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I. Overview of the School of Public Health and the Social and Behavioral Sciences Doctoral Program

A. History and Mission of the School of Public Health

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. The SPH currently offers the MPH and the Master of Health Administration (MHA), along with doctoral programs in Social and Behavioral Sciences and in Epidemiology. A third PhD program, in Health Systems and Policy, will begin accepting students during the 2014-15 academic year.

The University of Memphis' School of Public Health 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, state, and throughout the world.

We aspire to:

1. Train the next generation of students in population health by providing the highest quality education and practice opportunities in theories, approaches, methods, and other substantive issues pertinent to public health;

2. Create an environment conducive to interdisciplinary public health initiatives, with special emphasis on vulnerable populations who suffer disproportionately from illness and disability;

3. Stimulate collaboration with the community to develop effective partnerships in combating the health challenges in our communities, city, state, and region;

4. Prepare future leaders in public health by supporting interdisciplinary research focused on health equity to develop behavioral, community, structural, and health services interventions that address disparities; and

5. Inform public policy, disseminate health information, and increase awareness of public health concerns through disease surveillance, needs assessments, and program evaluation.

B. SBS Doctoral Program Mission and Core Competencies

The Ph.D. degree in Social and Behavioral Sciences is the highest academic degree for individuals planning to pursue scholarly careers in this discipline. This program addresses 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 contribute 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.
The SBS doctoral program is designed for those who intend to teach, conduct original research, and serve in public health leadership positions, utilizing rigorous scientific theories and methods to understand and influence the social and behavioral determinants of population health risk factors and outcomes. Graduates of the program will be particularly prepared to conduct innovative, interdisciplinary, and translational research in community settings with an emphasis on vulnerable populations, and to design, implement, administer, and evaluate public health interventions and policies. The program emphasizes urban health and health disparities issues in Tennessee and in the Mid-South region.

The key competencies for doctoral students in the Social and Behavioral Sciences program are to:

- Identify individual, organizational, community, and societal influences on health, health behaviors, disease, illness, injury, and disability;
- Utilize social and behavioral science principles and applications to advance public health research and education;
- Conduct and disseminate rigorous and innovative social and behavioral science research relevant to public health;
- Develop, implement, and evaluate behavioral and structural interventions to promote health and health equity, prevent disease and injury, alleviate disability, and improve the quality of life; and
- Appreciate the history, philosophy, and professional and ethical standards of public health.

C. Faculty

Faculty in the Ph.D. program represent a variety of disciplines and orientations within the social and behavioral sciences, and conduct research in such areas as substance abuse, tobacco use prevention and cessation, HIV/AIDS, cancer, obesity, physical activity, nutrition, chronic disease prevention, community-based participatory research, program evaluation, global health, health disparities, and social determinants of health.

Currently, the division has four faculty members. We also are supported by faculty members from the Division of Epidemiology, Biostatistics, and Environmental Health Science and Division of Health Systems Management and Policy. Information about core faculty members is provided below.

D. SBS Core Faculty Profiles

Kenneth D. Ward, PhD is Professor and Director of the Division of Social and Behavioral Sciences in the School of Public Health. He also serves as Adjunct Professor of Preventive Medicine at the University of Tennessee Health Science Center, and Intervention Director of the Syrian Center for Tobacco Studies. Dr. Ward is a clinical health psychologist and a fellow of the American Academy of Health Behavior and the Society of Behavioral Medicine. He is a Senior Editor of the journal *Addiction*, Senior Associate Editor of *Health Behavior and Policy Review*, and an Editorial Board Member of the *American Journal of Health Behavior* and *Journal of Addiction*. Dr. Ward conducts epidemiologic and intervention research related to chronic disease prevention and addictive behaviors. Current research projects include: (1) an “eHealth” child obesity prevention tool that links parents, community organizations, and healthcare providers; (2) a web-based continuing education curriculum to help K-12 teachers incorporate physical
activity into their classrooms; (3) effects of sports participation and diet on children’s bone accrual; (4) use of tobacco and other substances in the aftermath of a disaster; (5) physical activity to aid smoking cessation; (6) prevention of post-cessation weight gain; (7) waterpipe (“hookah”) use both in the U.S. and Middle East; and (8) improving delivery of lung cancer treatment services (with Baptist Cancer Center). Dr. Ward’s research has been funded by more than 30 grants from the National Institutes of Health, American Heart Association, American Legacy Foundation, FedEx Institute of Technology, Tennessee Department of Health, The Tennessee Foundation, and The Urban Child Institute.

Satish Kedia, PhD is a Professor in the Division of Social and Behavioral Sciences, School of Public Health and an adjunct Professor in College of Nursing at the University of Tennessee Health Science Center. He is the Director of the Institute for Substance Abuse Treatment and Evaluation (I-SATE) since 2000 and is also the Director of Center for Health Equity Research & Promotion (CHERP). Dr. Kedia is a medical anthropologist with a PhD in anthropology and a certificate in Medical Behavioral Sciences from the Medical School at the University of Kentucky. His research interests include alcohol and drug abuse treatment and prevention, sexuality and HIV/AIDS, Cancer treatment, caregiving and adherence, and program evaluation and impact assessment. Dr. Kedia has been working on a number of public health related projects in the Mid-South, focusing on alcohol and drug abuse treatment and caregiving, and adherence issues associated with HIV/AIDS, and children with developmental disabilities. He has also conducted international fieldwork studying health impacts of forced displacement in India and pesticide usage in the Philippines. Over the last 10 years, Dr. Kedia has received upward of $10 million in research contracts and grants as principal- or co-investigator. He has presented his work extensively, both nationally and internationally, and has published numerous articles in peer-reviewed journals and encyclopedias, and has co-edited a book on Applied Anthropology. For his scholarly accomplishments, he was recognized with the Dunavant University Professorship in 2006 and as a Fellow by the Society for Applied Anthropology in 2002. Currently, Dr. Kedia serves as a Senior Editor of *Annals of Practicing Anthropology* (AAP), a flagship journal of a section of the American Anthropological Association.

Marian Levy, DrPH, RD is an Associate Professor and Assistant Dean of Students and Public Health Practice. She received her Doctor of Public Health (DrPH) degree from UCLA with a concentration in Behavioral Sciences and Health Education. Her doctoral studies were supported through a UCLA traineeship award funded by the National Cancer Institute and a pre-doctoral award from the American Cancer Society. Her research initiatives focus on reducing pediatric obesity, promoting health equity, and supporting sustainable communities. Since 2005, she has served on NIH special emphasis review panels for the National Center for Minority Health and Health Disparities and the Centers for Disease Control and Prevention. She has served as Principal- or Co-Principal Investigator for research funded by the Department of Defense, the Centers for Disease Control and Prevention, American Cancer Society, March of Dimes, Tennessee Department of Health, and the National Collegiate Athletic Association. As a consultant to the Memphis and Shelby County Health Department, she developed the Pandemic Influenza Response Plan for Memphis and Shelby County. Results of her work have been disseminated in numerous peer-reviewed journals, books, policy guides, and presentations at national meetings. She serves on the Editorial Board of the Journal of Academy of Nutrition and Dietetics. Dr. Levy has held several leadership positions, including President of the Tennessee Public Health Association; Chair of the Tennessee Healthy Weight Network; and Advisory Committee member to the Division of Minority Health of the Tennessee Department of Health. She was also named to the Regents Academic Leadership Institute. In 2008, she received the Ruby R. Wharton Outstanding Woman Award for Race Relations. She was recognized with the 2009/2010 Alumni Association Distinguished Teaching Award at the University of Memphis, and in 2011, was named an Outstanding Dietetic Educator by the Academy
Latrice C. Pichon, PhD, MPH is an Assistant Professor in the Division of Social and Behavioral Sciences, School of Public Health. She completed her PhD in Public Health with a concentration in Health Behavior from the Joint Doctoral Program in Public Health at San Diego State University and the University of California, San Diego in August of 2008. She received post-doctoral training in community-based participatory research (CBPR) in the Kellogg Health Scholars Program at the University of Michigan, School of Public Health. Dr. Pichon’s research focuses on exploring the role of the faith-based community in addressing HIV awareness and prevention, partnering with community-based organizations to understand HIV outreach, care, and utilization needs among vulnerable populations, and using the application of community-based participatory research (CBPR) approaches. She has secured both intramural (e.g., Benjamin L. Hooks Institute, Center for Health Equity Research & Promotion) and extramural (e.g., Shelby County Government, National Institutes of Health, and W. K. Kellogg Foundation) funding to support her research. Dr. Pichon is currently exploring the process by which predominantly African American churches develop, adopt, implement, and sustain programming to address HIV prevention with pilot funds from NIMH Grant R25HD045810 (PI Neilands; Sub-Award Pichon). She has published in the areas of HIV, CBPR, health behavior, and disease prevention among African Americans, and has presented her research at national, regional, and local scientific meetings. Dr. Pichon serves as the Racial, Ethnic, and Cultural Factors in Health Abstract Submission Track Chair for the Society of Behavioral Medicine Annual Meeting.

II. Admission Policies, Procedures, and General Expectations

The School of Public Health adheres to all Graduate School policies on admission, retention, and graduation, as described in the Graduate Catalog (http://www.memphis.edu/gradcatalog/).

A. Admission Requirements

A research-based master’s degree in a health-related or social/behavioral field is required for admission. Applicants who possess professional master’s degrees (e.g., MPH) will only be considered if they have appropriate research experience, such as having completed a thesis during master’s training, or being employed in a professional research position. Applicants for the doctoral program must show potential for further study by having maintained a GPA of at least a 3.0 average in their master’s-level coursework. An acceptable, competitive score on the Graduate Record Examination (GRE) from the past five years is required. Applicants already holding a doctoral degree or its professional equivalent from a U.S. university may be exempted from the GRE requirement. Other professional school standardized test scores (MCAT, DAT, GMAT, or LSAT,) may be substituted for the GRE by applicants who are working toward, or who have already earned, post-baccalaureate degrees in medicine, dentistry, management, or law earned in the U.S. Test scores must be sent directly to Graduate Admissions by the testing agency. The University of Memphis institution code number for reporting ETS scores is R-1459.

All applicants who will be attending the University on a visa, are non-native English speakers, and are not University of Memphis graduates must supply a minimum score of 96 (80%) on the computer-based Test of English as a Foreign Language (TOEFL iBT) or an equivalent score on the paper-based test (TOEFL PBT).

Letters of recommendation from three professionals (at least two letters from former professors)
familiar with the applicant’s academic background or experience in public health-related work, specifying in detail the applicant’s capabilities for graduate study and for future performance as a public health scholar, are required. Applicants must also submit a personal statement of approximately 750 to 1000 words indicating his/her present interests and career goals, including how the PhD in Social and Behavioral Sciences will prepare the candidate to achieve these goals.

Materials submitted will be reviewed by the faculty admissions committee. Admission decisions are based upon the overall quality of the applicant’s scholarship and academic ability (i.e., GPAs, GRE scores, undergraduate and graduate coursework completed, research conducted, and recommendations), as well as the applicant’s “fit” for the program in terms of research interests and career goals.

Students are usually admitted to the SBS PhD program in the fall semester. The priority application deadline is December 1, guaranteed consideration deadline is February 1, and final application deadline is April 1.

B. Transfer Credit Evaluation

Previously earned doctoral credits not counted toward any degree may be considered for transfer by the student’s advisory committee in accordance with the Graduate School policy; however, residency requirements stipulate that the last thirty semester hours of credit for the doctoral degree (including 9 dissertation hours) must be earned at the University of Memphis.

According to Graduate School regulations, one third of the required credit 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.

The necessary form is available on the Graduate School website (http://www.memphis.edu/gradschool/pdfs/doctoral_transfer_credit.pdf). Upon completion of this form, please submit it to the Graduate School (AD 215) with the appropriate signature for processing.

Credit by exam

In cases where the student has knowledge, but has not taken the appropriate course, the academic units, with approval from the Vice Provost for Graduate Programs or designee, may offer graduate courses for credit by examination. Total credit-by-examination applied to a student’s degree program may not exceed nine (9) semester hours. The necessary form is available on the Graduate School website. http://www.memphis.edu/gradschool/pdfs/credit_by_examination.pdf

The following regulations govern the granting of credit by examination:

A student enrolled in a degree program (full-time or part-time), who is in good academic standing, may
apply to take an examination for credit. The student must follow these steps to obtain credit by examination:

- Fill out the top of the form and obtain the signatures of the major advisor, division director, and college director of graduate studies.

- Pay the fee and attach the receipt to the form.

- Take the form to the division director, who will sign it after the exam has been taken and a satisfactory grade earned.
  
  - When the division director returns the completed form to the Graduate School, the Vice Provost for Graduate Studies or designee will authorize the posting of the credit to the student’s record.

  - The form of the examination, the method of administering it, and the time of examination are left to the discretion of colleges and academic units.

  - To receive credit, the student’s examination grade should be equivalent to at least a "B" (3.0). Credit is indicated on the student’s record as "S" but is not figured in the GPA.

The only remedy to an unsuccessful credit-by-examination grade is to enroll in and complete the course.

For doctoral students, the maximum amount of combined hours of transfer credit, credit-by-examination, course validation and experiential learning that can be used to fulfill degree requirements is 21 credit hours; one-third of the number of hours required for the degree (21 credit hours of 63 required credit hours).

C. Being a Doctoral Student

It may seem elementary, but being a doctoral student differs from being an undergraduate or master’s student in many important ways. Although many distinctions exist, it will be especially helpful to keep one major difference in mind as you plan, navigate, and revisit your personal objectives for graduate training. This difference can be summed in one word: professionalism.

One way to conceptualize graduate school is to realize that you are now in training to be a leader in the field of public health. Among other things, your doctoral education will provide training in the ability to demonstrate ethical choices and the values and professional practices that are implicit in public health decisions. Your doctoral training will also prepare you to consider the community stewardship, equity, social justice, and accountability in all your professional actions and require you to commit to personal and institutional development.

Although you may or may not be enrolled in courses over the summer, full time graduate students who have assistantships should consider yourself a 12-month employee of the University. You will be expected to actively invest your time in pursuing research and publications, reading(s) and learning that academic education entails, to be an involved member of our academic community, and to aggressively pursue training opportunities consistent with your career interests. Taking the initiative is extremely
important in this type of training. How much you gain from your graduate training will depend largely on how much you invest in it.

D. Being a Professional

Being a leader in the field of public health means juggling responsibilities. As a professional-in-training, you must balance the roles of professional and student; a balance that will evolve as you advance through the program. During your first years, you may feel like more of a student as you begin your coursework and research. As you progress, however, your need for guidance will change, and you will likely find yourself in leadership positions, including taking on greater responsibility for research and scholarly projects, and mentoring and sharing your experiences with students who are junior to you. In a sense, your development as a professional represents the advancement from student to colleague, such that by the time you complete doctoral training, your transition from student to colleague will be almost complete.

As a professional-in-training, you should be aware of the manner in which you present the profession to the world. Given the professional context, your attire should be appropriate, proper, and polished, as should your daily interactions. You should monitor your communications and behavior meticulously. Moreover, as a representative of your profession, your behavior has important consequences not only at work, but also, in the world at large.

E. Life in an Academic Community

Our community is comprised of hard-working, cooperative individuals, working toward a common goal: the advancement of public health through research and practice. While we have widely divergent interests in public health, knowing that “we’re all in this together” produces a sense of camaraderie among graduate students and faculty. Your peers are experiencing many of the same challenges, and faculty members remember the rigors of their graduate training. We have much in common with each other, even though some of our training is tailored to our own interests.

As graduate students, you are here to learn and to develop the skills needed for your career, and being members of our community facilitates these goals. As members of an academic community, you have the opportunity to exchange ideas in a climate that fosters intellectual and personal development. As you will soon realize, each member of our community is a talented, successful individual, and you might challenge yourself to learn something from every person here. We believe that our academic community is one that will support your professional and personal development. Harassment, discrimination, and other such behaviors that undermine our supportive climate are unacceptable, and concerns about these behaviors can be expressed to your advisor and division director.
III. SBS Doctoral Program Information

A. Curriculum

The PhD program requires completion of 63 semester credit hours beyond the master’s degree.

63 Total Curriculum Component Hours Required:  
Social and Behavioral Sciences Core (15 hours)  
Doctoral Seminar Core (6 hours)  
Research Methods Core (9 hours)  
Biostatistics Core (6 hours)  
Electives (18 hours)  
Dissertation (9 hours)

In addition, all doctoral students are required to fulfill the following pre-requisites (9 credit hours) or document equivalent previous coursework. These three courses will not count toward the required 63 hours of doctoral study.

Required pre-requisites:  
PUBH 8150: Biostatistics Methods I;  
PUBH 8170: Epidemiology in Public Health; and  
PUBH 8160: Social and Behavioral Science Principles.

Courses that will comprise your required 63 hours will be selected from the following:

<table>
<thead>
<tr>
<th>Rubric/Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Advanced Core (15 credit hours)</strong></td>
<td></td>
</tr>
<tr>
<td>PUBH 8014</td>
<td>Public Health Comm/PUBH 8012 Public Health Literacy</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 8130</td>
<td>Social Determinants of Health</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 8132</td>
<td>Health Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 8340</td>
<td>Behavioral Intervention Development</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 8161</td>
<td>Advanced Psychosocial Theories of Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Doctoral Seminar Core (6 credit hours)</strong></td>
<td></td>
</tr>
<tr>
<td>PUBH 8900</td>
<td>Advanced Readings in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 8901</td>
<td>Professional Development in Public Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Research Methods Core (9 credit hours) (Select two quantitative courses and one qualitative course)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Quantitative Courses (6 hours)</strong></td>
<td></td>
</tr>
<tr>
<td>HADM 8106</td>
<td>Health Services Research</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 8104</td>
<td>Large Data Sets in Public Health Research</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 8141</td>
<td>Epidemiologic Survey Methods</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 8172</td>
<td>Epidemiology in Public Health II</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 8339</td>
<td>Translational Research Methods in Population Health</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 8450</td>
<td>Randomized Clinical Trials</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 8301</td>
<td>Research Design and Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Qualitative Courses (3 hours)</strong></td>
<td></td>
</tr>
<tr>
<td>PUBH 8334</td>
<td>Community Based Participatory Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>
PUBH 8347  Qualitative Methods in Health Research  3

**Biostatistics Core (6 credit hours)**

**Required:**
- PUBH 8152  Biostatistical Methods II  3

**Select one additional course:**
- PSYC 8302  Advanced Statistics  3
- PSYC 8304  Measurement Theory and Psychometrics  3
- PSYC 8305  Quantitative Methods of Review in Research  3
- PSYC 8306  Linear Structural Modeling  3
- PSYC 8308  Applied Multivariate Statistics  3
- PUBH 8310  Mixed Model Regression Analysis  3
- PUBH 8311  Applied Categorical Data Analysis  3

**Electives (18 Credit hours)**

At least two of the five elective courses should be taken from within the public health offerings.
- PUBH 8800  Guided Research in Public Health (max 9 hours)

**Public Health Electives:**

Appendix 1: List of PUBH Elective Courses

- PUBH 8140  Epidemiology of Chronic Disease
- PUBH 8333  Addictive Behaviors
- PUBH 8335  Structural and Environmental Issues in Urban Communities
- PUBH 8336  Women’s Health
- PUBH 8337  Eating Behaviors, Nutrition, and the Family
- PUBH 8338  Critical Issues in Global Health
- PUBH 8341  Physical Activity and Public Health
- PUBH 8342  Epidemiology of Minority and Ethnic Populations
- PUBH 8343  Tobacco Use: Causes, Consequences, and Control
- PUBH 8345  Health Literacy
- PUBH 8346  Public Mental Health
- PUBH 8400  Special Problems
- PUBH 8447  Public Health Genomics

**Other Electives:**

- COMM 8016  Health Communication Campaigns  3
- EDPR 8109  Infant Development  3
- EDPR 8110  Early Childhood Development  3
- EDPR 8165  Social Development in Children  3
- ESCI 8613  GIS and Human Health  3
- NUTR 8602  Community Nutrition  3
- NUTR 8212  Applied Nutrition for Health  3
- NUTR 8204  Life Span Nutrition  3
- NUTR 8902  Food and Nutrition Study Abroad  3
- PSYC 8207  Developmental Psychology  3
- PSYC 8217  Social Psychology  3
Research Practicum and Training

***Credit hours for these courses will not count toward the 63 total credits required for graduation, but may be used to maintain full-time academic standing.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 7200</td>
<td>SPSS for Health Research</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 7201</td>
<td>SAS for Health Research</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 8800</td>
<td>Guided Research in Public Health</td>
<td>3</td>
</tr>
</tbody>
</table>

Dissertation (9 credit hours)  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 9000</td>
<td>Doctoral Dissertation*</td>
<td>1-9</td>
</tr>
</tbody>
</table>

* Students are required to take 9 credit hours toward their dissertation at The University of Memphis.

B. Research Requirement

All students are expected to actively participate in collaborative research and publications with their primary advisor and members of the department faculty for each semester they are enrolled. For students on graduate assistantships, this work will be part of their contracted duties. Part-time students not supported by assistantships will also be required to work collaboratively on research with their primary advisor and/or other faculty members. Students will be allowed to gain course credit for these research experiences by registering for PUBH 8800: Guided Research in Public Health. Similar to other doctoral programs at The University of Memphis, research practicum credit hours will not count toward the 63 total credits required for graduation but may be used to maintain full-time academic standing.

C. Graduation Analysis

Doctoral students and their faculty advisors will maintain a graduate analysis form (attached in the appendix). The advisor is expected to keep abreast of school and departmental degree requirements so that he/she can counsel students on courses and the proper progression towards the degree. Each semester the student is expected to meet with his advisor to discuss registration and to ensure that progress is being made. The advisor will complete the PhD Advising form (attached in the appendix). Both a copy of the graduation analysis and advising form will be placed in the student’s advising folder.

D. Credit Load

The Division of Social and Behavioral Sciences requires that full-time doctoral students register for a minimum of 9 credits hours per semester throughout their tenure in the program, which will also fulfill the University’s residency requirement prior to graduation. Part-time students are expected to carry a minimum of 6 credits per semester, unless permission is granted from the advisor for a reduced course load. Formal requests for an exception to this policy must be submitted to the SBS Division director and will be reviewed by the SBS faculty for approval.

E. Grades

As a doctoral student, grades are not the sole, or even primary, metric for your academic success.
Academic performance does matter, but research and other scholarly pursuits are important measures of success and are critical to be competitive for post-graduate training opportunities and professional positions. In terms of course performance, no more than seven (7) credit hours in which a grade of C or below was earned will be counted toward degree requirements. In order to remain eligible for departmental funding, you must maintain an overall grade point average (GPA) of 3.0 on a 4-point scale. A minimum of 3.0 is also required for graduation. According to the University of Memphis Graduate School, grades of “D” and “F” will not apply toward any graduate degree, but will be calculated in the GPA. Please note that grades from other institutions are not computed in calculating the GPA.

F. Maintaining “Good Standing” in the Program

“Good standing” means that your progress has been judged as satisfactory by the faculty. In making this assessment, the faculty expects that you are maintaining at least a B average, that you do not have a grade below a B in a core course, and that you are making satisfactory progress toward your degree on all measures on which you are evaluated (i.e., course work, research productivity including, collaborative presentations and publications, and professional behavior).

The SBS faculty is committed to working with each student that we accept into the program. As a group, we make every effort to help students who are struggling in order to facilitate successful completion of the program. We might, for example, design a plan for remediation, along with re-assessment after some determined interval, to assess progress. During this time, a student would normally be placed on probation, and we would provide as much support and direction as possible in an effort to help the student to succeed. Written feedback will be given to the student at the conclusion of a remediation program to clearly indicate whether the problem was successfully resolved, and the student has the opportunity to discuss the matter directly with the faculty.

Under rare circumstances, a student may be asked to leave the program. Dismissal typically occurs after a period of probation in which expectations for remediation are clearly stated. Reasons for dismissal can include a failure to perform adequately in courses, inadequate progress toward program milestones (such as comprehensive exam and dissertation), and unethical or unprofessional behavior. In the case of failing several courses or egregious misbehavior that cannot be safely rehabilitated, a student may be dismissed from the program without a period of probation.

G. Annual Performance Evaluation

Each August, all doctoral students will undergo a performance evaluation of their academic performance and (if applicable) graduate assistantship performance, for the past academic year. This review process begins by the student submitting to their major advisor a completed Doctoral Student Annual Progress Review, an up-to-date Graduation Analysis, and an up-to-date curriculum vitae. Forms are included as appendix manuals in this manual. The advisor will review the submitted materials, complete the Graduate Assistant Evaluation and Summary Comments (contained in the Progress Review) and schedule a meeting with the student to review the evaluation. Note that if the GA Supervisor is someone other than the advisor, this person will complete the Graduate Assistant Evaluation. The student may provide a written response to the evaluation, and a copy signed by both the major advisor, GA-ship supervisor (if applicable), and the student is filed in the student’s progress folder.
H. Timetables for Completion of Degree Requirements

Students should negotiate their planned deadlines with their advisor as early as possible in their graduate career and re-evaluate their plan at least annually to see whether any changes should be made. Full-time students normally are expected to finish the program within 3 to 4 years.

I. Comprehensive Examination

Overview: Prior to enrolling for dissertation hours (PUBH 9000), a student must successfully complete both a written and oral comprehensive examination. The examination will assess mastery of areas covered in the Social and Behavioral Sciences doctoral program. The content of the examination will consist of core competencies in public health, social and behavioral science principles applied to public health (theory and methodology), and public health issues central to the student’s main research area. Since the examination is designed to test each student’s knowledge of the field, it is not confined to material covered in classes.

Eligibility Requirements: Prior to initiating the examination process, a student must have completed at least 36 credit hours of coursework in the program. Additionally, he/she is required to be enrolled in the semester he/she proposes to take the comprehensive exam.

Composition of Committee: The committee will be composed of 3 faculty members (including the primary advisor) from the Division of Social and Behavioral Sciences. The student should form the committee in consultation with his/her primary advisor.

Timeline: Preparation for the comprehensive examination should begin during the 3rd semester for full-time students and 5th semester for part-time students. The exam will usually occur during the 4th or 5th semester of enrollment for full-time students and the 6th semester of enrollment for part-time students. A student will complete the written portion of comprehensive examination during the designated semester and then take the oral exam within two weeks of the completion of the written exam.

Timeline for SBS PhD Comprehensive Exam

<table>
<thead>
<tr>
<th>Fall Semester Comprehensive Exam Schedule*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mid-March</strong> Submit request for taking the comprehensive exam in Fall</td>
</tr>
<tr>
<td><strong>End of March</strong> Comprehensive exam committee formed in consultation with the advisor and the PhD Program Coordinator</td>
</tr>
<tr>
<td><strong>Mid-April</strong> First comprehensive exam committee meeting</td>
</tr>
<tr>
<td><strong>End of April</strong> Discuss types of questions and nature of reading list</td>
</tr>
<tr>
<td><strong>Compile reading list and study questions in consultation with the advisor and individual committee members</strong></td>
</tr>
<tr>
<td><strong>Mid-May</strong> Final approval of questions and reading lists by committee</td>
</tr>
<tr>
<td><strong>June and July</strong> Prepare for the comprehensive exam</td>
</tr>
<tr>
<td><strong>August</strong> Schedule comprehensive exam in consultation with your advisor and committee over the three week period</td>
</tr>
<tr>
<td><strong>Within two weeks of the written exam</strong> Assessment by the committee and comprehensive Oral Exam</td>
</tr>
</tbody>
</table>
Spring Semester Comprehensive Exam Schedule*

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-October</td>
<td>Submit request for taking the comprehensive exam in Spring</td>
</tr>
<tr>
<td>End of October</td>
<td>Comprehensive exam committee decided in consultation with the advisor and the PhD Program Coordinator</td>
</tr>
<tr>
<td>Mid-November</td>
<td>First comprehensive exam committee meeting</td>
</tr>
<tr>
<td></td>
<td>Discuss types of questions and nature of reading list</td>
</tr>
<tr>
<td>End of November</td>
<td>Compile reading list and study questions in consultation with the advisor and individual committee members</td>
</tr>
<tr>
<td>Mid-December</td>
<td>Final approval of questions and reading lists by committee</td>
</tr>
<tr>
<td>January and February</td>
<td>Prepare for the comprehensive exam</td>
</tr>
<tr>
<td>March</td>
<td>Schedule comprehensive exam in consultation with your advisor and committee over the three week period</td>
</tr>
<tr>
<td>Within two weeks of the written exam</td>
<td>Assessment by the committee and comprehensive Oral Exam</td>
</tr>
</tbody>
</table>

*Exact date for each phase needs to be decided in consultation with the Advisor and the Committee

Once the student passes both the written and oral parts, she/he is given the Doctoral Candidate status.

**Preparation for the Comprehensive Exam:** After forming the committee, the student meets with all members to plan for the exam. Expectations, format, and timing of the written and oral components of the exam, and coverage will be discussed. Each of the committee members will be responsible for one of the exam questions (described below). In consultation with the respective committee member, the student will produce a reading list for exam questions. Each list will be submitted to all committee members for review and possible feedback. Individual reading list typically contains 25-30 current reviews, seminar articles, and empirical studies.

The major professor will coordinate receiving the questions from committee members one week in advance of the first comprehensive exam for each of the students. Questions are discussed among the committee members and modified based on the feedback from members. The major professor will coordinate distributing the questions, collecting the responses, and distributing them to the committee members. Prior to the commencement of the exam, the major professor will also set the date for the oral exam within two weeks of the last exam in consultation with the committee members. The committee members can provide oral feedback to the student at their discretion one week prior to the oral exam. However, they are not required to provide any feedback prior to the oral exam.

**Written Component:** The written portion of the examination will consist of three exam questions and test the student’s competency in three areas: (1) theoretical and conceptual knowledge of social and behavioral sciences and their application to public health practice, (2) methodological preparedness in both quantitative and qualitative techniques as applied to public health issues, and (3) content knowledge of the student’s main research area. Essay questions will be distributed to the student on a weekly basis, one question at a time, thus, it will take 3 weeks to complete the written portion. A student will be given 6 days to complete each question. Normally, a question will be given each Monday and the answer will be due on the following Saturday. Responses should be typed in Times New Roman, 12 point font, double-spaced, 1-inch margins, and should be approximately 15-20 pages, excluding references and graphics.
**Oral Component:** During the oral exam, mastery of the subject area will be further assessed through a question/answer session with the committee. The questions will consist of both materials covered in the written portion of the exam and general knowledge in the field of public health. It will last approximately one and a half hours.

**Evaluation:** Committee members will independently evaluate the student’s written answers as well as his/her performance on the oral exam. If a student does not perform at a satisfactory level on a particular question, the committee may allow the student to retake the exam at the discretion of the committee. A student will be allowed to retake the comprehensive exam a maximum of one time.

**Academic integrity:** Students are expected to work on the questions independently. No collaboration is allowed among students. Any questions regarding the exam should be first raised to the primary advisor. They may be advised to consult with the faculty responsible for writing the question.

All written work submitted must be the student’s original work and conform to the guidelines of the American Psychological Association (APA) which are available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. The School of Public Health will follow University of Memphis policies and procedures regarding investigating, documenting, and responding to plagiarism. See “Academic Conduct” below and http://www.memphis.edu/studentconduct/misconduct_process.htm for specific University definitions and policies.

**J. Advisor and Dissertation Committee**

Students are assigned an academic faculty advisor during their first semester of enrollment in the PhD program. This assignment is made based on compatibility of the student and faculty research interests. Students should consult with their advisor prior to registering for courses each term so that he or she may help the student to choose courses consistent with their educational and professional goals. It is expected that students will develop a professional relationship with their assigned advisor and seek advice when issues come up. By initiating regular advising meetings, students ensure professional success and enhance academic performance.

After the end of the first year or a minimum of 18 credit hours, the student should assemble the dissertation committee. The academic advisor may also serve as chair of the dissertation committee, but the student is free to seek a different chair of her/his dissertation committee. The dissertation committee should consist of four faculty members with at least three members being from the SBS. The committee chair must hold full graduate faculty status. At least two others must hold associate or full graduate faculty status. One adjunct or one research faculty member may serve on the Committee, but not two. Only one committee member may be from outside the division or the University of Memphis. In the event of an invited committee member from outside the University of Memphis, the division must follow the Graduate School guideline for such appointments (http://www.memphis.edu/gradschool/graduate_faculty/gradfaproc.php). The Dissertation Faculty Committee Form must be completed and submitted to the graduate school as soon as the committee is formed. The Faculty Committee Form can be accessed at http://www.memphis.edu/gradschool/pdfs/td_committee_form.pdf.
Each student's dissertation proposal must be reviewed and approved by the dissertation committee. For this purpose, the student will submit her/his dissertation proposal to the committee and ask for an oral defense within 4 weeks after submission of her/his dissertation proposal.

**K. Dissertation Guidelines**

All doctoral students must complete an original investigation presented in the form of a dissertation. The dissertation must contain original research based on either primary data collection or secondary data analysis. The empirical data for the dissertation may be quantitative, qualitative, or mixed-methods in nature. The research work needs to be of publication quality, and acceptable to the Division of Social and Behavioral Sciences and to a committee of dissertation readers.

Each student's dissertation proposal must be developed, reviewed, and approved by the committee. The traditional doctoral dissertation consists of a statement of the problem, specific aims, and related hypotheses; a literature review; explanation of research methodology, data collection procedure, analysis of data, presentation of results; and a discussion of findings and their public health implications. Students also have the option of completing a manuscript-oriented dissertation as an alternative to the traditional dissertation. In case of the second option, students should prepare three published or publishable quality manuscripts on the subthemes derived from the main dissertation topic. These three manuscripts will consist of the three chapters of the dissertation and should be accompanied by the first introductory chapter that introduces the overarching theme and one concluding chapter that synthesizes all of the findings. Students should discuss both options with their advisor before deciding on a dissertation strategy.

A satisfactory investigation and its presentation in the form of a dissertation approved by a committee complete the written portion of the dissertation requirement. The material contained in the dissertation must be of publication quality in scientific journal(s) in the relevant field.

1) Prepare pre-proposal (2 to 3 pages)
2) Discuss and revise based on the major professor’s feedback
3) Form Dissertation Committee in consultation with the major professor
4) Distribute the approved proposal to the Dissertation Committee
5) Receive initial feedback from the committee (within 2 weeks)
6) Develop full dissertation proposal (7-10 pages) and distribute to the committee
7) Defend the proposal, receive feedback during the defense, revise and resubmit
8) Submit IRB (allow 6 weeks for approval)
9) Work on the first three chapters, including introduction, literature review, & methods
10) Collect and analyze the data
11) Complete the results and discussion chapters
12) Provide major professor with various chapters (receive feedback within 2 weeks)
13) Send complete draft to the major professor (receive feedback within 2 weeks)
14) Revise accordingly and resubmit to Chair (receive feedback/approval within 2 weeks)
15) When Chair approves, send the complete and revised draft to the Committee (receive feedback within 2 weeks)
16) Incorporate others’ feedback (within 2 weeks)
17) When major professor indicates that it is ready for defense, schedule a defense date
The pre-proposal should be a 2-3 page document that provides the rationale and preliminary research question(s) and study design of the dissertation. It helps orient potential committee members to your research and serves as a starting point for committee discussions leading to the full proposal. The pre-proposal should be approved by the major advisor and then submitted to individuals who are asked to serve on the committee.

The dissertation proposal consists of preliminary sections of the dissertation, including (1) Introduction, (2) Methods, (3) Expected Results, and (4) References. This same format can be used for both the "traditional" (single paper) and "3 manuscripts" options. The Introduction should be a detailed literature review and research questions/hypotheses. The Methods section should include sub-sections that are appropriate for your project, such as Design, Procedures/Intervention, Measures, and Data Analysis (including proposed outcome analyses and power calculations, if appropriate). Expected Results may be a paragraph or two that describe what findings are expected based on hypotheses, as well as potential obstacles and their solutions. The References section should be formatted in APA style and include all citations. The major advisor approves the final proposal. Once approval is given, it is submitted to committee members at least 2 weeks before the scheduled defense.

**L. Oral Defense of Dissertation**

When the student’s committee has agreed that the dissertation is ready for defense, the student should schedule the oral defense. At the defense, the student presents their dissertation work to his/her committee and all other interested persons. The student and entire dissertation committee must attend the defense. For some reason, if one of the committee members cannot attend the defense in person, she/he can attend the defense either via video, skype, or telephone. The student presents her/his work for approximately 30 minutes followed by an open question and answer session with guests. After guests’ questions are answered, they are dismissed, and the student responds to questions from their committee members. After this questioning, the committee votes to approve or disapprove the dissertation. The total defense will last approximately one and a half hour.

The student should bring the partially completed “Thesis/Dissertation Defense Results” form (http://memphis.edu/gradschool/form/defense.php) with her/him to their defense. Once the student has successfully defended her/his dissertation, the committee will complete the form and submit it to the graduate coordinator.

When scheduling the oral defense, the student should be mindful of the graduate school deadlines for submitting completed dissertations. The deadlines can be found at http://www.memphis.edu/gradschool/deadlines.php.

The candidate’s oral defense of the dissertation before a faculty committee is the final step for the doctoral degree requirements.

**M. Graduation Requirements**

Students must apply to graduate and submit the doctoral candidacy form in the semester before they plan to graduate. The forms are located in your MyMemphis portal on the “My Degree” tab. Deadlines and specific instructions for filling out these forms can be found http://www.memphis.edu/gradschool/graduation.php.
Following successful defense of the dissertation, the student should make the necessary changes/corrections suggested by his/her committee and submit one plain-paper copy of his/her dissertation to the Graduate School before the dissertation review deadline (http://www.memphis.edu/gradschool/deadlines.php.). After receiving the reviewed dissertation from the Graduate school, the student should make all necessary changes and submit an electronic copy of his/her dissertation before the final deadline using the Electronic Thesis/Dissertation website. For detailed instructions, visit https://umwa.memphis.edu/etd/.

IV. Administrative Information

A. Assistantships and Other Financial Support

The Division of Social and Behavioral Sciences is committed to seeking opportunities that will allow it to provide financial support to its students. Most full-time, eligible and accepted applicants will automatically be considered for School of Public Health scholarship support in the form of graduate assistantships. Departmental scholarship decisions are made during the admissions process and communicated to students in their letters of acceptance. Students are also encouraged to seek individual funding early in their program. Faculty will mentor students when applying for Individual Predoctoral Awards.

These assistantships provide in-state tuition and a stipend in return for 20 hours of work per week for faculty of the SBS division. A graduate assistant is a student who, under faculty supervision, performs functions related to teaching, research and/or service, and in doing so, receives valuable, practical experience. Graduate assistants (GAs) must maintain a 3.00 GPA and be registered for at least 9 credits to retain their assistantships. Additionally, GAs must adhere to the work schedule determined jointly by the supervisor and the student at the beginning of each semester. GAs who fail to perform their duties satisfactorily may be terminated from their appointments.

Students are encouraged to seek funding to support their graduate studies, including research fellowships. Students should work in close consultation with their major professor to prepare such applications. Because fellowships typically involve a commitment of divisional and school resources to support the student’s education, students should not submit any application for funding without the explicit approval of their major professor.

B. Academic Conduct

The University of Memphis’s 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. Academic dishonesty also includes furnishing false information to any University official, faculty member or office; and forgery, alteration, or misuse of any University document, record, or instrument of identification. See http://www.memphis.edu/studentconduct/misconduct_process.htm for specific University definitions and policies.

C. Training in the Responsible Conduct of Research

The SBS program requires doctoral students to demonstrate training in the responsible conduct of research by completing CITI training. As of October 31, 2011, researchers (including students and faculty) at the University of Memphis who apply for IRB review must have a current CITI certification on file. Your certificate of completion will be forwarded to the IRB Administrator by CITI once you have completed training.

The following are basic learner instructions to logon to your CITI site for the first time:

1. New Users need to register at www.citiprogram.org for CITI online training. Once there, simply click on "New Users Register Here".

2. Under the "Select your institution or organization" page, select your institution (University of Memphis) in the "Participating Institutions" drop down box.

3. Next, proceed to create your own username and password and select the Learner group.

4. The file: (Steps to registering with CITI.ppt) will also help you register with CITI for the first time.

D. 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, disability, 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.

E. Policy on Outside Student Employment

Full-time doctoral students with 20 hour per week assistantships are discouraged to work outside the stipulated graduate assistantship hours unless it is related to paid or unpaid internships. In case of a temporary and limited employment opportunity, they must seek their advisor’s and division director’s
permission in writing for each specific outside assignment.

F. Academic Calendar

Academic year calendars mark the major activity dates (class start/end dates, exam dates, and commencement) of each term and its parts. Each academic year begins with the fall term and ends at the conclusion of the spring term. Academic calendars are available from the Office of the Registrar and can be accessed at: http://www.memphis.edu/registrar/calendars/academic/

Students needing to register, add/drop, pay fee, etc. should check the Dates & Deadlines Calendar for that term (http://www.memphis.edu/registrar/calendars/semester.htm).

G. Vacation Policy for Students Holding Graduate Assistantships

Graduate assistants are not obligated to work on federal holidays, similar to regular University of Memphis full-time staff. The University Holiday calendar is available on the University of Memphis website. For any other vacation, they must request the leave in writing at least one week in advance, seek approval from their advisor, and make arrangements to cover the missed hours.

H. Withdrawing from the Program and Leave of Absence

Occasionally, students’ career interests or personal circumstances change and they decide to withdraw from the program. In such circumstances, we strongly suggest that the student schedule a meeting with his or her faculty advisor and the division director. There are several purposes to this meeting: First, faculty may answer questions about how to go about withdrawing from the program, and second, the student may share feedback about the strengths and weaknesses of the program. In some cases, a student may benefit from a “Leave of Absence” instead of a withdrawal, and your faculty advisor can provide you with information about this option, if needed.

I. Parental Leave Policy

Graduate students may request “Parental Leave” following the adoption or birth of a child. Parental leave applies to either parent. If both parents are graduate students, both may request simultaneous parental leave. The leave begins on the day the graduate student or postdoctoral fellow is no longer fully engaged in their professional and academic activities and, to the extent possible, should be requested in advance of a birth or adoption. Retroactive requests will be considered on a case-by-case basis.

J. Inclement Weather Policy

Call 678-0888 for the latest information on class cancellations due to inclement weather. Alternatively, you may register to receive TigerText messages on your cell phone in which you will be notified of university closings and other emergency alerts.

To register, visit http://tigertext.memphis.edu and log in using your U of M UUID and password. Be sure
to have your cell phone handy to complete the registration process.

**K. Grievance Procedures**

At times, a situation may arise that requires mediation to reduce/resolve conflict. The program has a plan for the suggested course of action. We recommend that you take the following steps in sequential order, if possible:

1. Approach the person with whom you have a complaint, and try to come to a resolution;
2. Seek out your advisor to address the issue;
3. Contact the SBS PhD coordinator;
4. If not resolved, meet with the Division director;

**V. Student Support Services at the University of Memphis**

**A. University Library Services**

Although the primary mission of the university libraries is to serve and provide significant resources to the University of Memphis community, these services are also extended to students and faculty from other colleges and universities in the Mid-South region. 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. Some of the McWherter Library services/amenities include:

- Interlibrary Loans (free access to online materials not available in the library/library database),
- Reserves and electronic reserves,
- Desks, tables, chairs, couches, et cetera
- Print and copy services,
- 725 network connections and Wifi,
- Private study carrels, group study rooms, and a 24-hour Learning Commons area,
- Computers with internet access and Microsoft Office software,
- Wheelchair accessible,
- Electrical outlets,
- Free book check-out,
- Restrooms and elevators,
- Public phones (free local and toll-free calls),

The University Libraries are comprised of 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.

**B. Writing Center**

The Educational Support Program (ESP) provides academic assistance for classes that students are currently taking at the University of Memphis. Free services are available to graduate and undergraduate students, such as:

- 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: Check schedule of ESP Seminars; and
Online Tutoring: Submit questions online 24/7 www.memphis.edu/onlinetutoring.

C. Health Services

The 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, Other nursing staff, Laboratory and X-ray Technologist, Health Educator, and various administrative support personnel. Short-term, acute illnesses and injuries can be treated at the Student Health Services. Patients with chronic, complex, or recurrent medical conditions/illnesses must continue to consult their primary care physician.

For more information regarding the location, hours, services, and payment, please visit their website. 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 Department of Human Resources. A Family Planning Clinic is provided by the Shelby County Health Department. The Family Planning Clinic provides birth control information, devices, medications, and examinations by appointment. The Family Planning Clinic fees are based on a sliding scale and are separate from Health Services charges. To schedule or cancel an appointment, please call 678-2643.

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 enrolled at the university are not charged an access fee. Most routine diagnostic and laboratory analyses required for treatment are usually done 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. For an access fee, students may be seen during the winter or summer break. 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. No routine physicals are performed at Student Health Services.

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

Student Medical Insurance information is available at http://saweb.memphis.edu/health/Insurance/insurance.htm. Pearce & Pearce is the new Tennessee Board of Regents approved vendor for student health insurance. For information concerning the plans available please visit their website at: www.studentinsurance.com and enter “University of Memphis” into the search box. Students may also contact Pearce & Pearce by phone at: 1-800-222-6491.
D. 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 students in actualizing their maximum potential. The 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. Additional information about the services can be found on their website: http://www.memphis.edu/cpcc/. The contact number for the Counseling Center is 901.678.2068.

The Educational Support Program (ESP) provides academic assistance for current classes taken by at the U of M. ESP’s free services are available to graduate and undergraduate students.

The 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. For more information, please visit http://www.memphis.edu/cclt/.

E. International Student Advising

The International Student Office is one of the divisions that comprise the Center for International Programs and Services (CIPS). The CIPS staff assists more than 1,000 foreign students, scholars, and professors on our campus. 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. This office is 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, they conduct an international student orientation each semester, coordinate insurance information, and assist student groups in the development of International Night and other cultural functions.

F. Graduate Student Housing

The University of Memphis offers Student Family Housing, located on the Park Avenue 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. Each apartment is equipped with a 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. A $100 application/ reservation deposit is required when the application is submitted. For more information, please see http://www.memphis.edu/gradcatalog/expenses/housing.php.
G. 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 the permit. This validates the permit (hangtag) to be used in General Parking Lots only.

VI. Student Associations

A. Graduate Student Association

The University of Memphis Graduate Student Association: 1) provides opportunity for discussion and recommendations on matters of concern to graduate students, 2) represents the interests of all graduate students campus-wide, 3) is the official liaison for graduate students to communicate as a group with University and Graduate School administrators, and 4) advocates for support of graduate student research and teaching experience.

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. 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).

B. Public Health Student Association

The Public Health Student Association (PHSA) is a student-run 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.
The mission of the PHSA is to:

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. Academically, professionally, and socially support all public health students at the University of Memphis.
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.

VII. Forms

A. Advising Summary Form – PhD Programs
B. Doctoral Student Annual Progress Review
C. Doctoral Degree in SBS – Graduation Analysis
D. SBS Doctoral Student File – Check List
Advising Summary Form
PhD Programs

Student’s Name: _____________________ Email: __________________ Phone: ___________

Program: _________________________ Semester entered: _____________________________

Advisor’s Name: _____________________ Date: __________________

Planning for Semester/Year _____________

Topics discussed

☐ Academic Issues  ☐ Class Scheduling  ☐ Career Planning  ☐ Graduation Analysis

☐ Presentations/Abstracts/Publications  ☐ Research  ☐ Comprehensive Exam

☐ Dissertation  ☐ Other______________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Advisor signature: __________________

Student Signature: ________________
School of Public Health, The University of Memphis
PhD Program in Social and Behavioral Sciences
Doctoral Student Annual Progress Review

Academic Year: ______________

Instructions: Each student will arrange for his/her annual review with the major advisor. The student must complete and submit this document to the major advisor for review at least one week prior to the scheduled review. Please also attach your CV and Graduation Analysis to this document. During the review, the major advisor will provide her/his assessment, summary comments, and feedback. The student and the major advisor must sign the form. It will stay in the student records and will be used for funding decisions and writing recommendation letters.

Student’s Name: _______________________________________________

Full or Part Time:  Full    Part

Year in the program:  1st  2nd  3rd  4th  5th

Major Advisor: ________________________________________________

Academic Progress:

1. Number of credit hours completed: _____

2. Cumulative GPA: _____

3. Comprehensive Exam Date (anticipated or actual) [MM/YYYY]: ____________

4. Comprehensive Exam Committee Members (if decided):
   ____________________  ____________________  ____________________

5. Dissertation Proposal Date (anticipated or actual) [MM/YYYY]: ____________

6. Dissertations Committee Members (if decided):
   ____________________  ____________________
   ____________________  ____________________
7. Expected Date of Graduation [MM/YYYY]: ____________

Accomplishments during past year (Fall, Spring, & Summer):


2. Conference presentations (Include presented, accepted, and submitted oral and poster presentations):

3. Grant applications/Research support:

4. Services to the department, school, university, community, and profession:

5. Awards, recognition, and other accomplishments:

6. Particular areas of strengths during past year:
7. Areas that need to be worked on for improvement:

8. Plans for the upcoming year (Include educational activities, publications, presentations, dissertation work, and other research activities.): 

* Up-to-date Graduation Analysis
* Current CV

**Please attach the following two documents to this Progress Review and return them to your advisor:**

**GRADUATE ASSISTANT EVALUATION (TO BE COMPLETED BY GA SUPERVISOR)**

<table>
<thead>
<tr>
<th>Items</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unable to Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire to Get Involved and Learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timely Completion of Tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Use of Time at Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoroughness and Efficiency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking initiative for New Tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to Effectively Multitask</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuality and Regularity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mastering of Professional Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct and Professionalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive Attitude toward Colleagues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Supervisor’s Summary Comments:

SIGNATURES:

________________________________________   _______________
Doctoral Student       Date

________________________________________   _______________
Major Advisor        Date

________________________________________   _______________
GA-ship Supervisor (if applicable)         Date
## School of Public Health, University of Memphis
### Doctoral Degree in Social and Behavioral Sciences
#### Graduation Analysis

<table>
<thead>
<tr>
<th>NAME:</th>
<th>UUID#:</th>
<th>ADMITTED:</th>
</tr>
</thead>
</table>

### I. Social and Behavioral Sciences Core

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>COURSE DESCRIPTION (15 hours)</th>
<th>LEVEL</th>
<th>HOURS</th>
<th>TERM</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 8014</td>
<td>Public Health Comm/PUBH 8012 Public Health Liter</td>
<td></td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>PUBH 8130</td>
<td>Social Determinants of Health</td>
<td></td>
<td>3</td>
<td></td>
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<tr>
<td>PUBH 8132</td>
<td>Health Program Evaluation</td>
<td></td>
<td>3</td>
<td></td>
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<tr>
<td>PUBH 8340</td>
<td>Behavioral Intervention Development</td>
<td></td>
<td>3</td>
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</tr>
<tr>
<td>PUBH 8161</td>
<td>Advanced Psychosocial Theories in Health</td>
<td></td>
<td>3</td>
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</tbody>
</table>

# Credit Hours Completed:

### II. Doctoral Seminar Core

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>COURSE DESCRIPTION (6 hours)</th>
<th>LEVEL</th>
<th>HOURS</th>
<th>TERM</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 8900</td>
<td>Advanced Readings in Public Health</td>
<td></td>
<td>3</td>
<td></td>
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<tr>
<td>PUBH 8901</td>
<td>Professional Development in Public Health</td>
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<td>3</td>
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</table>

# Credit Hours Completed:

### III. Research Methods Core

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>COURSE DESCRIPTION</th>
<th>LEVEL</th>
<th>HOURS</th>
<th>TERM</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantitative Courses (6 hours)</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>HADM 8106</td>
<td>Health Services Research</td>
<td></td>
<td>3</td>
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<tr>
<td>PUBH 8104</td>
<td>Large Data Sets in Public Health Research</td>
<td></td>
<td>3</td>
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<tr>
<td>PUBH 8141</td>
<td>Epidemiologic Survey Methods</td>
<td></td>
<td>3</td>
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</tr>
<tr>
<td>PUBH 8172</td>
<td>Epidemiology in Public Health II</td>
<td></td>
<td>3</td>
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<tr>
<td>PUBH 8339</td>
<td>Translational Research Methods in Population Health</td>
<td></td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>PUBH 8450</td>
<td>Randomized Clinical Trials</td>
<td></td>
<td>3</td>
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<tr>
<td>PSYC 8301</td>
<td>Research Design and Methods</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td><strong>Qualitative Courses (3 hours)</strong></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>PUBH 8334</td>
<td>Community Based Participatory Research Methods</td>
<td></td>
<td>3</td>
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<tr>
<td>PUBH 8347</td>
<td>Qualitative Methods in Health Research</td>
<td></td>
<td>3</td>
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</table>

# Credit Hours Completed:

### IV. Biostatistics Core

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>COURSE DESCRIPTION</th>
<th>LEVEL</th>
<th>HOURS</th>
<th>TERM</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required (3 hours)</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PUBH 8152</td>
<td>Biostatistical Methods II</td>
<td></td>
<td>3</td>
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</tr>
</tbody>
</table>

| **Select One Additional Course (3 hours)** | | | | | |
| PSYC 8302 | Advanced Statistics | | 3 | | |
| PSYC 8304 | Measurement Theory and Psychometrics | | 3 | | |
| PSYC 8305 | Quantitative Methods of Review in Research | | 3 | | |

---

SBS Graduate Handbook p. 33
### V. Elective Courses (Please see Appendix 1)

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>COURSE DESCRIPTION (18 hours)</th>
<th>LEVEL</th>
<th>HOURS</th>
<th>TERM</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 8800</td>
<td>Guided Research in Public Health (max 9 hours)</td>
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<td></td>
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</tbody>
</table>

# Credit Hours Completed:

### VI. Research Practicum and Training

**Credit hours for these courses will not count toward the 63 total credits required for graduation, but may be used to maintain full-time academic standing.**

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>COURSE DESCRIPTION</th>
<th>LEVEL</th>
<th>HOURS</th>
<th>TERM</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 7200</td>
<td>SPSS for Health Research</td>
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<tr>
<td>PUBH 7201</td>
<td>SAS for Health Research</td>
<td></td>
<td>1</td>
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</tr>
<tr>
<td>PUBH 8800</td>
<td>Guided Research in Public Health</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

# Credit Hours Completed:

### VII. Prerequisites

**Students are required to fulfill the following pre-requisite courses or document their equivalent. Credit hours will not count toward 63 hours required for graduation.**

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>COURSE DESCRIPTION (9 hours)</th>
<th>LEVEL</th>
<th>HOURS</th>
<th>TERM</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 8150</td>
<td>Biostatistical Methods I</td>
<td></td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>PUBH 8160</td>
<td>Social and Behavioral Science Principles</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH 8170</td>
<td>Epidemiology in Public Health I</td>
<td></td>
<td>3</td>
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</tbody>
</table>

# Credit Hours Completed:

### VIII. Comprehensive Exam

### IX. Dissertation

**Students are required to take 9 credit hours toward their dissertation at The University of Memphis.**

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>COURSE DESCRIPTION (9 hours)</th>
<th>HOURS</th>
<th>TERM</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 9000</td>
<td>Doctoral Dissertation</td>
<td>1-9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# Total Credit Hours Completed for Graduation:

### Graduation Requirements:

1. Maintain a grade point average of 3.0 or higher in all required courses.
2. Complete a minimum of 54 semester hours of graduate course work beyond the master’s degree plus 9 hours of PUBH 9000, for a minimum of 63 hours.
3. Take and Pass both oral and written comprehensive examinations once 36 hours are completed and enrolled for at least 6 credit hours.
4. Write and defend a dissertation that adheres to the format outlined by the Graduate School.
Social and Behavioral Sciences Doctoral Student File

Check List

Student Name___________________________ Advisor Name_________________________

Full Time ___  Part Time____  Year of program entry_________________________________

Current status in program (ex. Year 1, 2\textsuperscript{nd} Semester) ________________________________

Total hours completed ___________________ Expected Graduation (Semester/Year) ________

☐ Cover Sheet
☐ Academic Vita
☐ Annual Evaluation Sheet
☐ Graduation Analysis
☐ FERPA Certification
☐ CITI Training
☐ Contract for 8800 course
☐ Waiver forms for course substitution
☐ Comprehensive exam
☐ Dissertation
☐ Misc. documents- awards, accomplishments
☐ Probation
☐ Important correspondence