

PhD Student Handbook 2020-2021

***Behavioral, Social,
and Health Education
Sciences***

Rollins School of Public Health
Emory University

Department of Behavioral, Social, and Health Education Sciences

Mission Statement

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

This is achieved by:

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

Research and training in the Department is:

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

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

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

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1. Introduction

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

1.1 The Department

The faculty members of the BSHES Department share a commitment to research, teaching and the translation of their research into public health applications. The Department's faculty members are highly interdisciplinary and committed to collaborative approaches to problem solving. The faculty – in partnership with BSHES students and staff – conduct research at the local, state, national and international levels. All faculty members are committed to bringing applied public health experience to their research, teaching, and mentoring activities.

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

In addition to the doctoral degree, the department offers the Master of Public Health (MPH) degree.

Further information about the Department is available on its website:

www.sph.emory.edu/BSHES.

1.2 Admissions Policy

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

1.3 Overview of the PhD Program

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

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

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

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

The full-time program requires a minimum of four years of study. The curriculum consists of required courses in Behavioral, Social, and Health Education Sciences, epidemiology, biostatistics, and elective courses that may be taken in social sciences, humanities, and public health, among others.

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

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

1.3.1 Competencies

Degree recipients are expected to develop competence in three areas:

Methodological and Theoretical Skills

Goals:

1. Conduct original, theoretically-informed research directly related to the social sciences, behavioral sciences and/or health education in the context of public health.
2. Design theoretically-informed interventions that operate at multiple levels to prevent disease, reduce health risks, or improve quality of life.
3. Develop original research questions and describe research designs and advanced statistical analysis plans to address those research questions.

Learning objectives:

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

Teaching

Goal: Develop the skills needed to teach students about public health content.

Learning objectives:

1. Employ a variety of teaching strategies that align with the course's learning objectives.
2. Assess student performance through activities and assignments that are linked to the course's learning objectives.
3. Integrate constructive feedback into the revision of a course.
4. Develop mentoring skills.

Ethics

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

Learning objectives:

1. Ensure the application of ethical principles in the collection, maintenance, use, and dissemination of data and information.
2. Teach public health in accordance with ethical standards.
3. Apply ethical principles to public health intervention design, implementation, and evaluation.

1.3.2. Professional Development

In addition, the program is designed to develop professional skills. Students will gain skills required to (a) to write fundable proposals seeking to support public health research and practice activities, (b) to write publishable manuscripts for peer-reviewed journals in their field of research or practice, (c) communicate with academic colleagues, government agencies, community members, and stakeholders, (d) develop collaborative relationships with academic colleagues, government agencies, community members, and stakeholders, and (e) demonstrate key characteristics of a constructive mentoring relationship as a mentor and as a mentee.

1.4 Financial Support

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

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

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

1.5 Advisement Policy

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

1.5.1 Advisement upon Admission to the Program

Each doctoral student will be assigned an academic advisor. However, the process of selecting an advisor will involve student input. Newly admitted doctoral students will be contacted by the DGS preceding the Fall term and asked to prioritize a list of potential advisors. The advisor must be a BSHES tenured or tenure-track faculty member. BSHES non-tenure-track faculty members may be considered to serve as an advisor if a request is made to and approved by the DPC.

Potential advisors will be contacted and asked if they would serve in this capacity for the student. When the faculty member agrees, students will be notified via email of their advisor. Students will meet their advisor at the BSHES Doctoral Student Orientation, held in the latter part of August prior to the Fall term. Students may also contact their advisor prior to the orientation with questions and for advice.

1.5.2 Advisor Responsibilities

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

Advisor responsibilities include:

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

1.5.3 Student Responsibilities

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

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

1.5.4 Process of Advisement

1. Within the student's first month of coursework, the advisor shall meet with the student to:
 - Determine the student's career interests and direction.
 - Review with the student his/her past transcripts to determine whether (s)he has training and/or relevant research experience, and to assess his/her level of confidence about each of the following areas:
 - Epidemiology
 - Statistics
 - Qualitative research methods
 - Quantitative research methods
 - Behavioral and social sciences

2. During the first fall semester, before pre-registration for the second semester, the advisor shall meet with the student to:
 - Assist the student in identifying courses that can fill the identified gaps
 - Assist the student in identifying faculty for potential Graduate Research Assistantship placement whose work can give the student experience to fill the identified gaps
3. During the first spring semester, before pre-registration for the second fall semester, the advisor shall meet with the student to:
 - Assist the student in identifying courses that can fill identified gaps in knowledge and skills
 - Review courses offered by the department for potential Graduate Teaching Assistantship/Associateship placement

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

1.5.5 Change of Advisor

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

1.5.6 Advisement Related to the Doctoral Dissertation

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

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

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

1.5.7 Changes in Dissertation Advisement

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

2. LGS & BSHES Academic Requirements

2.1 LGS Academic Requirements

To satisfy curriculum requirements, students must complete both LGS credit hour requirements and teaching requirements. LGS course requirements and teaching requirements can be found in the Part I of the LGS Handbook at:

<http://gs.emory.edu/handbook/>

Credit hour requirements can vary depending on the student's level of education prior to enrollment in the program. Some of the required credit hours for the doctoral degree may be accepted as transfer credit from other institutions upon recommendation of the Program and the DGS, provided these credit hours have not been applied to another degree. See LGS Handbook for more information.

2.2 LGS Enrollment Requirements

2.2.1 Enrollment Status

Students must complete a minimum of 9 credit hours during each semester. Students who have completed six semesters, excluding summers, are registered in tuition-paid status. Students who have reached tuition-paid status are exempt from the university athletic and activity fees. No student is ever exempt from the computing and the mental health fees.

Note: Students receiving stipends must be registered as full-time students (9 credit hours/in fall, spring, and summer semesters) during the period that they are receiving their stipend. Students receiving any other type funding through Emory (i.e. LGS Professional Development Support Funding, intra- or extra-mural fellowships or grants) must be enrolled as full-time students for the period of time for which they are receiving these funds, including for the summer semester if they receive funds for any portion of the summer months. See 2.2.2 below for more information on additional summer registration requirements.

2.2.2 Summer Enrollment

It is expected that all students in the BSHES doctoral program be enrolled full-time throughout the summer terms while making progress toward their degree. During the summer session, students register for 9 credit hours of [BSHES 798R \(Research Hours\)](#) or [BSHES 799R \(Dissertation Hours\)](#) depending on whether they have advanced to candidacy in order to maintain full-time status. Plans for the research and dissertation hours are to be documented on the form. All documents can be found on the [BSHES PhD Canvas page](#).

2.3 BSHES PhD Academic Requirements

BSHES PhD students must complete 48 credit hours of coursework, plus 6 credits of the Teaching Assistant Training and Teaching Opportunity TATTO), for a total of 54 credit hours. The 48 credit hours of coursework include; (a) 22 credit hours of BSHES doctoral-level coursework; (b) 11 credit hours of required Methods coursework; and (c) 15 credit hours of elective coursework and/or research related study at the 500 level or above. Additionally, there is a 2-semester BSHES Graduate Research Assistantship (GRA) requirement. No course credit is received for serving as a GRA. There is no required order for completing the 48 credit hours except when completing the BSHES GRA assignments (see section 2.3.3) and the teaching requirements (see section 2.5 TATTO).

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

2.3.1 BSHES Doctoral Level Coursework Requirements

Students must take 22 credit hours of BSHES doctoral formal coursework (See Table 1 below). BSHES doctoral courses must be taken for a letter grade, with the exception of BSHES 716 (Teaching in Public Health) and PUBH 701 (Public Health Research: Discovery to Practice), which are taken as S/U. Students must receive a grade of B or better in all classes.

Table 1. BSHES PhD Program Requirements
BSHES PhD Formal Courses – 22 credit hours required

Course #	Course Title	Credit Hours	Semester	Year
BSHES 700	Applied Data Methods in Behavioral, Social, and Health Education	4	Fall	1st
BSHES 721	Applying Theory to Public Health Research and Practice	3	Fall	1st
BSHES 728	Advanced Statistical Methods in the Behavioral and Social Sciences	3	Spring	1st
BSHES 725	Health Promotion Interventions	3	Fall	1st or 2nd
BSHES 710	Research Designs in the Behavioral and Social Sciences	3	Fall	1st
BSHES 712	Grant Writing and Research Ethics	1	Spring	1st
BSHES 716	Teaching in Public Health (TATTO Requirement)	1	August	2nd
BSHES 714	Proposal Development I	1	Fall	2nd
BSHES 715	Proposal Development II	2	Spring	2nd
PUBH 701	Public Health Research: Discovery to Practice	1	Fall	1st
PUBH 700	*Public Health Foundations (Required for non-MPH, MSPH students; optional for others)	1	Fall	1st

2.3.2 Methods Coursework Requirements

Students must take 11 credit hours of additional methods coursework that may include advanced BSHES methods courses and other advanced methods courses at RSPH or Emory. Table 2 outlines approved methods courses within and beyond BSHES. Masters level statistics introductory statistics courses such as BIOS 500, BIOS 501, EPI 530, and EPI 534 cannot be used to fulfill the requirements for methods training. This also applies to BSHES 538 Qualitative Methods for Research and Evaluation and BSHES 532 Quantitative Analysis. Courses not listed that cover advanced methods can be approved by the DPC.

Table 2. Methods Courses – 11 credit hours required

Course #	Course Title	Credit Hours	Semester	Year
BSHES 730	Hierarchical Linear Modeling	3	Spring	N/A
BSHES 732	Structural Equation Modeling	3	Spring	N/A
BSHES 542	Socio-Behavioral Measurement	3	Fall	N/A
BSHES 539	Qualitative Data Analysis	3	Fall	N/A
BIOS 502	Statistical Methods III	2	Fall	N/A
EPI 594	Methods in Advanced Social EPI	3	Spring	N/A
EPI 548	Systematic Reviews & Meta Analyses	3	Fall	N/A
SOC 585	Advanced Network Analysis	3	Fall	N/A
PSYC 770	Scale Development: Theory and Applications	3	Fall	N/A

2.3.3 BSHES Graduate Research Assistant Requirements

The Graduate Research Assistantship (GRA) is a research experience designed to provide students with opportunities to develop and refine their research skills.

Specifically, they are intended to provide students with opportunities to gain the following skills:

- selection and evaluation of measures;
- development and modification of data collection instruments and data collection protocols;
- dissemination of scientific findings through manuscripts and presentations.

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

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

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

2.3.4 Additional Credit Hours: Coursework and Research Related Study

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

2.4 Typical BSHES PhD Program

Table 3 shows a typical program for a BSHES PhD student. Those with a master's degree outside of public health may need to take additional public health courses beyond the core doctoral curriculum.

Table 3. Typical BSHES PhD Program

<p>YEAR ONE, FALL BSHES 700: Applied Data Methods in Behavioral, Social, and Health Education, 4 Credit Hours BSHES 721: Applying Theory to Public Health Research, 3 Credit Hours BSHES 710: Research Designs in the Behavioral and Social Sciences, 3 Credit Hours EPI 530: Epidemiological Methods I or Research Methods, 4 Credit Hours PUBH 701: Public Health Research: Discovery to Practice, 1 Credit Hour PUBH 700: Public Health Foundations, if needed, 1 Credit Hour <i>Graduate Research Assistant – BSHES (required)</i></p>	<p>YEAR ONE, SPRING BSHES 725: Health Promotion Interventions or Year Two, 3 Credit Hours BSHES 728: Advanced Statistical Methods in the Behavioral and Social Sciences, 3 Credit Hours BSHES 712: Grant Writing and Ethics, 1 Credit Hour BSHES 798R: Research Hours, 1+ Credit Hours Elective Courses (Credit Hours variable) <i>Graduate Research Assistant – BSHES (required)</i></p>	<p>YEAR ONE, SUMMER TATT 600: LGS Teaching Workshop, 2 Credit Hours – required BSHES 716: Teaching Public Health, 1 Credit Hour – required BSHES 798R: Research Hours, 9 Credit Hours (TATT 600 and BSHES 716 occur in the Summer, but students enroll in these courses in the following Fall Year Two semester)</p>
<p>YEAR TWO, FALL BSHES 714: Proposal Development I, 1 Credit Hour BSHES 798R: Research Hours (Credit Hours variable) Elective Course (Credit Hours variable) <i>TATT 605: Teaching Assistantship (required)</i></p>	<p>YEAR TWO, SPRING BSHES 715: Proposal Development II, 2 Credit Hours BSHES 725: Health Promotion Interventions or Year One, 3 Credit Hours BSHES 798R: Research Hours (Credit Hours variable) Elective Course (Credit Hours Variable) Preparation for Written Comprehensive Examination <i>TATT 610: Teaching Associateship (required)</i></p>	<p>YEAR TWO, SUMMER Written Comprehensive Examination - required BSHES 798R: Research Hours, 9 Credit Hours</p>
<p>YEAR THREE, FALL If applicable: BSHES 798R/799R: Research Hours (Credit Hours variable) Oral Qualifying Exam (Proposal Defense) Apply for Admissions to Candidacy – after completing all requirements except Dissertation Elective Courses (Credit Hours variable) - optional</p>	<p>YEAR THREE, SPRING If applicable: BSHES 798R/799R: Research Hours (Credit Hours variable) Oral Qualifying Exam (Proposal Defense) Apply for Admissions to Candidacy – after completing all requirements except Dissertation Dissertation Defense/Apply for Degree</p>	<p>YEAR THREE, SUMMER If applicable: BSHES 798R/799R: Research Hours (Credit Hours variable) Oral Qualifying Exam (Proposal Defense) Apply for Admissions to Candidacy – after completing all requirements except Dissertation Dissertation Defense/Apply for Degree</p>
<p>YEAR FOUR, FALL If applicable: BSHES 799R: Research Hours (Credit Hours variable) Dissertation Defense/Apply for Degree</p>	<p>YEAR FOUR, SPRING If applicable: BSHES 799R: Research Hours (Credit Hours variable) Dissertation Defense/Apply for Degree</p>	<p>YEAR FOUR, SUMMER If applicable: BSHES 799R: Research Hours (Credit Hours variable) Dissertation Defense/Apply for Degree</p>

The [BSHES Student Worksheet](#) is provided in Canvas to assist students in tracking the completion of all LGS and BSHES program requirements including coursework, GRA assignments, and TATTO activities. A checklist of key program milestones and activities, organized by the semester when the event occurs, is provided to further assist students. Students are responsible for insuring that all University, LGS and BSHES program requirements are satisfied as outlined in the LGS and BSHES program handbooks.

2.4.1 Invited Speakers and Seminars

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

2.5 Teaching Assistant Training and Teaching Opportunity Requirements (TATTO)

The LGS and BSHES implement the TATTO program to prepare graduate students to enter the professoriate as competent and confident teachers. Every student pursuing the Ph.D. degree must complete the TATTO program as one component of his or her academic requirements.

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

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

2.5.1 TATTO Stages (Adapted from LGS Handbook)

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

1. The first stage of TATTO, TATT 600, is a two-day course offered in the summer before the second year. It is taken immediately prior to a student's first teaching experience. Faculty for this course is drawn from among the best teachers across the university. The syllabus covers general topics of importance to all students. There are workshops on syllabus writing and grading, lecturing and leading discussions, the use of writing as a pedagogical tool, the conduct of lab sessions, and the use of new technologies. Though offered at the end of the summer, students register for TATT 600 in the Fall semester of their second year.

2. In the second stage, BSHES provides discipline-specific training that addresses intellectual problems and teaching strategies from the Public Health perspective of the discipline. Each program has developed a plan outlining how students fulfill TATTO requirements within the discipline. This course is typically offered in August before Fall semester of the second year begins. Students register for the BSHES 716 teaching course in the Fall semester of the second year and receive 1 credit hour toward their required 12 credit hours for the Fall semester.
3. The third stage of the TATTO program, the teaching assistantship (TATT 605) is a controlled, carefully monitored initial teaching opportunity that occurs during the Fall semester of the second year. Students will request their teaching assignment from a list of courses approved by the DGS by sending their preferred choices to the Program Administrator. Students will receive their assignments approximately one month before the semester begins. The graduate student is under the close supervision of a faculty member who provides continuing guidance and evaluation. It is expected that this faculty member will facilitate getting student feedback on the teaching assistant's performance as well.
4. The teaching associateship, the fourth stage of the TATTO program (TATT 610), advances the graduate student to a teaching opportunity with greater responsibilities and occurs during the Spring semester of the second year. Similar to the assistantship, students will request their assignment once the approved list is released. Students will receive their assignments approximately two months prior to the start of the Spring semester. The teaching associate and a faculty member engage in a co-teaching experience. The teaching associateship is a close partnership of the faculty member and the graduate student. The co-teaching involves the graduate student and faculty member cooperating in all aspects of a course, from syllabus design to final grading. As both a teaching assistant and a teaching associate, the student receives attentive mentoring and evaluation. As stated above, it is expected that this faculty member will facilitate getting student feedback on the teaching associate's performance as well.

Table 4. LGS TATTO Program: Four required stages

Course #	Course Title	Credit Hours	Semester	Year
BSHES 716	1. BSHES Seminar: Teaching in Public Health (Included in the 18 credits BSHES Formal Courses)	1	Fall	2nd
TATT 600	2. TATT LGS Teaching Workshop	1	Fall	2nd
TATT 605	3. TATT Teaching Assistantship (10-12 hrs/wk)	2*	Fall	2nd
TAT 610	4. TATT Teaching Associateship (10-12 hrs/wk)	2*	Spring 2nd or Fall/Spring 3rd	N/A

*LGS TATTO 600 (1 credit) and TATTO 605 and 610 courses (2 credits each) count toward required minimum 9 hours; however, TATTO courses do not count toward the required 48 credit hours, with the exception of BSHES 716.

2.5.2 TATTO Requirements

The requirements for completion of the TATTO program follow.

1. Teaching Assistant Training Course (TATT 600)

This is a two-day course taught in the late summer. This course must be taken before students begin their teaching assistantship or teaching associateship.

The syllabus covers syllabus writing, grading, lecturing, and facilitation of discussion, the use of writing as a pedagogical tool, the conduct of lab sessions and the use of new technologies.

2. Teaching Assistant (TATT 605)

For both TATT 605 and 610 students should have the opportunity to learn and apply a variety of different teaching strategies and effective methods of student assessment (e.g., grading). For TATT 605, students assist faculty in the teaching of one of the basic behavioral sciences/health education courses. Students may lecture in one or more classes or serve as discussion leader or problem session leaders.

Responsibilities include: developing lectures, developing and grading homework, holding problem and review sessions, providing individual help to students through office hours and other duties deemed necessary by the instructor.

3. Teaching Associate (TATT 610)

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

2.5.3 TATTO Exemption

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

2.5.4 TATTO Credit

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

Table 4 summarizes LGS TATTO requirements. The table also gives the number of credit hours and the semester taken. Students submit a request to the department indicating the courses they would like to teach (Section 11). The PA or DGS will send out a reminder to students one month prior to opening of the enrollment period for the upcoming semester, along with a list of courses that would be appropriate for the TATTO experience.

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

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

The ELSP curriculum consists of three types of courses:

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

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

2.7 Jones Program in Ethics

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

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

- **JPE 600:** A 6-hour core seminar in scholarly integrity, supported by the Laney Graduate School in collaboration with the Emory Center for Ethics. Participation in this seminar will be recorded on the student's transcript.
- **Program-Based Instruction:** BSHES doctoral students are required to fulfill a minimum of 9 hours of program based training in research ethics and scholarly integrity prior to candidacy. Four hours are dedicated to topics such as mentoring, authorship, peer review, collaboration, and human subjects and are covered in BSHES 712 Grant Writing & Research Ethics. Four hours are dedicated to topics such as data management, scholarly misconduct, conflict of interest, and public scholarship and are covered in the bi-monthly BSHES faculty led workshop series. The final hour is dedicated to the ethics of teaching and is covered in BSHES 716 Teaching in Public Health.
- **JPE 610:** Minimum of 4 workshops. These workshops will be sponsored by the LGS, the Emory Center for Ethics, and will include any other relevant occasional lectures or workshops. Students will register for these sessions individually, and participation will be recorded on the student's transcript.

2.8 Annual Progress Report

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

2.9 BSHES Minimum Standards of Academic Performance

The BSHES PhD Program requires that all BSHES students meet minimum standards for satisfactory academic performance throughout their tenure in the program. The BSHES PhD Program defines unsatisfactory academic performance as:

- A GPA in any semester of less than 2.7
- Receipt of a grade of F or U
- Receipt of a grade lower than a B in any required course
- More than one grade of incomplete in any semester
- Having more than two incomplete grades active at any point

If a student's academic performance is deemed unsatisfactory, they will be placed on probation. During probation, the student:

- Must maintain a cumulative GPA of at least 2.7
- Must receive no failing grades
- Must receive a grade of B or above in required courses
- Will not be allowed to take incompletes in any course without permission from the BSHES PhD Program

Any student with unsatisfactory performance, as outlined above, in any 2 semesters will be dismissed from the program. If a student who is dismissed believes there were extenuating circumstances that adversely affected his/her performance, he/she may submit to the DGS a written appeal for consideration of reinstatement. The appeal should clearly outline the extenuating circumstances and must be submitted within one month of grades being recorded by the Office of the Registrar. The program will also submit a recommendation as part of the appeal. All appeals will be reviewed by the BSHES Doctoral Program Committee.

2.10 Masters of Science in BSHES

Under extraordinary circumstances, students admitted to the doctoral program may leave the program before completing the requirements for a PhD, either of their own volition or as a result of departmental action. Under these circumstances, students may elect to receive a Master's of Science in Behavioral, Social, and Health Education Sciences. However, all

Laney Graduate School requirements for the Master's degree must be satisfied. The requirements for the Master's degree are specified in the Laney Handbook: <http://gs.emory.edu/handbook>.

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

2.11 BSHES Doctoral Program Grievance Policy

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

2.12 BSHES PhD Required Course Descriptions

The RSPH course catalog can be found at: <http://www.sph.emory.edu/academics/catalog>.

PUBH 700: Public Health Foundations

This course is required for all Fall 2019 entering doctoral students who do not have an MPH or MSPH from a Council on Education for Public Health accredited school or program. This course is optional for all other students and is delivered as a hybrid with an online self-administered component and three on campus meetings in the fall semester of the first year.

PUBH 701: Public Health Research: Discovery to Practice (1 credit hour)

Through this course, doctoral students will identify their personal and professional goals and develop a personal plan for reaching these objectives and goals. Students will engage with faculty and other doctoral students to learn how they have successfully navigated through common training and scientific challenges. By interfacing with colleagues they will gain appreciation of the breadth of the public health field and the multiple sub-disciplines and approaches that are used to translate science into practice.

BSHES 700: Statistical Methods in the Behavioral and Social Sciences (4 credit hours)

This course is designed to provide first semester doctoral students in the behavioral sciences and health education with theoretical and applied knowledge of data analysis within the context of the general linear model and an introduction to data science. Students will learn the entire life cycle of research using secondary data from designing a research questions, identifying and acquiring a data set, to planning and executing data analysis, culminating in

presenting the findings in the format of a peer-reviewed brief article.

BSHES 710: Research Designs in the Behavioral and Social Sciences (3 credit hours)

This course is designed to provide doctoral students with a solid understanding of research designs that are commonly used for the implementation of etiological and experimental research studies in the behavioral and social sciences. The course will cover examples from the field, as well examples conducted by faculty in the department. The course provides students with the fundamental language, concepts, and constructs associated with the scientific approach as well as instruction in the design and implementation of health promotion research studies. Examples of appropriate applications are critical to this course and will be provided by the instructor, as well as relevant BSHES faculty. This course is intended to complement other required courses in theory, intervention development, epidemiology and advanced statistical analysis.

BSHES 712: Grant Writing and Ethics (1 credit hour)

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

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

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

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

The goal of this seminar is to help prepare students to teach in public health and for their role as a Teaching Assistant and Teaching Associate for Master of Public Health courses. We will cover the methods and issues in teaching the Public Health workforce, including an examination of ethical issues, developing learning objectives and activities, and teaching diverse audiences.

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

BSHES 721 is designed to introduce BSHES doctoral students to the foundational theories and concepts that underpin health behavior and health education research and practice. The class is designed to provide an intermediate to advanced level of understanding of multilevel theories and models, including societal level influences, social structures and institutions, community contexts and processes, sociocultural factors, interpersonal relationships, and individual attitudes and beliefs, as well as theories related to organizational change, implementation and dissemination. While reviewing and acknowledging individual and interpersonal level theories, this class will prioritize societal, community, and organizational/institutional level theories as well as application of theory through a socio-

ecologic framework. Critical analysis of theory and use of conceptual models to inform observational and intervention research will also be prioritized.

BSHES 725: Health Promotion Interventions (3 credit hours)

This course is designed to provide doctoral students with an in-depth understanding of the process of designing and evaluating interventions in health promotion practice and research. The course is divided into two main parts: 1) practical skills related to intervention design, evaluation and research, and 2) intervention strategies at various levels of the social ecology, including individual, interpersonal, community and systems levels. The course will be conducted using a seminar format in which students are expected to play a significant role in leading discussions on specific intervention strategies and intervention research topics. Collectively, topics discussed in class will cover a broad range of intervention approaches, as well as a broad range of public health problems. The major assignment for the course is to develop an intervention research proposal.

BSHES 728: Advanced Statistical Methods in the Behavioral and Social Sciences (3 credit hours)

The general purpose of this doctoral level course is to introduce advanced topics in research methodology and statistical analysis. The first part of the course focuses on research methodology issues, while the second part focuses on data analysis and interpretation of results. Specifically, the course will:

- 1) provide the students with an understanding of current research methodology with a focus on data management, analysis, and aspects of measurement.
- 2) familiarize students with advanced statistical techniques and provide students with a “working” knowledge of analytic techniques as they are applied in a prevention sciences research setting.
- 3) develop the student’s ability to evaluate his or her own research as well as research conducted by others.
- 4) provide students with a forum to discuss the research design and statistical analysis aspects of their own research proposals (or dissertation).

Research Methods Courses (EPI 530): If comparable coursework has already been completed, students may select alternate research methods courses with advisor approval.

1. *EPI 530: Epidemiological Methods I*
(3 credit hours + 1 credit lab)

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

Prerequisite/concurrent: BIOS 500.

Directed Study (BSHES 797R)

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

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

Research Hours (BSHES 798R)

(Variable credit hours)

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

Dissertation Research Hours (BSHES 799R)

(Variable credit hours)

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

3. Comprehensive Examination Requirements

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

3.1 The Comprehensive Examination

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

3.2 Content of the Comprehensive Examination

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

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

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

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

Appropriate Font, Resources and References. Please use Arial 11 font to complete the Comprehensive Examination. Margins should be 1" top, bottom, left and right, and all responses should be double-spaced. It is expected that students will cite appropriate research literature for each of the three Comprehensive Examination questions.

Students can use appropriate resource materials. These include books, articles, Internet sites, calculators and computers. The students may not confer with faculty, other students, or any other individual for any part of the examination. This includes assistance for editing and style. Students will usually be given page limitations for each question. Correct spelling, grammar and sentence structure is expected. Students will be instructed to use the Publication Manual of the American Psychological Association (APA) or American Medical Association (AMA) formatting for their responses and references. References will not count toward the page limit for the Comprehensive Examination.

3.2.1 Grading

Reviewing the Comprehensive Exam. Each of the three questions will be reviewed by two BSHES faculty reviewers. Eligibility to serve as a reviewer for the Comprehensive Examination include: (a) current BSHES tenure track faculty member, or (b) currently teaching a required BSHES doctoral-level course. Reviewers will be blind to student identifying

information on the Comprehensive Examination. For each of the two BSHES-specific questions on the written exam Reviewers will write a critique that addresses the following: (1) the main strengths of the student's response, and (2) the main weaknesses of the student's response.

Assignment of Scores on the Comprehensive Examination. Each of the two reviewers will assign a score of Pass, Provisional Pass or Unsatisfactory, depending on the responses provided by the student to each question. If each of the two reviewers for a given response assigns the student the same score (e.g. both reviewers assign a score of "Pass") then that score will be assigned to the response. If each of the two reviewers assigns different scores (e.g. one reviewer assigns a "Pass" and the second reviewer assigns an "Unsatisfactory"), this is termed a discrepant score. When a discrepancy in scoring occurs the two reviewers meet to discuss their scores in an effort to resolve the discrepancy. The DGS is invited to attend this meeting. In the event that the discrepancy remains even after the discussion, a third reviewer, blind to the initial reviewers' scores and the student's identity, will be asked to review and score the question. The score shared by two of the three reviewers is assigned to the response. If the third reviewer assigns a score that is completely different from the first two then the three reviewers will be asked to meet to resolve the discrepancy (again with the DGS present). If no score can be agreed upon by all three reviewers then the default is the middle score (Provisional Pass).

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

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

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

Receipt of an Unsatisfactory Score. Students who receive a score of "Unsatisfactory" on any question are required to retake the written Comprehensive Examination for that question. If they receive a score of Unsatisfactory for two of the three sections they will be required to

pass a written examination for each of the two sections. Students who receive Provisional Passes or Unsatisfactory on all three sections will receive an Unsatisfactory on the examination and be required to retake and pass the full written examination. Students required to take a written examination must schedule this examination within one year of receipt of their scores. The written examination will be scored using a Pass/Unsatisfactory scoring system. Students may retake the examination only once and must “Pass” all sections.

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

3.2.2 The Emory University Honor Code and the Comprehensive Exam

Students are responsible for being familiar with the LGS Honor Code (<http://gs.emory.edu/academics/policies-progress/conduct.html>). Discussion of the Comprehensive Examination with other doctoral students during the examination period is not acceptable. Moreover, the use of text from prior grants, proposals, term papers (e.g. whether written by the student or someone else) is not permissible.

4. The Doctoral Dissertation

4.1 Dissertation Requirements

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

The doctoral dissertation must meet the requirements of the Department of BSHES and the LGS. As indicated in the LGS catalog, “the dissertation must make an actual contribution to existing knowledge or be a fresh and significant critical interpretation of existing knowledge.” In addition, the dissertation must demonstrate mastery of social/behavioral research methods and the capacity for independent and creative thought. The dissertation research must be directly related to the social/behavioral/health education sciences in public health and be likely to be published in peer-reviewed journals.

4.2 Qualities of an Acceptable Doctoral Dissertation

Dissertation research should involve the following elements: (1) theory-informed conceptual model, (2) hypothesis formation, (3) rigorous study design, (4) qualitative and/or quantitative analysis, (5) interpretation, and (6) communication/dissemination. In most cases, a student should collect original data specific to the hypothesis/es under question. Students will be allowed to use research data collected by other investigators to examine original hypotheses. However, it is required that all PhD students have primary data collection experience during their doctoral training. Qualitative or quantitative data collection is acceptable and ideally, experience would include both.

Primary data collection refers to obtaining data from the primary source (e.g., recruiting study participants, conducting interviews with participants, abstracting medical chart data, collecting laboratory data, etc). This requirement is to ensure that students have direct experience with

the challenges associated with obtaining primary data for research. Such experience can provide a nuanced understanding of the strengths and limitations of research data. Both the student's advisor and the DGS must approve a student's satisfactory completion of at least one relevant primary data collection experience.

The student must clearly demonstrate that the theory/conceptual model, hypotheses under study, and the methodological approach address an important public health gap in the evidence base and represent an important contribution to the social/behavioral/health education sciences. Thus, the student must provide a theory-informed and thorough synthesis of the evidence to illustrate the gap being addressed.

If the student pursues a methods-focused dissertation, the relevance of the research must be clearly linked to the social/behavioral/health education sciences in public health and must be based on data from a substantive study. A student whose dissertation does not directly involve the design of a study and collection of original data (e.g., a student pursuing a methodological study) must document that (s)he has gained that experience through work on other BSHES-related projects, through a practicum, or through another experiential assignment, before completing the doctoral program.

4.3 Dissertation Publication Guidelines

The dissertation is expected to result in at least 3 manuscripts publishable in peer-reviewed journals. The timing of submission of these manuscripts relative to the final dissertation defense is at the discretion of the Doctoral Dissertation Committee (DDC) but should not occur prior to the dissertation proposal defense. The expectation is that substantial work on the dissertation should only occur after the dissertation proposal has been successfully defended and the DDC has had the opportunity to provide feedback on the proposed work. Manuscripts submitted for publication prior to the dissertation proposal defense cannot be counted towards the dissertation. Manuscripts may be submitted for publication prior to the final dissertation defense with committee approval.

Authorship should be discussed as early as possible to avoid potential problems regarding who is included and in what order. The student should be first author on all publications of their dissertation research. The DDC Chair is generally senior author, which may be second or last, depending on the Chair's preference. Members of the committee should have the opportunity to contribute to the dissertation manuscripts to a degree that warrants authorship although individual committee members may opt not to be a co-author on individual manuscripts. Students are encouraged to review authorship standards and recommendations for defining the role of authors and contributors under guidance from their Chair. Manuscripts should be reviewed and approved by all authors prior to submission for publication. Persons who have made contributions to the study that are not sufficient to merit authorship should be acknowledged. Those who are acknowledged should agree to be named.

PhD students should note that it is a policy of the LGS that it be acknowledged on all work published during their doctoral studies. For example, PhD student affiliation should be listed as "Behavioral, Social, and Health Education Sciences PhD Program, Rollins School of Public Health and Laney Graduate School, Emory University, Atlanta, Georgia." The student should consult the DDC Chair and co-authors about other funding sources that need to be acknowledged.

The Dissertation includes the following milestones:

- 1) Written Dissertation Proposal
- 2) Oral Defense of the Dissertation Proposal
- 3) Written Dissertation Document
- 4) Oral Defense of the Dissertation
- 5) Submission of the Approved Dissertation Document to LGS

4.4 Selecting a Doctoral Dissertation Committee

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

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

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

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

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

The latter is available for download at:

<http://www.graduateschool.emory.edu/academics/policies-progress/candidacy>.

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

4.5 Responsibilities of the Doctoral Dissertation Committee

The DDC is responsible for guiding the student during the dissertation phase of their program.

Specifically, they will:

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

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

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

4.6 Dissertation Proposal

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

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

4.7 Completing the Dissertation Proposal Form

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

4.8 Application for Admission to Candidacy

Students should submit a packet to the DGS that contains:

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

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

Table 5. LGS & BSHES Candidacy Requirements

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

1. 54 credit hours (48 course credit requirements, plus TATTO 6 credit requirements)
2. BSHES department required core courses
3. GRA requirements
4. TATTO (all 4 stages)
5. Comprehensive Written Examination
6. Appointment of DDC Members
7. Approval of Dissertation Research Plan

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

Students must be admitted to candidacy *at least one semester* before applying for the PhD degree. For example, if a student applies for advancement to candidacy in the Fall semester,

the student will be admitted to candidacy during that semester and is eligible to apply for their degree during the upcoming Spring semester. Students should complete and submit to the LGS the *Application for Admission to Candidacy, Doctor of Philosophy* form to the DGS and LGS as early in the semester as possible but no later than 30 days before the end of the semester. Required forms are available on-line at:

<http://www.graduateschool.emory.edu/academics/policies-progress/candidacy>.

4.8.1 LGS Candidacy Policy

4.8.2 Requirements for Candidacy

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

Eligibility

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

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

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

Timing

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

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

Procedure

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

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

Effective Date

This policy is effective starting fall semester 2017, and applies to all students immediately,

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

4.8.3 Dissertation Committee

Form and Timing

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

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

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

Changes to the Committee

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

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

Effective Date

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

4.8.4 Dissertation Completion Time

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

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

If a student has not completed the degree at the end of the eighth year, the student may continue work for at most one additional academic year and only with approval from the Dean. To obtain approval, the program must submit a request to the Dean no later than August 1 of the eighth year (before the ninth year). The request must (a) outline the reasons the student has not completed, (b) consider whether the student needs to repeat any part of the qualifications for candidacy or obtain approval of a new dissertation prospectus, and (c)

present a detailed completion timeline signed by both the student and the dissertation committee chair or co-chairs. Students who enroll for this extension year will be responsible for some tuition.

Effective Date

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

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

Extension of Time to Complete Requirements for the PhD

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

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

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

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

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

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

4.9 Dissertation Funding

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

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

4.10 Dissertation Formats

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

4.10.1 Format 1: Traditional Dissertation

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

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

4.10.1 Introduction

4.10.2 Methods

4.10.3 Results

4.10.4 Discussion

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

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

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

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

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

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

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

4.10.2 Format 2: Three Manuscripts Approved by the DDC

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

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

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

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

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

4.11 Advertising the Dissertation Defense.

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

5 Completion of Degree and Process to Graduation

5.1. Preparation for Graduation

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

Students should review the graduation packet. The packet includes: the Application for Degree form, a Degree Clearance form, and a memorandum explaining all the necessary steps for graduation. Additional information and the required forms are available at: <http://gs.emory.edu/academics/completion/index.html>.

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

Application for Admission to Candidacy, Doctor of Philosophy form.

5.2 Registration and Awarding of Degrees

Students must be registered full time in the semester in which they receive their degrees. If students have not defended, they should: enroll in course 798R if not in candidacy and in 799R if they are in candidacy. If the student has defended, then she/he should enroll in the appropriate course to satisfy the requirement.

5.3 Application for Degree

Students must make formal application for a degree to be awarded in a particular semester (spring, summer, or fall). Students complete and submit the forms to the LGS by the deadline, which usually falls near the beginning of the semester. This form can also be downloaded from: http://registrar.emory.edu/includes/documents/sections/records-transcripts/Degree_Application.pdf.

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

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

5.4 Degree Clearance Form (Completion of Requirements Report)

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

5.5 Electronic Thesis and Dissertation Repository

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

5.6 Survey of Earned Doctorates Form

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

5.7 BSHES Dissertation Library

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

Students will provide an electronic copy of their full dissertation to the Program Administrator within six weeks of their dissertation defense. The [Dissertation Use Agreement form](#) can be found on Canvas.

6 Research Information

6.1 CITI Exam

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

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

6.2 Institutional Review Board

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

7 Financial Support and Benefits

7.1 Stipend

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

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

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

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

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

7.2 Tuition and Fellowships

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

whom also receive the stipend on a 12-month schedule. The University encourages automatic deposit.

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

7.2.1 Letz Funds

These funds are available for current BSHES doctoral students who have advanced to candidacy in the program to fund dissertation research (i.e., these funds may not be used for the student's living expenses). This is a one-time, one-year award and funded students are not eligible to re-apply. Students may request up to \$2,500 and are expected to develop a budget, budget justification and a 1-2 page concept of their research idea. Domestic and international research concepts are encouraged. All applications must be submitted to the BSHES Ph.D. Administrative Assistant on either April 1st or October 1st. Students will be notified of the status of their application within 1 month after it is submitted.

7.2.2 LGS Professional Development Support Funds

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

- Conference Presentation Support
- Supplementary Training Support
- Research Support

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

7.3 Full-time Enrollment Status

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

7.4 Part-time Enrollment Status

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

7.5 Employment

The terms of a merit award made by LGS may prevent a graduate student from gaining employment. A student should consult with his/her DGS and obtain the permission of the dean of the LGS before accepting employment concurrently with the receipt of a merit award. To facilitate meeting this requirement, all students must submit information regarding their employment to the DGS each semester. The Department of BSHES generally discourages

employment while students are actively taking courses and serving as GRAs and/or teaching assistants in their first and second years of the program.

7.6 Award Notifications

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

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

7.7 Health Insurance

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

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

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

7.8 Activity and Athletic Fees

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

8 Registration

8.1 Registration Procedures

All students should be registered for 9 credit hours for fall and spring semesters. During summer term, fellowship students receiving stipend support and students wishing to maintain use of the University facilities may register for 9-credit hours of 798R Research Hours or 799R Dissertation Hours. Students may complete coursework offered at the RSPH, LGS and outside Emory University. Guidelines are provided in the following sections for RSPH and LGS course registration and for registration outside Emory University. Table 6 summarizes RSPH and LGS registration procedures and cross registration outside Emory University. Pre-

registration forms are available on the BSHES PhD Program Canvas site.

1st Semester:

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

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

To assist with the selection of RSPH courses, the RSPH course catalog can be found at:

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

RSPH course schedules by semester can be found at:

http://www.sph.emory.edu/current_students/enrollment_services/index.html. The LGS course atlas is located at: <http://gs.emory.edu/academics/atlas.html>.

2nd and Subsequent Semesters:

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

8.2 RSPH Registration

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

8.3 LGS Registration - Courses Outside of RSPH

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

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

LGS course catalog is located at: <http://gs.emory.edu/academics/atlas.html>.

8.4 Cross Registration – Courses Outside Emory University

After consultation with their advisors, students interested in taking a course that is outside of

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

Table 6. Summary of Registration Procedures

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

8.5 Grading

Students may take coursework for a letter grade (A, A-, B+, or B), Satisfactory/Unsatisfactory

(S/U), Pass/Fail (P/F), or Audit. Courses taken for audit credit do not count towards the 9 credit hours required for the semester or towards the overall credit hour requirements.

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

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

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

The following courses do not count toward candidacy: ELSP, and AUDIT.

8.6 Drop/Add

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

8.7 Transfer Credit

Coursework taken at other institutions may be accepted as transfer credit toward a degree program with departmental approval. Students may transfer a maximum of 12 credits. To be considered for transfer credit, the coursework cannot have been used toward another degree and must have been completed within eight years prior to entering the BSHES Ph.D. program. Please refer to the LGS Handbook for detailed information on transfer credit: <http://gs.emory.edu/handbook/documents/Laney%20Graduate%20Student%20Handbook.pdf>.

8.8 Leaves of Absence

For LGS guidelines on leaves of absence, please refer to LGS Handbook at: <http://gs.emory.edu/handbook/documents/Laney%20Graduate%20Student%20Handbook.pdf>.

An application for readmission must be submitted to the LGS by the student returning from a leave of absence. The application must be submitted at least thirty days prior to registration for the upcoming semester in which the student wishes to return. Applications for readmission can be found at: <http://gs.emory.edu/academics/policies-progress/readmission.html>.

9 BSHES Faculty

Please refer to the department website for the most current listing of faculty: <https://www.sph.emory.edu/faculty/?dept=BSHES>

10 Web Sites for Program Information

10.1 Calendars

RSPH academic calendar is available at: <https://www.sph.emory.edu/rollins-life/events/important-dates/index.html>.

LGS full year academic calendar is located at: <http://registrar.emory.edu/academic-calendar/index.html>.

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

10.2 Catalogs and other important information

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

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

LGS guidelines, handbook and catalog are located at:
<http://gs.emory.edu/academics/policies/index.html>

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

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

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

Possible funding to support dissertation research/training may be found at:
<http://grants.nih.gov/training/nrsa.htm>

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

11 BSHES PhD Program Worksheets & Forms

11.1 LGS & BSHES PhD Forms & Guides

Current versions of the following LGS forms, along with additional LGS required forms can be found at: <http://www.gs.emory.edu/guides/students/index.html>.

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

Current versions of the BSHES forms can be found on the BSHES PhD Program [Canvas page](#).