DOCTORAL STUDENT HANDBOOK

School of Public Health
Georgia State University
Atlanta, Georgia
Website: publichealth.gsu.edu
Email: publichealth@gsu.edu
(404) 413-1130 (phone)
(404) 413-1140 (fax)

Fall 2017
# Table of Contents

## General Information
- Administration and Staff .................................................................................. 6
- Division and Faculty .............................................................................................. 7
- Mission Statement ................................................................................................. 9
- Background, Accreditation, and Goals ................................................................. 9
- Values and Objectives .......................................................................................... 10
- Admission Criteria .............................................................................................. 11

## Degree Requirements
- Ph.D. Curriculum .................................................................................................. 12
  - Requirements for All Ph.D. Students ................................................................. 13
  - Epidemiology Concentration ............................................................................. 14
  - Health Services and Policy Research Concentration ........................................ 16
  - Health Promotion Concentration ...................................................................... 18
  - Environmental Health Concentration ............................................................... 20
- Practicum .............................................................................................................. 21
- Comprehensive Exam ......................................................................................... 21
- Dissertation .......................................................................................................... 21

## Procedural Matters
- Faculty Advisor and Advisory Committee Requirements .................................. 23
- Annual Review of Doctoral Students .................................................................. 23
- Continuous Enrollment Requirements .................................................................. 24
- GPA Requirements .............................................................................................. 24
- Residency Requirements & Time Limitations ...................................................... 24
- Doctoral Program of Study Forms ...................................................................... 25
- Admission to Candidacy ..................................................................................... 25
- Time Limit on Candidacy .................................................................................... 25
- Transfer of Credits .............................................................................................. 26
- Doctoral Course Waivers .................................................................................... 27
- Calendars ............................................................................................................. 27
- Course Descriptions ........................................................................................... 27
- Student Complaints, Grievances, or Waiver Requests ........................................ 28
- Graduate Assistantships ..................................................................................... 28
- Professional Development .................................................................................... 29
- Student Health and Services ............................................................................. 30
Appendices

Appendix A
Sample Ph.D. Course Plan..........................................................................................................................31

Appendix B
Procedures for Student Complaints, Petitions for Policy Waivers & Variances, and Appeals .................................................................33

Appendix C
Admission to Candidacy Form......................................................................................................................41

Appendix D
Dissertation Proposal Approval Form...........................................................................................................43

Appendix E
Dissertation Defense Approval Form .............................................................................................................45

Appendix F
Dissertation Manual........................................................................................................................................47

Note: The School of Public Health reserves the right to change information contained within this handbook without prior notice.
Administration & Staff

Michael P. Eriksen, Sc.D.  
Dean

Rodney Lyn, Ph.D.  
Associate Dean for Academic Affairs  
Director, Division of Health Management & Policy

Ike Okosun, Ph.D.  
Director, Division of Epidemiology & Biostatistics

Richard Rothenberg, M.D., MPH  
Associate Dean for Research & Faculty Development

Shannon Self-Brown, Ph.D.  
Director, Ph.D. Program

Lisa Casanova, Ph.D.  
Director, Division of Environmental Health  
Daniel Whitaker, Ph.D.  
Director, Division of Health Promotion & Behavior

Office of Academic Assistance and Career Services

Denise Gouveia, M.Ed.  
Director

Vanessa Thomas-Meikle  
Assistant Director

Lynette Reid  
Admissions Coordinator

Esther Singh  
Administrative Assistant

Jessica Howell Pratt, MPH  
Practicum & Career Coordinator

Gina Sample, MPH  
Graduate Advisor

Jonathan Key, MS  
Undergraduate Advisor
Academic Divisions

The graduate programs—Master of Public Health (MPH) and the Doctor of Philosophy—in the School of Public Health are comprised of four academic divisions. Each division is headed by a Division Director and supported administratively by the Associate Dean for Academic Affairs and the Ph.D. Program Director. Academic Divisions provide academic mentoring, course offerings and research opportunities for graduate students in School of Public Health.

Division of Environmental Health

Lisa Casanova, Ph.D.
Director & Assistant Professor
lcasanova@gsu.edu
(404) 413-1136

Roby Greenwald, Ph.D.
Assistant Professor
rgreenwald@gsu.edu
(404) 413-1140

John Steward, MPH
Academic Professional
jsteward@gsu.edu
(404) 413-1137

Christina Hemphill Fuller, Sc.D.
Assistant Professor
cfuller@gsu.edu
(404) 413-1388

Christine Stauber, Ph.D.
Associate Professor
cstauber@gsu.edu
(404) 413-1128

Christa Watson-Wright, Ph.D.
Assistant Professor
cwright92@gsu.edu
(404) 413-9336

Division of Epidemiology & Biostatistics

Ike Okosun, Ph.D.
Director & Associate Professor
iokosun@gsu.edu
(404) 413-1138

Dora Il’yasova, Ph.D.
Associate Professor
dilyasova@gsu.edu
(404) 413-1130

Katherine Masyn, Ph.D.
Associate Professor
kmasyn@gsu.edu
(404) 413-9315

Gerardo Chowell, Ph.D.
Professor
gchowell@gsu.edu
(404) 413-2344

Betty Lai, Ph.D.
Assistant Professor
blai@gsu.edu
(404) 413-1130

Richard Rothenberg, M.D.
Regents’ Professor
rrothenberg@gsu.edu
(404) 413-1144

Shanta Dube, Ph.D.
Associate Professor
dsude2@gsu.edu
(404) 413-9301

Ruiyan Luo, Ph.D.
Associate Professor
rluo@gsu.edu
(404) 413-1388

Monica Swahn, Ph.D.
Distinguished University Professor
mswan@gsu.edu
(404) 413-1148

Matthew Hayat, Ph.D.
Associate Professor
mhayat@gsu.edu
(404) 413-9314

Matthew Magee, Ph.D.
Assistant Professor
mmagee3@gsu.edu
(404) 413-1797

Scott Weaver, Ph.D.
Assistant Professor
sweaver@gsu.edu
(404) 413-1349
Division of Health Management & Policy

Rodney Lyn, Ph.D.
Associate Professor
tpechacek@gsu.edu
(404) 413-9321

Xiangming Fang, Ph.D.
Associate Professor
xfang1@gsu.edu
(404) 413-9340

Terry Pechacek, Ph.D.
Professor
tpechacek@gsu.edu
(404) 413-9321

Elizabeth Armstrong-Mensah, Ph.D.
Clinical Assistant Professor
earmstrongmensah@gsu.edu
(404) 413-2330

Jidong Huang, Ph.D.
Associate Professor
jhuang17@gsu.edu
(404) 413-9337

Andrew Roach, Ph.D.
Associate Professor
aroach@gsu.edu
(404) 413-1130

Daniel Crimmins, Ph.D.
Clinical Professor
dc rimmins@gsu.edu
(404) 413-1286

Lee Rivers Mobley, Ph.D.
Associate Professor
lmobley@gsu.edu
(404) 413-1130

Colin Smith, DrPH
Clinical Assistant Professor
csmith151@gsu.edu
(404) 413-1498

Michael P. Eriksen, Sc.D.
Dean and Regents’ Professor
meriksen@gsu.edu
(404) 413-1132

Ashli Owen-Smith, Ph.D.
Assistant Professor
aowensmith@gsu.edu
(404) 413-1139

Eric Wright, Ph.D.
Professor
ewright28@gsu.edu
(404) 413-6505

Division of Health Promotion & Behavior

Daniel Whitaker, Ph.D.
Director & Professor
dwhitaker@gsu.edu
(404) 413-1282

Lucy Popova, Ph.D.
Assistant Professor
lpopova1@gsu.edu
(404) 413-9338

Jenelle Shanley-Chatham, Ph.D.
Assistant Professor
jshanley@gsu.edu
(404) 413-1340

Kathleen Baggett, Ph.D.
Associate Professor
kbaggett@gsu.edu
(404) 413-1571

Kim Ramsey-White
Lecturer
kwhite@gsu.edu
(404) 413-1428

Donna Smith, M.A.
Academic Professional
donnajsmith@gsu.edu
(404) 413-1113

Emily Graybill, Ph.D.
Clinical Assistant Professor
egraybill1@gsu.edu
(404) 413-1281

Laura Salazar, Ph.D.
Professor
lsalazar1@gsu.edu
(404) 413-1130

Claire Spears, Ph.D.
Assistant Professor
cspears@gsu.edu
(404) 413-9335

John Lutzker, Ph.D.
Professor
jlutzker@gsu.edu
(404) 413-1284

Shannon Self-Brown, Ph.D.
Professor
sselfbrown@gsu.edu
(404) 413-1283

Sheryl Strasser, Ph.D.
Associate Professor
sstrasser@gsu.edu
(404) 413-1134
- MISSION STATEMENT -

Advancing health through leadership, scholarship, research and service
to better the human condition and promote the common good,
especially for urban communities and for global populations.

The Georgia State University (GSU) faculty of the School of Public Health (SPH) is committed to providing a supportive academic environment that promotes the growth and progress of students engaged in graduate studies. This handbook contains information that will be helpful to a student while enrolled in the Doctor of Philosophy (Ph.D.) in Public Health program and its four distinct degree concentrations—Epidemiology, Health Promotion and Behavior, Health Services and Policy Research, and Environmental Health. While the GSU SPH offers Ph.D. programs in four concentrations, this Doctoral Student Handbook will occasionally refer to a singular Ph.D. degree when discussing requirements that pertain to all SPH doctoral programs of study and students.

The Doctoral Student Handbook contains the most recent SPH policies and procedures; thus, this handbook supersedes any publication regarding policies and procedures related to the Ph.D. This handbook does not replace published college and university requirements and should be used in conjunction with the GSU Graduate Catalog¹ and the GSU Schedule of Classes² to answer policy and procedural questions regarding your program of study. Students are subject to all policies and procedures of GSU, specifically those listed in the GSU Graduate Catalog and the Student Code of Conduct³. The faculty and administration encourages you to obtain and keep a copy of the GSU Graduate Catalog for the year in which you were admitted. Updated versions of the SPH Doctoral Student Handbook will be available on the SPH website.

Referenced forms and policies can be found in the Appendices, and original forms may be downloaded from the SPH website⁴.

Background, Accreditation, and Goals
In the 2002-2003 Academic Year, GSU began offering the Graduate Certificate in Public Health (GCPH) to provide an introduction to public health concepts, methods and theory. In January 2004, the Board of Regents of the University System of Georgia approved the Master of Public Health (MPH) degree program at GSU. The first MPH cohort of students was accepted during the 2004-2005 Academic Year. In June 2007, the MPH program received full five-year MPH program accreditation from the Council on Education for Public Health (CEPH)—making the GSU MPH program the first public university in Atlanta, Georgia to gain that distinction.

The Ph.D. degree program in Public Health at GSU was approved by the Board of Regents in March 2011, and the inaugural class enrolled in August 2011. The Ph.D. degree program is offered in three

---

1 GSU Graduate Catalog: http://www.gsu.edu/enrollment/catalogs.html
2 GSU Schedule of Classes: https://www.gosolar.gsu.edu/bprod/bwckschd.p_disp_dyn_sched
3 GSU Student Code of Conduct: http://codeofconduct.gsu.edu/
4 GSU SPH Website: http://publichealth.gsu.edu
distinct concentrations. In June 2013, the GSU’s application to become a School of Public Health was accepted by CEPH—and the GSU SPH is now fully accredited by the Council on Education for Public Health (CEPH). The school received a ‘met’ finding, the highest possible, on all criteria evaluated and the school’s initial school-level accreditation is for a five-year term, extending through July 1, 2021.

Through these graduate programs, the SPH has goals to:

- Prepare students to use multi-disciplinary skills to address contemporary public health problems.
- Advance public health sciences and our understanding of the causes and prevention of disease.
- Promote service activities and initiatives by implementing community-based projects, educating professional and lay audiences, and collaborating with the public health workforce to advance health promotion and disease prevention.

Values

Six values were determined in a college-wide strategic plan created in 2008. All values were developed with input from the administration, faculty, staff and students and were reaffirmed by the School as an independent unit in the University. The values are succinct and specific in nature and are reflected in faculty, staff and students’ instruction, service and learning activities. The values are:

- Scholarship and inquiry
- Human rights and social justice
- Diversity in multicultural and multiethnic environments
- Integrity, accountability and transparency
- Leadership, innovation and transformation
- Healthy, sustainable social environments

Objectives

<table>
<thead>
<tr>
<th>Goal 1: Prepare students to use multi-disciplinary skills to address contemporary public health problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SPH degree programs facilitate student mastery of public health core knowledge.</td>
</tr>
<tr>
<td>The SPH degree programs require each student to successfully demonstrate the knowledge, skills, and abilities described in his or her concentration’s competencies.</td>
</tr>
<tr>
<td>Doctoral students produce original research in the form of a dissertation that contributes to at least one of the five public health knowledge areas and demonstrates proficiency in research design, synthesis of evidence, data analysis, and interpretation and dissemination of findings.</td>
</tr>
<tr>
<td>The SPH maintains and expands partnerships with public health employers in order to enrich student training through practice-based collaboration with public health professionals.</td>
</tr>
<tr>
<td>The SPH produces employable graduates in the time prescribed for matriculation.</td>
</tr>
<tr>
<td>The SPH has adequate resources to support the number of students and the specific instructional aims of each program of study.</td>
</tr>
<tr>
<td>The SPH is committed to the representation, inclusion and engagement of diverse populations, and provides a learning environment that prepares students with broad skills regarding diversity and cultural competence.</td>
</tr>
<tr>
<td>The SPH is seen as a competitive, destination of choice for prospective students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2: Advance public health sciences and our understanding of the causes and prevention of disease.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SPH increases unit productivity in acquiring research grants and contracts.</td>
</tr>
<tr>
<td>The SPH produces and disseminates original research in academic, professional, and community domains through faculty and doctoral student contributions to scientific knowledge and community practice.</td>
</tr>
</tbody>
</table>
Goal 3: Promote service activities and initiatives by implementing community-based projects, educating professional and lay audiences, and collaborating with the public health workforce to advance health promotion and disease prevention.

The SPH faculty and staff contribute to academic, university, and community-based service activities.

The SPH students engage individually and collectively in community-based service activities.

ADMISSIONS CRITERIA

Applicants must possess the MPH, MSPH, or another Masters-level or higher graduate degree at the time of expected enrollment. Applicants who hold other graduate degrees will be considered for admission, but they may need to complete prerequisite coursework (e.g., the MPH program core courses covering CEPH’s five core knowledge areas: Biostatistics, Epidemiology, Environmental Health Sciences, Health Services Administration, and Social and Behavioral Sciences) before taking or while concurrently taking doctoral level coursework. Applications will be accepted for fall semester entry only.

Application materials instructions are listed for all prospective students on the SPH website. The following materials are required for admission to the Ph.D. All application materials are submitted through SOPHAS:

1. Application for Graduate Study, submitted through SOPHAS
2. A $120.00 application fee.
3. A resume or curriculum vitae
4. One official transcript from each college and/or university attended (including Georgia State University, if the prospective student attended GSU). Transcripts are required regardless of length of stay or if the grades are listed on another school’s transcript. Applicants must have a Masters-level or higher graduate degree to be admitted into the Ph.D. program.
5. Three references from individuals knowledgeable of the applicant’s academic, professional, and intellectual abilities.
6. A statement of interest and professional intent.
7. Official scores on the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). (Applicants with an earned doctorate or J.D. from a regionally accredited institution do not have to take either examination.)
8. Official scores on the Test of English as a Foreign Language (TOEFL) or via the International English Language Testing System (IELTS), for applicants whose native language is not English. See section 8020.40 for more information.
9. A Certificate of Immunization (after acceptance)
10. Lawful Presence Verification (after acceptance).

Applicants who are currently enrolled in another graduate program at GSU may complete a “Request for Transfer of Records” in their current college’s graduate admissions office.

---

5 SPH Admission Application materials: [http://publichealth.gsu.edu/academic/apply/](http://publichealth.gsu.edu/academic/apply/)
6 SOPHAS Admission Portal: [https://portal.sophas.org/](https://portal.sophas.org/)
7 GSU Immunization Information: [http://health.gsu.edu/services/immunizations-travel/immunization-information/](http://health.gsu.edu/services/immunizations-travel/immunization-information/)
8 GSU Lawful Presence Verification: [http://publichealth.gsu.edu/academic/next-steps-for-admitted-students/](http://publichealth.gsu.edu/academic/next-steps-for-admitted-students/)
Degree Prerequisite Requirements

PREREQUISITES: PUBLIC HEALTH CORE KNOWLEDGE AREAS. Applicants to the Ph.D. in public health degree must provide documentation of successful completion of the five core public health competencies on the graduate level.

MPH Core Courses, 16 credit hours required as prerequisite work to the Ph.D.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 7011</td>
<td>Introduction to Epidemiology or</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>Epidemiologic Methods I</td>
<td></td>
</tr>
<tr>
<td>PH 7140</td>
<td>Social and Behavioral Aspects of Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PH 7150</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>PH 7160</td>
<td>Introduction to the Health Care System</td>
<td>3</td>
</tr>
</tbody>
</table>

The credit hours earned through these prerequisite courses do not count towards the minimum of sixty-two (62) credit hours of doctoral coursework; likewise, any other course taken for the MPH or applied to any other degree program may not count towards the minimum of sixty-two (62) credit hours of doctoral coursework.

Doctoral students may waive these MPH Core Courses if they:

- enter the Ph.D. program with a MPH degree that included “B” grades or better in their MPH courses related to the five knowledge areas basic to public health (Biostatistics, Epidemiology, Environmental Health Sciences, Health Services Administration, and Social and Behavioral Sciences), and/or they
- have successfully completed a comparable course(s) with a grade of “B” or better, as documented by an official university transcript. Syllabi for courses may be requested. Or, if they
- have completed employment or other training(s) that enable them to demonstrate the knowledge, skills, and abilities acquired in the MPH core courses listed above.

Doctoral students who have not completed an MPH program must provide a Petition for Waiver form for each of the five areas (courses) being requested for waiver. The Petition for Waiver is a written statement, along with any evidentiary documentation, that assures the School that the doctoral student has mastered one (or more) of the five areas of core knowledge in public health through another manner (e.g. MPH degree, career experience, advanced or seminar coursework that included mastery of the five areas of core knowledge in public health, etc.). This Petition must be approved by the Doctoral Program Director. The Doctoral Program Director may defer to the Director of the Division in which the petitioned course is offered.

Upon approval by the Doctoral Program or Division Director, the Petition is then forwarded to the Office of Academic Assistance and Career Services (OAA) for review and approval. OAA may request the input of the Associate Dean for Academic Affairs and/or the Academic Affairs Committee. Upon approval by OAA, the student’s file and program of study is updated to note satisfaction of the required doctoral program prerequisite(s). Doctoral students are responsible for ensuring their program of study is updated to note satisfaction of the required doctoral program prerequisite courses.
Ph.D. Curriculum and Degree Requirements

SUMMARY OF PH.D. DEGREE REQUIREMENTS: 62 CREDIT HOURS. The Ph.D. program requires completion of a minimum of 62 credit hours of doctoral course work in a declared public health concentration. Students are required to complete a practicum experience. Each student, along with his or her faculty advisor, may choose to participate in a teaching, research, or practice based practicum. Students are also required to complete a comprehensive exam and dissertation. Doctoral students must satisfy the course requirements (see Appendix A for a Sample Course Plan, See Appendix D for a list of courses) and credit hours in their declared concentration. All doctoral students will take the following core and research courses in addition to their concentration courses:

1. COURSES REQUIRED FOR ALL Ph.D. STUDENTS. Beyond the MPH core courses prerequisite, all doctoral students must complete the Ph.D. Core courses. Building on the MPH foundation, the Ph.D. Core ensures all doctoral students develop a more advanced knowledge-base in public health. Almost all Ph.D. Core Courses are 9000-level, and therefore, restricted to doctoral students.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 8721</td>
<td>Epidemiologic Methods II</td>
<td>3</td>
</tr>
<tr>
<td>PH 9120</td>
<td>Theory and Practice in Health and Prevention</td>
<td>3</td>
</tr>
<tr>
<td>PH 9140</td>
<td>Advanced Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PH 9150</td>
<td>Public Health Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PH 9810</td>
<td>Biostatistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>PH 9820</td>
<td>Biostatistical Methods II</td>
<td>3</td>
</tr>
</tbody>
</table>

2. REQUIRED Ph.D. CONCENTRATION COURSES. All students must complete concentration coursework and electives. Twenty seven (27) hours of required concentration coursework and electives have been established to ensure that students achieve proficiency in the competencies and skills related to each Ph.D. program of study: Epidemiology, Health Promotion and Behavior, or Health Services and Policy Research. Concentrations and their required courses are discussed later in this Handbook.

3. PROFESSIONAL SEMINAR COURSES FOR ALL Ph.D. STUDENTS. All doctoral students are required to complete doctoral seminar courses.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 8180</td>
<td>Doctoral Research Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>PH 8181</td>
<td>Doctoral Research Seminar II</td>
<td>2</td>
</tr>
</tbody>
</table>

4. RESEARCH/TEACHING/APPLIED SKILLS PRACTICUM AND CULMINATING EXPERIENCES

All doctoral students are required to complete a practicum experience, a comprehensive exam, and a dissertation. Each are discussed later in this Handbook.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 9960</td>
<td>Doctoral Practicum</td>
<td>3</td>
</tr>
<tr>
<td>N/A</td>
<td>Doctoral Comprehensive Exam</td>
<td>N/A</td>
</tr>
<tr>
<td>PH 9990</td>
<td>Doctoral Dissertation</td>
<td>9</td>
</tr>
</tbody>
</table>
EPIDEMIOLOGY CONCENTRATION

Program Description: Epidemiology (EPIP) is a scientific discipline commonly defined as the study of the distribution and determinants of disease and injury in human populations. This broad scope includes understanding the distribution, patterns and causes of adverse health outcomes as well as those associated with their control and prevention, and the complex interaction of factors that play a role in these processes. The Ph.D. degree in Public Health with a concentration in epidemiology is designed to prepare students for careers in health agencies; for consultation, especially in the public fields; for independent epidemiological research; and for academic careers in schools of public health and medicine. A concentration in epidemiology prepares students to advance the scientific understanding of health and disease with an emphasis on urban and marginalized populations.

Competencies: Graduates with Ph.D. in Public Health with concentration in epidemiology will be expected to be able to:

- EPIP 1. Understand the strengths and weaknesses of various epidemiologic study designs and research methods.
- EPIP 2. Demonstrate expertise in the ethical conduct of human subjects research, including confidentiality and vulnerable populations.
- EPIP 3. Critically review, synthesize, and evaluate the scientific literature and present appropriate implications for public health practice, public policy, and further research.
- EPIP 4. Demonstrate proficiency in epidemiological research by: (1) formulating a research question and/or corresponding hypotheses, (2) developing the study design, (3) participating in data collection, (4) conducting statistical analyses, and (5) interpreting scientific results.
- EPIP 5. Demonstrate mastery and independence as a researcher by pursuing and completing a specialized area of epidemiologic research.
- EPIP 6. Effectively present and disseminate findings from epidemiologic research to scientific and lay audiences.

<table>
<thead>
<tr>
<th>Assessment Points that Determine the Competency is Met</th>
<th>EPIP Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Program Activity</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Annual Review Student Self-Assessment with Faculty Advisor</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>PH 9960 Doctoral Practicum (students and preceptors select at least one)</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>Doctoral Comprehensive Examination (SPH Faculty completes rubric)</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>PH 9990 Doctoral Dissertation (SPH Faculty completes rubric)</td>
<td>X X X X X X</td>
</tr>
</tbody>
</table>
Ph.D. in PUBLIC HEALTH - EPIDEMIOLOGY CONCENTRATION REQUIREMENTS

EPIDEMIOLOGY Concentration Courses, 9 credit hours required *(Complete all courses.)*

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 9731</td>
<td>Epidemiologic Methods III</td>
<td>3</td>
</tr>
<tr>
<td>PH 9741</td>
<td>Advanced Topics in Epidemiologic Methods</td>
<td>3</td>
</tr>
<tr>
<td>PH 8830</td>
<td>Advanced Statistical Topics</td>
<td>3</td>
</tr>
</tbody>
</table>

EPIDEMIOLOGY Concentration Advanced Research Methods and Statistics Courses, 6 credit hours required *(Select at least 2 courses in consultation with your Faculty Advisor.)*

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 8885</td>
<td>Fundamentals of Clinical Trials</td>
<td>3</td>
</tr>
<tr>
<td>PH 8890</td>
<td>Special Topics in Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>STAT 8090</td>
<td>Applied Multivariate Statistics</td>
<td>3</td>
</tr>
<tr>
<td>STAT 8440</td>
<td>Survival Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>STAT 8760</td>
<td>Sample Surveys</td>
<td>3</td>
</tr>
<tr>
<td>EPRS 8830</td>
<td>Sampling Principles and Questionnaire Design</td>
<td>3</td>
</tr>
<tr>
<td>EPRS 8840</td>
<td>Meta-Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EPRS 8560</td>
<td>Structural Equation Modeling</td>
<td>3</td>
</tr>
<tr>
<td>EPRS 9550</td>
<td>Multivariate Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

EPIDEMIOLOGY Concentration Electives, 12 credit hours required *(Select at least 4 courses in consultation with your Faculty Advisor.)*

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 7265</td>
<td>Epidemiology and the Prevention of Violence</td>
<td>3</td>
</tr>
<tr>
<td>PH 7275</td>
<td>Chronic Disease Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PH 7280</td>
<td>Infectious Disease Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PH 7290</td>
<td>Case Studies in Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PH 7365</td>
<td>Epidemiology of Adolescent and Young Adult Risk Behaviors</td>
<td>3</td>
</tr>
<tr>
<td>PH 8285</td>
<td>Social Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PH 8790</td>
<td>Special Topics in Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>Other appropriate Ph.D. EPIP elective courses may be approved by the Faculty Advisor on the Doctoral Program of Study form. Students are recommended to receive approval from their Faculty Advisor prior to enrolling in, paying for, and completing the course.</td>
<td>3</td>
</tr>
</tbody>
</table>
HEALTH SERVICES AND POLICY RESEARCH CONCENTRATION

Program Description: The Ph.D. concentration in Health Services and Policy Research (HSRP) is concerned with the preparing scholars to formulate and implement research related to public health and health care policy, the distribution of and access to health care services, the finance and reimbursement of health care services, and quality and outcomes of health care services and programs. The Health Services and Policy Research concentration, within the Health Management and Policy Division, draws not only from public health, but also additional disciplines, including health administration, health policy, public administration, business, public health law, health ethics, and economics, in order to prepare doctoral scholars to conduct interdisciplinary research that can have broad public health impact.

Competencies: Graduates with Ph.D. in Public Health with concentration in health services and policy research will be expected to be able to:

HSRP 1. Apply social science (economics, political science, sociology, etc.) concepts, theories and methods to the framing and analysis of research questions in health services delivery and health care policy.

HSRP 2. Describe major problems in health services delivery and health care policy that are currently the subject of empirical investigations.

HSRP 3. Apply advanced methods of analysis and research design to describe policy-relevant issues in contemporary health care, such as: access to health care, health care financing, insurance market functioning, physician and hospital performance, healthcare management and organization, patient safety and quality of care, and health care workforce.

HSRP 4. Effectively teach concepts and methods of health services and health policy research to students.

HSRP 5. Design a health services or health policy research proposal involving qualitative, quantitative, or mixed methods approaches.

HSRP 6. Conduct a health services or health policy research activity investigation suitable for peer-reviewed publication as an independent researcher.

HSRP 7. Function as an interdisciplinary team collaborator in the design and conduct of a health services or health policy research investigation.

<table>
<thead>
<tr>
<th>Assessment Points that Determine the Competency is Met</th>
<th>HSRP Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Program Activity</td>
<td>1</td>
</tr>
<tr>
<td>Annual Review Student Self-Assessment with Faculty Advisor</td>
<td>X</td>
</tr>
<tr>
<td>PH 9960 Doctoral Practicum (students and preceptors select at least one)</td>
<td>X</td>
</tr>
<tr>
<td>Doctoral Comprehensive Examination (SPH Faculty completes rubric)</td>
<td>X</td>
</tr>
<tr>
<td>PH 9990 Doctoral Dissertation (SPH Faculty completes rubric)</td>
<td>X</td>
</tr>
</tbody>
</table>
Ph.D. in PUBLIC HEALTH – HEALTH SERVICES AND POLICY RESEARCH CONCENTRATION
REQUIREMENTS
(Health Management and Policy Division)

HEALTH SERVICES AND POLICY RESEARCH Concentration Courses, 9 credit hours required *(Complete all courses.)*

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH9220</td>
<td>Principles of Health Service Research I: Thematic Background</td>
<td>3</td>
</tr>
<tr>
<td>PH9240</td>
<td>Introduction to Health Services Research II: Basic Methods</td>
<td>3</td>
</tr>
<tr>
<td>PH8250</td>
<td>Health Economics and Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

HEALTH SERVICES AND POLICY RESEARCH Concentration Advanced Research Methods, Statistics and Electives Courses, 18 credit hours required *(Select at least 6 courses in consultation with your Faculty Advisor.)*

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 8285</td>
<td>Social Determinants of Health</td>
<td>3</td>
</tr>
<tr>
<td>PH 8830</td>
<td>Advanced Statistical Topics</td>
<td>3</td>
</tr>
<tr>
<td>PH 8885</td>
<td>Fundamentals of Clinical Trials</td>
<td>3</td>
</tr>
<tr>
<td>PH 8890</td>
<td>Special Topics in Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>PH 8290</td>
<td>Population Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 8220</td>
<td>Human Resources and Labor Markets</td>
<td>3</td>
</tr>
<tr>
<td>ECON 8740</td>
<td>Applied Statistics and Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>PMAP 8131</td>
<td>Applied Research Methods and Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>PMAP 8141</td>
<td>Microeconomics for Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PMAP 8521</td>
<td>Evaluation Research: Design and Practice</td>
<td>3</td>
</tr>
<tr>
<td>PMAP 9211</td>
<td>Applying Research to Policymaking: Examples from Health Care Policy</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 8020</td>
<td>Research Methodology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 8118</td>
<td>Aging, Health, and Disability</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 8234</td>
<td>Race-Ethnicity and Health</td>
<td>3</td>
</tr>
<tr>
<td>STAT 8090</td>
<td>Applied Multivariate Statistics</td>
<td>3</td>
</tr>
<tr>
<td>STAT 8760</td>
<td>Sample Surveys</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>Other appropriate Ph.D. HSRP elective courses may be approved by the Faculty Advisor on the Doctoral Program of Study form. Students are recommended to receive approval from their Faculty Advisor prior to enrolling in, paying for, and completing the course.</td>
<td>3</td>
</tr>
</tbody>
</table>
HEALTH PROMOTION AND BEHAVIOR CONCENTRATION

Program Description: The concentration in Health Promotion and Behavior (HPBP) will provide Ph.D. students with the skills, knowledge, and experiences to conduct rigorous research on health promotion and behavioral aspects of public health. Students will focus on the theories and methods used to understand and affect public health from a social and behavioral perspective. The program emphasizes an understanding of public health from the social-ecological perspective, and understanding disparities in health. The specific public health problems of focus can be customized for each student’s experience based on student’s academic and career goals.

Competencies: Graduates with Ph.D. in Public Health with concentration in health promotion and behavior will be expected to be able to:

HPBP 1. Develop expertise in social and behavioral theory, and application of theory to address public health problems at the individual, community or population level.

HPBP 2. Critically analyze research in terms of the appropriateness of the study design, sample, measures, data analysis, results, and interpretation and critically evaluate the potential impact of the new knowledge gained on public health practices and policies.

HPBP 3. Develop expertise in research methods and the ethical conduct of research to address scientific questions regarding health promotion research and practice.

HPBP 4. Develop expertise in statistical and analytic methods used in health promotion research and practice.

HPBP 5. Develop expertise in planning, implementation, evaluation, and dissemination of social and behavior interventions and/or policies that address public health and health behavior, especially around social-ecological interventions and interventions that address health disparities.

HPBP 6. Develop expertise in the communication of scientific findings, both writing and oral presentations, for both scientific and lay audiences.

<table>
<thead>
<tr>
<th>Assessment Points that Determine the Competency is Met</th>
<th>HPBP Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Program Activity</td>
<td>1</td>
</tr>
<tr>
<td>Annual Review Student Self-Assessment with Faculty Advisor</td>
<td>X</td>
</tr>
<tr>
<td>PH 9960 Doctoral Practicum (students and preceptors select at least one)</td>
<td>X</td>
</tr>
<tr>
<td>Doctoral Comprehensive Examination (SPH Faculty completes rubric)</td>
<td>X</td>
</tr>
<tr>
<td>PH 9990 Doctoral Dissertation (SPH Faculty completes rubric)</td>
<td>X</td>
</tr>
</tbody>
</table>
HEALTH PROMOTION AND BEHAVIOR Concentration Courses, 9 credit hours required  
(*Complete all courses.*)

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 7535</td>
<td>Dissemination and Implementation Science</td>
<td>3</td>
</tr>
<tr>
<td>PH 9130</td>
<td>Intervention and Evaluation of Health Promotion and Disease Prevention</td>
<td>3</td>
</tr>
<tr>
<td>PH9095</td>
<td>Measurement and Outcomes in Social and Behavioral Health</td>
<td>3</td>
</tr>
</tbody>
</table>

HEALTH PROMOTION AND BEHAVIOR Advanced Research Methods and Statistics Courses, 12 credit hours required  
(*Select at least 4 courses in consultation with your Faculty Advisor.*)

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 8830</td>
<td>Advanced Statistical Topics</td>
<td>3</td>
</tr>
<tr>
<td>PH 8885</td>
<td>Fundamentals of Clinical Trials</td>
<td>3</td>
</tr>
<tr>
<td>PH 8890</td>
<td>Special Topics in Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>PH 9731</td>
<td>Epidemiologic Methods III</td>
<td>3</td>
</tr>
<tr>
<td>PH 9741</td>
<td>Advanced Topics in Epidemiologic Methods</td>
<td>3</td>
</tr>
<tr>
<td>EPRS 8540</td>
<td>Quantitative Methods and Analysis in Education II</td>
<td>3</td>
</tr>
<tr>
<td>EPRS 8550</td>
<td>8550 Quantitative Methods and Analysis in Education III</td>
<td>3</td>
</tr>
<tr>
<td>EPRS 8830</td>
<td>Survey Research, Sampling Principles and Questionnaire Design</td>
<td>3</td>
</tr>
<tr>
<td>EPRS 8840</td>
<td>Meta-Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EPRS 9560</td>
<td>Structural Equation Modeling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 8420</td>
<td>Psychological Research Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 8430</td>
<td>Psychological Research Statistics III</td>
<td>3</td>
</tr>
<tr>
<td>STAT 8440</td>
<td>Survival Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>Other appropriate Ph.D. HPBP elective courses may be approved by the Faculty Advisor on the Doctoral Program of Study form. Students are recommended to receive approval from their Faculty Advisor <em>prior</em> to enrolling in, paying for, and completing the course.</td>
<td>3</td>
</tr>
</tbody>
</table>

HEALTH PROMOTION AND BEHAVIOR Concentration Electives, 6 credit hours required  
(*Select at least 2 courses in consultation with your Faculty Advisor.*)

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>Appropriate Ph.D. HPBP elective courses may be approved by the Faculty Advisor on the Doctoral Program of Study form. Students are recommended to receive approval from their Faculty Advisor <em>prior</em> to enrolling in, paying for, and completing the course.</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>Appropriate Ph.D. HPBP elective courses may be approved by the Faculty Advisor on the Doctoral Program of Study form. Students are recommended to receive approval from their Faculty Advisor <em>prior</em> to enrolling in, paying for, and completing the course.</td>
<td>3</td>
</tr>
</tbody>
</table>
ENVIRONMENTAL HEALTH CONCENTRATION

The concentration in Environmental Health will provide Ph.D. students with the skills, knowledge, and experiences to understand the chemical, physical, and microbiological aspects of environmental and occupational exposures. Students will study the transport and fate of environmental contaminants by measurement and modeling of ambient, indoor, and personal exposures to environmental and workplace contaminants and hazards. They will also develop instruments and methods for collecting, analyzing, and assessing the effects of physical, chemical and biological stressors. Students will learn techniques for measuring the influence of environmental factors (physical, chemical and biological) on human disease in communities to provide scientific evidence for sound environmental and health policies.

Ph.D. in PUBLIC HEALTH – PROPOSED ENVIRONMENTAL HEALTH CONCENTRATION

ENVIRONMENTAL HEALTH Concentration Courses, 9 credit hours required *(Complete all courses.)*

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 9270</td>
<td>Environmental Exposure Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PH 8310</td>
<td>Environmental and Occupational Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PH 8320</td>
<td>Human Health and Global Environmental Change</td>
<td>3</td>
</tr>
</tbody>
</table>

Environmental Health Advanced Research Methods & Statistics Courses, 12 credit hours required

*Select at least 4 courses in consultation with the Faculty Advisor.*

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 8260</td>
<td>Spatial Population Health I</td>
<td>3</td>
</tr>
<tr>
<td>PH 8261</td>
<td>Spatial Population Health II</td>
<td>3</td>
</tr>
<tr>
<td>PH 8830</td>
<td>Advanced Statistical Topics</td>
<td>3</td>
</tr>
<tr>
<td>PH 8890</td>
<td>Special Topics in Advanced Statistical Modeling</td>
<td>3</td>
</tr>
<tr>
<td>PH 8690</td>
<td>Special Topics in Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>PH 9731</td>
<td>Epidemiologic Methods III</td>
<td>3</td>
</tr>
<tr>
<td>PH 9741</td>
<td>Advanced Topics in Epidemiologic Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

*Other appropriate research methods/statistics courses may be approved by the Faculty Advisor on the Doctoral Program of Study form. There are a number of departments at the university that offer relevant courses including, but not limited to, Mathematics and Statistics, Managerial Sciences (Decision Sciences unit), Economics, Marketing, Sociology, Public Management and Policy Studies, Psychology, and Educational Policy Studies (Research unit). Other courses that may be approved to satisfy this elective requirement include, but are not limited to, Structural Equation Modeling, Finite Mixture Modeling, Hierarchical Linear Modeling, Longitudinal Modeling, Survival Analysis, Bayesian Inference, Survey Sampling, Causal Inference, Missing Data, or Nonparametric Statistics.*

Environmental Health Elective Courses, 6 credit hours required

*Select 2 courses in consultation with the Faculty Advisor.*

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 8285</td>
<td>Social Determinants of Health</td>
<td>3</td>
</tr>
<tr>
<td>PH 8330</td>
<td>Environmental Factors in Maternal and Child Health</td>
<td>3</td>
</tr>
<tr>
<td>PH 8340</td>
<td>Genetic Susceptibilities and Environmental Health</td>
<td>3</td>
</tr>
</tbody>
</table>
Teaching Practicum

All doctoral students are required to complete a teaching practicum experience during one semester of the PhD Program. For the teaching practicum, a student may choose one of the following in conjunction with the PhD Director and the Director of the Undergraduate Program.

- A student may work with a faculty member to teach a sub-section of a large undergraduate course.
- A student may co-teach with a faculty member and assist with lectures and grading of an undergraduate or graduate course.
- A student may choose to teach an undergraduate course and be listed as a course instructor of record. **Note:** There may be restrictions to this option based on CETL requirements, please work with faculty to ensure this opportunity is available during the semester you are interested in teaching.

Prior to or during the teaching practicum experience, the student should enroll in at least one of the training options listed below. The best option for each student will be based on their teaching assignment and discussions in collaboration with the PhD Director, the Director of the Undergraduate Program, and the faculty mentor for teaching:

- **Doctoral course EPY 9000 Facilitating College Teaching**
  - Course description: Facilitating College Teaching. Prerequisite: Ph.D. student. Students review adult learning literature and prepare syllabi, tests, and portfolios. They practice implementing effective teaching strategies and learn to incorporate technology in their teaching and assessment. They also consider legal and ethical issues in college teaching. Course is graded as satisfactory/unsatisfactory. (Offered once a year in fall or spring semester)

- **The Center for Excellence in Teaching and Learning (CETL) General Pedagogical Training** ([http://cie.gsu.edu/cie-general-pedagogy-certification/](http://cie.gsu.edu/cie-general-pedagogy-certification/))

- **CETL Certificate of Excellence in College Teaching** ([http://cie.gsu.edu/certificate-excellence-college-teaching-2/](http://cie.gsu.edu/certificate-excellence-college-teaching-2/))

*There is no option to waive the doctoral practicum.*

**COMPREHENSIVE EXAM**

Doctoral students must pass a comprehensive examination before being admitted to candidacy. The purpose of comprehensive examination is to assess each student’s mastery of the introductory public health learning objectives, the doctoral program core curriculum, and to determine the student’s readiness to proceed to the dissertation. To be eligible to take the comprehensive examination, the student must have completed all doctoral program prerequisites (MPH Core/Foundational Courses), all doctoral core courses (18 credit hours), and achieved a 3.2 or greater cumulative grade-point average.
average. Students must also receive approval from their Faculty Advisor and the PhD Director. Once approved to take the exam, the PhD Director will provide a study guide for the exam.

The exam is generally offered twice a year (Summer and Fall semesters). The comprehensive examination is a written exam divided that includes an on-campus and take-home portion. The on-campus portion includes questions based on coursework completed in the doctoral program prerequisites (MPH Core/Foundational Courses), PH 8721 Epidemiologic Methods II; PH 9120 Theory and Practice in Health and Prevention; PH 9140 Advanced Research Methods; and PH 9150 Public Health Ethics. The take-home portion of the exam is an applied statistics item based on PH 9810 Biostatistical Methods I & PH 9820 Biostatistical Methods II.

To successfully pass the comprehensive exam, the student must demonstrate expertise in expressing ideas with clarity and depth, synthesizing knowledge from public health and related fields, and applying knowledge and critical thinking skills to specific problems or issues in public health. The exam is graded Pass/Fail according to a rubric developed by faculty members who instruct the courses in the core areas.

If the student meets expectations on all exam sections, the student will pass the exam. If the student has minor issues on one sub-section of the exam, the faculty graders may opt to offer the student an opportunity for a faculty directed revision via a written addendum that focuses on the identified area of weakness. If the student demonstrates major weaknesses on one or more sub-sections of the exam, the student will be offered one additional opportunity to complete the written exam the next time the exam is offered. Students who do not meet expectations on the initial exam may be required to take additional coursework or complete other learning experiences prescribed by the student’s Faculty Advisor, Doctoral Advisory Committee, the PhD Director, and/or a designated faculty member, prior to retaking the exam. Failure on the second attempt will result in scholastic dismissal from the doctoral program.

The comprehensive exam does not include a focus on the concentration courses. The student is expected to demonstrate expertise in the concentration area and its competencies during the dissertation process (proposal meeting, drafting, and dissertation defense). Each Concentration may have specific requirements related to demonstrating concentration mastery during the dissertation process, and demonstration of concentration competencies will be graded according to a rubric developed by the concentration faculty. Students should meet with their Faculty Advisor to determine the requirements for the concentration.

**DISSERTATION**

The dissertation is intended to allow the student to contribute to the theoretical, conceptual, empirical, or practice base in the field of public health. Students pursuing a Ph.D. must complete a dissertation on a subject connected with their concentration. The dissertation must present original research, independent thinking, scholarly ability, and technical mastery of a field of study. For full details about the dissertation processes and procedures, please see Appendix G.
PROCEDURAL MATTERS
Doctoral students will be subject to all the doctoral program completion milestone requirements, details and policies distributed in the SPH Doctoral Student Handbooks. Failure to meet any of these doctoral program completion milestones may result in scholastic dismissal from the doctoral program.

FACULTY ADVISOR AND DOCTORAL ADVISORY COMMITTEE REQUIREMENTS
Upon admission to the Ph.D. in Public Health programs, a student is assigned a Faculty Advisor from the SPH faculty. The Faculty Advisor serves as the primary advisor, and mentors the student throughout the program and assists the student in choosing courses, signing off on official documents, and chairing the students’ doctoral advisory committee. In the majority of cases, the Faculty Advisor remains unchanged during the student’s entire doctoral program; however, changes in the Faculty Advisor are occasionally necessary and are accommodated on an individual basis by the Doctoral Program Director. Usually the Faculty Advisor ultimately serves as the chair of the dissertation.

Doctoral students must establish a Doctoral Advisory Committee following the completion of their comprehensive exam, but some establish the committee earlier in their program of study. The Doctoral Advisory Committee may advise the student on all aspects of the doctoral program of study, as well as career development and professional opportunities. The Doctoral Advisory Committee primarily aids the student in the dissertation. Additional criteria for the doctoral advisory committee membership may be found in the Dissertation section of this Handbook.

ANNUAL REVIEW OF DOCTORAL STUDENTS
Ph.D. students will meet with their Faculty Advisor for an annual evaluation, each year they are enrolled in the PhD program. For the annual evaluation process, students are required to:

- Set up an appointment with the Faculty Advisor by June 1st each year.
- One week prior to the scheduled appointment students must submit an Annual Review Portfolio that includes:
  - A summary of the courses and grades taken since beginning the program.
  - A summary of professional scholarship in the last year.
  - A course paper/assignment or another product that demonstrates the student’s scientific writing skills, and proficiency with statistics.
  - A self-assessment of mastery of the doctoral competencies to date.

Faculty Advisors will use this portfolio to evaluate student progress in several areas: coursework progress and demonstrated mastery of doctoral competencies, professional scholarship, scientific writing, statistical proficiency, and overall professionalism. Ph.D. milestones and goals for the next academic year should also be discussed. The annual evaluations will be discussed at a meeting of faculty advisors with the PhD Director held each summer. All students will receive written detailed feedback from the Doctoral Program Director or designated faculty mentor summing up the evaluation ratings and the student’s standing with the program.
If progress is unsatisfactory, the student will plan a course of action with his or her advisor and the Doctoral Program Director to improve his/her progress. If the student demonstrates unsatisfactory progress on the plan, or during more than one annual review, he or she may be scholastically dismissed from the doctoral program.

**CONTINUOUS ENROLLMENT REQUIREMENT POLICY AND DEGREE COMPLETION**

Students in all graduate programs, including doctoral programs, must maintain enrollment totaling six hours (or more) over three consecutive semesters, including summers. In other words, the total enrollment of the current term plus the two terms preceding it must add up to six hours or more. The status of all students will be checked by the midpoint of each term for compliance with the continuous enrollment requirement. Any student whose enrollment is noncompliant will receive a hold on their registration, which would prevent registering for all current and future classes. Those students will be notified by an e-mail message sent to their official GSU e-mail account. To resume their programs, students with continuous holds on their enrollment must file for re-entry by the published deadline and must enroll at a level sufficient to satisfy the continuous enrollment criterion. That is, their enrollment in the reentry term plus the two terms preceding it must total six hours or more. The maximum required enrollment level for the re-entry term is six hours. For more information on the reentry process, contact the Office of Academic Assistance and Career Services.

**GRADE POINT AVERAGE AND COURSE GRADE REQUIREMENTS FOR DOCTORAL STUDENTS**

Doctoral students must maintain a 3.2 or better institutional grade point average (GPA) to progress from one semester to the next, and must receive at least a grade of “B” or better for each School of Public Health based course (courses with a prefix “PH” in front of the course number). Any doctoral student earning a grade of B- or below must repeat the public health course or not count the course towards their doctoral program of study. Doctoral students whose cumulative GPA falls below 3.2 at the end of a semester will receive a scholastic warning from the School. If at the end of the following six semester hours of enrollment, the student has not achieved a 3.2 cumulative GPA, he or she will be scholastically excluded from the doctoral program. Any student who is scholastically excluded from the program may apply for readmission after a period of one year. Time limitations for doctoral students will still apply.

**RESIDENCY REQUIREMENTS AND TIME LIMITATIONS**

The purpose of requiring completion of all degree requirements within a fixed period is to ensure currency, continuity, and coherence in (or residency in) the academic experiences leading to the degree. Within nine years of the students’ term of first matriculation, it is required they complete all degree requirements. Moreover, all requirements for doctoral candidacy (coursework, comprehensive examination, prospectus approval) must be completed within seven years of the students’ first term of matriculation. No coursework completed more than seven years before admission to candidacy may be used to meet any doctoral degree requirement.

Enrollment for a minimum of three semester hours of credit is required during at least two out of each three-term period following successful completion of the comprehensive examination until
graduation. This enrollment must include a minimum of nine semester hours of dissertation (PH 9990) credit but may also include other coursework. The student must be enrolled in and successfully complete three semester hours of graduate credit (typically dissertation hours) during the academic term in which all degree requirements are completed. Additional information about time limits and expected doctoral program completion milestones may be distributed by the Doctoral Program Coordinator, Division Directors, or a designated faculty member to doctoral students in writing or via email during the doctoral program.

DOCTORAL PROGRAM OF STUDY FORMS
This final Doctoral Program of Study form is completed following the successful completion of the student comprehensive exam and must be approved by the Faculty Advisor and be submitted to the Doctoral Program Director and OAA at least two weeks before the student applies for admission to candidacy. OAA uses the form for degree-audit and final approval. The Doctoral Program of Study form must show all courses relevant to the doctoral program (including masters-level prerequisite courses and any courses approved as transfer-credit from other universities), in addition to GSU courses satisfying the minimum doctoral degree requirements. OAA notes the completed courses in the student’s electronic academic evaluation (in PAWS). Students may log in to PAWS, view, and confirm OAA’s to-date notations on their electronic program of study at any time.

ADMISSION TO CANDIDACY
Admission to candidacy for a doctoral student is possible after the successful completion of the comprehensive oral examinations. The following is a complete list of requirements for admission to candidacy:

1. The Doctoral Advisory Committee, the Doctoral Program Director, and OAA have approved the final program of study.
2. A GPA of 3.2 (B) has been maintained for all graduate courses taken and for all completed courses on the program of study (no course with a grade below C+ may be placed on the final program of study).
3. The doctoral comprehensive examination has been passed, and passing scores have been reported to OAA.
4. The Doctoral Advisory Committee, including any necessary changes in the membership, is confirmed and all its members have been notified of their appointment.
5. The residence requirement has been met.

APPLICATION FOR ADMISSION TO CANDIDACY
This form must be submitted to OAA as soon as possible following the completion of admission to candidacy requirements. Candidacy begins on the date the form is received by the OAA. After admission to candidacy, a student must register for at least nine (9) hours of dissertation credit during the completion of the degree program. Students planning to graduate the same semester they enter candidacy must be admitted by the published deadline for candidacy during that semester and register for three (3) hours. The student must also meet all other deadlines for graduation in that semester. A student must register for a minimum of three (3) dissertation credit hours in any...
semester when using University facilities, and/or faculty or staff time. The School shall not accept a dissertation if the student has not been admitted to candidacy for the degree.

TIME LIMIT ON CANDIDACY
All doctoral degree requirements must be successfully completed within nine (9) years of a student’s first term of matriculation. The dissertation must be completed within four (4) years following admission to candidacy to qualify for graduation. If a doctoral student’s candidacy expires after the first week of classes in the final semester, the student is granted the remainder of the semester to complete degree requirements without special permission of the School. Additional information about time limits and expected dissertation completion milestones may be distributed by the Doctoral Program Director, Division Directors, or a designated faculty member to candidacy eligible students immediately prior to their admission to candidacy. Doctoral students will be subject to all the dissertation completion milestone requirements, details and policies distributed at that time. Failure to meet any of these dissertation completion milestone requirements may result in scholastic dismissal from the doctoral program.

TRANSFER CREDITS FROM ANOTHER INSTITUTION
A student may apply a maximum of nine (9) semester hours of approved course credit transferred from another sufficiently accredited institution toward fulfilling Ph.D. degree requirements. Transfer credits are processed by the School and must be approved by petition. Students requesting to petition for transfer of credits must work with the Graduate Advisor in the Office of Academic Assistance. Approval is at the discretion of the Doctoral Program Coordinator—approval is not guaranteed. The Doctoral Program Director may defer to the Director of the Division in which the petitioned course is offered. All credits, including transfer credits, presented for the Ph.D. degree must have been earned within nine calendar years of the date of degree conferral. No previously taken course with a grade of “B-” or below may be transferred into the doctoral program. Courses transferred-in for the doctoral degree may not be used in fulfilling the Doctoral Public Health Core Courses requirements or the doctoral credit-hour residency requirement.

CREDITS EARNED AT GSU IN EITHER TRANSIENT, NON-DEGREE, OR OTHER-GSU-DEGREE STATUS
A student may apply a maximum of nine (9) semester hours of applicable GSU course credit earned prior to Ph.D. program admission (while taking public health courses as either transient, non-degree, or other-GSU-degree or program status) toward fulfilling PH.D. degree requirements. Credits are processed by the School—petition is not required, but students should confirm their previously completed GSU courses are applicable. Students may work with the Doctoral Program Director and the Graduate Advisor in the Office of Academic Assistance to confirm applicability. Approval is at the discretion of the Doctoral Program Coordinator—approval is not guaranteed. The Doctoral Program Director may defer to the Director of the Division in which the course is offered. All GSU credits presented for the Ph.D. degree must have been earned within nine calendar years of the date of public health doctoral degree conferral. Courses taken at GSU that were applied to another GSU degree program may not be applied to the Ph.D. degree; instead, a student should seek a doctoral course waiver for these courses already applied to another GSU degree program.
DOCTORAL COURSE WAIVERS

Doctoral students may receive a course waiver for any doctoral course already completed as part of another GSU degree program (including the MPH degree program), or if the course content was already learned at another institution or training area, but was not eligible for transfer credit. Students are still expected to take the minimum number of credit hours expected for the Ph.D. degree at GSU (sixty-two credit hours), but when granted a course waiver, the student may complete a different graduate level course substituted into their doctoral in order to complete the total sixty-two credit hour requirement of their doctoral degree program.

No previously taken course with a grade of “B-” or below may be used for course waiver. Courses waived for the doctoral degree may not be used in fulfilling the Doctoral Public Health Core Course requirements or the doctoral credit-hour residency requirement.

Students hoping to waive a course and substitute it with another should provide a Petition for Waiver noting each doctoral course they hope to waive, and which course they would like to substitute in its place. The Petition for Waiver is a written statement, along with any evidentiary documentation, that assures the School that the doctoral student has mastered the course material in the course to be waived through another manner (i.e. MPH degree, another GSU degree, etc.). This Petition must be approved by the student’s Faculty Advisor and the Doctoral Program Director. The Doctoral Program Director may defer to the Director of the Division in which the petitioned course is typically offered.

Upon approval by the student’s Faculty Advisor and the Doctoral Program (or Division Director), the Petition is then forwarded to the OAA for their approval. OAA may request the input of the Associate Dean for Academic Affairs and/or the Academic Affairs Committee, but that is not required. Once the Director of OAA notes OAA’s approval, the student’s file and program of study is updated to note a waiver of the required course(s) and the substitution of another course taking its place. (MPH-Level Core Course prerequisite requirements for the doctoral program are exempt from this rule, since these prerequisite course do not count toward the sixty-two (62) credit hour minimum requirement for doctoral programs).

REGISTRATION, ACADEMIC, AND HOLIDAY CALENDARS

The University publishes official calendars detailing registration times, course meeting dates, final exam times, student holidays, and university closure periods. These can be helpful for any student planning around their doctoral program commitments.

COURSE DESCRIPTIONS

Course descriptions for every GSU course, including SPH courses, may be found in the GSU Graduate Catalog and the GSU Schedule of Classes, and the GSU Course Description search website.

---

9 GSU Calendars: http://registrar.gsu.edu/registration/semester-calendars-exam-schedules/
10 GSU Graduate Catalog: http://www.gsu.edu/enrollment/catalogs.html
11 GSU Schedule of Classes: https://www.gosolar.gsu.edu/bprod/bwckschd.p_disp_dyn_sched
12 GSU Course Description search website: https://www.gosolar.gsu.edu/bprod/bwckctlg.P_DisplaySubjects
STUDENT COMPLAINTS, GRIEVANCES OR WAIVER REQUESTS

The School provides avenues for student feedback and communication of student concerns following University policies, published in the section 1050.80 Student Complaints, Petitions for Policy Waivers and Variances, and Appeals of the Graduate Catalog13 and in the section Policy Procedures for Student Complaints, Petitions for Policy Waivers and Variances, and Appeals of the GSU Student Code of Conduct14. This policy outlines the different types of appeals and waivers, and the procedures to follow when making requests at the university-, college- and unit (division)-level. The appeals cover final course grades, admissions, financial aid, course loads, scholastic discipline, course substitutions, and academic regulations. The School assures all students the right to due process in the appeal of a performance evaluation. This due process provides a way of receiving a fair determination of the School of Public Health Appeals procedure.

Student Responsibilities: The student is responsible for stating the basis upon which the student evaluation or grade is questioned and for initiating and maintaining communication and compliance within the framework of the grievance process.

Faculty Responsibilities: Each faculty member is responsible for being aware of the student’s right of grievance of an evaluation or grade and for providing the student with guidance to initiate the process. The faculty is responsible for maintaining evaluation materials and providing materials necessary to the grievance process.

Unit (Division) Responsibilities: The School of Public Health will ensure that the student’s expected progression through the program is not interrupted during the grievance process.

Waiver Requests. Students are required to fill out a Student Petition form when requesting a waiver of an established policy and procedure. The form is electronic and is available on the SPH website: http://publichealth.gsu.edu/students/program/. Please see Appendix B for more information.

GRADUATE ASSISTANTSHIPS

All admitted doctoral students who plan to enroll full-time will be considered for Graduate Assistantships (GAs) in the form of Graduate Research Assistant (GRA), Graduate Teaching Assistant (GTA), or Graduate Lab Assistant (GLA). Assistantships cover the cost of tuition (except for $37.50 and the cost of mandatory student fees) and provide an annual stipend for at least three years (subject to funds being available and satisfactory performance by the doctoral student each semester).

The following criteria must be met and maintained for a student to be a GA.

- Students must have and maintain a 3.2 or higher cumulative grade point average.

13 GSU Graduate Catalog Section 1050.80: http://catalog.gsu.edu/graduate20152016/university-information/#student-complaints-petitions-for-policy-waivers-and-variances-and-appeals
14 GSU Student Code of Conduct: http://codeofconduct.gsu.edu/
• Students must be enrolled in the minimum hours deemed a full-time load (nine semester hours during the regular academic year and six semester hours in the summer).
• Concurrent with the assistantship appointment, doctoral students should not be engaged in other significant outside employment. Students in this situation should request approval for hire through the head of the academic unit and director of the doctoral program.

Graduate Assistants may be subject to policies that apply to any other employed person of GSU, and should familiarize themselves with the appropriate policies, including but not limited to the GA Policy\(^\text{15}\), GA New Hire packet and payroll policies\(^\text{16}\).

PROFESSIONAL DEVELOPMENT AND FELLOWSHIPS

Conference Attendance. Ph.D. students interested in obtaining travel funds for professional conferences must receive pre-approval from Colleen Blanchard (cblanchard2@gsu.edu). If she is not available, please seek approval from Fred Grant (fgrant@gsu.edu). Students are allowed to request up to $250 in assistance if he/she is a lead presenter at a conference and $150 if he/she is simply attending a conference, but not presenting. Once a student receives approval to receive the funds for a conference, he/she will get further instruction about how to receive the reimbursement.

GSU SPH Biostatistics Consulting Services. Statistical support is available for SPH students, including its doctoral students. This includes assistance with statistics related aspects of grant proposals, dissertation research study design, data management, statistical modeling, data analysis and interpretation, and utilization of statistical software. Inquiries at any stage of a study are welcome. However, consultation during the planning stage is recommended. In order to request a consultation, students complete an online statistical consultation request form found on the SPH Biostatistics Consulting Services website\(^\text{17}\). Once completed, students are contacted to schedule a meeting with the most appropriate faculty mentor match.

The Center for Excellence in Teaching and Learning. The Center for Excellence in Teaching and Learning\(^\text{18}\) supports GSU doctoral Teaching Assistants in their role as educators. The center fosters the use of evidence-based learning pedagogies to promote teaching effectiveness, classroom practices and provide a forum for all instructors and TAs to discuss teaching successes and challenges. The CETL seminars, workshops and events are aimed at encouraging Georgia State instructors and Graduate Teaching Assistants (GTAs) to think deeply about their teaching, build community around educational innovations, explore new approaches to solving pedagogical problems, and identify tools that open new possibilities in face-to-face and online settings. Seminars are also designed to facilitate

---

\(^{15}\) GSU GA Policy: [http://ursa.research.gsu.edu/files/2013/06/Graduate_Assistant_Policy.pdf](http://ursa.research.gsu.edu/files/2013/06/Graduate_Assistant_Policy.pdf)

\(^{16}\) GSU GA New Hire Packet and Payroll Policies: [http://managers.hr.gsu.edu/resources/forms/policiesguidelines/search-forms/?gf_search=Payroll](http://managers.hr.gsu.edu/resources/forms/policiesguidelines/search-forms/?gf_search=Payroll)

\(^{17}\) GSU SPH Biostatistics Consulting Services: [http://publichealth.gsu.edu/biostatistics-consulting-service/biostatistics-consulting/](http://publichealth.gsu.edu/biostatistics-consulting-service/biostatistics-consulting/)

\(^{18}\) The GSU Center for Excellence in Teaching and Learning: [http://cie.gsu.edu/](http://cie.gsu.edu/)
idea sharing, brainstorming, community building, and collaborative problem solving, while workshops are more technology focused and often include click-along style instructional approaches.

All CETL workshops and seminars are free to GSU instructors and Graduate Teaching Assistants. Most are catered events. Previous topics included: Teaching Assistants’ Challenges in the Classroom I: How to explain content clearly; Developing a Teaching Philosophy; Internet Ethics: Preparing Your Student to Successfully Navigate, Reference, and Contribute to the Internet; The Class from Hell: How to Cope with Student Behaviors that Interfere with Learning.

**The University Research Services and Administration Education and Training Program.** The mission of the University Research Services and Administration (URSA) Education and Training Program is to provide educational support to the research community—including doctoral students—of GSU. Their main goal is to help researchers and research administrators smoothly navigate the world of research administration from beginning to end. They offer a variety of training opportunities designed to increase knowledge and skills in the areas of grants management, finding internal and external funding sources, research compliance and safety.

**GSU Dissertation Grant Program and William Suttles Graduate Fellowship.** The purpose of the Dissertation Grant Program is to support dissertation research of doctoral level graduate students at GSU, including those in the SPH. The grant program is designed to help full-time graduate students meet the cost associated with their dissertation work. There is a campus-wide competition for these awards each year and award winners may elect to apply the funds to the current or to the next fiscal year. Applicants to the Dissertation Grant Program may also be nominated for the William M. Suttles Graduate Fellowship by their dissertation director, or Faculty Advisor in the SPH. The fellowship is awarded to the applicant deemed to have the most outstanding qualifications within their field of study and who also submits an outstanding dissertation grant proposal as determined by the team of faculty reviewers. Dissertation Grants are limited to $2,000 per award and provided to fund expenses associated with conducting the dissertation work. The Suttle Fellowship provides an additional award of $1,500 beyond the $2,000 awarded through the Dissertation Grant Program. To date, one SPH doctoral student has already received this award.

**STUDENT HEALTH AND SERVICES**
Doctoral students have access to various services around campus, including the Student Health Clinic, Student Health Insurance, mental health counseling and services, recreation center, and disability accommodation testing and services.
Appendix A

Sample Ph.D. Course Plan
A sample course plan for a student accepted into the EPIP program with an earned MPH degree.

<table>
<thead>
<tr>
<th>Year</th>
<th>Doctoral PH Core</th>
<th>Required Concentration Courses</th>
<th>Concentration Advanced Research Methods &amp; Electives</th>
<th>Professional Seminars</th>
<th>Teaching/Research/Applied Skills Practicum</th>
<th>Comprehensive Exam</th>
<th>Dissertation</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td>PH 8721 (3)</td>
<td></td>
<td></td>
<td>PH 8180 (1)</td>
<td></td>
<td></td>
<td>13 hrs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PH 9120 (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PH 9150 (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PH 9810 (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>PH 9140 (3)</td>
<td>PH 9731 (3)</td>
<td>PH 8885 (3)</td>
<td>PH 8181 (1)</td>
<td></td>
<td></td>
<td></td>
<td>13 hrs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PH 9820 (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>PH 9741 (3)</td>
<td>PH 7265 (3)</td>
<td>PH 8180 (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13 hrs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>PH 8830 (3)</td>
<td>EPRS 8840 (3)</td>
<td>PH 8181 (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16 hrs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PH 7275 (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PH 8285 (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PH 8790 (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td>PH 9960 (3)</td>
<td>Comp Exam</td>
<td></td>
<td></td>
<td></td>
<td>3 hrs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3 hrs</td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3 hrs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3 hrs</td>
</tr>
<tr>
<td>Total Hours</td>
<td>18 hrs</td>
<td>9 hrs</td>
<td>18 hrs</td>
<td>5 hrs</td>
<td>3 hrs</td>
<td>9 hrs min</td>
<td>62 hrs min</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

Georgia State University
Procedures for Student Complaints,
Petitions for Policy Waivers & Variances, and Appeals
GEORGIA STATE UNIVERSITY POLICY PROCEDURES
FOR STUDENT COMPLAINTS, PETITIONS FOR POLICY WAIVERS AND VARIANCES, AND APPEALS

I. Purpose and Applicability

Georgia State University seeks to maintain the highest standards of integrity and fairness in its relationships with students. The Undergraduate Catalog and the Graduate Catalog (both found at http://www.gsu.edu/es/catalogs_courses.html), and the Student Code of Conduct set forth policies and requirements for Georgia State students. Students are expected to know and comply with these policies. Students may, however, seek relief or resolution when they believe that:

A. The application of these policies and procedures will create undue hardship for them or will not recognize their extraordinary or extenuating circumstances; or
B. Specific actions, practices, or decisions on academic or non-academic matters have been made or carried out in an arbitrary, discriminatory, or inequitable manner. The procedures set forth below cover complaints, petitions, and appeals related to University-wide and college-based policies. Individual colleges or departments may have additional or more specific procedures that may also apply to complaints, petitions, and appeals. Students are referred to the office of the dean of the particular college for information about additional or more specific procedures that apply. In case of conflict among policies, this University policy takes precedence over College and Departmental policies. The following policies include their own complaint, petition and waiver procedures. This policy may not be used in lieu of these policies.

1. Any policy for anyone other than a student to make a complaint, file a grievance, or request a waiver, such as policies that govern faculty and staff.
2. All policies in the student code of conduct
3. Emergency withdrawal policy
4. Admission, readmission, and exclusion policies
5. Discriminatory and sexual harassment policies
6. Disability policies
7. College of Law Honor Code
8. Student parking policy

The procedures set forth below are applicable to undergraduate and graduate students of the University. All appeals under these procedures will be made based only on the written record. A student’s appeal under these procedures will be granted only if the student can prove by preponderance of evidence that a decision was arbitrary, discriminatory, or inequitable.

II. Student Complaints on Academic Matters

A. College-Level Academic Complaints
   1. Final Course Grade Appeals
      a. Students are encouraged to discuss concerns and disputes over final course grades with the instructor prior to filing a formal grade appeal, in an effort to gain understanding about the basis of his/her grade. Instructors are encouraged to be available to students for such discussion regarding grades so that grade disputes, to the extent possible, are resolved informally. The Office of the Ombudsperson can provide assistance to students, instructors and administrators with resolving disputes informally through voluntary facilitated
discussions, in an effort to bring resolution to the matter prior to the initiation of a formal complaint.

b. In situations where such informal resolution does not occur or is not successful, the student may appeal the final course grade to the Department Chair. The appeal must be in writing and describe the precise reason for the appeal. Any pertinent information must be submitted with the appeal in order to be considered in this or subsequent appeals. The appeal must be submitted within 10 business days of the beginning of the academic term (fall, spring, summer) that follows the term in which the final grade was submitted by the instructor. For example, if a student took an incomplete in a fall term course and completed the coursework in the following spring semester, then an appeal of that grade must be submitted within 10 business days of the beginning of the summer term. The Department Chair will provide a decision in writing to the student, normally within 10 business days of the receipt of the complaint in the Department.

c. The student may appeal the decision of the Department Chair, as described in section 2-c through 2-e below.

2. Other College-Level Academic Complaints
   a. Judgments on the suitability of academic decisions made within a college are most appropriately made by individuals with expertise in the particular academic discipline involved. For this reason, resolution of student complaints about college level academic decisions, actions, or practices is the responsibility of the department and college involved. Normally, such complaints can be resolved quickly and informally through discussion with the faculty member directly involved. The Office of the Ombudsperson can provide assistance to students, instructors and administrators with resolving disputes informally through voluntary facilitated discussions, in an effort to bring resolution to the matter prior to the initiation of a formal complaint.

b. In situations where such informal resolution does not occur or is not successful, the student may submit a formal complaint to the Chair of the appropriate academic department. The student’s complaint must be submitted in writing and be accompanied by pertinent documentation describing (a) the specific action, practice, or decision that is problematic; (b) the impact of that decision; (c) what resolution is being sought; (d) and why it should be granted. To promote prompt resolution, complaints must include current contact information and be submitted at the earliest possible time. Consideration will not be given to any complaint submitted later than the end of the term immediately following the term in which the matter in question arose. The Department Chair will provide a decision in writing to the student, normally within 10 business days of the receipt of the complaint in the Department.

c. The student may appeal the Department Chair’s decision within 10 business days of being notified of the Chair’s decision. Such appeal will be made, in writing, to the Dean of the College in which the Department is located. At the discretion of the Dean, an advisory panel may be appointed to review the written documentation and make a recommendation to the Dean. The Dean will issue a decision to the student in writing, normally within 10 business days of the receipt of the appeal.

d. A student may appeal the Dean’s decision to the Provost, in writing, within 10 business days of being notified of the Dean’s decision. The Provost will issue a decision to the student, in writing within 20 business days of receiving the appeal.
e. The student may appeal the Provost’s decision to the President, in writing, within 10 business days of being notified of the Provost’s decision. The President will issue a decision to the student in writing within 20 business days of receiving the appeal.

f. The student may appeal the President’s decision to the Board of Regents, in writing, within 20 business days of being notified of the President’s decision. Decisions regarding grades may not be appealed to the Board of Regents (BOR Policy 407.01).

B. University-Level Academic Complaints

1. Judgments on the suitability of academic decisions made at the University level are most appropriately made by individuals with expertise in the particular area. Normally, such complaints can be resolved quickly through discussion with the Academic Administrator directly involved. (See the University Organizational Chart at http://www.gsu.edu/administrative_organization.html.) Students can contact the Office of the Ombudsperson for assistance in preparing for discussion with academic administrators. The Office of the Ombudsperson can also provide assistance to students and academic administrators with resolving disputes informally through voluntary, facilitated discussions, in an effort to bring resolution to the matter prior to the initiation of a formal complaint.

2. In situations where such informal resolution does not occur or is not successful, the student may submit a formal complaint to the Vice Provost. The student’s complaint must be submitted in writing, and be accompanied by pertinent documentation describing (a) the specific action, practice, or decision that is problematic; (b) the impact of that decision; (c) what resolution is being sought; and (d) why it should be granted. To promote prompt resolution, complaints must include current contact information and be submitted as early as possible, but no later than the end of the term immediately following the term in which the matter arose. The Vice Provost will normally issue a decision to the student in writing, within 10 business days of receiving the complaint.

3. The student may appeal the Vice Provost’s decision to the Provost within 10 business days of being notified of the decision. The Provost will respond in writing to the appeal within 20 business days of receiving the appeal.

4. The student may appeal the Provost’s decision to the President in writing within 10 business days of being notified of the Provost’s decision. The President will respond in writing to the appeal within 20 business days of receiving the appeal.

5. The student may appeal the President’s decision to the Board of Regents in writing within 20 business days of being notified of the President’s decision. Decisions regarding residency and the Guaranteed Tuition Plan may not be appealed to the Board of Regents (BOR Policy 407.01).

III. Non-Academic Complaints

A. Judgments on the suitability of non-academic decisions are most appropriately made by individuals with expertise in the particular area. Normally, such complaints can be resolved quickly through discussion with the Administrator in charge of the department making the decision. Students can contact the Office of the Ombudsperson for assistance in preparing for discussion with non-academic administrators. The Office of the Ombudsperson can also provide assistance to students and non-academic administrators with resolving disputes informally through voluntary, facilitated discussions, in an effort to bring resolution to the matter prior to the initiation of a formal complaint.

B. In situations where such informal resolution does not occur or is not successful, the student may submit a formal complaint to the Vice President or Vice Provost who oversees the area. The student’s
complaint must be submitted in writing, and be accompanied by pertinent documentation describing (a) the specific action, practice, or decision that is problematic; (b) the impact of that decision; (c) what resolution is being sought; and (d) why it should be granted. To promote prompt resolution, complaints must include current contact information and be submitted as early as possible, but no later than the end of the term immediately following the term in which the matter arose. The Vice President or Vice Provost will provide a decision to the student in writing, normally within 10 business days of the receipt of the complaint.

C. The student may appeal the Vice President’s or Vice Provost’s decision to the Provost in writing within 10 business days of being notified of the decision. The Provost will respond in writing to the appeal within 20 business days of receiving the appeal. The student may appeal the Provost’s decision to the President in writing within 10 business days of being notified of the Provost’s decision. The President will respond in writing to the appeal within 20 business days of receiving the appeal.

D. The student may appeal the President’s decision to the Board of Regents in writing within 20 business days of being notified of the President’s decision. Decisions regarding traffic citations may not be appealed to the Board of Regents (BOR Policy 407.01).

IV. Student Petitions for Academic Policy Waiver or Variance

A. College-Level Policy Waiver or Variance Petitions
   1. Students may petition for a waiver or variance of a department-level or college-level policy. The appropriate College Office of Academic Assistance can provide the student with college policies and petition procedures.
   2. The student must submit a petition, in writing, to the Office of Academic Assistance of the College which has made the policy in question. The petition must include the following: (a) the policy from which the student is seeking a waiver or variance, (b) the deviation being sought; and (c) the reason(s) why the exception should be granted. The Office of Academic Assistance representative will determine whether the petition needs to be addressed at the departmental or college level, and will forward the petition to the appropriate administrator who will notify the student of his or her decision.
   3. The student may appeal the decision, in writing, following the procedures stated in Section II.A.2.c through f above, the College-Level Academic Complaint Policy and Procedures. If the original decision was rendered by a Department Chair, the appeal should be initiated at the level of the Dean; if the original decision was rendered by the Dean (or his or her designate), the appeal should be initiated at the level of the Provost.

B. University-Level Policy Waiver or Variance Petitions
   1. Students may request a waiver or variance of a policy established by the University or the Board of Regents.
   2. All requests for waivers or variances from university-level policies will be made based only on the written record.
   3. The petition must include the following: (a) The section number from the Catalog (or other official University document) of the policy or requirement from which the student is requesting a waiver; (b) the deviation being sought; (c) the reason(s) why the exception should be granted; (d) a current copy of the student’s academic evaluation record; and (e) a current copy of the student’s Georgia State University transcripts (unless the petitioner is not a yet a Georgia State student); and (f) transcripts from any other college the student has attended (if the petitioner has attended other colleges).
   4. Financial Appeals
a. Appeals of tuition and fee rules (currently in sections 1210.10, 1210.20 and 1210.30 of the Catalog), Georgia resident status rules (currently in section 1220), and financial aid rules (currently in section 1230) will be made by the University Registrar.

b. If the petition is denied, the student may appeal to the Financial Appeals Committee, a committee appointed by the Vice Provost. The student must appeal in writing and within 10 business days of being notified of the decision of the University Registrar.

c. Appeals of the financial rules of colleges and departments (e.g., lab fees, graduate assistantship rules, etc.) are considered by the college or department. See Section IV.A. above.

5. Add, Drop and Withdrawal Appeals (Appeals of Rules Currently in Section 1332 of the Catalog)
   a. Appeals of add, drop and withdrawal rules will be made in the first instance by the University Registrar.
   b. If the petition is denied, the student may appeal to the Registration Appeals Committee, a subcommittee of the Senate Committee on Admissions and Standards. The student must appeal in writing and within 10 business days of being notified of the decision of the University Registrar.
   c. The Registrar will copy of the Chair of the Registration Appeals Committee on all letters to students notifying them of the results of their petitions. Every semester, the Registrar will distribute to the Senate Committee on Admissions and Standards a report that indicates (at a minimum) the number of petitions filed, the number granted, and the number denied. Any member of Admissions and Standards may review the documents of any petition when there is a legitimate educational interest.
   d. This policy does not change the Emergency Withdrawal policy.

6. Course Load, Scholastic Discipline, Course Substitution in the Core, and Regents Test Appeals (Appeals of Rules Currently in Section 1330.30, 1360, 1410, and 1420 of the Catalog)
   a. Appeals of rules regarding course load, scholastic discipline, course substitution in the core and Regents Test will be made in the first instance by the head of the University Advisement Center. However, appeals for waivers of Section 1330.30 (Course Load) will be considered by the student’s college if the student has declared a college and will follow the procedure outlined in Section IV.A above.
   b. If the petition is denied by the head of the University Advisement Center, the student may appeal to the Academic Regulations Appeals Committee, a subcommittee of the Senate Committee on Admissions and Standards. The student must appeal in writing and within 10 business days of being notified of the decision of the Director of the University Advisement Center.
   c. The head of the University Advisement Center will copy of the Chair of the Academic Regulations Appeals Committee on all letters to students notifying them of the results of their petitions. Every semester, the head of the University Advisement Center will distribute to the Senate Committee on Admissions and Standards a report that indicates (at a minimum) the number of petitions filed, the number granted, and the number denied. Any member of Admissions and Standards may review the documents of any petition when there is a legitimate educational interest.

7. Academic Regulation and Graduation Requirement Appeals (Appeals of Rules Currently in other parts of Sections 1300 and 1400 of the Catalog)
   a. Appeals of other university-level rules and graduation requirements will be made in the first instance by the Assistant Vice President for Student Retention. However, appeals for waivers
of Section 1330.30 (Course Load) will be considered by the student’s college if the student has declared a college and will follow the procedure outlined in Section IV.A above.

b. If the petition is denied, the student may appeal to the Academic Regulations Appeals Committee, a subcommittee of the Senate Committee on Admissions and Standards. The student must appeal in writing and within 10 business days of being notified of the decision of the Assistant Vice President for Student Retention.

c. The Assistant Vice President for Student Retention will copy of the Chair of the Academic Regulations Appeals Committee on all letters to students notifying them of the results of their petitions. Every semester, the Assistant Vice President for Student Retention will distribute to the Senate Committee on Admissions and Standards a report that indicates (at a minimum) the number of petitions filed, the number granted, and the number denied. Any member of Admissions and Standards may review the documents of any petition when there is a legitimate educational interest.

8. Subsequent Appeals

   a. The student may appeal the decisions of the Admissions Appeals Committee, Financial Aid Appeals Committee, the Registration Appeals Committee and Academic Regulations Appeals Committee to the Vice Provost in writing within 10 business days of being notified of the decision. The Vice Provost will respond in writing to the appeal within 20 business days of receiving the appeal.

   b. The student may appeal the Vice Provost’s decision to the Provost in writing within 10 business days of being notified of the decision. The Provost will respond in writing to the appeal within 20 business days of receiving the appeal.

   c. The student may appeal the Provost’s decision to the President in writing within 10 business days of being notified of the Provost’s decision. The President will respond in writing to the appeal within 20 business days of receiving the appeal.

   d. The student may appeal the President’s decision to the Board of Regents in writing within 20 business days of being notified of the President’s decision.

9. Should a reorganization of offices lead to case where the position of University Registrar or one of the heads/directors noted above no longer exists, the Vice Provost and Chair of the Senate Committee on Admissions and Standards will jointly designate an individual to handle petitions until the Senate can revise this policy to reflect the new organization.

V. Deadlines

   A. All deadlines established in this Policy are stated in terms of business days. If a deadline falls on a weekend or scheduled holiday, the deadline will be the next scheduled workday of Georgia State University.

   B. Students lose their right to continue to the next step of the procedures if they miss a stated or agreed-upon deadline.

VI. Mediation

Students who have filed formal complaints or petitions or those who have had formal complaints filed against them under Sections II A or B of this Policy (except for grade appeals) may request that the matter be submitted to mediation in an effort to achieve resolution. Mediation is a voluntary, confidential process whereby a neutral person facilitates discussion between the parties in a mutual attempt to reach resolution on the issues raised by the parties. In the event mediation is agreed upon by both parties, the timelines under this policy shall be suspended until which time the mediation is completed. In the event that mediation results in agreement, the student’s complaint will be considered resolved. In the event that mediation does not result in
resolution of the matter, the student may appeal to the next level of review under this policy. Information derived from mediation discussion may not be used as the basis for higher levels of appeal, nor can the mediator be asked to provide information or make any decision at any level of the formal appeals process. Persons interested in mediation should contact the Office of the Ombudsperson.

Revised December 11, 2008 - University Senate
Revised February 25, 2009 – University Senate Executive Committee
Revised October 27, 2011 – University Senate
Revised October 10, 2013 – University Senate
Appendix C

Admission to Candidacy Form
Application for Admission to Candidacy
Georgia State University
School of Public Health

This form must be submitted to the School as soon as possible following the completion of these requirements. Candidacy begins on the date the form is received by the School of Public Health OAA.

Student Name __________________________ strips
Panther ID __________________________
Start Term __________________________ Expected Graduation Term __________
Concentration ______________ GSU Student Email ______________
Student’s Signature __________________________ Date ______________

Certification and Recommendation of the School of Public Health: Please check all appropriate items.

☐ The Faculty Advisor, the Ph.D. Program Director, and OAA have approved the final program of study.

☐ The graduate record of the student named above has been examined. An average of 3.2 or greater GPA has been maintained on all completed graduate courses on the Program of Study. No course with a grade below C has been accepted as part of the Program of Study.

☐ The comprehensive examination has been passed as part of the Program of Study, and a passing score has been reported to the OAA.

☐ The residency requirement has been met.

We recommend that this student be admitted to candidacy for the degree indicated.

Faculty Advisor Name __________________________
Signature __________________________ Date ______________

Doctoral Advisory Committee Member (SPH Faculty) __________________________
Signature __________________________ Date ______________

Doctoral Program Director Name __________________________
Signature __________________________ Date ______________

Page 42
Appendix D

Dissertation Proposal Approval Form
## APPROVAL OF DOCTORAL DISSERTATION PROPOSAL

TO:       Dean, School of Public Health  
FROM:     Dissertation Committee Chairperson

<table>
<thead>
<tr>
<th>STUDENT’S NAME</th>
<th>PANTHER ID NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>HOME PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CITY, STATE, ZIP</th>
<th>CELL PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE ADMITTED</th>
<th>EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### DISSERTATION TITLE:

The committee of the above-named graduate student has approved a dissertation proposal entitled (abstract attached):

### FORMAT OF DISSERTATION:

<table>
<thead>
<tr>
<th>Chapter Based Dissertation</th>
<th>3-Study Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### APPROVALS: Signatures below indicate approval of the attached proposal

<table>
<thead>
<tr>
<th>DISSENTATION COMMITTEE CHAIRPERSON</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMITTEE MEMBER</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMITTEE MEMBER</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMITTEE MEMBER (OPTIONAL)</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMITTEE MEMBER (OPTIONAL)</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIRECTOR, PHD PROGRAM</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix E

Dissertation Defense Approval Form
RESULTS OF DISSERTATION DEFENSE

Please return to The Office of Academic Assistance & Career Services immediately following the defense.

To:    Associate Dean
       Dr. Rodney Lyn
From:  Dissertation Committee Chairperson
       Click here to enter text.
RE:    Results of Dissertation Defense

Student Name:  Click here to enter text.  GSU Email:  Click here to enter text.
Panther ID:    Click here to enter text.  Phone number:  Click here to enter text.

The above named candidate defended a dissertation entitled:  Click here to enter text.

The following results are reported:
☐ Successfully presented
☐ Successfully presented pending revisions
☐ Unsuccessfully presented

Committee Comments:

All students are required to upload their dissertations to ScholarWorks to receive a final grade for PH9990. Instructions for uploading will be sent by the Graduate Advisor upon receipt of this form.

Approvals:
Signatures below indicate acknowledgment of results reported above.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee Chair (SPH Faculty)</td>
<td></td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Committee Member (required)</td>
<td></td>
<td>Committee Member (required)</td>
<td></td>
</tr>
<tr>
<td>Committee Member (optional)</td>
<td></td>
<td>Committee Member (optional)</td>
<td></td>
</tr>
</tbody>
</table>
Appendix F

Dissertation Manual
The dissertation process is intended to engage the doctoral student in a project that will significantly contribute to theoretical, conceptual, and/or empirical research in the field of public health. The dissertation must present original research, independent thinking, scholarly ability, and technical mastery of a field of study. Its conclusions must be logical, its literary form must be acceptable, and its contribution to the field of public health should merit publication. These guidelines do allow for secondary data analysis.

The student is ready to initiate the dissertation process after the successful completion of the comprehensive examination, though in most cases, a student would have begun brainstorming dissertation topics and even preparing for the topic of study prior to the comprehensive exam in partnership with the faculty advisor.

General phases of the dissertation process include:

1) Identification of a Dissertation topic and Selection of the Doctoral Dissertation Committee
2) Finalize topic and determine the dissertation format
3) Develop a written dissertation proposal
4) Complete a dissertation proposal meeting
5) Conduct dissertation research proposed and agreed upon in the proposal meeting
6) Develop a written version of the full dissertation document
7) Complete a dissertation defense meeting

Identification of a Dissertation Topic and Selection of a Doctoral Dissertation Committee (DDC)

Prior to beginning the dissertation process, the student must meet with their Dissertation chair (typically the faculty advisor) to brainstorm dissertation topics and agree upon ideas or areas of focus for the dissertation. The Dissertation Chair must be in the School of Public Health and have Graduate Faculty Status.

Once a topic is identified, the student and Dissertation Chair should discuss the appropriate DDC committee members. Once DDC members are agreed upon, it is the student’s responsibility to seek out the additional DDC committee members to ask about their willingness to serve, and get their approval of the proposal topic. It is important that the persons who serve on the DDC be those faculty members most knowledgeable in the areas of the student’s research. The DDC will consist of a minimum of three members: Two members must be within the GSU SPH and hold graduate faculty status (list maintained by the SPH Associate Dean of Faculty Development). The third member may be from the SPH or outside the School/GSU, but must have a Ph.D., MD, or other terminal degree and must have expertise in the content area or methodology used in the proposal. The terminal degree requirement may be waived in unique circumstances with a strong rationale provided by the student for consideration of such persons.
Individuals outside of GSU must receive approval from the Dissertation chair and the student will be required to submit the following to the PhD Program Director:

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

The general responsibilities of the DDC and the student are described below.

<table>
<thead>
<tr>
<th>Responsibilities of DDC:</th>
<th>Student’s responsibilities in working with the DDC:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assist with the development of an application for funding the dissertation, as appropriate</td>
<td>• Communicate regularly with each member of the DDC, and assume responsibility for initiating these contacts.</td>
</tr>
<tr>
<td>• Review and provide feedback on the dissertation proposal and attend the proposal meeting</td>
<td>• Meet with Dissertation Chair at least bi-monthly.</td>
</tr>
<tr>
<td>• Advise on and regularly review dissertation progress</td>
<td>• In consultation with the Dissertation Chair, consider meeting with the DDC every six months or at least annually.</td>
</tr>
<tr>
<td>• Provide expertise and constructive feedback on the full dissertation, beyond the specific parts in which the member has specialized expertise</td>
<td>• Provide drafts of the dissertation to members at least two weeks in advance of any review deadlines.</td>
</tr>
<tr>
<td>• Ensure quality of the final dissertation</td>
<td>• 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</td>
</tr>
<tr>
<td>• Attend the dissertation defense meeting</td>
<td></td>
</tr>
</tbody>
</table>

**DDC Changes**

Sometimes it will be appropriate for the membership of the DDC to remain unchanged during a student’s entire doctoral program, while at other times, changes in the composition of the original committee will be necessary. When a change is necessary, it is a student responsibility to update the dissertation contract, and notify the Dissertation Chair, the PhD Director, and OAA.

**Selection of Dissertation Format**

Once the DDC is confirmed, the student should determine with the committee whether the topic selected would be best suited for a Traditional Dissertation Format or a 3-manuscript format. The two formats are fully delineated below.

**Traditional Dissertation:**
**This format will be most appropriate for students who are collecting original data, but also maybe appropriate when a student is focusing on an innovative topic area where few existing datasets are available.

Chapter 1: Literature Review and Statement of Purpose. Literature Review should include (a) a comprehensive review of the student’s area of research, (b) a discussion of limitations in this body of research, and (c) a description of how the student’s research can enhance the field of public health. Literature reviews should be thorough and systematic. Theoretical underpinnings should be discussed, and tied to the basis of proposed research. This chapter should conclude with a Statement of Purpose, which includes the purpose of the study, and explains the significance of and justification for conducting the study. This chapter should also present the specific hypotheses or research questions to be addressed by the dissertation study. Terms likely to be used throughout the proposal should be defined in this chapter.

Chapter 2: Methods. This chapter is typically divided into labeled subsections (further delineated in bullets below) including targeted participants/subjects, testing/measurement to be undertaken with the participants, and procedures which describes the data collection methods. study design, whether IRB was obtained, the study sample, the recruitment strategies, and a description of the intervention (if appropriate). If the student is working with data in partnership with an advisor outside of GSU, the student is responsible for meeting all requirements for the affiliated site IRB and clearance processes and documenting the process in the Methods section. While receiving IRB approval at an affiliated site may qualify the study for exempt status at GSU, the student must submit an application for exemption with approval documentation from the affiliated site to the Georgia State University IRB.

- Subjects and setting: The characteristics of participants of the study, how they were selected, and the setting of the study should be presented in detail. IRB details should be included here as well.
- Instrumentation/Measures: Any tools or instruments that might be important for readers to understand (such as, assessment instruments, surveys, interview formats, observation protocols, and data collection devices) should be described in detail. If subjects interacted with special equipment or software, or other materials, a detailed description is essential.
- Data collection procedures: The readers should be given a thorough description of all the steps involved in data collection, including the consent process.

Chapter 3: Data analysis and Results. Regardless of the data collection method used, an analytic strategy must be applied to make sense of the observations. Chapter 3 should describe the analytic strategies employed and a rationale for their use. To the degree that readers may be unfamiliar with the strategy, greater detail may be needed. This chapter should include tables summarizing the data findings according to the study purpose and hypotheses. The results should be presented first in their simplest form (such as simple narrative descriptions, simple counts of frequency, and descriptive statistics), and later in more complex forms (multifactor interactions and generalized patterns or inferential statistics). Generally, interpretation of findings is reserved for Chapter 4, but it may be pertinent to highlight the most important findings both in the text and in accompanying tables and to draw some simple conclusions in anticipation of more developed discussions in Chapter 4.

Chapter 4: Discussion, Conclusions, and Recommendations. This chapter should include a discussion of the findings, conclusions, and recommendations for research and practice. It is imperative to present
the contribution of the study findings to the research literature. The chapter should begin with a brief summary of why the topic is important, and how the study’s design contributed to understanding of the topic. The remainder of the chapter teases out the implications of the study's findings. These implications can be grouped into: theory or generalization, public health practice, and future research. Theoretical implications involve interpretation of the dissertation findings in terms of the questions and hypotheses that guided the study. It is appropriate to evaluate the strengths and weaknesses of the work, including the degree to which conclusions are credible given the method and data. It also should provide a critical retrospective examination of the framework presented in the literature review in light of the dissertation’s findings. Practice implications should delineate applications of new insights derived from the dissertation to solve real and significant public health problems.

Reference Section. GSU SPH does not prescribe any single style for dissertations as formats differ across content area of focus in public health (e.g. American Psychological Association, AMA Manual of Style) Students should select a style manual established by their department or committee and consistently follow the guidelines of that manual throughout the entire manuscript (not only for the reference/bibliography sections).

Appendices Section. The Appendix should include protocols, questionnaires, intervention manuals or other relevant documents that facilitated implementation of the research.

Three-study proposal include (European Format):

Chapter 1: Literature Review and Statement of Purpose. Literature Review should include (a) a comprehensive review of the student’s area of research, (b) a summary of limitations in this body of research, and (c) a description of how the student’s research can enhance the field of public health. Literature reviews should be thorough and systematic. Theoretical underpinnings should be discussed, and tied to the basis of proposed research. This chapter should conclude with a Statement of Purpose, which includes the purpose of the line of research proposed, and a brief summary of the 3 studies. This chapter should explain the significance of and justification for conducting each study. This chapter should also present the specific hypotheses or research questions to be addressed by the dissertation studies.

Chapters 2-4. Publishable Research. These chapters should consist of three of the following – in any combination: (a) peer-reviewed published manuscripts/chapters, (b) peer-reviewed manuscripts/chapters in press, (c) manuscripts/chapter submitted for peer-review, (d) documents in peer-review manuscript format that summarize the study proposed in the initial dissertation proposal process. Option d is included for students who plan for a Three-Study dissertation, but the data findings are not amenable to publication in a peer review journal. In this case, students should complete a draft of the paper(s) in the format of a publishable paper, with the null findings included and a discussion section. This is to be included as a chapter in the dissertation, with a statement that the chapter will not be submitted for peer review. Each study should include a reference section and relevant appendices.

The SPH requires that the student submitting submitted or published articles as part of the dissertation must be listed as the first author. One first-author manuscript submitted by the student prior to the
dissertation proposal defense (no more than 12 months in advance) that is linked to the overall theme of the dissertation may be included as one of the three chapters with approval of the Dissertation Chair. The inclusion of any previously published articles requires permission from the copyright holder. Articles not yet copyrighted by another party will be covered under the copyright of the dissertation.

Because the manuscripts may have been published, submitted, or targeted for different journals with varying formatting styles, the chapters may also vary in format and style. Each chapter must have Introduction, Methods, Results, and Discussion sections, unless the paper is a review article. One review article is allowed if approved by the DDC.

Chapter 5. Dissertation Summary and Future Directions in Research. This chapter should summarize the line of research established in Chapters 2-4, discuss the overall contribution to the field of study, and propose next steps and future directions in research. Theoretical implications should be addressed, related to the findings across studies and the hypotheses that guided the line of research. Additionally, this chapter should include a discussion of:

- Practical implications and new insights derived from the dissertation to solve real and significant public health problems.
- Implications for future research based on the dissertation findings and limitations.
- A "take home message," the enduring ideas or conclusions from the completed dissertation.

Written Dissertation Proposal

Once a student has selected a committee and agreed upon a topic and dissertation format, it will be time to begin writing the dissertation proposal. This document will include Chapters 1 and 2 for the Traditional Dissertation, and Chapter 1, along with the introduction and methods sections of Chapters 2-4 for the Three-Manuscript format. The proposal must be formatted according to the APA Manual of Style (latest addition) or in a style commensurate with target journals.

The written dissertation proposal should be continuously discussed and shared with the Dissertation Chair throughout the development process, as the depth of the proposal and additional requirements for the proposal are at the discretion of the Dissertation Chair. When a version is approved by the Dissertation Chair, the student should share the proposal with the DDC members and begin to schedule a date for the Dissertation proposal meeting.

Dissertation Proposal Meeting. When the Faculty Advisor certifies that the written proposal for the dissertation is satisfactory, the student should schedule a meeting with the Doctoral Advisory committee to present the proposal (prospectus meeting or prospectus defense), and receive approval from the committee before moving forward with dissertation development. Specifically:

- The student will provide a complete copy of the proposal (printed hard-copy and electronic) to all members of the Doctoral Advisory committee at least two weeks before the prospectus meeting. The proposal must be formatted according to the APA Manual of Style (latest addition).
The proposal will include all elements of either the Traditional proposal or European (manuscript) Proposal:

- **Traditional proposal:**
  - Chapter 1: Introduction and Statement of Purpose
  - Chapter 2: Review of the Literature
  - Chapter 3: Methods
  - Reference Section
  - Appendices Section

- **European (manuscript) proposal include:**
  - Chapter 1: Introduction and Statement of purpose
  - Chapter 2: Description and outline of three studies that will be developed and submitted during the dissertation process. NOTE: if one study has already been developed and submitted, please include a copy of that study and describe how the next 2 studies will build on this work
  - Reference Section
  - Appendices Section

During the proposal meeting, the student should be prepared to provide a 30 to 60-minute presentation that will provide the DDC with the rationale of the dissertation, the theoretical framework applied, the statement and purpose of the project(s), research questions and hypotheses, and a detailed overview of the proposed methods. The presentation will be followed by an in-depth discussion of what is proposed between the student and DDC.

Please note that each concentration may have specific, additional requirements for the student during the dissertation process, including at the time of the dissertation proposal meeting. This may include faculty posing questions to the student at the dissertation proposal meeting that extend beyond the dissertation proposal itself and include assessing the students’ knowledge and skills related to concentration competencies, based on student concentration coursework and learning experiences. Please meet with your Faculty Advisor and/or Division Director to discuss the specific expectations for your concentration’s proposal meeting, as well as the full dissertation process.

Approval of the proposal signifies that members of the DDC believe that the student has proposed a satisfactory dissertation plan and that if the student completes the plan as proposed, he/she should successfully pass the dissertation defense. Approval of the proposal requires the agreement of all members of the DDC, as endorsed by their signatures on the appropriate form that is filed with the OAA (specifically, the Graduate Advisor). If the DDC requests further clarification in the proposal document, the student should submit this information to the DDC in writing. If this supplementary material clarifies the DDC concerns, then the DDC should sign the appropriate form and the Dissertation Chair should send this form to OAA. In rare circumstances, a second proposal meeting may be necessary. This should occur when significant changes to the proposal are required for approval (such as changing study topic, or methods).
Before starting the data collection for the dissertation, the student must receive approval from the GSU Institutional Review Board (IRB) if human subjects are involved in the research project.

It may be important to begin discussion of authorship for the dissertation studies at the proposal meeting. In most cases, the student should be the first author for papers submitted based on the dissertation, and the Dissertation Chair would be the second author. At times, there may be expected authorship for DDC members and other graduate students involved in the research. Early and continued discussions about authorship expectations are encouraged. The Faculty Advisor has the primary responsibility for guiding research, but the student should consult all members of the Doctoral Advisory Committee to draw upon their expertise in relevant areas.

**Conducting your Dissertation Research**

Institutional Review Board Approval (IRB). All research investigators are responsible for making the initial determination as to whether their research will involve human subjects. When it is not clear whether the research involves human subjects, research investigators must seek assistance from the GSU Office of Research. If it is determined that human subjects are involved, the investigator is responsible for applying for review by the appropriate IRB. This task is accomplished by research investigators preparing a protocol giving a complete description of the proposed research, a detailed application and, when appropriate, a sample of the proposed informed consent form. All forms can be found online: [http://ursa.research.gsu.edu/ursa/compliance/human-subjects/](http://ursa.research.gsu.edu/ursa/compliance/human-subjects/).

**Dissertation Progress**

Student dissertation progress will be reviewed as part of the annual evaluation procedures, beginning in the student’s third year of the doctoral program. If a student is not making expected progress on the dissertation, this will be noted on the faculty rated student annual evaluation form as not meeting expectations. If a student does not make adequate progress in the dissertation in two consecutive annual evaluations, this may result in dismissal from the program. Enrollment for dissertation credit is permitted only after successful completion of the comprehensive examination. Students must register for at least nine cumulative credit hours of *PH 9990 Doctoral Dissertation* prior to graduation.

**Final Dissertation Document/ Structure**

Students should confer with their doctoral advisory committee about which formatting and style guide the student will adhere to throughout the written document.

**The final document should include the following:**

1. Title Page
2. Copyright Page
3. Abstract (should not exceed 350 words for a dissertation)
4. Dedication, Acknowledgements, and Preface (each optional)
5. Table of Contents, with page numbers
6. List of Tables, List of Figures, or List of Illustrations, with titles and page numbers (if applicable)
7. List of Abbreviations (if applicable)
Dissertation Defense. The final dissertation document must conform to all format and content requirements specified by the SPH. When the Dissertation Chair is satisfied with the completed dissertation, he or she will certify that it has his or her approval and is ready to be read by members of the DDC. The student will then distribute copies of the dissertation to the remaining members of the DDC and will schedule a final oral defense and notify the school. Scheduling of the oral presentation of the dissertation is by mutual agreement of the student and the doctoral committee.

The Dissertation Defense must take place no later than three weeks prior to the grade submission deadline for the semester in which the student plans to graduate. Once a date is determined, the student must schedule a room for the meeting and submit abstract and meeting details to OAA. Subsequently, the SPH will announce the time and place of the defense of the dissertation to the University community. The committee members will have at minimum three weeks to read and evaluate the completed dissertation. Written assent of all committee members is required before a dissertation is approved as ready for a final defense. The Dissertation Chair should send an email to DDC members prior to the defense meeting to determine if there are major concerns that should result in a rescheduling of the defense meeting. If the DDC declines to approve the dissertation as ready for the final defense, the Dissertation Chair will notify the student and the School in writing and the defense date will be cancelled.

The Dissertation Chair will lead the dissertation defense meeting. All members of the DDC are expected to be present at the defense. If they are unable to be present, committee members are expected to notify the chair and the candidate at least ten business days in advance and to make necessary arrangements for remote participation. The chair must sign the Final Oral Examination Report for any member who participates remotely. All members of the DDC, except one, must approve the dissertation and the defense, and must certify their approval in writing via the Results of Dissertation Defense form. The SPH will only recommend the award of a doctoral degree when the student has demonstrated mastery of necessary theories, concepts and subject matter, and demonstrated competence in the knowledge and skills defined in the competencies for the student’s chosen doctoral program concentration.

### Important Deadlines for Dissertation Defense

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 weeks before grades due</td>
<td>Submit final draft to DDC</td>
</tr>
<tr>
<td>4 weeks before grades due</td>
<td>Submit dissertation defense announcement to Graduate Advisor/OAA</td>
</tr>
<tr>
<td>3 weeks before grades due</td>
<td>Dissertation defense</td>
</tr>
<tr>
<td>3 days before grades due</td>
<td>Upload dissertation to ScholarWorks to receive final grade for PH9990</td>
</tr>
</tbody>
</table>
**Procedures Following Defense**

Immediately following the defense, the Results of Dissertation Defense form must be submitted to the Office of Academic Assistance & Career Services. Once OAA has received documentation that the student successfully passed, the Graduate Advisor will email directions for uploading the final dissertation to ScholarWorks, the university’s digital library.

Although uploading to ScholarWorks is mandatory for a final grade, the student can choose to embargo his or her work for up to 2 years at a time, and can extend the embargo if necessary. Once the final document is uploaded, the PhD Director will assign a final grade for PH9990.

**Other Considerations**

**Dissertation Funding**

Students have opportunities to solicit funding for their dissertation project. Below are links to a few of the commonly applied for dissertation awards by students in the School of Public Health:

http://www.sreb.org/page/1113/types_of_awards.html
http://grants.nih.gov/grants/funding/ac_search_results.htm?sort=ac&text_curr=r36&Search_Type=Activity

**Registering for dissertation hours**

All students in the School of Public Health who are involved in writing a dissertation must register for at least three credit hours of PH 9990 each semester from the time they begin their dissertation until they have successfully defended. The PhD Director must approve the student’s request to register for PH 9990 for the first time. For all subsequent semesters, the student may email the Graduate Advisor to request authorization.