



**Graduate Handbook**

**Master of Public Health Program**

**School of Public Health**

**The University of Memphis**

**August, 2011**

## Table of Contents

<u>Section</u>	<u>Page</u>
<b>I. Overview of the School of Public Health</b>	
A. History and mission of the SPH and MPH program	4
B. Core competencies for the MPH degree	4
<b>II. Admission Information</b>	
A. Admission Requirements	13
B. Transfer Credit Evaluation	14
C. Graduate Assistantships	14
<b>III. MPH Program Information</b>	
A. Academic Advising	15
B. MPH program requirements	17
C. Typical MPH course sequence for full-time student	19
D. Description of courses	20
E. Thesis/Master's Project Overview	25
F. Thesis Overview	26
G. Comprehensive Examination	32
H. General Requirements for Graduation	33
<b>IV. Practicum</b>	34
<b>V. General Academic Information</b>	
A. Academic Conduct	35
B. Student Evaluation of Teaching Effectiveness (SETE)	35
C. Inclement Weather Policy	36
<b>VI. Student Rights And Responsibilities</b>	
A. Civil Rights and Non-Discrimination Policy	36
<b>VII. Student Support Services</b>	
A. Financial Assistance	36
B. University Library Services	36
C. Branch Libraries	37
D. Writing Center	37
E. Health Services	37
F. Counseling Center	39
G. International Student Advisement	40
H. Student Housing	40
I. Parking	42
<b>VIII. Student Associations</b>	
A. Graduate Student Association	43
B. Public Health Student Association	43

IX.	<b>Forms</b>	
	A. MPH Concentration Selection Form	45
	B. Thesis Planning Checklist and Information	46
	C. Documents and Forms Associated With these Guidelines	49

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## **Section I: Overview of the School of Public Health**

### **History and Mission of the School of Public Health and MPH program**

The University of Memphis received approval from the Tennessee Board of Regents to establish a Master of Public Health (MPH) program in August, 2006 and accepted its first students in the Fall of 2007. Subsequently, the Tennessee Higher Education Commission (THEC) approved the establishment of a School of Public Health (SPH) at The University of Memphis in November, 2007. The SPH became an independent entity of The University of Memphis in July, 2009. In addition to the MPH program, the SPH offers a Master of Health Administration degree and the PhD in Social and Behavioral Sciences, and in Epidemiology.

The MPH degree integrates the academic study of public health theory and practice, and is the most widely recognized professional credential for leadership in public health. The University of Memphis MPH program seeks to provide a stimulating academic environment in an urban setting that supports excellence and innovation in education, research, and service to enhance the lives and health of individuals, families, and communities in the Mid-South and beyond. Five concentrations are offered, including Biostatistics, Environmental Health, Epidemiology, Health Systems Management, and Social and Behavioral Sciences.

The MPH program is dedicated to excellence in education, research, and outreach to improve public health and promote health equity by generating knowledge and translating research discoveries in our community, our state, and throughout the world. We aspire to:

- Train the next generation of professionals in population health by providing the highest quality education and practice opportunities in theories, approaches, methods, and other substantive issues pertinent to public health.
- Create an environment conducive to interdisciplinary public health initiatives, with special emphasis on vulnerable populations who suffer disproportionately from illness and disability.
- Stimulate collaboration with the community to develop effective partnerships in combating the health challenges in our communities, city, state, and region.
- Support interdisciplinary research focused on health equity to develop behavioral, community, structural, and health services interventions that address disparities.
- Inform public policy, disseminate health information, and increase awareness of public health concerns through disease surveillance, needs assessments, and program evaluation.

### **Core Competencies for the MPH degree**

The School of Public Health incorporates core competencies for the MPH degree developed by the Association of Schools of Public Health, as described in JG Calhoun et al. (2008), Development of a Core Competency Model for the Master of Public Health Degree, *American Journal of Public Health*, 98, 1597-1607. A total of 119 competencies are organized within 12 core domains. The MPH competencies are among the following domains and competencies:

## **Discipline-specific Competencies**

### **A. Biostatistics**

Biostatistics is the development and application of statistical reasoning and methods in addressing, analyzing and solving problems in public health; health care; and biomedical, clinical and population-based research.

Competencies: Upon graduation a student with an MPH should be able to:

- A. 1. Describe the roles biostatistics serves in the discipline of public health.
- A. 2. Describe basic concepts of probability, random variation and commonly used statistical probability distributions.
- A. 3. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.
- A. 4. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
- A. 5. Apply descriptive techniques commonly used to summarize public health data.
- A. 6. Apply common statistical methods for inference.
- A. 7. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
- A. 8. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.
- A. 9. Interpret results of statistical analyses found in public health studies.
- A. 10. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.

### **B. Environmental Health Sciences**

Environmental health sciences represent the study of environmental factors including biological, physical and chemical factors that affect the health of a community.

Competencies: Upon graduation a student with an MPH should be able to:

- B. 1. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.
- B. 2. Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
- B. 3. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.
- B. 4. Specify current environmental risk assessment methods.
- B. 5. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.

- B. 6. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
- B. 7. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.
- B. 8. Develop a testable model of environmental insult.

### **C. Epidemiology**

Epidemiology is the study of patterns of disease and injury in human populations and the application of this study to the control of health problems.

Competencies: Upon graduation a student with an MPH should be able to:

- C. 1. Identify key sources of data for epidemiologic purposes.
- C. 2. Identify the principles and limitations of public health screening programs.
- C. 3. Describe a public health problem in terms of magnitude, person, time and place.
- C. 4. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
- C. 5. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
- C. 6. Apply the basic terminology and definitions of epidemiology.
- C. 7. Calculate basic epidemiology measures.
- C. 8. Communicate epidemiologic information to lay and professional audiences.
- C. 9. Draw appropriate inferences from epidemiologic data.
- C. 10. Evaluate the strengths and limitations of epidemiologic reports.

### **D. Health Policy and Management**

Health policy and management is a multidisciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and populations. This definition assumes both a managerial and a policy concern with the structure, process and outcomes of health services including the costs, financing, organization, outcomes and accessibility of care.

Competencies: Upon graduation a student with an MPH should be able to...

- D. 1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.
- D. 2. Describe the legal and ethical bases for public health and health services.
- D. 3. Explain methods of ensuring community health safety and preparedness.
- D. 4. Discuss the policy process for improving the health status of populations.
- D. 5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.

- D. 6. Apply principles of strategic planning and marketing to public health.
- D. 7. Apply quality and performance improvement concepts to address organizational performance issues.
- D. 8. Apply "systems thinking" for resolving organizational problems.
- D. 9. Communicate health policy and management issues using appropriate channels and technologies.
- D. 10. Demonstrate leadership skills for building partnerships.

### **E. Social and Behavioral Sciences**

The social and behavioral sciences in public health address the behavioral, social and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.

Competencies: Upon graduation a student with an MPH should be able to...

- E. 1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
- E. 2. Identify the causes of social and behavioral factors that affect health of individuals and populations.
- E. 3. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
- E. 4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
- E. 5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
- E. 6. Describe the role of social and community factors in both the onset and solution of public health problems.
- E. 7. Describe the merits of social and behavioral science interventions and policies.
- E. 8. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
- E. 9. Apply ethical principles to public health program planning, implementation and evaluation.
- E. 10. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

## **Interdisciplinary/Cross-cutting Competencies**

### **F. Communication and Informatics**

The ability to collect, manage and organize data to produce information and meaning that is exchanged by use of signs and symbols; to gather, process, and present information to different audiences in-person, through information technologies, or through media channels; and to strategically design the information and knowledge exchange process to achieve specific objectives.

Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to...

- F. 1. Describe how the public health information infrastructure is used to collect, process, maintain, and disseminate data.
- F. 2. Describe how societal, organizational, and individual factors influence and are influenced by public health communications.
- F. 3. Discuss the influences of social, organizational and individual factors on the use of information technology by end users.
- F. 4. Apply theory and strategy-based communication principles across different settings and audiences.
- F. 5. Apply legal and ethical principles to the use of information technology and resources in public health settings.
- F. 6. Collaborate with communication and informatics specialists in the process of design, implementation, and evaluation of public health programs.
- F. 7. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.
- F. 8. Use information technology to access, evaluate, and interpret public health data.
- F. 9. Use informatics methods and resources as strategic tools to promote public health.
- F. 10. Use informatics and communication methods to advocate for community public health programs and policies.

### **G. Diversity and Culture**

The ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.

Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to...

- G. 1. Describe the roles of, history, power, privilege and structural inequality in producing health disparities.
- G. 2. Explain how professional ethics and practices relate to equity and accountability in diverse community settings.
- G. 3. Explain why cultural competence alone cannot address health disparity.

- G. 4. Discuss the importance and characteristics of a sustainable diverse public health workforce.
- G. 5. Use the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities.
- G. 6. Apply the principles of community-based participatory research to improve health in diverse populations.
- G. 7. Differentiate among availability, acceptability, and accessibility of health care across diverse populations.
- G. 8. Differentiate between linguistic competence, cultural competency, and health literacy in public health practice.
- G. 9. Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.
- G. 10. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.

## **H. Leadership**

The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.

Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to...

- H. 1. Describe the attributes of leadership in public health.
- H. 2. Describe alternative strategies for collaboration and partnership among organizations, focused on public health goals.
- H. 3. Articulate an achievable mission, set of core values, and vision.
- H. 4. Engage in dialogue and learning from others to advance public health goals.
- H. 5. Demonstrate team building, negotiation, and conflict management skills.
- H. 6. Demonstrate transparency, integrity, and honesty in all actions.
- H. 7. Use collaborative methods for achieving organizational and community health goals.
- H. 8. Apply social justice and human rights principles when addressing community needs.
- H. 9. Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation.

## **I. Public Health Biology**

The ability to incorporate public health biology – the biological and molecular context of public health – into public health practice.

Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to...

- I. 1. Specify the role of the immune system in population health.

- I. 2. Describe how behavior alters human biology.
- I. 3. Identify the ethical, social and legal issues implied by public health biology.
- I. 4. Explain the biological and molecular basis of public health.
- I. 5. Explain the role of biology in the ecological model of population-based health.
- I. 6. Explain how genetics and genomics affect disease processes and public health policy and practice.
- I. 7. Articulate how biological, chemical and physical agents affect human health.
- I. 8. Apply biological principles to development and implementation of disease prevention, control, or management programs.
- I. 9. Apply evidence-based biological and molecular concepts to inform public health laws, policies, and regulations.
- I. 10. Integrate general biological and molecular concepts into public health.

Public Health Biology Illustrative Sub-competencies are available at <http://www.asph.org/document.cfm?page=928>.

## **J. Professionalism**

The ability to demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.

Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to...

- J.1. Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field.
- J. 2. Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy.
- J. 3. Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.
- J. 4. Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.
- J. 5. Promote high standards of personal and organizational integrity, compassion, honesty and respect for all people.
- J. 6. Analyze determinants of health and disease using an ecological framework.
- J. 7. Analyze the potential impacts of legal and regulatory environments on the conduct of ethical public health research and practice.
- J. 8. Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.

- J. 9. Embrace a definition of public health that captures the unique characteristics of the field (e.g., population-focused, community-oriented, prevention-motivated and rooted in social justice) and how these contribute to professional practice.
- J. 10. Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations).
- J. 11. Value commitment to lifelong learning and professional service including active participation in professional organizations.

## **K. Program Planning**

The ability to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.

Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to...

- K. 1. Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes.
- K. 2. Describe the tasks necessary to assure that program implementation occurs as intended.
- K. 3. Explain how the findings of a program evaluation can be used.
- K. 4. Explain the contribution of logic models in program development, implementation, and evaluation.
- K. 5. Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program.
- K. 6. Differentiate the purposes of formative, process, and outcome evaluation.
- K. 7. Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses, and emphases on reliability and validity.
- K. 8. Prepare a program budget with justification.
- K. 9. In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs.
- K. 10. Assess evaluation reports in relation to their quality, utility, and impact on public health.

## **L. Systems Thinking**

The ability to recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.

Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to...

- L. 1. Identify characteristics of a system.
- L. 2. Identify unintended consequences produced by changes made to a public health system.

- L. 3. Provide examples of feedback loops and “stocks and flows” within a public health system.
- L. 4. Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems.
- L. 5. Explain how systems models can be tested and validated.
- L. 6. Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems.
- L. 7. Illustrate how changes in public health systems (including input, processes, and output) can be measured.
- L. 8. Analyze inter-relationships among systems that influence the quality of life of people in their communities.
- L. 9. Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.
- L. 10. Analyze the impact of global trends and interdependencies on public health related problems and systems.
- L. 11. Assess strengths and weaknesses of applying the systems approach to public health problems.

More information about Systems Thinking is available at  
<http://www.asph.org/document.cfm?page=898>.

## Section II: Admissions Information

### Admission Requirements

All MPH applicants will be expected to have adequate preparation in the sciences, including at least one college-level course in general biology (including human biology), mathematics (e.g., calculus or algebra), and a social science (e.g., sociology, anthropology, or psychology). Basic computer skills are also expected. Courses in health-related fields, for example, anatomy, physiology, nutrition, psychology, chemistry, physics, and statistics, are not mandated but are strongly recommended. Previous professional or other relevant work experience is also desirable, but not required.

A multi-disciplinary faculty committee will determine admission to the Master of Public Health (MPH) program. Criteria for the selection process are broad because of the wide range of backgrounds from which students may come and the wide range of disciplines they may study.

#### The following is necessary for application:

1. Applicants must hold a bachelor or graduate degree from an accredited college or university with an undergraduate cumulative grade point average of 3.00 or higher (on a 4.00 scale) or a graduate cumulative grade point average of 3.5 or higher in the major subject area. Current Graduate Record Examination (GRE) scores from within the past five years will be expected for all applicants. Verbal, quantitative, and analytical writing scores will be reviewed.
2. Applicants already holding a doctoral degree or its professional equivalent obtained in the United States may be exempt from the GRE requirement. Professional school standardized test scores (MCAT, DAT, GMAT, LSAT) may be substituted from the GRE by applicants who are working toward or who have already earned post-baccalaureate degrees in areas such as medicine, dentistry, management or law.
3. Applicants whose native language is not English will be expected to submit acceptable scores on the Test of English as a Foreign Language (TOEFL).
4. Letters of recommendation are required from at least three persons familiar with the applicant's academic background or experience in public health related issues. At least one letter from a former professor or instructor is required. Recommendations should specify in detail the applicant's capabilities for graduate study and for future performance as a public health professional.
5. Each applicant must submit a statement of purpose (~400-500 words) indicating his or her present interests and career goals, including why s/he wants to pursue an MPH degree.

*Students are admitted to the MPH program in the Fall and Spring semesters. Applications are due **April 1** (for Fall) and **November 1** (for Spring). Late applications will be considered, but prospective students are strongly encouraged to submit applications by the due dates for full consideration.*

## **Transfer Credit Evaluation**

According to Graduate School regulations, 12 semester or 18 quarter hours with a grade of B or better may be transferred if course work was earned at an institution accredited at the graduate level. These courses: 1) must not have been used for a previous graduate degree; 2) must relate to the content of a degree program and/or be comparable to those offered at the U of M; and 3) must not have been completed more than 6 years (8 years for 36 hour or more degree program) before anticipated date of graduation. These course(s) must have met for a minimum of 750 contact minutes for each semester hour credit (2250 minutes for a 3-hour course). **An official transcript must be on file at the U of M at the time of this request.** Transfer grades will not be computed in the U of M cumulative GPA. Upon completion of this form, return to the Graduate School (AD 215) with the appropriate signature for processing.

The request for transfer credit must be approved by the MPH Program Director and the SPH Director of Graduate Studies. The application form is available at [http://www.memphis.edu/gradschool/pdfs/masters\\_transfer\\_credit.pdf](http://www.memphis.edu/gradschool/pdfs/masters_transfer_credit.pdf)

## **Shared Credit with another Master's Program**

Up to 6 semester hours of credit earned from another earned Master's degree program may be used as electives toward the Master of Public Health degree. The courses must have similar content as public health courses and must be approved by the MPH Program Director and the SPH Director of Graduate Studies.

## **Graduate Assistantships**

A limited number of graduate research assistantships may be available on a competitive basis. Graduate assistantships (GA) are awarded in Spring for the following academic year. Students must indicate their desire to be considered for the GA award on their application to the MPH Program.

## **Section III: MPH Program Information**

### **Academic Advising**

The Director of the MPH Program, Dr. Marian Levy, and Academic Service Coordinator, Ms. Shirl Sharpe, assist students in meeting SPH and Graduate School academic regulations, including filing master's project/thesis and graduation paperwork. The MPH Director also coordinates students' MPH Practicum experience in concert with students' advisors.

Students are assigned a faculty Academic Advisor during their first semester of enrollment in the MPH program. The role of the advisor is to ensure that optimal intellectual, professional, and personal progress is being made while enrolled in the program. The advisor assists the student in selecting a concentration and choosing courses in light of their educational and professional goals. The MPH director also is a resource for students regarding selecting a concentration and courses, as well as professional development. Students also are encouraged to form professional relationships with other faculty members as their interests evolve.

It is expected that students will initiate advising appointments, develop a professional relationship with their assigned advisor, and seek advice when difficulties occur. By initiating regular advising meetings, students ensure professional success and enhance academic performance.

In general, student and advisor roles and responsibilities are delineated as follows:

#### **Student roles and responsibilities include the following:**

- Pre-registering for all courses each semester; this is best done as soon as registration becomes available.
- Meeting program deadlines for the practicum and thesis/master's project;
- Meeting course deadlines to complete requirements, follow program sequence and maintain grade point average of at least 3.0;
- Consulting with the advisor to assist with planning for important program milestones, including selecting a concentration, elective courses, and thesis/master's project topic.
- Consulting early with advisor and MPH Director to resolve academic or personal difficulties;
- Consulting early with instructors about difficulties related to coursework; and
- Notifying SPH office (Academic Service Coordinator) and University Registrar of change of address or telephone.

#### **Advisor roles and responsibilities include the following:**

- Holding introductory meeting with advisee during the new student orientation. This is an informal and brief opportunity to get acquainted; students can learn about their advisor's research and service expertise as well as teaching philosophy, and the advisor can learn about the student's work experience, along with reviewing statement of purpose and long term goals.
- Working out with the student an advising plan for each semester, involving scheduled meetings, phone calls, emails, or some combination, as mutually agreed to by advisor and advisee.
- Advising the student on academic planning issues such as selection of a concentration, elective

courses, and thesis/master's project topic. Advisors and students should begin discussing potential thesis/master's project topics early, and continue these discussions throughout the first year, based on the student's evolving interests in public health. Being available to confer with the student as problems, conflicts or questions occur.

- Reviewing the student's academic progress at the end of each semester
- For students electing the thesis option, serving as chair of the thesis committee, or assisting the student in securing another chair
- For students electing the Master's Project option, working with the student and MPH Program Director, as needed, to ensure that the practicum experience is a positive professional experience that helps the student meet their training goals, and provides suitable opportunity to develop the Master's Project.

**MPH Director roles and responsibilities include the following:**

- Overall coordination of the MPH Program to ensure students' academic experiences provide competencies for professional development and Program Accreditation.
- Providing students with optimum opportunities for development of Public Health practice and research skills.
- Notifying students and faculty of course offerings available at the beginning of registration for each semester.
- Alerting students of opportunities to present their research at local, state, and national meetings
- Serving as a resource for faculty advisors in terms of academic and professional opportunities for students
- Serving as a resource for students in terms of professional advancement opportunities
- Maintaining materials needed for Program Accreditation (completed Practicum Portfolios, Master's Projects, and Theses)

**Academic Service Coordinator roles and responsibilities include the following:**

- Providing permits for courses
- Serving as a resource for information related to University regulations and procedures

Students will work closely with the MPH Program Director and Academic Advisor to secure and successfully complete a 240 hour practicum experience in the community. The student, in consultation with the MPH Director, Academic Advisor and practicum Preceptor will formulate and complete a master's project or thesis that can be undertaken as part of the practicum.

While much of the advising occurs in the context of relationships with the MPH Director, Academic Services Coordinator, and faculty academic advisor, all SPH faculty members play a role in supporting the advising process. Students are encouraged to develop professional relationships with other SPH faculty members and to seek their input for academic and career planning.

## MPH Program Requirements

### 1. Completion of a total of 42 hours

This includes 18 hours of core course requirements, 18 hours of electives, 3 hours of practicum/field experience, and 3 hours of thesis or master's project. Students may also choose a concentration in any of the following areas: Social and Behavioral Sciences; Health Systems Management; Environmental Health; Epidemiology; or Biostatistics. If a concentration is chosen, instead of taking 18 hours of electives, students will take 12 hours of concentration courses and 6 hours of electives. Curriculum planning worksheets may be found on the MPH website. To select a concentration complete the Concentration Selection Form and return it to Shirl Sharpe in Scates 208 or [ssharpe@memphis.edu](mailto:ssharpe@memphis.edu).

#### Required core courses for all MPH students are:

HADM 7105 Government Regulation of Health Services	(3) (Spring)
PUBH 7160 Social and Behavioral Science Principles	(3) (Spring)
PUBH 7120 Environmental Health I	(3) (Spring)
PUBH 7150 Biostatistical Methods I	(3) (Fall)
PUBH 7170 Epidemiology in Public Health	(3) (Fall)
PUBH 7180 Foundations of Public Health	(3) (Fall)

#### Required concentration courses for Biostatistics:

PUBH 7152 Biostatistical Methods II	(3) (Spring)
PUBH 7311 Applied Categorical Data Analysis	(3) (Spring 2012; 2014)
PUBH 7104 Large Data Sets & Public Health Research	(3) (Fall 2010; 2012)
PUBH 7310 Mixed Model Regression Analysis	(3) (Fall 2011; 2013)

#### Required concentration courses for Environmental Health:

ESCI 7250 Hazard and Risk Assessment	(3) (Spring 2010; 2012)
ESCI 7613 GIS and Human Health	(3) (Spring 2009; 2011)
PUBH 7122 Environmental Health II	(3) (Fall 2010; 2012)
PUBH 7/8126 Principles of Exposure and Risk Assessment	(3) (Spring 2010; 2012)

#### Required concentration courses for Epidemiology:

PUBH 7172 Epidemiology in Public Health II	(3) (Spring)
PUBH 7140 Epidemiology of Chronic Disease	(3) (Fall 2011; 2013)
PUBH 7152 Biostatistical Methods II	(3) (Spring 2010; 2012)
PUBH 7141 Epidemiologic Survey Method	(3) (Spring)

#### Required concentration courses for Health Systems Management:

ECON 7710 Health Care Economics	(3) (Fall)
HADM 7115 Public Health Organization and Management	(3) (Spring)
HADM 7204 Quality and Outcomes Mgt in Health Care	(3) (Fall)
PADM 7602 Public Budgeting and Finance Administration	(3) (Spring)

#### Required concentration courses for Social and Behavioral Sciences:

COMM 7014 Public Health Communication	(3) (Fall)
PUBH 7132 Health Program Evaluation	(3) (Spring)
PUBH 7130 Social Determinants of Health	(3) (Spring 2010; 2012)
PUBH 7131 Social and Behavioral Policy Development	(3) (Fall 2010; 2012)

***Electives (18 hours total) for the general MPH degree (6 hours total for students taking a concentration) will be taken with the approval of the faculty advisor. Possible electives include courses within the concentration areas, as well as:***

- BIOL 7/8080 Public Health Microbiology (3)
- COMM 7012/8012 Seminar in Health Communication (3)
- ECON 7/8710 Health Care Economics (3)
- ESCI 7/8613 GIS and Human Health (3)
- HADM 7103 Health Planning (3)
- HADM 7109 Health Administration Information Systems (3)
- HADM 7110 Health Management Leadership (3)
- HADM 7/8107 Health Care Ethics (3)
- HPRO 7/8142 Seminar in Health Promotion (3)
- HPRO 7182 Health Promotion
- NURS 7811 Global Perspectives on Nursing and Health Policy (3)
- NUTR 7/8602 Community Nutrition (3)
- NUTR 7/8902 Study Tour in Foods and Nutrition (3)
- NUTR 7/8204 Life Span Nutrition (3)
- PUBH 7/8338 Critical Issues in Global Health (3)
- PUBH 7/8450 Randomized Clinical Trials (3) (Spring 2012; 2014)
- PUBH 7200 SPSS for Health Research (1) (Spring)
- PUBH 7201 SAS for Health Research (1) (Spring)

- 2. Satisfy completion of PUBH 7985 Practicum/Field Experience (3).**
- 3. Satisfy completion of PUBH 7996 Thesis (3) or PUBH 7992 Master's Project Seminar (3).**
- 4. Pass comprehensive examination. (Oral exam taken at Thesis or Master's Project defense)**

## Typical MPH Course Sequence for Full-Time Student

### Year 1

Fall (3 courses)	Spring (4 courses)
1. PUBH 7150 : Biostatistical Methods I	1. HADM 7105: Government Regulation of Health Services
2. PUBH 7170: Epidemiology in Public Health	2. PUBH 7120: Environmental Health I
3. PUBH 7180: Foundations of Public Health	3. PUBH 7160: Social and Behavioral Science Principles
4. Professional Development Seminar (if needed for GA funding)- not counted as an elective	4. PUBH 7XXX: Concentration Course*

**SUMMER** PUBH 7985: Practicum in Public Health (may be taken during the summer or during year 2)

### Year 2

Fall (4 courses)	Spring (3 courses)
1. PUBH 7985: Practicum in Public Health (f not taken previously)	1. PUBH 7XXX: Guided Elective
2. PUBH 7XXX: Concentration Course*	2. PUBH 7XXX: Guided Elective
3. PUBH 7XXX: Concentration Course*	3. PUBH 7992: Master's Project Seminar, <u>or</u> PUBH 7996: Thesis
4. PUBH 7XXX: Concentration Course*	4. Professional Development Seminar (if needed for GA funding) – not counted as an elective

\*Students not choosing a concentration will take guided electives.

\*\*Comprehensive Exam- questioning at Thesis/ Master's project presentation  
Each course is worth 3 credits hours; 14 courses X 3 = 42 hrs.

## **Description of Courses**

### **PUBH 7104 - Large Data Sets/PUBH Research (3)**

This course addresses secondary data analysis of health quality and outcomes issues. Secondary data analysis using large, public data sets will be examined. Issues related to secondary analysis and drawing items from multiple data sets will be discussed. Analytical techniques such as adjustments for missing data, transformations of data, and risk adjustment will be applied using public data sets.

### **PUBH 7120 - Environmental Health I (3)**

Introduces complex and interlinked environmental issues facing public health professionals; presents concepts, principles, and applications of natural and social science disciplines forming the basis of environmental health; introduces environmental issues relevant to health problems; develops communication skills by discussing public health issues and environmental policies.

### **PUBH 7122 - Environmental Health II (3)**

This course focuses on specific cases of environmental hazards and related health problems. It also focuses on the applied aspect of sources of environmental data, methods of environmental data collection, risk assessment and use of such data for policy development and risk management.

### **PUBH 7124 - Environmental Toxicology (3)**

This course discusses basic principles governing the behavior and effects of toxic chemicals released into the environment; sources, distribution, and fate of toxic chemicals in the environment; chemicals and cancer and birth defects; government regulation of chemical hazards. Focus is on human health impacts of chemicals found in the workplace and general environment.

### **PUBH 7130 - Social Determinants of Health (3)**

This course focuses on the systematic study of the economic and social conditions which determine health. It examines the social gradient in health and explores how social influences such as poverty, social capital, job security, neighborhood characteristics, social support, transportation, discrimination, and stress affect health and longevity. It also explores structural interventions in shaping social environments that are conducive to better health.

### **PUBH 7131 - Social/Behavioral Policy Development (3)**

This course will introduce students to how theories and methods in the social and behavioral sciences are applied to the development and implementation of public policy aimed at health prevention and promotion. Several current primary and secondary prevention issues will be used as exemplars, including tobacco control, physical activity, injury control, and regulation of food supply.

### **PUBH 7132 - Health Program Evaluation (3)**

This graduate seminar provides qualitative and quantitative perspectives on program evaluation in community settings. We will examine various theoretical and methodological approaches to evaluation of various human service programs, especially in the healthcare sector. It is a practice-oriented course and encourages students to develop applied skills in the field of program evaluation.

### **PUBH 7140 - Epidemiology Chronic Disease (3)**

This course is designed to provide graduate students with knowledge on major chronic diseases and skill on applying various epidemiologic methods to design and conduct epidemiological studies on chronic diseases. The course covers selected topics in chronic disease with critical analysis of the current

epidemiologic literature.

**PUBH 7141 - Epidemiologic Survey Method (3)**

This course provides students in Public Health with the basic elements in designing and performing survey research. The course describes the initial steps in formulating and focusing the research question and proceeds to the key steps in performing survey research, i.e., identifying the target population, obtaining an appropriate sample, designing the survey instrument and implementing it.

**PUBH 7150 - Biostatistical Methods I (3)**

Introduces elementary methods for presenting public health data in summary form and analyzing data; not a mathematics course and will not stress derivations of formulae; instead, emphasizes the application of statistical ideas and methods to the design and interpretation of public health studies.

**PUBH 7152 - Biostatistical Methods II (3)**

This course is the second course in Biometric statistics for public health research. It is intended for advanced students in public health who are interested in gaining expertise in advanced Biometric data analysis. Students will be introduced to Biometric statistical modeling techniques commonly used in public health, as well as analysis procedures using SPSS and SAS computer software.

**PUBH 7160 - Soc/Behav Science Principles (3)**

This graduate level course will focus on the contribution of social and behavioral sciences to the understanding of the distribution, etiology, and solution of public health problems. The theoretical underpinnings of the most relevant explanation, planning, change, and evaluation theories will be reviewed in depth and illustrated with examples of the application of these models to health promotion and disease prevention with individuals, groups and communities.

**PUBH 7161 - Adv Psychosocial Thry Hlth (3)**

This course provides a multidisciplinary theoretical approach to the study of health and health behavior. Emphasis is on the use of psychosocial theories in health-related practice, policy-making, and research. Other theoretical perspectives, such as the ecological and biopsychosocial models, are addressed in order to integrate these theoretical perspectives.

**PUBH 7170 - Epidemiology in PUBH (3)**

Provides foundation needed to interpret, use, and research epidemiological data; focuses on methodological aspects of epidemiology as it applies to investigation of public health problems and guidance of public health planning and policies.

**PUBH 7172 - Epidemiology PUBH II (3)**

This course will expand the student's knowledge about scientific paradigms in epidemiology, epidemiological research methods, understanding of causality and threats to validity in epidemiological research, and the use of epidemiology for the generation of evidence-based knowledge. Prerequisites: PUBH 7170 Epidemiology in Public Health (applies for UM MPH students only),

**PUBH 7180 - Foundations of PUBH (3)**

Provides foundation for critical analysis of current public health issues, facilitating discussion of contemporary issues and challenges of public health policy and practice; key topics include balancing individual and societal rights; public health ethics; health disparities; cultural competence, socio-ecologic approaches to promote health; urban public health concerns; and current public health practice.

**PUBH 7310 - Mixed Model Regression Analysis (3)**

Instruction in the use of mixed-model regression with a focus on design and analysis of group-randomized trials; attention also given to analysis of data from surveys based on cluster sampling, longitudinal studies, and studies involving matching. Same as PSYC 7310-8310.

**PUBH 7311 - Appl Categorical Data Analysis (3)**

Instruction includes tabular, logistic, and Poisson and Cox regression, as well as interpretation of SAS output. For advanced students in psychology, education, and public health pursuing a career in research. Same as PSYC 7311-8311.

**PUBH 7333 - Addictive Behaviors (3)**

This course provides public health students with an introduction to the historical, clinical, epidemiological, and public policy issues related to addictive behaviors, including alcohol, tobacco, illicit drugs, and gambling. Students will be exposed to a variety of methodological approaches used by social and behavioral scientists to study addictive behaviors, including ethnography, surveys, geographical information systems, and clinical trials.

**PUBH 7334 - Comm Based Part Resrch Mthds (3)**

This course familiarizes students with key historical underpinnings of community based participatory research (CBPR), principles of CBPR practice, and methodological considerations in building community partnerships; community assessment; issue analysis; research planning; data gathering; and data sharing. The course will also address cultural competence; working with diverse populations; ethical considerations; as well as funding and Institutional Review Board issues.

**PUBH 7335 - Struct/Environ Iss/Urban Comm (3)**

This course focuses on concepts of risk and burden of disease in urban communities. It examines contemporary issues and challenges of the social, cultural, built, and physical environments of urban communities. Key topics include public health and urban health; roots of health inequality; risk and burden of disease; stress, socio-economic and structural influences on health; and community-based approaches (CBPR) to address public health concerns in urban communities.

**PUBH 7336 - Women's Health (3)**

This course examines topics in women's health in the United States; the programs, services, and policies that affect women's health; and methodological issues in research about women's health. The epidemiology, measurement and interpretation of these factors, and how these factors can be translated into interventions, programs, and policy, will be of major interest.

**PUBH 7337 - Eating Behavior, Nutr, & Family (3)**

This graduate course examines family-based influences on feeding behavior and nutrition from a developmental perspective. Topics covered include how parent and family contextual factors affect the development of eating behaviors across infancy, childhood and adolescence; the relation of parenting practices, eating attitudes, and parent characteristics to feeding problems in special populations; and family influences on the development of disordered eating in children and adolescents.

**PUBH 7338 - Critical Issues in Global Hlth (3)**

This course focuses on critical issues in global health emphasizing the multidisciplinary approach to understanding global health problems as they occur within and across borders. Concepts include the interplay between global stressors such as population, urbanization, economics, environment, and war;

and their effects on the spread of infectious and chronic diseases, nutrition, and environmental health.

**PUBH 7339 - Transl Rsrch Meth Pop Hlth (3)**

This course covers methods to plan, design and evaluate the potential translatability and public health impact of prevention interventions. Methodological issues to be considered include reach, representativeness, adoption, implementation, adaptation, impact, scalability, and sustainability of interventions. Measurement and metrics to assess these elements and evaluate their impact will be included.

**PUBH 7340 - Behavioral Intervention Develop (3)**

This course provides training in the development of theory-based behavioral interventions that are relevant to public health research and practice. Focuses on community and population level strategies and methods.

**PUBH 7341 - Physical Activity/Public Hlth (3)**

This course is an overview of physical activity programming and interventions within the public health framework. Students will study issues germane to physical activity and public health; acquire knowledge of current research, best practices, guidelines and recommendations for physical activity; and develop skills integral to the design, implementation, and evaluation of public health programs that are intended to promote physical activity in specific populations.

**PUBH 7342 - Epidemiology Min/Ethnic Pop (3)**

This course provides an evidence-based approach to the study of the epidemiology and health disparities of racial and ethnic groups in the U.S. Emphasis is placed on historical events and immigration policies that have contributed to the prominent size of these populations, identification of data sources to describe this demographic imperative and health status, and on socio-political, cultural, and religious influences that inform public policy on health disparities.

**PUBH 7343 - Tobacco Use: Cause,Conseq,Ctrl (3)**

This course utilizes a multi-level approach to public health by providing a comprehensive overview of the health effects, history, marketing, politics, and control of tobacco use, combining medical, psychosocial, epidemiological and economic perspectives to give students a framework for understanding tobacco addiction and its prevention and treatment.

**PUBH 7345 - Health Literacy (3)**

This course will introduce students to the issues of health literacy from a public health perspective. We will explore the impact of health literacy on access to care, vulnerable populations, management of chronic illness, mental health, healthcare costs, and several other areas.

**PUBH 7346 - Public Mental Health (3)**

This course provides an overview of mental health issues from a public health perspective. Topics include differentiating mental health from mental illness, socio-economic disparities in mental illness, community-based services for the diagnosis, treatment, and prevention of prevalent mental illnesses, and major mental health policy issues in the United States.

**PUBH 7347 - Qualitative Mtds Hlth Research (3)**

This course provides an overview of qualitative research methods commonly used in health related research, including the basic skills needed for data collection and analysis and an understanding of

philosophical and epistemological roots. Students will learn to develop and critique a qualitative research proposal in terms of design, technique, analysis and interpretation.

**PUBH 7348 – Hlth Equity, Cult Comp, Soc Just (3)**

This course provides a foundation for needs assessment of current public health issues to promote health equity. Key topics include health disparities; cultural competence in community intervention development; cultural approaches to health, illness, and health-seeking behavior; and public health challenges in diverse communities in achieving health equity and promoting social justice.

**PUBH 7400 - Special Problems (3)**

Independent investigation of a research problem or directed readings, in a selected area of public health chosen in consultation with the instructor. Only six hours of credit may be applied to a degree. May be repeated for a maximum of 6 credits.

**PUBH 7450 - Randomized Clinical Trials (3)**

The purpose of this course is to provide students with a thorough grounding in the conduct of randomized clinical trials (RCTs) including design, management, evaluation, and resource acquisition. Emphasis is placed on RCTs that are relevant to public health research and practice.

**PUBH 7985 - Practicum/Field Experience (3)**

The MPH Practicum consists of a 240-hour field experience in a public health setting. Students are placed in community settings that provide relevant training and experience in areas of their professional and career interests. Students are required to attend an orientation session (held in February of each year) to acquaint themselves with the policies and expectations associated with the MPH Practicum experience. At that time they let the MPH Director know the nature/content area of experience they seek. It is intended that the Practicum experience will serve as the basis for the student's Master's Project or Thesis research. Students submit a Practicum Portfolio at the completion of their experience.

**PUBH 7992 - Master's Project Seminar (3)**

Capstone course for the MPH program, drawing from all previous learning in the program. Students identify a public health problem, develop a format for intervention, develop the intervention strategy, and evaluate program success; requires formal report and oral presentation. PREREQUISITES: Completion of core coursework and minimum of 24 credit hours toward the MPH degree. Grades of S, U, or IP will be given.

**PUBH 7996 - Thesis (3)**

Grades of S, U, or IP will be given.

## Thesis/Master's Project Overview

All graduate students must successfully complete either a Thesis or a Master's Project as partial fulfillment of their degree requirements in the MPH program. Either a thesis or Master's Project may be completed at the discretion of the student in consultation with his or her adviser. The master's project or thesis is typically conducted as part of the practicum experience, and planning begins prior to, or early in the practicum experience. The format and rigor of scholarly work should be similar for both thesis and Master's Project. Some differences between the two exist, however, e.g., type of project, committee composition and disposition of the completed product (see table and guidelines to follow). Both are written in accordance with the *AMA Manual of Style* or the *Publication Manual of the American Psychological Association*.

Objectives of the master's project and thesis are as follows:

### Master's Project

The Master's Project is a public health-relevant practice-based service project. Its purpose is to provide the student with the opportunity to develop and demonstrate skills that are critical to public health practice, including critical analysis of public health problems, assessment of community needs, development of tools, resources, and programs, and evaluation of public health programs,

Choosing the Master's Project option is especially appropriate for students who plan to pursue careers as public health practitioners, such as program planners or implementers in community health organizations or health departments.

The master's project process should begin with a review of the relevant literature and current thinking in the chosen area, and lead to the development of a tangible product that will be of use to public health stakeholders, such as community agencies and other service providers, health departments, and policy makers. The project should demonstrate excellence, and may even be publishable, but may not necessarily carry the same burden of primary data collection as the thesis.

The project may be, but is not limited to:

- The development of a plan to implement a public health program of relevance to a particular stakeholder. Working with the stakeholder, the project would address critical issues such as management, fiscal, ethical and logistical issues
- A comprehensive needs assessment for a community agency that provides public health services.
- An evaluation of an existing public health program or intervention in light of best practice recommendations.
- A resource, such as a multi-media intervention, "toolbox," workshop or "Town Hall meeting," or other kind of educational module, developed from a sound literature review, and designed to address a specific public health problem or need
- Community-wide assessment of the availability and effectiveness of evidence-based programs to control or eliminate a particular public health problem.

## **Thesis**

The thesis is a scholarly treatise that substantiates a specific point of view as a result of original research conducted by the student during graduate training. Its' purpose is to generate new knowledge relevant to public health. Since public health is grounded in theory, the thesis often will involve testing existing or new theories.

Choosing the thesis option is especially appropriate for students who plan to pursue careers in public health research, such as research project managers, and for students who plan to pursue doctoral studies for research or academic careers.

The thesis process involves critical review and analysis of a research area in public health, development of an answerable and relevant research question, and rigorous testing of that research question following procedures from established research traditions. The thesis may utilize qualitative, quantitative, or mixed methods.

The thesis may be, but is not limited to:

- A critical, systematic review of a research area to stimulate theory building or theory testing.
- The development of an intervention, followed by the testing or evaluation of that intervention.
- The design of a program, and the evaluation of the program's feasibility or effectiveness.
- Collection and analysis of observational data, using quantitative (e.g., survey) or qualitative (e.g., focus groups) to answer a specific research question, that conforms to rigorous methodological standards.
- Secondary analysis of previously collected data, such as representative national surveys, to answer a previously unanswered research question.

For a thesis preparation guide, go online to the following address:

<http://www.memphis.edu/gradschool/tdinfo.php>

A thesis style checklist that highlights writing style guidelines is available to assist students in understanding the process of developing, conducting and completing their thesis. (They are found within the preparation guide on the link above). This checklist should be printed and signed and submitted to the Graduate School upon completion of the thesis.

### **Prerequisites:**

- Student must be fully admitted to the Master's degree program.
- Student must have completed a minimum of 24 credit hours including (all MPH core and required courses).

- Student must be in good academic standing. Once student is registered for thesis/master's project, continuous enrollment is required (exception: summer term). Failure to register continuously will result in the student being charged tuition for each semester he or she did not enroll.

### **Human Subjects Approval**

A student must obtain written approval from the Institutional Review Board *prior to undertaking any study* involving human subjects, and after consultation with his/her advisor. This rule includes the use of previously collected data that already has received IRB approval. The student will be required to submit the appropriate forms for review or exemption to the IRB Coordinator in the Office of Research Support. *It is the student's responsibility to submit the IRB application or exemption at least six weeks prior to the proposed date of commencement of the research. Submitting it earlier than six weeks, whenever possible, is recommended to prevent delays in beginning the thesis or master's project.* Information on human subjects approval can be found on-line at <http://academics.memphis.edu/irb/>.

### **Thesis Proposal**

The thesis is typically conducted as part of the required practicum experience. The student and advisor, in consultation with the MPH director, should explore practicum possibilities during the first year of enrollment in the program. Arrangements for the Practicum experience are coordinated by the MPH Director. The selection of the Practicum experience is based on students' interests and career plans. Practica may be completed at the Shelby County Health Department, or alternately, students may work with the MPH Director to arrange a practicum experience at another community agency. As part of the practicum selection experience, the student, advisor, and MPH Director should work with the practicum site Preceptor to formulate a plan to complete the thesis. The thesis usually involves independent data collection or secondary data analysis. It is expected that a publication will follow from this research. Further examples and requirements are provided above in the Thesis Overview section.

The student enrolls in the Thesis course (PUBH 7996) and develops his/her Thesis Proposal under the direction of the committee chair, in concert with the identified committee members.

The Graduate School website contains a Thesis/Dissertation Preparation Guide that students should consult: <http://www.memphis.edu/gradschool/tdinfo.php>

An MPH Thesis Checklist suggests steps for completing the proposal. A copy of the checklist should be printed for discussion at the initial meeting between student and Thesis committee chair. The checklist should be appropriate for most traditional research projects. Deviations from the recommended steps should be discussed and agreed upon by student and committee chair. The checklist is included below in this document and is available online at [http://www.memphis.edu/gradschool/tdinfo\\_paper.php#checklists](http://www.memphis.edu/gradschool/tdinfo_paper.php#checklists)

The student and committee chair establish specific goals and a timetable for achieving these goals, to produce the thesis/master's project proposal. A recommended timeline is included below.

1. The committee chair reviews and provides feedback on drafts of the proposal and decides when the proposal is sufficiently developed to send to other committee members for their review.

2. The student obtains approval from the committee chair to distribute the proposal and to schedule a committee meeting for presentation of the proposal.
3. The student schedules a meeting with the committee to present the proposal for approval consideration. All committee members must be present, although exceptions can be made at the discretion of the committee chair in extenuating circumstances.
4. The student gives a copy of the proposal to each member of the committee **at least ten working days prior to the presentation of Thesis Proposal.**
5. **Student successfully presents** Thesis proposal, gaining approval from his/her committee. The format of the proposal defense meeting is at the discretion of the committee chair. The chair may require that the student make a formal presentation of the proposed project.
6. In the case that approval is not granted, the student should respond to the concerns of his/her committee and repeat the procedure described above.
7. Student files the Thesis/Dissertation Proposal Defense form with the Director of Graduate Studies. The form is available on-line at <http://www.memphis.edu/gradschool/form/tdproposal.php>

### **Thesis Preparation and Approval**

After receiving approval of the thesis proposal from his/her committee, the student works with the committee chair to conduct the work agreed to (e.g. IRB submission, literature review, data collection and preparation, critical analysis of empirical literature or public health programs, etc) and to prepare a Thesis document that is of acceptable scholarly rigor and presentation quality to meet standards of the School of Public Health and Graduate School.

As a first step, the student and committee chair should review the MPH Thesis Research Planning Checklist which outlines the steps for completing project requirements. The student should print out this checklist and discuss it with the committee chair early in the process. Student and chair should retain a copy of the checklists with completion dates noted. This form is included below in this document and is available online at:

[http://www.memphis.edu/gradschool/tdinfo\\_paper.php#checklists](http://www.memphis.edu/gradschool/tdinfo_paper.php#checklists)

The student and chair establish concrete goals, and a timetable for achieving these goals, related to completing the proposed work, including IRB submission, data collection and analysis, preparation of materials such as assessment or intervention tools (if applicable), and writing and re-writing chapters of the thesis/masters project document.

1. The thesis must be prepared according to the guidelines specified by The University of Memphis Graduate School and in accordance with the *AMA Manual of Style* or the *Publication Manual of the American Psychological Association*. Guidelines are online at: <http://www.memphis.edu/gradschool/tdinfo.php>.
2. The student submits revised drafts of the thesis document until the committee chair is satisfied that it meets University of Memphis and School of Public Health standards for quality. A final draft is

then submitted to the committee chair. When the committee chair approves, final draft should be circulated to the other committee members, who will give input prior to the defense.

3. The student obtains approval from the committee chair to schedule a committee meeting for defense of the thesis project. The meeting must be scheduled at a mutually convenient time for all committee members. The meeting should be scheduled far enough in advance of submission deadlines to accommodate all committee members' schedules.
4. The student schedules a meeting with the committee to defend the thesis project and obtain final approval of its acceptance. All committee members must be present (exceptions can be made at the discretion of the committee chair in extenuating circumstances).
5. The student gives a copy of the completed thesis to each member of the committee **at least ten working days prior to the presentation of Thesis Proposal**. Committee members will provide feedback to the student regarding modifications to the document so that the student may address/correct all major issues prior to the defense.
6. The committee chair should issue an announcement (i.e., time, location) via email of the defense and invite all SPH faculty and students to attend. Guests from outside of the SPH also may be invited to attend. A copy of the invitation should be filed with the Director of the MPH Program.
7. The committee chair will preside over the defense. At the start of the meeting, the committee will conduct a preliminary deliberation, without the student or audience members present, of the thesis to identify questions, concerns, and clarifications that are needed from the student. The student will then make a formal presentation of the thesis project. Following the presentation, questions from the audience (i.e., non-committee members) will be entertained by the student. Audience members will then be asked to leave, and the student will entertain questions on the thesis from committee members. Committee members also will administer the oral Comprehensive Examination during this questioning period (described below).
8. Immediately following the oral defense, the student's committee will deliberate, in confidence, to determine whether or not the student has demonstrated an acceptable level of performance. Committee members will then provide feedback to the student, including any changes to the thesis that must be incorporated before approval is granted.
9. The student makes all changes recommended by the committee and submits the revised document to the committee chair. The committee chair determines whether the changes adequately address the concerns of committee members. The revised document is distributed to, and reviewed by committee members, if requested by members.
10. Upon successful completion of the thesis defense, the student should have members sign the Thesis or Dissertation Proposal Defense Form, which is available at <http://www.memphis.edu/gradschool/pdfs/tdproposal.pdf>. The signed form is submitted to the SPH Director of Graduate Studies for their signature. Two copies of the signed form are made (one for the student, one for the MPH Program). The student delivers the original signed copy to Michelle Stout in the Graduate School office in the Administration Building.

11. Final draft of thesis (not master's project) is forwarded (unbound) to the Graduate Analyst (Michelle Stout), Administration Building, Room 309 for review and editing. The Graduate Analyst notifies the student when the edited draft can be picked up. (Check graduate school deadline calendar for date the defended draft is due).
12. Final copies of the master's project are forwarded to the MPH Director and the College Director of Graduate Studies for review.
13. For a thesis, the student and committee chair respond to editorial comments from the Graduate Analyst.
14. After editorial changes of the thesis have been made by the Graduate Analyst, the student returns the final copy of the thesis (bound on 100%, 20 lbs. paper) to the Graduate Office. Bound copies also are sent to the committee chair and MPH Program Director. The MPH Program Director **will not** sign the Thesis Defense Approval Form until the student presents a bound copy of the final thesis to the MPH program, which will be shelved in the Office of the Director of the MPH program. For a final check on all steps see online: [http://www.memphis.edu/gradschool/form/tdproposal\\_form.php](http://www.memphis.edu/gradschool/form/tdproposal_form.php)
15. Unlike a thesis, the master's project document is not submitted to the Graduate School. Instead, the final document must be bound and provided to the MPH Program Director. The bound copy will be shelved in the Office of the MPH Program Director.

**Thesis Timeline (April 2011 version)**

Schedule	Spring 2012 Graduation
<ul style="list-style-type: none"> <li>• Work with advisor on developing thesis idea</li> </ul>	Fall and Spring of 1 <sup>st</sup> year
<ul style="list-style-type: none"> <li>• Plan thesis idea, in consultation with advisor</li> <li>• Outline a tentative research plan</li> <li>• Select committee members, in consultation with advisor</li> <li>• Seek input, as needed, from advisor/chair and committee members</li> </ul>	April 2011
<ul style="list-style-type: none"> <li>• <b>Deadline</b> to submit Thesis Committee Form to SPH and Graduate School</li> </ul>	<b>April 30, 2011</b>
<ul style="list-style-type: none"> <li>• Work on research questions/hypotheses, introduction, literature review</li> <li>• Select/develop data collection tools and sampling frame with advice from chair and committee</li> </ul>	Summer 2011
<ul style="list-style-type: none"> <li>• Develop 1-2 page research proposal (research questions/hypotheses, rationale, methods, anticipated results, and public health significance)</li> <li>• Seek approval from chair</li> </ul>	Sept. 2011- Early Oct 2011

<ul style="list-style-type: none"> <li>• Submit to the committee and get their feedback</li> <li>• Submit research proposal to SPH Graduate Studies Committee for approval</li> <li>• Submit IRB (allow 4 to 6 weeks for IRB review)*</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Deadline</b> for approval of the proposal by the SPH Graduate Studies Committee</li> </ul>	<b>September 30, 2011</b>
<ul style="list-style-type: none"> <li>• <b>Deadline</b> for successful proposal defense (with the Thesis Committee)</li> </ul>	<b>October 30, 2011</b>
<ul style="list-style-type: none"> <li>• Collect, process, and enter data</li> <li>• Finalize first 3 chapters (Introduction/research questions, literature review, and methodology)</li> </ul>	Oct-Nov 2011
<ul style="list-style-type: none"> <li>• Analyze data and create tables</li> <li>• Seek input, as needed, from chair and committee on interpreting data</li> </ul>	December 2011
<ul style="list-style-type: none"> <li>• Draft results and discussion (with input from chair)</li> <li>• Submit complete draft to chair</li> </ul>	January 2012
<ul style="list-style-type: none"> <li>• Deadline for submitting complete draft to chair</li> </ul>	<b>January 30, 2012</b>
<ul style="list-style-type: none"> <li>• Revise draft and submit it to Committee, with chair's approval</li> <li>• Set defense date with committee approval</li> <li>• Continue revisions</li> </ul>	February 2012
<ul style="list-style-type: none"> <li>• Develop Powerpoint presentation for defense</li> <li>• Receive feedback from chair</li> <li>• Deadline for defending the thesis (<i>check University website</i>)</li> </ul>	March 2012
<ul style="list-style-type: none"> <li>• <b>Deadline</b> for successful thesis defense</li> </ul>	<b>March 30, 2012</b>
<ul style="list-style-type: none"> <li>• Revise thesis based on committee recommendations</li> <li>• Submit thesis to Graduate School</li> </ul>	April, 2012 (check deadlines)

\* All student research involving human subjects, including secondary analyses of previously approved research, must be approved by the University of Memphis Institutional Review Board prior to any data collection or analysis.

## Comprehensive Examination

The MPH Comprehensive Examination is an oral examination based on the student's Thesis or Master's Project. The Comprehensive Examination will be conducted during the master's project/thesis defense. Comprehensive examination questioning will focus on the present topic in the context of the student's MPH academic coursework and practice experiences. The Exam is designed to assess the student's acquisition of the body of knowledge requisite for the area of study and the student's ability to synthesize and apply that knowledge to issues and problems in the field of public health. Students are expected to be knowledgeable and conversant in such areas as the methodological and statistical approaches used in their project/thesis, conceptual frameworks/theoretical underpinnings of their work, and the implications of their work to public health practice. Every candidate for the MPH is required to pass a final Comprehensive Examination before being recommended for graduation.

### Eligibility and Application for the Comprehensive Examination

To be eligible to take the comprehensive examination, the following is required:

1. The student must have completed all course requirements or must be currently enrolled in the last required course in the program of study (exclusive of Thesis/Master's project and practicum/internship).
2. The student must have a minimum GPA of 3.00.
3. The student electronically submits an Intent to Graduate Form
4. <https://saweb.memphis.edu/commencement/intenttograduate/>
5. The student submits the on-line Master's Degree Candidacy Form <https://academics.memphis.edu/gradschool/> by the published deadline (available online at <http://www.memphis.edu/gradschool/graduation.php>)
6. Student prints out the Comprehensive Examination Results form <http://www.memphis.edu/gradschool/form/comps2.php> and brings this to their thesis/master's project defense. Obtain signatures of examination committee members and duplicate two copies. One copy is submitted to the MPH Graduate Coordinator, and student retains one copy.
7. The original signed Comprehensive Exam Results Form should be submitted to the Graduate Analyst (Michelle Stout) by the deadline date. Refer to the University calendar for this date.

### The Examining Committee

The Examining Committee for a thesis will consist of the graduate faculty members who serve on the student's thesis committee. In the case of a thesis, the Thesis advisor shall chair the Committee. In the case of a Master's Project, the faculty member leading the Master's Project Seminar will chair the Committee. The other two members will be faculty in attendance at the Comprehensive Exam. In all cases, at least three of the members must be full or associate graduate faculty members in the School of Public Health.

### The Examination

Exam committee members will evaluate the overall performance of the student. A committee member's evaluation of the student's responses is not limited to the questions actually posed by him/her. That is,

committee members' final recommendation will be based on a student's responses to all questions answered during the exam. All members of the examining committee must judge the student's performance as satisfactory for the student to pass the exam.

### **Evaluation of Comprehensive Examination**

Upon completion of the oral examination, the student is dismissed from the room while the committee deliberates on his/her performance. The committee may judge the student's performance to be satisfactory (pass) or unsatisfactory (fail). The student is invited back into the room and informed of the result of the examination.

A student who does not perform satisfactorily on the first comprehensive examination will be given an opportunity to retake the examination no sooner than the next semester. The committee will provide written feedback to the student addressing two aspects: 1) specific information outlining the weaknesses in the student's performance on the initial exam, and 2) appropriate measures that may be taken to address those weaknesses as the student prepares to retake the examination. If the student's performance is unsatisfactory on the second examination, he/she will be dismissed from the program.

The result of the Comprehensive Examination will be reported on the Comprehensive Examination Results Form. Submit the completed/signed form to the MPH Program Director who, in turn, will route the form to the SPH Director of Graduate Studies for signature. The student will then deliver the form to the Graduate School to obtain the needed signature of the Vice Provost for Graduate Programs.

### **General Requirements for Graduation**

The student, when eligible to graduate, will file the Master's Degree Candidacy Form with the Graduate School. Instructions are available on-line at <http://www.memphis.edu/gradschool/grad/howmdc.php>.

General requirements are as follows:

- Complete program requirements.
- Earn a cumulative grade point average of 3.00.
- File Intent to Graduate Form.  
<https://saweb.memphis.edu/commencement/intenttograduate/>
- File Candidacy Form. Submit the candidacy form to the MPH Director, along with the student's unofficial transcript. The MPH Director will obtain the remaining necessary signatures from the School of Public Health and will file it with the Graduate School.  
<https://academics-s.memphis.edu/gradschool/>
- Successfully complete and file results of comprehensive examination.
- File final approved copy of the Thesis or Master's Project. The Thesis is filed with the Graduate Analyst, and copies are provided to the MPH Director and Thesis Committee Chair. The Master's Project is filed only with the MPH Director and the student's advisor.

***Meeting Graduation requirements remains the student's obligation. Nevertheless, the advisor has an obligation to become familiar with the guidelines in order to facilitate compliance.***

## **Section IV: Practicum**

The Master of Public Health (MPH) program integrates the academic study of public health theory with principles of public health practice in order to prevent disease, promote healthy lifestyles, and protect the community. In accordance with national accreditation standards, our MPH students each spend 240 contact hours in a practicum (internship) experience. The MPH Practicum is designed to provide students with Public Health (not clinical) experience in a field setting. Students are asked their preference of topics for their placements, and every effort is made to match their requests with agency needs.

Typically, the MPH Practicum is completed during the summer between the first and second years of coursework, and 3 hours of course credit are earned. When the Practicum experience is conducted over the summer, students enroll for the MPH Practicum (PUBH 7985) during the following Fall semester. Students typically conduct their master's project or thesis work based on their practicum experience. Refer to MPH Practicum Guidelines.

Students are required to attend a Practicum Orientation session (held in January of each year) to learn about Practicum requirements, expectations, and deliverables. At this time, they will formally indicate their area of interest and request a location. Locations include the Shelby County Health Department, Planned Parenthood, Mason YMCA, Veterans Administration, UTHSC, St. Jude Children's Research Hospital, Methodist Le Bonheur Healthcare, and Shelby County Office of Early Childhood and Youth. Other locations will be considered.

## **Section V: General Academic Information**

### **Academic Conduct**

The University of Memphis Code of Student Conduct defines academic misconduct as all acts of cheating, plagiarism, forgery and falsification. The term "cheating" includes, but is not limited to: using any unauthorized assistance in taking quizzes or tests.

- Using sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments
- Acquiring tests or other academic material before such material is revealed or distributed by the instructor
- Misrepresenting papers, reports, assignments or other materials as the product of a student's sole independent effort
- Failing to abide by the instructions of the proctor concerning test-taking procedures
- Influencing, or attempting to influence, any University employee in order to affect a student's grade or evaluation
- Any forgery, alteration, unauthorized possession, or misuse of University documents

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

#### **Academic dishonesty also includes:**

- Furnishing false information to any University official, faculty member or office.
- Forgery, alteration, or misuse of any University document, record, or instrument of identification.

### **Student Evaluation of Teaching Effectiveness (SETE)**

#### **How to access online SETEs:**

- Go to myMemphis (formerly Spectrum), the University of Memphis portal, located at <http://my.memphis.edu>.
- Login using your UUID and Password.
- Click on the gray tab entitled "Student."
- Find the box (also known as a channel) called "SETE."
- Click on the "Complete a SETE Evaluation" link found in this channel. (A list of courses will load shortly.)
- Click on the link in the yellow box for the course you want to evaluate.
- Fill out the form and click the submit button.\*\*\*

- Print the confirmation page and keep for your records.
- If you have any trouble, please contact the IT Help Desk at 678-8888.

\*\*\*Make sure you are ready to submit! Once you click the submit button, you cannot access the SETE for that course again.

## **Inclement Weather**

Call 678-0888 for the latest information on class cancellations due to inclement weather

## **Section VI: Student Rights and Responsibilities**

### **Civil Rights and Non-Discrimination Policy**

The U of M shall not, on the basis of a protected status, subject any student to discrimination under any educational program. No student shall be discriminatorily excluded from participation or denied the benefits of any educational program on the basis of a protected status.

It is the intent of the University of Memphis that each campus of the University shall be free of harassment on the basis of sex, race, color, religion, national origin, age or any other protected status and shall fully comply with the anti-harassment provisions of Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972, as amended, the federal and state constitutions, and all other applicable federal and state statutes.

The University specifically finds that diversity of students, faculty, administrators and staff is a crucial element of the educational process and reaffirms its commitment to enhancing education through affirmative action to increase diversity at all levels.

## **Section VII: Students Support Services**

### **Financial Assistance**

Limited federal assistance, in the form of work-study, Stafford Loans, or Perkins Loans, is also available. Contact the Office of Student Aid at (901) 678-2303 for more information. VA benefits and Title IV funds for enrollment fees are subject to cancellation and immediate repayment if the recipient stops attending, whether or not he/she has withdrawn or dropped a course. The instructor will report the last known date of attendance as the unofficial withdrawal date. Students who stop attending will be assigned a grade of F in courses that do not reflect an official withdrawal.

### **University Library Services**

The University Libraries are significant resources for both The University of Memphis and the Mid-South region. While the primary mission of The University Libraries is to serve the University community, library services are extended to students and faculty in other colleges and universities in the Memphis

area, local and regional corporations, governmental agencies, and adult citizens of the community, including the libraries' support group, the Friends of the Libraries. Individuals not associated with The University of Memphis can request a Library Privileges Card at the McWherter Library Circulation Desk.

The Ned R. McWherter Library is located west of Zach Curlin Drive and south of Norriswood Avenue. Constructed under earthquake-resistant building codes, the McWherter Library was designed to provide state-of-the-art access to information technology and to be fully accessible to the disabled. It has 725 network connections throughout the building, including those in study carrels, group study rooms and the 24-hour Learning Commons. Wireless connectivity is provided throughout the building on all floors. The building's distinctive feature is the domed rotunda, copper-covered on the outside and centered with an oculus that floods the interior glass walls and grand staircase with natural light and spotlights the compass rose inlay of the granite floor four stories below. The University seal in the center of the eight-point compass contains a date which is changed each year, allowing University graduates to make souvenir rubbings.

Restrooms, elevators, and public copiers are centrally located on each floor. There are public phones in the library which allow free local and toll-free calls. These phones are located on the 1st floor in the elevator lobby, and on the 2nd, 3rd & 4th floors near the men's restrooms.

### **Branch Libraries**

The University Libraries includes the McWherter Library and four branch libraries: Audiology & Speech Language Pathology, Chemistry, Mathematics, and Music. All are located on the Main Campus except the Audiology and Speech Language Pathology Library, which is at 807 Jefferson Ave.

### **Academic Services- Writing Center**

The ESP provides academic assistance for classes that students are currently taking at the U of M. ESP free services are available to graduate and undergraduate students.

- Learning Centers: Find out about ESP's 5 Learning Centers on campus.
- Supplemental instructions (SI): SI offers weekly study sessions for specific courses.
- Request a Tutor: Submit a request for tutoring at 217 Mitchell Hall or call 678-2704.
- Become a Tutor: Call 678-2704 to inquire about new tutor and advanced tutor training.
- Seminars: Fall 2010 schedule of ESP Seminars TBA
- Online Tutoring: Submit questions online 24/7 [www.memphis.edu/onlinetutoring](http://www.memphis.edu/onlinetutoring). [See subject fields; check time

### **Health Services**

Student Health Services is located on the main campus at 3770 Desoto Avenue, south of McWherter Library. Our mailing address is: The University of Memphis, Student Health Services, 200 Hudson Health Center, Memphis, TN 38152.

### **Hours:**

Student Health Services is open Monday 8:00 a.m. to 4:30 p.m., Tuesday 9:00 a.m. to 4:30 p.m.,

Wednesday 8:00 a.m. to 4:30 p.m., Thursday 8:00 a.m. to 4:30 p.m., and Friday, 8:00 a.m. to 4:30 p.m. throughout the year. During the Fall and Spring Semesters we have extended evening hours Monday-Thursday, 4:30 to 6:00 pm. for the convenience of our students. No appointment is necessary. The facility is closed weekends, holidays, and announced university closures, during these times, students are to use outpatient health care resources.

### **Eligibility for Care:**

Medical Services are available to all students, faculty and staff.

**Students** may be seen during the semester in which they are enrolled. A current University ID must be presented for admission. Students may be seen between the Fall and Spring or Spring and Fall semesters for an access fee. Additional service fees may apply.

**Faculty and Staff** must present a current University ID and will be seen until 3:30 p.m. Monday-Friday. Faculty and Staff are charged an access fee. Additional service fees may apply.

**Visitors** on The University of Memphis campus are eligible for first aid only.

### **Services:**

Student Health Services is an accessible, cost effective health care facility that emphasizes campus wide health promotion, disease prevention, and acute episodic outpatient medical care. Individualized attention, courtesy and patient confidentiality to all is of primary importance.

Student Health Services is staffed with a Physician, Nurse Practitioners, Registered Nurses, Licensed Practical Nurse, Laboratory and X-ray Technologist, Health Educator, and various administrative support personnel.

Short-term, acute illnesses and injuries are addressed at Student Health Services. Patients with chronic, complex or recurrent medical conditions must continue to use their primary care physician for issues related to their chronic illness. No routine physicals are performed at Student Health Services. Only lab tests ordered by Student Health Service medical providers will be performed.

Job related injuries are not treated at Student Health Services. If you are a student employee at the university and you are injured on the job, you must report the incident to your supervisor who will obtain the appropriate paperwork from the Human Department.

A Family Planning Clinic is provided by the Memphis and Shelby County Public Health Department. The Family Planning Clinic provides birth control information, devices, medications, and examinations by appointment. Family Planning Clinic fees are based on a sliding scale and are separate from Health Services charges. Payment may be made by cash or check only. To schedule or cancel an appointment, please call 678-2643.

**Immunizations:**

Students are charged a prepaid nominal fee for immunizations.

- **DIPHTHERIA - TETANUS:** Tetanus prophylaxis may be obtained when medically indicated.
- **HEPATITIS B:** A series of 3 injections are required.
- **INFLUENZA:** Flu Shots will be available across campus. Check our web site for the fall schedule.

**Tuberculosis Screening:**

TB skin tests are administered Monday-Wednesday from 8:00 a.m. until 3:30 p.m. All individuals must return 48 hours later for evaluation of their test. There is a fee for this service. As a condition of admission, International Students must have a TB skin test performed at Student Health Services.

**Health Education Programs:**

Student Health Services attempts to optimize student wellness with an emphasis on prevention by developing outreach programs and assisting with University research protocols. The Health Educator is available to provide free, health-centered educational programs for organizations, classes, and groups of interested students. The Health Educator will assist students with selection of appropriate information, brochures, handouts, provide individual counseling, and will serve as a health resource for students. Nutrition education is also available.

**Charges:**

**Students** enrolled at the university are not charged an access fee. Most routine diagnostic and laboratory analyses required for treatment will be at NO charge. Students pay fees for dispensary medications, and vaccinations. Students will be notified of any charges before a test or procedure is performed. Student Health Services requests payment before services are provided. Payment may be made by cash, check, credit card, or Tiger Funds. Students may be seen between the Fall and Spring or Spring and Fall semesters for an access fee. Additional service fees may apply. When more in-depth evaluation or treatment is needed the patient is referred off-campus. All charges are the responsibility of the patient.

**Counseling Center**

The Center for Counseling, Learning and Testing, made up of the Career and Psychological Counseling Center, the Educational Support Program, and the Testing Center, is a comprehensive student development agency committed to providing a seamless set of services to assist student in actualizing their maximum potential. Our Career Counseling staff offers a wide variety of services: individualized career exploration and planning, topical workshops and outreach programming for faculty, classes, and campus organizations. The Educational Support Program provides academic assistance for classes that students are currently taking at the U of M. ESP's free services are available to graduate and

undergraduate students. Our Testing Center Main Office is in the John W. Brister Building in Room 112. In addition to the U of M Prometric Center, accessing several thousand computer-based tests, this Center assists in a full range of student assessment needs.  
(<http://www.memphis.edu/cclt/>)

## **International Student Advisement**

The International Student Office extends a warm welcome to all international students and visiting scholars who have chosen or who are considering The University of Memphis as their center for study. The International Student Office is one of the divisions that comprise the Center for International Programs and Services. The CIPS staff assists the now more than 1000 foreign students, scholars and professors on our campus. We look forward to meeting you.

The International Student Office supports the international population at The University of Memphis by providing advice on immigration matters, employment, taxation, cultural adjustment, and other practical issues. We are also responsible for maintaining University compliance with the United States Student and Exchange Visitor System (SEVIS) which reports directly to the U.S. Immigration and Customs Enforcement office. Additionally, we conduct an international student orientation each semester, coordinate insurance information, and assist student groups in the development of International Night and other cultural functions.

## **Student Housing**

*Residence Halls:* For information concerning application for rooms, contact the Office of Residence Life 901-678-2295 or visit their website: <http://reslifeweb.memphis.edu/reslife/>.

*Application Procedures:* Applications for residence hall space may be obtained from the Office of Residence Life, University of Memphis, Memphis, TN 38152, or from their website. Because spaces are allocated by date of receipt and home address, completed applications accompanied by the required \$100 application/reservation deposit should be returned to the Office of Residence Life as soon as possible. Checks or money orders should be made out to the University of Memphis. Please do not send cash.

Receipt by the Office of Residence Life of the housing application and \$100 check or money order, however, does not guarantee admission to the University or to a residence hall. The Director of Residence Life reserves the right to refuse any housing application, to change or cancel any assignment, or to terminate a resident's occupancy for justifiable cause.

*Contract Period and Conditions:* Fall assignment/contracts are for the full academic year (fall and spring semesters). Fall residents wishing to petition for release from their contract for the spring semester must do so in writing by November 1. Residents, who cancel after this date, but prior to claiming their key for the spring semester, will forfeit 50% of their application/reservation deposit. Residents who fail to cancel by the close of the check-in period will forfeit the entire \$100 deposit. The application/reservation deposit, once submitted with the application, covers the initial term of occupancy and all subsequent terms of occupancy and continues until such time as it is cancelled in writing. There will be no penalty if written cancellation is received prior to the published deadline for any specific contract period.

Residents claim and vacate their rooms according to directions issued by the Department of Residence Life. Returning and new residents will have claimed their spaces if any or all of the following procedures have occurred: (1) receiving the room key during the check-in period, (2) paying residence hall rent in full or in part by the end of the check-in period, (3) returning the signed contract with the rental payment.

*Cancellation Policy:* Full deposit and pre-payment of rent will be refunded if: (1) the institution is notified by the following cancellation deadlines for the first semester in which the contract is in force: July 1 for fall residents; December 1 for new spring residents; May 1 for summer residents; (2) the student is prevented from entering the University because of personal medical reasons confirmed in writing by a licensed physician; (3) residence hall space is not available; (4) if the applicant has not been assigned to a room at the time written cancellation is received by Residence Life; or (5) the student is denied admittance or re-admittance to the University. Full refund will be made in the case of death. Fall residents wishing to petition for release from their contract for the spring semester must do so in writing by November 1. No refunds will be made for other than the above conditions.

Assigned applicants who fail to cancel by the deadline referred to in (1) above but cancel before the close of the check-in period will forfeit 50% of their deposit. Assigned residents who fail to cancel by the close of the check-in period will forfeit their entire deposit. (This is applicable to both the Fall and Spring semesters.)

*Refund of Residence Hall Rent:* Refunds of residence hall rent after registration will be prorated on a weekly calendar basis when the student is forced to withdraw from the residence halls: (1) because of personal medical reasons confirmed in writing by a licensed physician, or (2) at the request of the institution for other than disciplinary reasons. Full refund will be made in the case of death. For reasons other than those stated above, the following procedure shall apply: 75% of fees will be refunded for withdrawal from the residence halls for a period of approximately 14 calendar days beginning with and inclusive of the first official day of classes or within an equivalent period for a short-term course. Twenty-five percent (25%) of fees will be refunded following expiration of the 75% period, for a period of time extending approximately 25% of the time covered by the term. The periods during which refunds of 75% or 25% will be made are exactly the same as the periods during which the same refund percentages are made for maintenance fees. No refunds will be made for other than the above conditions.

### **Student Family Housing**

Student Family Housing is located on the South Campus approximately one mile from the main campus. Phase One consists of 56 one-bedroom townhouse apartments, 62 two-bedroom townhouse apartments, and 8 two-bedroom flats. All apartments are equipped with stove, refrigerator, garbage disposal, living room carpet, and venetian blinds. Electric central heat and air are also provided. Each apartment has an enclosed private patio at the rear. The new Phase Two consists of 24 two-bedroom flats. These apartments are equipped with stove, frost-free refrigerator, garbage disposal, dishwasher, venetian blinds, thermal pane windows, hook-ups for stackable washers and dryers, and carpet for living room and bedrooms. Gas central heat and air are also provided. Each apartment has a patio/balcony with locking storage area. Four apartments are specifically designed for physically disabled students. Application forms may be obtained from the Office of Residence Life in Room 011, Richardson Towers or from their website, [www.people.memphis.edu/~reslife](http://www.people.memphis.edu/~reslife). A \$100 application/ reservation deposit is required when the application is submitted.

<http://www.memphis.edu/gradcatalog/expenses/housing.php>

## Parking

General Permit Parking is paid for through the Maintenance Fee portion of semester tuition. Once the student has registered for classes, a semester validation sticker will be mailed to the address on file with the Student Records Department. New students are mailed a permit (hangtag) along with a semester validation sticker prior to Fee Payment. The permits (hangtags) run on a three-year cycle and need to be updated every semester. If, for any reason, the student does not receive the semester validation sticker or permit through mail, he/she needs to come to the Parking Office the first week of class to obtain one. The semester validation sticker should be placed on the right side of permit. This validates the permit (hangtag) to be used in General Parking Lots **only**.

### Notice to all Permit Holders

1. Any lost or stolen permits **must** be reported to the Parking Office. There is a \$10.00 replacement fee for all lost or stolen permits (hangtags).
2. METERS ARE FOR **VISITORS ONLY**. Permit (hangtag) holders may not park at meters at any time.
3. All internal streets on campus that are not gated are restricted for Residents Only. For more information about parking contact: (901) 678-2212 or 120 Zach Curlin Parking Garage.

## **Section VIII: Student Associations**

### **University of Memphis Graduate Student Association**

#### **The University of Memphis Graduate Student Association**

- Provides opportunity for discussion and recommendations on matters of concern to graduate students
- Represents the interests of all graduate students campus-wide
- Is the official liaison for graduate students to communicate as a group with University and Graduate School administrators
- Advocates for support of graduate student research and teaching experience

#### **Who are the members of the Graduate Student Association?**

All enrolled graduate students are automatically members of the GSA, are encouraged to participate in GSA discussions and activities, and may serve on GSA committees and working groups.

#### **How is the Graduate Student Leadership Council Chosen?**

Every fall, and as needed throughout the academic year, a student from each department is elected or chosen to represent that department as a voting member of the GSA Leadership Council. If you are interested in serving as a representative please contact the GSA President (901.678.3220).

### **Public Health Student Association**

The Public Health Student Association (PHSA) is a student organization for graduate public health students enrolled in the School of Public Health at the University of Memphis. The PHSA serves as a forum for student concerns and activities.

The purpose of the PHSA is to facilitate student-student and student-faculty communication and cohesiveness within the School of Public Health. The organization advocates on issues pertaining to all aspects of the academic experience, including research opportunities, student representation, and public health issues. Ultimately, the PHSA will strive to create a strong and enduring foundation for future public health leaders.

#### **Our Mission:**

1. Promote awareness of career and academic issues related to the field of public health by serving as a voice to the faculty and administration.
2. Support all public health students at U of M academically, professionally, and socially.
3. Organize health-related volunteer activities within the community.
4. Collaborate with health organizations agencies, and associations regarding public health programming activities.

5. Encourage students to actively pursue educational and professional development.
6. Host regular social events for public health students to foster positive interactions among students, faculty and staff.

Membership is open to all students enrolled in a School of Public Health degree program. Meetings are held a minimum of once a month. Contact an officer for more information.

Dr. Marian Levy serves as Faculty Advisor to the PHSA.

## MPH Concentration Selection Form

Some students desire to obtain a generalist MPH degree, while others opt to specialize in a concentration area. This decision is usually made prior to the second semester of MPH study.

This form is used to officially declare a selection. Please return completed form to Shirl Sharpe in Scates 208 or email [ssharpe@memphis.edu](mailto:ssharpe@memphis.edu). Please direct any questions to Dr. Levy at [mlevy@memphis.edu](mailto:mlevy@memphis.edu).

I wish to select the following concentration within the Master of Public Health Program.\*

- Biostatistics
- Environmental Health
- Epidemiology
- Health Systems Management
- Social and Behavioral Sciences

I wish to obtain the

- Generalist MPH

\_\_\_\_\_  
Student Name (please print)

\_\_\_\_\_  
UUID

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\* Many concentration courses are offered in alternate years. Therefore, students should consult the course listings prior to making a decision.

October 2009

## Thesis Research Planning Thesis Checklist

The major goal/outcome of this course is the development of a research proposal suitable for completing the Master's thesis requirement. To achieve this goal, the following tasks/activities are prescribed:

Name: \_\_\_\_\_ SSN: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Date Completed	Task / Activity
1.	Meet with advisor to discuss research ideas and/or brainstorm research questions and explore research opportunities. Go to <a href="http://www.people.memphis.edu/~prpalmer/theses.htm">www.people.memphis.edu/~prpalmer/theses.htm</a> to review U of M theses titles.
2.	Identify research topic, question. Type an idea paragraph (maximum of one page). State in general terms the purpose, rationale, and feasibility for the proposed research project.
3.	Select thesis/special project chair.
4.	Write topic analysis. Present in outline format as follows (3-5 pages) <ol style="list-style-type: none"> <li>1. Title (proposed)</li> <li>2. Introduction               <ol style="list-style-type: none"> <li>a. Purpose of study</li> <li>b. Rationale, need for study</li> </ol> </li> <li>3. Literature Review               <ol style="list-style-type: none"> <li>a. Key studies and findings directly related to central purpose of study</li> <li>b. Research findings related to ancillary topics, issues</li> <li>c. Key studies related in methodology, instrumentation, and/or content</li> </ol> </li> <li>4. Research Questions and Hypotheses               <ol style="list-style-type: none"> <li>a. Research questions</li> <li>b. Hypotheses</li> </ol> </li> <li>5. Methodology               <ol style="list-style-type: none"> <li>a. Subject/Participants</li> <li>b. Assessment and evaluation instrumentation</li> <li>c. Procedures</li> <li>d. Data collection</li> <li>e. Data analysis (topical)</li> </ol> </li> </ol>
5.	Select thesis/special project committee members. Submit approval form.
6.	Review Graduate School guidelines and checklist for preparation of thesis at <a href="http://www.people.memphis.edu/~gradsch/chkfst.htm">www.people.memphis.edu/~gradsch/chkfst.htm</a>
7.	Prepare first draft of prospectus; submit to thesis/special project Chair. See attached outline.
8.	Revise prospectus; resubmit to thesis/special project Chair.
9.	Submit prospectus draft to committee members 10 days prior to scheduled

		prospectus presentation.
	10.	Set time, day, and place for prospectus presentation.
	11.	Invite faculty and students; prepare announcement of prospectus presentation; post and email.
	12.	Obtain committee signatures on thesis/special project approval form.
	13.	Prepare final, approved draft of prospectus.
	14.	Duplicate copies for committee members.
	15.	Complete and submit Application to Conduct Research with Human Subjects Application Form: <a href="http://www.people.memphis.edu/~ressvc/hsform.htm">www.people.memphis.edu/~ressvc/hsform.htm</a>
	16.	Submit the following to HSS Graduate Coordinator: (1) Prospectus approval page with signatures, (2) Confirmation of human subjects approval, and (3) Final copy of prospectus.
	17.	Committee Chair submits course grade to SIS.
	18.	Student registers for thesis/special project course.

## 1. Chapter One: Introduction

**1.1. Introductory paragraph:** Begin with a capsule statement of what is being proposed, and then proceed with an introduction of the subject. The introduction should be comprehensible to an informed lay person and give enough background to enable the reader to place the particular research problem in a context of common knowledge.

**1.2. Statement of the problem:** Make a brief declarative statement that indicates what research question(s) will be addressed in this study. All of the problem elements, including the variables to be studied, should be expressed in an orderly system of relationships. Research questions must be clear, consistent, and measurable. They guide the research design process.

**1.3. Purpose of the study:** Indicate “why” the study is being proposed. Spell out the reason(s) or objective(s) for doing the study. Try to answer the question: “what potential impact will the results of the study have on the current body of knowledge?” **Caveat:** don’t confuse the statement of the problem with the purpose of the study. The statement of the problem tells **what** is to be done; the purpose tells **why**.

**1.4. Need for the study:** Use the literature to elaborate on the purpose of the study, to help show why the study is needed, to explain why it is significant, or to justify its content. The development of this section should try to demonstrate one or more of the following: more knowledge is needed in this area, a knowledge gap exists between the theoretical and practical aspects of the problem, a solution to the problem needs to be explored, and/or current knowledge and/or assumptions related to the problem require validation. Establish or emphasize what is original about the proposed study, what circumstances have changed since related work was done, or what is unique about the proposed study.

**1.5. Delimitations:** In research, this refers to the scope of the study.

**1.6. Limitations:** In research, this refers to possible weaknesses of the study.

**1.7. Assumptions:** Assumptions state what the literature suggests can be assumed to be true for purposes of planning the study. Assumptions serve as the basis for much of the development of the study and then become the basis for the hypotheses.

**1.8. Hypotheses:** Hypotheses are statements that permit the researcher to predict the outcome of the study in advance. Some researchers prefer to express hypotheses in the null form.

## **2. Chapter Two: Review of Literature:**

**2.1.** The review of related literature should be a selective, critical summary of recent research on the topic of interest. It may identify gaps or weaknesses in prior studies that can build a case or justify a new investigation. It should follow a logical flow and lead the reader to a clear impression of how the proposed study will build upon what has already been done. Researchers usually organize the literature review in two ways: studies related to the present study in content and/or methodology, and studies classified according to topics. Content literature presents facts, theories, and background kinds of information. Methodology-related studies present information on design, techniques, instrumentation, and analysis.

**2.2.** This chapter should begin with an opening paragraph that relates the literature to the problem and explains how the chapter is organized.

**2.3.** Conclude chapter with a brief summary.

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\*Excerpts from: Baumgartner TA, Strong CH. (1998) *Conducting and reading research in health and human performance*, 2nd ed., WCBrown McGraw-Hill. 10/3/01 mhamrick p.2

**3. Chapter Three: Methods and Procedures:** This chapter should provide a clear, detailed picture of what is to be done and how it will be accomplished in sufficient detail so that another researcher could replicate the study. The following topics should be described:

**3.1. Research Design:** Indicate if the research design is descriptive, experimental, prospective, retrospective, longitudinal, or some combination of these traditional designs.

**3.2. Subjects:** Describe the target population, exactly who will be studied and how they will be selected and/or placed into study groups.

**3.3. Intervention:** If applicable, describe the treatment or intervention that will be used. How will it differ from the control group? How long will the intervention last?

**3.4. Variables:** Describe dependent or outcome variables (presumed effect) and independent or predictor variables (presumed cause).

**3.5. Sources of Information:** Describe the sources of information for the study (medical records, school records, observations, etc.)

**3.6. Instrumentation:** Describe how each variable will be recorded and measured. Justify the selection of each instrument (are they valid and reliable?).

**3.7. Procedures:** Describe the procedures for conducting the research. Indicate what will be done, how and when it will be done, and who will be doing it?

**3.8. Ethical Considerations:** Describe how the confidentiality of students, clients, patients will be maintained throughout the study and after completion of the study. How will informed consent be obtained?

**3.9. Data Analysis:** Describe the statistical procedures that are required to address research questions.

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\*Excerpts from: Baumgartner TA, Strong CH. (1998) *Conducting and reading research in health and human performance*, 2nd ed., WCBrown McGraw-Hill. 10/3/01 mhamrick p.3

**Documents and forms associated with these guidelines may be found at these websites:**

- Graduate School forms: <http://www.memphis.edu/gradschool/forms.php>
- Thesis preparation guide <http://www.memphis.edu/gradschool/tdinfo.php>
- Thesis style checklist [http://www.memphis.edu/gradschool/tdinfo\\_paper.php#checklists](http://www.memphis.edu/gradschool/tdinfo_paper.php#checklists)
- Thesis/ Dissertation Faculty Committee  
[http://www.memphis.edu/gradschool/pdfs/committee\\_form.pdf](http://www.memphis.edu/gradschool/pdfs/committee_form.pdf)