) _____ may use any part of data analysis and dissertation for dissemination. It is expected that in this case, the student will be invited to serve as secondary author.

By signing below all parties agree to comply with these terms,

Student signature

Date

Agency employee or owner of the data set

Date

Other individual involved in original data set

Date

Agency signature

Date

Signature of BSHE Director of Graduate Studies

Date

Richard E. Letz Endowment Fund for Dissertation Research

Last Name	First	M.I.	
Street Address		Apartment/Unit #	
City	State	ZIP	
Phone	E-mail Address		

Professor and former chair of BSHE, Dr. Letz was committed to high academic standards and was a strong advocate for the BSHE department. Dr. Letz received his B.A. and Ph.D. from the University of Texas in Austin. His main areas of research were neurobehavioral assessment in epidemiological studies and development of neuropsychological methods.

Dr. Letz also served as President of the Emory University Senate and held leadership roles on the appointments, promotion, and tenure committee and the faculty senate and curriculum committee. Unfortunately, Dr. Letz died of cancer at the age of 54 in April of 2006. In his honor, during commencement of the same year, Dr. Letz was presented with The Thomas F. Sellers, Jr., M.D. Award. This award is presented to the faculty member of the Rollins School of Public Health who exemplifies the ideas of public health and who serves as a role model and mentor to his or her colleagues. In his memory, the Richard E. Letz Endowment Fund for Dissertation Research at the RSPH was established to support annually the dissertation research needs of doctoral students in BSHE.

Current BSHE doctoral students who have advanced to candidacy in the department are eligible to apply. This is a one-time one-year award and students are not eligible to reapply. Students may request up to \$3,000 and are expected to develop a budget, budget justification and a 1 – 2 page concept of their research idea. Domestic and International research concepts are encouraged. There will be three (3) awards offered annually.

All applications must be submitted to the BSHE Ph.D. Administrative Assistant on either April 1st or October 1st. Students will be notified of the status of their application within 1 month after it is submitted.

Budget Attached: <input type="checkbox"/> Yes <input type="checkbox"/> No	Budget Justification <input type="checkbox"/> Yes <input type="checkbox"/> No	Amount requeste \$ _____
Dissertation Title:		

Activity Descriptions:

Specific Aims:

Signature

Signature

Date

Dissertation Use Agreement Form

The Department of Behavioral Sciences and Health Education will maintain its own library of dissertations from its PhD students. The purpose of this library is to maintain a record of dissertation work completed in the Department and to provide a reference for current PhD students, faculty advisors and dissertation chairs.

The following terms are to ensure there is a common understanding of how the Department of BSHE will use its copies of BSHE PhD student dissertations.

Students will provide a bound copy of their full dissertation to the Director of Graduate Studies (DGS) within six weeks of their dissertation defense.

The PhD Program Assistant will maintain the bound copies in a central and secure location, and coordinate a check-out system for faculty and/or students who wish to borrow a copy. Copies may be borrowed for three weeks at a time. When borrowing a copy of the dissertation, borrowers will agree to comply with the terms of any publication embargo set forth by the author. These terms are available on Emory's Electronic Theses and Dissertations repository website.

PhD graduates will send the current Director of Graduate Studies citations of the work published from their dissertations post-graduation. These citations will be listed on the Department's website.

By signing below, all parties agree to comply with these terms.

Student signature

Date

DGS signature

Date

ROLLINS SCHOOL OF PUBLIC HEALTH
Behavioral Sciences and Health Education
Teaching Assistant/Associate (TA) Agreement Form

Student Name _____ Employee ID# _____

Term/Year _____ / _____ Course: _____

Faculty Mentor: _____

For both TATT 605 and 610 students should have the opportunity to learn and apply a variety of different teaching strategies and effective methods of student assessment (e.g., grading). The student receives attentive mentoring; the faculty mentor is expected to facilitate getting student feedback on the TA's performance. Expectations of each teaching experience are outlined below:

Teaching Assistant (TATT 605; Fall Semester)	Teaching Associate (TATT 610; Spring Semester)
<p>Students assist faculty in the teaching of one of the basic behavioral sciences/health education courses. Students may lecture in one or more classes or serve as discussion leader or problem session leaders. Responsibilities include:</p> <ul style="list-style-type: none"> • developing lectures, • developing and grading homework, • holding problem and review sessions, • providing individual help to students through office hours, • and other duties deemed necessary by the instructor. 	<p>Students co-teach with a faculty member by collaborating in the development and teaching of a course. As compared to Teaching Assistants, Teaching Associates take more responsibility for the curriculum, lecturing, and student evaluation. The co-teaching involves the TA and faculty mentor cooperating in all aspects of a course, from syllabus design to final grading. It is expected that TAs will be responsible for 15% to 20% of the course.</p>

SIGNATURES:

Student Signature

Date

Faculty Mentor Signature

Date

Return to the BSHE PhD Program Assistant, Room: 520.

