



**St. Jude Children's  
Research Hospital**  
Graduate School of  
Biomedical Sciences

**MASTER OF SCIENCE IN GLOBAL  
CHILD HEALTH STUDENT  
HANDBOOK  
2024-2025**

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## Welcome

Welcome to the St. Jude Graduate School of Biomedical Sciences and your Master of Science in Global Child Health Degree Handbook! We are excited to embark on this transformative journey with you as you pursue a unique Master of Science (MS) degree in Global Child Health from the St. Jude Children's Research Hospital Graduate School of Biomedical Sciences. This student handbook is designed to serve as a guide for students as they navigate their way toward their MS degree. In this handbook, we outline both opportunities and obligations of students to contribute to their successful education here at the St. Jude Graduate School. This guide is intended to complement the information contained in the Academic Catalog located on the Graduate School website.

This program is designed to equip you with the knowledge and skills necessary to enhance the treatment and care of childhood cancers and catastrophic illnesses in our evolving world. Developed in collaboration with the St. Jude Department of Global Pediatric Medicine, the Global Child Health program offers a comprehensive education. You will learn to identify and generate evidence crucial for improving child health in diverse environments. Through systematic, scientific, and evidence-based approaches, you will be prepared to facilitate the delivery of timely, comprehensive, and effective healthcare programs for children in need.

This program challenges you to engage with leaders across disciplines, encouraging critical examination of assumptions and beliefs. It fosters an invigorating, collaborative quest for learning and personal development. Throughout your journey, you will benefit from exceptional resources, an integrated online course of study, oncampus workshops and experiences, and mentorship by world-renowned faculty and thought leaders in pediatric global health and education. Moreover, you can leverage St. Jude's partnerships with collaborators worldwide to enrich your educational experience.

We look forward to supporting you in achieving your academic and professional goals as you navigate this enriching program at the St. Jude Graduate School of Biomedical Sciences.

### MSGCH Program Contacts



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## **Program Overview**

The Master of Science in Global Child Health Program has been designed to provide transformative education to health professionals and future agents of change committed to enhancing the treatment and care of childhood cancers and catastrophic illnesses. The program will provide students with opportunities and competencies that will empower them to generate positive systems-level change across multiple settings.

The duration of the program is two years. The program is designed to integrate traditional academic training and experiential learning that will utilize the exceptional resources of the St. Jude Children's Research Hospital and its faculty and take advantage of the partnerships St. Jude has formed with collaborators across the globe. It is expected to maximize student potential through guided learning, with mentorship by world-renowned scientists. Instruction will be given through online credit-bearing courses and on-campus non-credit-bearing training, through a competency-based curriculum.

Students will be trained in three core competency domains: foundational knowledge, translational tools, and implementation skills. Foundational knowledge will include training in the fundamentals of biostatistics and epidemiology, social sciences including economics, and child health issues in global health and health systems. This will be the core of the program that will provide an understanding of concepts and theories in these areas.

Within the domain of translational tools, students will learn the use of quantitative, qualitative, and mixed methods, the synthesis of evidence-based solutions, and in-depth policy analysis. These tools and analytical frameworks will help graduates to translate foundational knowledge into applied research, evidence-based policies, and programs.

The third domain of competencies will include implementation skills that will guide students toward becoming agents of change by strengthening their communication, leadership, and management abilities. The program will promote an understanding of the mechanisms of implementation, implementation challenges, and innovative thinking and solutions. These competencies are intended to help the students accomplish identified goals in complex settings.

In the rapidly changing globalized world, childhood illnesses will not be contained by borders or exclusively by vertical health programs that focus on a single health condition. The program has been specifically designed to improve state, national, and global health systems, with consequent improvement in health care for children globally.

## Credit Bearing vs Non-Credit Bearing Coursework

The Master's in Global Child Health integrates online study (credit-bearing), on-site programming (non-credit, required courses) and a culminating master's thesis.

Year 1	Year 2
<b>June: On-Campus Orientation &amp; Summer Intersession 1 (2 weeks)</b>	<b>June: On-Campus Summer Intersession 3 (2 weeks)</b>
*Introduction to Online Learning and Math Preparation	*Leadership, Management and Communication Workshops
*Ethical Issues in Global Child Health and Research	*Introduction to the Thesis
*Leadership, Management and Communication Workshops	
<b>August–December: Fall Semester</b>	<b>August–December: Fall Semester</b>
Principles of Biostatistics	Political Economy of Global Health
Introduction to Epidemiology	Child Health and Health Systems Innovation
Foundations of Global Health	Thesis Seminar
<b>January: On-Campus Winter Intersession 2 (2 weeks)</b>	<b>January: On-Campus Winter Intersession 4 (2 weeks)</b>
*Leadership, Management and Communication Workshops	*Leadership, Management and Communication Workshops
	*Mid-term Thesis Report
<b>January–May: Spring Semester</b>	<b>January–May: Spring Semester</b>
Research Methods in Global Health	Organizational Leadership
Health Economics	Strategic Management of Child Health Programs
Introduction to Health Systems and Policy	Thesis Practicum
	<b>June: Summer Intersession 5</b>
	On-Campus Graduation *Leadership, Management, and Communication Workshops

**August–Beyond:** Postgraduate Capstone Project Implementation

*\*Non-credit bearing courses, will occur during summer and winter intersession.*

## Credit Bearing Courses

MSGCH Curriculum				
Term	Year	Course No.	Course	Credits
Fall	1	GCH8101	Principles of Biostatistics	3
Fall	1	GCH8111	Introduction to Epidemiology	3
Fall	1	GCH8121	Foundations of Global Health	3
			Fall	9
Spring	1	GCH8132	Research Methods in Global Health	3
Spring	1	GCH8142	Health Economics	3
Spring	1	GCH8152	Introduction to Health Systems and Policy	3
			Spring	9
			<b>Credits Earned Year 1</b>	<b>18</b>
Fall	2	GCH8211	Political Economy of Global Child Health	3
Fall	2	GCH8231	Thesis Seminar	1.5
Fall	2	GCH8262	Child Health and Health Systems Innovation	1.5
			Fall	6
Spring	2	GCH8242	Strategic Management of Child Health Programs	3
Spring	2	GCH8221	Organizational Leadership	1.5
Spring	2	GCH8282	Thesis Practicum	1.5
			Spring	6
			<b>Credits Earned Year 2</b>	<b>12</b>
			<b>Minimum Credits Required</b>	<b>30</b>

Each of the credit bearing courses will run for 15 weeks. All assignments are posted online; students will complete and upload assignments to the course website within the stipulated time. Some courses may include group activities and team projects to foster a sense of community and collaboration. Instructors are available to help students during guided discussions and by appointment. Students can communicate with instructors in a variety of ways, with email and occasional video chats as the main method of communication.

### Online Learning Management System (LMS)

To facilitate online and distance learning, the St. Jude Graduate School uses an online learning management system called Canvas. Canvas is essential to delivering the MSGCH program's online curriculum. Canvas is managed by the Global Scholars Program's Instructional Designer.

Canvas is single sign-on with your St. Jude online credentials. Once you have been fully onboarded to the Graduate School, you can go to [Canvas](#) on any computer or mobile device to access the system. Canvas also offers a mobile app for download. At the beginning of each semester, you will receive email notifications from the St. Jude Graduate School of being added to the courses you will be taking that semester. You should log into Canvas to accept those course invitations as soon as possible.

Course syllabi, schedules, instructor information, links to synchronous virtual class meetings, and access to asynchronous modules are available via Canvas. Courses deploy assignments and exams through Canvas. Grades on assignments and exams, and final course grades, are available for students to view via each course's Gradebook.

Canvas features a Calendar module, which will show course meetings, and assignment and exam due dates, for all enrolled courses in one place. Any questions about or issues with Canvas can be shared with the MSGCH program staff or the Global Scholars Program's Instructional Designer.

### **Attendance**

Students are required to attend all lectures in each course, which are provided either in-person or online. A student who cannot attend a lecture for any reason must notify the Course Leader, Instructor, and the Assistant Dean as soon as possible. Onsite student attendance is defined by the presence of the student. **Student attendance in the distance learning component of each course is defined as active participation.** These courses will, at a minimum, have weekly mechanisms for student participation, which can be documented by any or all of the following methods:

- Completion of tests or quizzes
- Discussion forums
- Submission/completion of assignments
- Communication with the instructor
- Logging in and watching lectures (or downloading them to watch)
- Other course participation

As a component of attendance, student email, course announcements and discussion forums should be checked frequently (daily is recommended). Students are solely responsible for checking updates related to the course. Students may be granted an excused absence to observe religious holidays. The student is encouraged to notify the Course Leader, Instructor, and the Assistant Dean in advance to coordinate reasonable accommodations for any exams or assignments that may be missed as a result.

### **Non-Credit Bearing Courses: Required On-site Programming (Intersession)**

Students have mandatory non-credit workshops and seminars, during their on-campus visits to the St. Jude Graduate School known as intersession.

The intersessions and their approximate timing and length are:

**Intersession 1:** June, 2 weeks

**Intersession 2:** January, 2 weeks

**Intersession 3:** June, 2 weeks **Intersession**

**4:** January, 2 weeks

## **Intersession 5: June, 2 weeks**

Winter and summer intersessions focus on:

1. **Learning to Learn Online:** The workshop will describe online learning components, analyze different learning environments, and help the students plan for a personal learning environment. It will help identify areas of personal adjustment and time management required for success in online learning.
2. **Conversations on Global Health:** Interactive sessions on global health issues are designed to share perspectives and experiences, generate knowledge, and enhance their understanding of the importance of global health and the linkage with children's health.
3. **Communication Workshops:** The workshops will focus on public speaking, persuasive presentations, and effective writing.
4. **Leadership and Management Workshops:** The workshops will address self-mastery, team building, and conflict management issues.

The thesis seminar (Year 2, summer and winter intersessions) supports students in producing a thesis of high academic standard, guiding through structured and collaborative approaches to develop a project idea. Students are introduced to the challenges of writing and presenting a thesis. Resources are provided to support students through the process. The thesis seminar also helps students learn to review scientific literature, collaborate with diverse stakeholders, design action plans, develop proposals and write a final thesis.

## **Intersession Accommodations**

During winter and summer intersessions, flight, lodging, and meals are fully covered for all students. The following sections provides additional details on each:

### **Travel**

The St. Jude Travel Office will purchase student airline tickets for summer and winter intersession. Per St. Jude policy, the Travel Office cannot assist with or make any changes to airline tickets purchased outside of the United States or by any other travel agency; therefore, it is important that student travel arrangements are made by the St. Jude Travel Office. The Travel Office will monitor the country-specific travel requirements for any transfers students' itinerary. If a student plans to travel to other places on the way to or from Memphis, St. Jude will only fund what it would have cost for the student to fly directly to and from Memphis on the official dates of the St. Jude visit. St. Jude is not obligated to assist with any other travel arrangements.

### **Obtaining Visas for the USA**

Students without a valid US B1/B2 visa stamp in their passport must contact the US Embassy in their country immediately (<https://www.usembassy.gov/>) to begin obtaining a visa, as it may take weeks or months. St. Jude will require a photocopy of each student's visa and passport. Students should apply for a B1 Visitor visa to enter the United States. Please urgently request your visa as the dates for intersessions are fixed. If a student cannot obtain a US visa, the student will miss the Leadership and Communication Workshop. Air ticket purchases will not be authorized without proof of a valid visa (or visa waiver).

### **Lodging**

St. Jude will provide lodging for all students. Each student will have an individual hotel room. St. Jude will provide students with lodging information before their scheduled arrival. Students who arrive in Memphis before the official start date or depart from Memphis after the official end date of intersession are responsible for finding and paying for their lodging for those dates.

## **Meals**

St. Jude will provide meals each day for breakfast, lunch, and dinner as part of the workshops. Students are welcome to purchase groceries; please note that groceries or meals purchased outside the workshops or catered meals are the student's responsibility.

## **Packages**

St. Jude is not responsible for any packages ordered during the intersessions. Should a package be delayed and arrive after the student has departed Memphis, it will be the student's responsibility to make arrangements to have the package delivered to their home address or returned to the sender.

## **Thesis**

The thesis will be the culmination of studies and the primary locus for translation of the perspectives, knowledge, tools and skills students acquire through the program. The students will write a thesis on a project idea, and the best theses will be considered for funding from the Department of Global Pediatric Medicine after the successful completion of the Master of Science degree.

The thesis will consist of a project proposal addressing a global health issue, with the background, justification, process, and measurable results of a project expected to significantly contribute to positive change. Impact may be achieved through direct action to improve outcomes in populations and organizations and/or the creation of significant translational action that has potential to influence the change. This includes, but is not limited to, the creation, implementation, or evaluation of a global health initiative; managing and enhancing existing initiatives; engagement in developing an organization's strategy, policy initiative or conducting applied research in select locations.

At the end of their last semester in the program, students will also submit a personal journey statement designed to be an opportunity for them to reflect on their personal growth and development in the program. Students can read more information regarding the thesis process in the Thesis Handbook located in **Appendix A**.

## **MSGCH Degree Requirements**

### **Degree Completion Time Limit**

- Students are expected to complete the master's degree within two years, with three years as the maximum time allowed including any leaves of absence.
- If a student has been approved to withdraw from the program and then is re-admitted, the period of withdrawal will not be included in the time to degree. Any exceptions to this policy require the approval of the Dean.

### **Degree Completion Requirements**

#### **Master of Science Degree in Global Child Health – Terminal (30 credit hours)**

- To be awarded a master's degree in Global Child Health, a student must:
- Complete all courses and maintain an overall GPA of 3.0 (on a 4.0 scale) or better.
- Participate and satisfactorily complete all assignments and examinations.
- Participate in non-credit bearing workshops and seminars during experiential learning intersessions.
- Select a thesis advisor, topic, and committee by the program's stated deadline.
- Attend scheduled meetings with the Thesis Committee.

- Draft a written thesis and conduct an oral defense of the thesis and make all necessary revisions to the thesis by the end of the fourth semester.
- The thesis defense must be completed by the end of the fourth semester. A student who fails the defense of their thesis will be allowed to repeat the defense once before the program's stated deadline in the student's fourth semester. A second failing grade will result in termination from the program.

## Satisfactory Academic Progress

Students are required to demonstrate satisfactory academic progress (SAP) toward degree completion. Academic progress is measured at the end of each academic semester. Students must have a minimum GPA of 3.0 to graduate. Specific milestones required to comply with SAP for the MSGCH program are described below. Overall performance will be assessed by the Assistant Dean or Associate Dean and if a student fails to comply with SAP, a report of the findings will be discussed with the student and placed in the student's file.

To remain in good academic standing with the MSGCH program and the St. Jude Graduate School, students must be assessed as making Satisfactory Academic Progress (SAP) each semester. The requirements for SAP are:

- Maintain an overall GPA of 3.0 (on a 4.0 scale) or better
- Participate and satisfactorily complete all assignments and examinations
- Participate in non-credit bearing workshops and seminars during experiential learning intersessions
- Select a thesis advisor, topic, and committee by the program's stated deadline
- Attend scheduled meetings with the Thesis Committee
- Draft a written thesis and conduct an oral defense of the thesis and make all necessary revisions to the thesis by the end of the fourth semester.

Only letter grades A+ through C as well as Pass and Satisfactory marks will count toward the degree requirements. Please see the [Grades and Grading Policy](#) for rules regarding retaking a course.

## Academic Sanctions

Failure to meet SAP requirements can result in an academic sanction. These include Academic Warning, Academic Probation or Academic Dismissal. Please see the full [Satisfactory Academic Progress Policy](#) to review each academic sanction.

## Graduation

To be eligible for graduation, all students must comply with the [St. Jude Graduate School and MSGCH Program Degree Requirements Policy](#). Per this policy:

To be awarded a master's degree in Global Child Health, a student must:

- Complete all courses and maintain an overall GPA of 3.0 (on a 4.0 scale) or better; ○ Participate and satisfactorily complete all assignments and examinations; ○ Participate in mandatory workshops and seminars; ○ Select a thesis advisor, topic, and committee by the program's stated deadline; ○ Attend scheduled meetings with the Thesis Committee;
- Draft a written thesis and conduct an oral defense of the thesis and make all necessary revisions to the thesis by the end of the fourth semester.

To initiate the graduation process, the St. Jude Graduate School Registrar's office will send an Intent to Graduate Form to all students who are on course to graduate/receive their degree at the beginning of their proposed last semester. Students must fill out the form to begin the degree conferral and graduation process.

The MSGCH program will approve a student for graduation if they are in good academic standing, have completed all required core coursework or have it in progress, have a thesis defense scheduled by the Graduate School's deadline for degree conferral, and pass the defense with revisions that can be completed by the Graduate School's deadline for completing revisions and submitting the final thesis document.

The Graduate School confers degrees two times each year; once in December for a Fall conferral and once in June for a Spring conferral. A commencement ceremony is held once a year in June. That ceremony encompasses all degree conferrals for the previous academic year.

## **MSGCH Advising Framework and Timeline**

The MSGCH academic advising structure offers personalized, proactive, and responsive support throughout the program, ensuring students are well-equipped to achieve their educational goals, excel in their studies, and navigate any obstacles that may arise. Students receive advising support from the MSGCH program team, along with support from Thesis Chairs and their Peer Buddies as part of the comprehensive MSGCH advising support structure.

### **Summer Intersession**

- Y1 students:
  - Individual introductory meetings with Associate Dean
  - Group program orientation with Program Team
- Y2 students:
  - Group meeting with Program Team to discuss thesis process

### **Fall Semester**

- Y1 students:
  - Group meeting with Program Team
  - Individual meeting with Assistant Dean and Program Specialist
- Y2 students:
  - Group meeting with Program Team
  - Individual meeting with Program Team

### **Winter Intersession**

- Y1 students:
  - Group meeting with Program Team
- Y2 students:
  - Individual meeting with Program Team

### **Spring Semester**

- Y1 students:

- Group meeting with Program Team
- Individual meeting with Assistant Dean and Program Specialist
- Y2 students:
  - Group meeting with Program Team
  - Individual meetings with Program Team

## **Mentorship**

### **Program Team**

The Program Team consists of the Associate Dean, the Assistant Dean, and the Program Specialist of the MSGCH program. The Program Team provides support in the structure outlined above but is also available to meet with students on an as-needed basis. Meetings with the Program Team during the Summer and Winter Intersession are held in-person (if the student is on campus). Meetings during the semester are held online. The Program Team serves as the primary point of contact for MSGCH students for all their academic and extra-curricular needs.

### **Thesis Chair**

- Thesis Chairs are selected by students at the start of the program's second year. The Thesis Committee plays a key role in the development, satisfactory progress, and evaluation of the Thesis. The Thesis Chair advises and guides the student in the development of the Thesis, with the overall objective of assisting the student to achieve his/her professional and personal goals. In close coordination with the Program Team and the student, the Thesis Chair will:
  - Contribute to the Thesis proposal and evaluation milestones by providing resources and guidance in areas of expertise, guiding the student in the selection of methods including for data collection and analysis, reviewing and providing feedback on overall proposal and drafts of the thesis at each milestone, and corresponding with the student and Chair regularly
  - Attend and participate in a minimum of three Thesis Committee meetings throughout the academic year (typically occurring in October, December, February)
  - Attend and participate in the Thesis Defense typically occurring in April or May, contribute to the evaluation, and sign off on the approval of the Thesis.
  - Advises the student from the initial phase through graduation and potentially for an additional two years for funded Scholars Projects
  - Assists in developing a quality proposal, providing guidance on the structure, formatting, and content, based on program guidelines; Guides the student to identify a pragmatic approach and methodology and relevant frameworks
  - Provides timely feedback on all chapters of the Thesis
  - Steers the student towards achieving a high level of technical and ethical quality; Advises on navigating the IRB approval process, if relevant
  - Guides the student in selection of committee members in areas requiring subject matter expertise; Familiarizes the Committee members with their role; Manages conflict among committee members; Guides the student on how to proceed if a committee member is not responsive in a timely manner
  - Ensures that the student schedules and plans committee meetings in alignment with program milestones; Attends all Committee meetings
  - Assists the student in preparing for the Defense; Chairs the Defense, leads the evaluation process and signs off on the final evaluation results.

## Peer Buddies

The goal of the Global Scholars Buddy program is to pair up a Year One student with a Year Two student, which will help students to foster relationships with those in other cohorts and to build a robust Global Scholars community. There are no required meetings. Instead, we suggest that the Global Scholars Buddy pairs casually connect via their preferred medium (WhatsApp, Zoom, email, etc.) at regular intervals.

Some new students may find it difficult to manage being a graduate student, working full-time, and their personal commitments. The Global Scholars Buddy program will pair a second-year student with each new student, so that they can ask their buddy questions if needed. By connecting students, the Global Scholars Buddy program will foster a mentorship between the two students. As first-year students move into their second year, they will then be paired with a new first-year Global Scholars Buddy. We hope these relationships are maintained throughout the Global Scholars Project phase too.

While the Global Scholars Buddy program is not mandatory, we have assigned each student a buddy. How often the buddies connect will be up to the buddies (there is no minimum or maximum). We hope the Global Scholar Buddy pairs will support and encourage one another, as active participation will enhance the culture of collaboration within the Global Scholars Program.

## Graduate School Faculty

The faculty of the St. Jude Graduate School is comprised of qualified individuals who have completed the Graduate School's faculty appointment process. Many of the Graduate School faculty are also faculty and researchers in St. Jude Children's Research Hospital; however, there is not complete overlap between Graduate School and Hospital faculty.

MSGCH courses are taught by St. Jude Graduate School Faculty or external adjunct faculty. Students must have Graduate School faculty members as the 3 core members of their Thesis Committee. Independent Study courses must also be led by an appointed Graduate School Faculty Member.

Students can find information on current St. Jude Graduate School Faculty on the [Graduate School website](#). If a student would like someone who is not currently a member of the Graduate School faculty to serve on a thesis committee or lead an Independent Study course, that individual can initiate the Graduate School Faculty Appointment process and obtain Graduate School Faculty status. Please contact MSGCH program leadership with inquiries about faculty appointments.

## Independent Study

The St. Jude Graduate School offers an Independent Study course option for students who wish to work closely with a faculty member on a specialized area of interest. An Independent Study course cannot replace one of the core courses listed above but can be taken in addition to the core curriculum. A MSGCH student may only enroll in one independent study course during their time as a student in the program. Students must have program Associate Dean and faculty member approval to enroll in an independent study course. Assigned credit hours for the course will be determined by the faculty member.

## Professional Development Funding

Students in the MSGCH program have the option to use up to \$2500 per academic year for professional development prior to graduation. The following requirements must be met before a student's request is approved:

- Must have direct relevance to MSGCH program
  - Presenting, poster, or publishing a journal based on MSGCH research
  - Thesis topic development or presentation

- Must be requested at least 60 days prior to the professional development opportunity

Students interested in using professional development funds should contact the MSGCH Program Team via email at [MSGCH@stjude.org](mailto:MSGCH@stjude.org) to inquire about the approval process.

## **Incomplete Grades and Leave of Absence (LOA) Policy**

A situation may arise where a student needs to request an Incomplete grade for a course or request a temporary leave of absence (LOA) from the program. The Incomplete Grade and Leave of Absence policies are determined by the St. Jude Graduate School. It is recommended that MSGCH students contemplating either option consult with the Associate Dean and Assistant Dean during the decision-making process. Any required forms can be requested from MSGCH program staff or the St. Jude Graduate School Registrar.

### o Incomplete Grade for an enrolled course

An Incomplete grade (I) can be assigned when extenuating circumstances prevent a student from completing coursework during the semester. Before an Incomplete is assigned, the student and the course instructor must create a plan and a timeline for when and how the student will complete the remaining coursework. The deadline for completing a course assigned an Incomplete grade is no later than the end of the semester following the semester in which the incomplete course was taken. If the student meets the instructor's requirements for completing the course, the instructor will assign a grade to replace the Incomplete, and the grade will be updated in the student's record. If the work is not completed by the deadline, the student will receive a grade of F for the course. Once the student, instructor, and program Deans discuss the Incomplete grade option and formulate a plan for completion, MSGCH program staff will facilitate completing the "Incomplete Grade Documentation Form," which must be submitted to the Graduate School Registrar to formalize the Incomplete grade.

A leave of absence (LOA) is a temporary interruption of studies approved on a case-by-case basis by the Graduate School. The length of time for LOA, in any combination, cannot exceed 1 year total for the entire duration of the student's enrollment in the Graduate School. While on LOA, a student's enrollment status remains active, and tuition is charged accordingly. LOA requests must be discussed with the program Associate Dean. The Leave of Absence Request Form and any supporting documentation must be completed and submitted to the Office of Student Affairs for consideration. If granted, the student is considered to be on a leave of absence but still enrolled in the St. Jude Graduate School. If a student does not return to active student status at the end of the approved leave, the student must [withdraw](#) from the program and the St. Jude Graduate School. A student who is in good academic standing at the time of withdrawal may re-apply in the future to the MSGCH program. Graduate School student status and SJCRH employee status are separate. A student who takes SJCRH employee leave does not have to take Graduate School leave. Leave granted in one institution does not guarantee leave will be granted by the other.

All LOA requests are subject to approval. Please see the full [Leave of Absence Policy](#) to review specific policy details and procedure for formally requesting a LOA.

## **Accommodations**

The Graduate School is committed to providing equal educational opportunities for all students, including those with disabilities, in accordance with both state and federal regulations. To support this, the institution offers reasonable accommodation tailored to individual needs through an interactive process with the ADA Coordinator. Students are entitled to equitable access to courses, programs, and facilities, and their disability-related records are maintained with strict confidentiality. To obtain accommodations, students must inform the ADA Coordinator, provide relevant documentation, and issue an Accommodations Notification Letter to their instructors. The Graduate School, in turn, is responsible for verifying accommodation needs, coordinating support, and ensuring

confidentiality while periodically reviewing and adjusting accommodations as necessary. Requests should be made in advance to allow adequate time for processing, and any issues with accommodation should be promptly addressed. Please see the full [Accommodations Policy](#) to review policy specifics.

## **Student Complaints**

The St. Jude Graduate School's [Student Complaints Policy](#) outlines the procedure for current and former students to submit complaints or grievances related to the St. Jude Graduate School or their academic program. A complaint or grievance is a mechanism for a student to express dissatisfaction that is the result of a situation that adversely affects a member of the student body. Students who would like to report a complaint should follow the process outlined in this policy.

## **Current St. Jude Employees**

Students in the MSGCH program that are also current St. Jude employees must remember that a student's status as a Graduate Student is not related to their employment status. Current employees will use their St. Jude identities in the Graduate School (ID number, username and password, ID badge and parking permit), but student status is separate from employee status.

This means that if an employee takes a leave of absence from their job, they do not have to (and will not be automatically granted) a similar leave from the St. Jude Graduate School. If a student leaves their St. Jude employment while a student, their status as a student is not terminated at that time. If a student who is employed at St. Jude leaves their employment during their time as a student, the student should contact the MSGCH Program Specialist so that the student does not lose access to Graduate School systems.

## **St. Jude Graduate School Student Benefits**

In addition to the continuous support provided by the MSGCH program, students benefit from a comprehensive array of support programs, services, and activities aligned with the institution's mission and vision. These systems enhance academic learning and personal development beyond the classroom. The Graduate School offers a robust Training Support Package, including a full annual tuition scholarship of \$20,000 to \$25,000 for full-time students or \$10,000 for part-time students, a laptop computer for the duration of studies, and electronic access to St. Jude learning, educational, and research resources. Students also gain access to the Biomedical Library and its electronic services, including online scientific journals. Additional offerings include professional development and skills training, academic success support, a mentoring program, an internationally recognized guest speaker series, and career development support.

## **St. Jude Graduate School & St. Jude Children's Research Hospital Resources**

### **Biomedical Library**

The Biomedical Library and its electronic resources are available to students 24 hours a day, 7 days a week. The library staff is available to answer questions in person, by phone or email Monday through Friday. The staff also assists with searches and provides specialized training and orientation for library resources upon request. Students can click [here](#) to access the library.

### **Grammarly**

All St. Jude Graduate School students will receive a complimentary Grammarly Pro subscription for the duration of their program. Grammarly is an advanced writing tool that enhances your writing by detecting grammar, spelling, and punctuation errors. It also offers style, tone, and clarity suggestions to make your text more effective and polished. Additionally, Grammarly provides explanations for its recommendations, helping you learn and improve

your writing skills. Available across various platforms, including web browsers, word processors, and mobile apps, Grammarly is a versatile tool for academic, professional, and personal writing. Students who are unable to access Grammarly should contact the MSGCH Program Specialist.

## TAO Connect

The Graduate School offers students, faculty and staff the use of TAO Connect self-help modules. TAO includes more than 150 brief and effective educational sessions covering over 50 common topics and skills related to mental health, wellness and substance use issues. TAO also provides interactive sessions, mindfulness exercises and practice tools all aimed at helping users achieve their goals. A free mobile app is available in the [Apple App Store](#) and [Google Play](#).

Register for TAO Connect:

1. Go to <https://us.taconnect.org/register>
2. Enter first name, last name and your St. Jude email address
3. Create a unique password
4. Leave the 'Enrollment Key' field blank
5. Click "Sign Me Up"
6. Your "Welcome to TAO" email will include a confirmation link. Use that link to sign in to

TAO Connect. **Ombuds**

The [Ombuds Resource Program](#) is available to enrolled St. Jude Graduate students. The Ombuds Team for St. Jude is an independent, third-party informal resource that empowers individuals and organizations to navigate and overcome disputes, conflicts and other obstacles that hinder personal and professional growth. Ombuds help organizations by providing feedback to senior leadership about systemic issues and trends within the organization without disclosing the identities of or any confidential communications. An ombuds can help with conflict resolution, compliance concerns, and providing confidential guidance on taking action to address issues or concerns.

## V. Information Services (IS)

To receive assistance with technical or laptop issues, you must open a service ticket by submitting an IS Service request. The information below includes the link and relevant information needed when creating the request.

**Submit a service ticket using this link:** <https://stjude.service-now.com/sp> or click here for [General Request](#).

Please make sure to provide the following information in your request: •

Service tag number (Located on the bottom of your device)

- Best contact information
- An alternate email address (other than your St. Jude email) that you check frequently.
- A detailed description of the issue or screenshot(s) of the problem, if available, and ask that the MSGCH Program Specialist be added as a watcher for the ticket to help provide information if needed.
- You can attach supporting documents at the bottom of the request page.

For optimal service, please utilize the following options:

1. **Contact IS Directly:** For immediate assistance, please call IS at [901-595-2000](tel:901-595-2000) or visit the [Service Portal](#) to check the status of a ticket.

## **St. Jude Graduate School Policies**

MSGCH students must abide by all St. Jude Graduate School policies, in addition to MSGCH program level policies and procedures. Graduate School policies can be found both in the [Academic Catalog](#) and on the [St. Jude Graduate School Policy](#) website.

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# **Appendix A: MASTER OF SCIENCE IN GLOBAL CHILD HEALTH THESIS HANDBOOK**

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## SECTION I: OVERVIEW

The Master of Science in Global Child Health (MSGCH) Program provides transformative education that imparts a population- and systems-level perspective on child health to health professionals, empowering them with knowledge, tools, and skills to work towards enhancing the treatment and care of children globally. The MSGCH Program integrates traditional academic training and experiential learning and is designed to produce future leaders committed to bringing positive change to health and wellness of children around the world.

The Thesis and Scholars Project planning provide an opportunity to apply what the students learn through the academic and experiential learning of the MSGCH Program, to create an impact on global child health. The thesis will be the culmination of studies and the primary locus for translation of the knowledge, tools, and skills that students acquire through the program.

### Master's Thesis

The Master's thesis will be a proposal describing a project idea- a project that will address a child health issue, advance treatment, care, and/or research within an organization, population, or region, and lead to improved access to quality care.

Select proposals will be considered for funding by the Department of Global Pediatric Medicine, St. Jude Children's Research Hospital after successful completion of the Master of Science degree. This will provide an opportunity to the graduates to continue to develop their leadership skills while engaging in a project that contributes substantively to global child health.

The proposal addressing a global child health issue, will include with the background, justification, literature review process, metrics for tracking and outcomes, and sustainability plan of a project, expected to bring positive change. Impact may be achieved through:

- **Translational action** with potential to influence change in select locations through:
  - Applied and policy research to inform program and policy making and recommend reforms
  - Development of organizational strategy, advocacy tool/s, policy initiative
- **Direct action** within child population, organization, or health system
  - Creation and implementation of a new child health initiative or
  - Evaluation and/or strengthening existing initiative

Through a holistic and innovative *Global Thinking and Local Action* approach, these projects will enable systems-level change, leading to increased access to quality healthcare in resource limited settings, potentially reducing morbidity and mortality due to childhood cancers and other catastrophic illnesses globally.

## SECTION II: THESIS AND GLOBAL SCHOLARS PROJECT PROPOSAL

The Master's thesis will consist of a project proposal organized as five main chapters.

### Abstract

The abstract summarizes the problem, the project to address it, the expected outcomes and impact, and conclusion.

## **Chapter I: Introduction (7-10 pages)**

The introduction includes a description of the child health problem that will be the focus of the project, with a justification of why it will be undertaken and why the reader should care. It describes the context to the wider global health universe explaining why the project is relevant and timely. The introduction mentions the key sections of the thesis.

## **Chapter II: Literature Review (5-8 pages)**

Chapter II states the problem, and reviews relevant literature to describe the problem and justify the attention given to it. It contains review of relevant research literature addressing the nature of the problem(s), cause for action, models, policy, and strategies to improve outcomes related to the problem—in short, it provides the conceptual and scientific foundation for the proposed project.

## **Chapter III: Approach and Methodology (7-10 pages)**

This chapter describes the approach or strategy for action to address the child health problem identified and defined. It is based on logic and justification grounded in evidence. It includes a description of the project in explicit detail, a description of the project goals (What is expected to be accomplished?), project strategy (How will the project be executed?), potential stakeholders (Who will be involved?) and expected outcomes (What do you expect to achieve, what will be the criteria for success and how will you measure that?)

## **Chapter IV: Project Plan (10-15 pages)**

The Project Plan describes the operational plan with specific activities involved. It includes an extensive stakeholder analysis and engagement strategy. The plan also includes a budget plan, a monitoring and evaluation strategy, and a sustainability plan.

## **Chapter V: Conclusion (3-5 pages)**

This chapter describes the anticipated impact of the Scholars Project on child health. It should address how the outcome of the project and contributions of any stakeholders or collaborators contribute to the common goal. It should end with a summary, reflections, and final words.

## **References**

A complete list of APA formatted and cited material and key sources of insight.

## **Appendices**

Additional relevant material may be included as appendices. If included, they must be cited in the thesis.

### **SECTION III: ADDITIONAL DELIVERABLES**

#### **The Personal Journey Statement**

The Personal Journey Statement is an opportunity for the student to reflect on his/her personal growth and professional development through the program. It is a 4 to 5-page double-spaced statement about the student's leadership and personal development journey and cumulative experience in the MSGCH Program. It is not required to be retained as part of the thesis submission to the Graduate School's thesis repository. It must be submitted to the Program Team for reference and records. It may be submitted to the Committee if the student chooses.

The Personal Journey Statement should include reflection on opportunities, challenges, and the milestones in the student's journey and may include answering such questions as:

- What were your main personal development goals for the master's program and how well were they achieved?
- What challenges did you face? How did you work to overcome them? How might this shape your leadership practice for the future?
- What value did the thesis add to your future role and growth as a child health leader?
- What did the program experience contribute to your understanding and ability to enable change in an organization of your choosing and the broader child health field?

### **Other Deliverables**

Besides the Thesis and Personal Journey Statement, the student may choose to create other deliverables of interest. These deliverables will vary by student and can take a variety of forms and media:

1. Survey tools
2. Program or project evaluation plan and/or report
3. Academic or non-academic publications such as a blog, op-ed
4. Outline for a webinar or a new website
5. Communication and educational tools such as printed materials, advocacy tools, policy briefs or presentations for key stakeholders

Note: These do not need to be developed during the thesis phase but may be added to the proposal and developed during the implementation phases of the Scholars Project.

### **SECTION IV: THESIS COMMITTEE**

The MSGCH Thesis Committee plays a valuable role in developing, satisfactory progress, and evaluating the Thesis project. The Committee will advise and guide the student in developing the Thesis with the overall objective of assisting the student in achieving his/her professional and personal goals as outlined in the project proposal.

### **Members**

The Thesis Committee consists of at least three members:

- I. Chair/ Thesis Advisor: The Chair directs graduate student research and project proposal preparation and guides the graduate student to successful completion of the MS degree. They also assists with and oversees the selection of the Thesis Committee and thus should be the first member that a degree candidate identifies. The student's committee should be formed by the end of September. Exceptions to this rule must be approved by the Program Director and the Chair.
  - The Chair must be a Graduate School Faculty.
  - The student must work on his/her project proposal under the supervision of the Chair.
- II. At least two members of the Thesis Committee, including the Chair, must be from St. Jude.
- III. At least one member of the Thesis Committee must be a Graduate Faculty at the rank of Associate or Full Member.
- IV. Only one Adjunct Faculty Member may serve on the Thesis Committee but cannot serve as Chair.

- V. The third member must hold a MS degree or higher and can be either (1) any member of the Graduate Faculty at any rank, (2) any member from the St. Jude Faculty who is not on the Graduate Faculty, (3) any member of the St. Jude staff that is an expert in the field of study, or (4) a recognized leader in a field relevant to the thesis project as an external expert on the committee from an outside institution. They must agree to take on the responsibilities of a committee member in writing.
- VI. A fourth member may be added at any time to provide supplemental expertise by written request of the thesis advisor and with the approval of the Dean and Associate Dean.
- VII. All external Thesis Committee members must be approved by the Associate Dean. The Associate Dean will require each external member to submit their CV for review and approval. The Associate Dean will notify the student and Chair of the decision following review.

### **Roles and Responsibilities**

The Committee Chair has special responsibilities in the Committee. The Chair manages and leads the outlined processes for ensuring the satisfactory progress of the degree candidate, communicates with the student to set clear expectations around their deliverables, and should be the primary point of contact, especially if unforeseen challenges arise. ○ Advises the student from the initial phase through graduation and for an additional two years of the Scholars Project.

- Chairs the Thesis Committee; Signs off on all required paperwork.
- Assists in developing a quality proposal, providing guidance on the structure, formatting, and content, based on program guidelines; Guides the student to identify a pragmatic approach and methodology and relevant frameworks for the proposed project.
- Steers the student towards achieving a high level of technical and ethical quality; Advises the student on navigating the IRB approval process, if relevant.
- Guides the student in selection of committee members in areas requiring subject matter expertise; Familiarizes the Committee members with the roles of the Chair and the other members; Manages conflict among committee members (e.g., personal conflict and intellectual disputes that create a roadblock for the student); Guides the student on how to proceed if a member of the committee is not responsive in a reasonable amount of time; may need to intervene directly if the problem is extreme. If all efforts fail, encourages the student to consider finding a replacement.
- Ensures that the student schedules and plans committee meetings ahead of time, in alignment with program milestones; Attends all Committee meetings.
- Assists the student in preparing for the Defense; Chairs the Defense and leads the evaluation process.

The Thesis Committee assists in preparing the project proposal, meets with the graduate student regularly during their second year, assesses student progress via the student's submitted chapters, meetings, and proposal presentation and submits a formal report and recommendations to the Dean together with a final copy of the graduate student presentation. In close coordination with the Chair, the Committee: ○ Advises the student from the initial phase through the final defense (required commitment of a minimum of 12 months or until graduation).

- Contributes to the Thesis proposal and evaluation milestones by providing resources and guidance in areas of expertise, guiding the student in the selection of methods/procedures for data collection and analysis, reviewing and providing feedback on drafts of the thesis and deliverables at each milestone, and corresponding with the student and Chair for clarification/solution of methodological issues
- Attends and participates in the Thesis Defense, contributes to the evaluation, and signs off on the approval of the Thesis.

After full review of the student's thesis, and in consultation with the Dean and Associate Dean, the Chair and the Thesis Committee determine successful completion of the thesis requirement, which is a mandatory milestone for the MS degree.

### **Meetings – Frequency and Participation**

- The frequency of meetings is outlined in Section V: Thesis Milestones.
- The student and Chair are expected to attend all meetings.

The other *full* Committee meetings (October, December, February) should ideally include all three (or four, if applicable) members of the Thesis Committee. Students should make every effort to convene the full Committee with all members. If all members are not available within a reasonable timeframe, at least two members of the Committee should attend.

### **Declaration of Thesis Committee**

Students may consult advisors and mentors, the MSGCH Program staff, and Committee Chairs prior to naming their Committee. However, the identification of the Chair and Committee members is the sole responsibility of the student.

To officially declare the members of the Thesis Committee, all students must submit a completed *Thesis Committee Agreement Form* with all required signatures. Failing to submit this form by the appropriate date will result in a lower grade in the Thesis Seminar.

### **Changing Committee Members**

In unprecedented circumstances, a student may need to change a Committee member after officially identifying the Committee. In such cases, with the permission of the Committee Chair and Associate Dean, the student must petition for change of a Committee member. To petition, the student must request the change in writing to the Committee Chair and the Associate Dean. To petition to change the Chair, the student must make the request in writing to the Associate Dean. If approved to make a change, the student will need to submit a new Thesis Committee Agreement Form. Changes in committee should be considered carefully as it could impact the timing of completion of the thesis.

## SECTION V: THESIS MILESTONES

Milestones listed are to be completed by end of the month listed.

### **September** ○ Conceptualize

Thesis topic

- Finalize Thesis Committee and submit Thesis Committee Agreement ○ Individual meeting with Global Scholars Team

### **October** ○ Meet with Thesis Committee (1 of 3

meetings) ○ Assess all relevant IRB requirements

- By mid-October, submit draft of Chapter II: Literature review to Chair

### **November** ○ Meet with Chair ○

Conduct Literature Review

- By mid-November: Submit draft of Chapter I: Background and Problem Statement to Chair

### **December** ○ By mid-December: Submit draft of Chapter III: Approach and Methodology to Chair

- Meet with Thesis Committee (2 of 3 meetings) and submit Thesis Committee Meeting Form prior to the end of the fall semester

### **January** ○ Meet with Chair during Winter Intersession

### **February** ○ Meet with Thesis Committee (3 of 3 meetings) ○ Meet with Chair

- Continue to complete recommended edits to Chapters I, II, & III

### **March**

- Submit draft of Chapter IV: Proposed solution, stakeholders, budget and criteria for success to Chair ○ Submit draft of Chapter V: Global Child Health Impact to Chair ○ Meet with Chair ○ Finalize thesis

### **April** ○ By mid-April, submit final version of thesis to the Thesis Committee for final recommendations. ○ This final version should:

- Have all citations and references in the correct format (APA)
  - Include any tables, figures, and appendices
  - Have an abstract
  - Have a table of contents
  - Be formatted correctly (following Graduate School guidelines for font, spacing, margins, etc.)
- By the end of April, complete any recommended revisions from Thesis Committee and submit final draft of thesis via Canvas.

### **May**

- During the first two weeks of May, present your thesis via Zoom for defense. ○ By mid-May: Submit Personal Leadership Journey essay ○ By mid-May: Submit completed Thesis Committee Meeting Form in Canvas ○ By mid-May: Submit thesis defense slides
- By mid-May: Submit final thesis document, including any edits recommended at defense

## SECTION VI: THESIS DEFENSE

## Format

The format of the Thesis Defense will be a 90-minute virtual meeting, including 30 minutes for the student to present his/her Thesis, 30 minutes for attendees to ask questions, 15 minutes of deliberation by the Committee and Program team, and 15 minutes for feedback to the student. Prior to the Thesis Defense, the student should submit the Thesis (for iThenticate) and a slide deck (10-15 slides) via Canvas.

Students should submit the final Thesis to their Committees at least one week prior to the Defense.

Attendees:

- Required: Chair and all Committee members; the Chair will lead the discussions and assessment
- Recommended: Program Team, Graduate School Dean, GPM Chair
- Additional guests are also permitted: fellow students, families, colleagues, etc.

## Criteria for Evaluation

It is the responsibility of the Thesis Committee to determine whether the thesis has been completed satisfactorily. The Thesis and defense will be evaluated based on select criteria developed by the MSGCH Program and summarized in the rubric below.

The committee will reach one of the following results at the end of the defense:

- Approved (no revisions required),
- Approved with minor revisions, or
- Approved pending significant revisions.

Based on the recommendations of the Committee, the Chair will communicate the results to the student at the end of the defense and in writing to the student and Program Team within three business days using the Thesis Committee Consensus Letter template (Appendix F). The Committee will evaluate the Thesis using the provided rubric, and the Chair will submit a consolidated rubric on behalf of the Committee. The Committee will review the changes submitted, and the Chair will inform the Program Team with the final decision using the Thesis Approval Signature Page (Appendix F).

	Deficient (1)	Acceptable (2)	Proficient (3)	Exemplary (4)	Overall Score
<p><b>Background Knowledge and Problem Definition</b> The student must display a deep understanding of the thesis topic. The student must also have broad knowledge of the general concepts and principles of global health and health systems.</p>	<p>_No or poor application of global health concepts _Inadequate breadth and depth of understanding of the focus area No real need or clearly described potential impact demonstrated</p>	<p>___ Limited application of global health concepts Sufficient breadth or depth (but not both) of the focus area _Demonstrates a moderate need with limited outreach and potential impact</p>	<p>_Significant application of global health concepts Sufficient breadth and depth of understanding of the focus area _Proposal demonstrates a significant and timely need for the project with limited outreach and potential impact</p>	<p>— Comprehensive application of global health concepts _Solid breadth and depth of knowledge of the focus area Proposal demonstrates a significant and critical timely need for the</p>	<p>___1 ___2 ___3 ___4</p>

The student must clearly frame the child health				project with potentially far reaching and	
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problem in a succinct problem statement and provide the rationale for the focus.				sustainable impact	
<b>Research, Synthesis and Results</b> The student must describe and apply sound research methods/tools using key sources of insight to provide a rationale for the focus area and proposed project plan.	_Information used from only a few (2-3) sources and not integrated ___Does not evaluate background literature _Does not understand implications of existing research on the proposed project ___Does not provide rationale for the proposed plan	___ Information used from several (5-10) sources and not integrated ___Could synthesize background literature but no discussion ___Limited understanding of implications of existing research Has difficulty explaining rationale	___Information from multiple (>10) sources used, but not integrated _Could identify and discuss key findings from literature review Some attempts at discussing implications of most important research findings Provides partial rationale based on research findings	___Able to integrate information from multiple sources ___Able to describe, discuss, critically evaluate relevant background information ___Could draw clear conclusions from and discuss implications of most important research findings Provides clear rationale based	___1 ___2 ___3 ___4

				on research findings	
<p><b>Approach, Strategy, and Evaluation</b> The student must present an approach and implementation plan that is clearly described and logical with distinct goals. The student must also present appropriate expected and alternative outcomes, limitations, and ways to address potential challenges.</p>	<p>_Proposal has ill-defined goals and/or does not include realistic or effective strategies to achieve intended goals. The goals don't relate well to the need identified.</p> <p>___Does not identify limitations and assumptions in the project proposal</p> <p>___Unaware of alternative approaches</p>	<p>___Proposal includes goals relevant to the identified need, but the work proposed to achieve these goals does not align with the goals.</p> <p>_Rationale for selected approach is not well-established</p> <p>___Some awareness of alternative approaches</p>	<p>___Proposal includes realistic goals relevant to the identified need, but the work proposed to achieve these goals is not innovative</p> <p>Rationale for selected approach included but need some modification</p> <p>Could identify strengths and weaknesses of approach</p> <p>Demonstrates understanding of alternative approaches</p>	<p>_Proposal has clear goals, and presents an innovative strategy for achieving them; the proposal includes a well-thought-out timeline and evidence-based techniques.</p> <p>___Able to identify and logically discuss strengths and weaknesses of the approach</p> <p>Appropriately compared and discussed</p>	<p>___1</p> <p>___2</p> <p>___3</p> <p>___4</p>

				alternative approaches	
Stakeholder Analysis: The student must conduct a stakeholder analysis and develop a stakeholder engagement strategy.	_Did not conduct a stakeholder analysis or an engagement strategy	_Conducted a stakeholder analysis but did not develop an engagement strategy	_Conducted a stakeholder analysis and developed an unclear engagement strategy	_Conducted a robust stakeholder analysis and developed a clear engagement strategy.	
M & E: The student must develop Monitoring and Evaluation strategy for the project.	_No monitoring and evaluation strategy. The student does not list appropriate indicators, outputs and/ or outcomes of the project.	_Outlines some indicators and possible measures of gauging effectiveness but lacks a clear strategy.	_Outlines a monitoring and evaluation strategy with indicators, outputs and outcomes requiring clarity.	_Outlines a robust monitoring and evaluation strategy with clear indicators, outputs and outcomes.	
Budget Plan: The student must include a complete and realistic budgetary plan that aligns with the goals and proposed project plan.	_No budgetary plan included	_Submitted budget plan is incomplete and/ or unrealistic with limited alignment with the proposed work and goals.	_Submitted budget plan is sufficient to meet the goals of the proposed project plan.	_Submitted budget plan is comprehensive with clear and realistic expenses that will meet the goals of the proposed project plan	

<p><b>Critical Thinking</b> The student must critically evaluate background information, distinguish multiple sources of knowledge, including research-based knowledge and practical insights, in the process of framing the problem, logically discuss</p>	<p>___Negligible awareness of important background information ___Difficulty relating results of the research to problem statement and approach Difficulty identifying limitations and assumptions in the project plan</p>	<p>___Limited awareness of background information ___Able to evaluate literature but has difficulty explaining rationale of the proposed plan _Awareness of some weaknesses in the project plan ___ Awareness of some alternative approaches but no</p>	<p>_Could discuss key background for the thesis _Showed ability to draw clear conclusions from important research findings Could identify strengths and weaknesses of the project plan _Showed ability to identify some alternative approaches and</p>	<p>___Able to integrate information from multiple sources ___Able to describe, discuss, critically evaluate relevant background information ___Could draw clear conclusions from and discuss implications of</p>	<p>___1 ___2 ___3 ___4</p>
<p>strengths and weaknesses of the proposed plan, interpret expected outcomes, clearly relate outcomes to criteria for success, draw clear conclusions and consider appropriate future directions.</p>	<p>___Difficulty designing alternative approaches and corrective strategy</p>	<p>corrective strategy</p>	<p>corrective strategy</p>	<p>most important research findings in context of the thesis topic ___Able to identify and logically discuss strengths and weaknesses of the project plan Appropriately considered alternative approaches and corrective strategy</p>	

<b>Communication</b> The student must clearly describe and articulate the problem and project design in the written thesis and oral presentation. The student must be able to defend his/her rationale for specific approaches and respond to critiques in a professional and knowledgeable manner.	_Written thesis did not follow standard format ___Grammatical	_Sub-standard writing resulting in lack of clarity ___ No	_Written thesis was largely well-written	_Written thesis was clearly written in the appropriate format	___1 ___2 ___3
	al errors and misspellings ___Arguments are incomplete or poorly organized _Did not understand/address the questions asked ___ Poor oral communication skills	grammatical errors or misspellings _Some portions of the arguments are logical and organized ___Understood most of the questions but provided only partial answers ___ Oral presentation was clear, but monotonous and student had to read the slides most of the time	_Arguments are logical and organized _Understood questions and provided adequate answers _Could be readily understood Mostly clear but some discontinuities during the oral presentation	_Arguments are articulated and well-organized ___Understood the questions and provided clear, thorough answers Poised and polished in the oral presentation _Engaged the committee and other audience in a collegial discussion	___4

**See Appendix F for relevant forms**

1. Thesis Committee consensus letter
2. Thesis approval signature page

**SECTION VII: ETHICAL CONSIDERATIONS**

**Expectations in a Professional Context**

The MSGCH Program recognizes that the Thesis and Scholars Project require that students balance between being a continued learner and an implementer wherever they choose to do their Project. Professional behavior and maintaining professional communication and relationships with all stakeholders involved is expected of all students wherever they are located, as they represent not only the values of the MSGCH Program but those of St. Jude Children’s Research Hospital. Students are expected to maintain professional communication and relationships with the host organization, its staff, and all its constituents.

**Use of Human Subjects**

Research with human participants includes not only medical or biological research but also surveys, interviews, and records review. Students are responsible for educating themselves on how to protect the stakeholders, including the communities they serve, from risk of personal or professional harm. Students who conduct research with human subjects as part of their Projects should refer to the local guidelines on use of human subjects and/ or

the equivalent of the institutional review board (IRB). Students should seek support from their Thesis Committee about regional and/ or sector-specific resources to prepare them.

In addition, all students are expected to have completed Section 5 of CITI training as a part of the Graduate School Orientation. In this training, students will have learned about the Declaration of Helsinki. Students are expected to review the Declaration of Helsinki prior to starting their theses:

<https://www.wma.net/wp-content/uploads/2016/11/DoH-Oct2008.pdf>

### **Documenting the Contributions of Others and Plagiarism (iThenticate)**

- Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. All students shall act with personal integrity; respect other students’ dignity, rights, and property; and help create and maintain an environment in which all can succeed.
- Dishonesty of any kind will not be tolerated. Dishonesty includes, but is not limited to, cheating, plagiarism, and fabricating or falsifying information or citations; facilitating acts of academic dishonesty by others; having unauthorized possession of examinations; submitting work of another person as the student’s own or work previously used without informing the instructor; and tampering with the academic work of other students.
- The Graduate School uses iThenticate to screen documents (including papers, theses, dissertations, etc.) for copied text to ensure originality and the proper use of citations. iThenticate is an anti-plagiarism software that runs the uploaded document against the world’s top published works and 70+ billion current and archived webpages.
- Students who are found guilty of dishonesty by the Graduate School Administration will receive academic sanctions up to and including expulsion from the program. The Associate Dean will conduct all inquiries with the assistance of the Assistant Deans and selected members of the Graduate Faculty. The Dean will decide on and issue the sanctions.

### **Guidelines on Public Availability and Confidentiality**

Completed theses will be stored in the Graduate School’s repository. Embargoes may be placed on theses to prevent their public availability as needed.

## **APPENDICES**

### **Appendix A: Past Thesis Topics**

<b>Student</b>	<b>Thesis Topic</b>	<b>Location</b>
Tricia Alcasabas	Evaluation of quality of implementation of Universal Health Coverage for Acute lymphoblastic leukemia	Philippines
Ahmad Moussa Alok	Analysis of Under 5 Mortality in Egypt for sustainable and equitable reduction and improvement in child survival	Egypt

Sanjeeva Gunasekera	Assessing access to essential medicines through behavioral/ dissemination and implementation research	Sri Lanka
Mora Mel	Strengthening radiotherapy services for children with cancers through capacity building, training and establishing clinical and QA/QC protocols	Cambodia
Adriana Porras Moreno	Enhancing treatment and care of Sickle Cell Diseases for pediatric patients by design and implementation of an educational program for healthcare providers	Costa Rica
Venkat Radhakrishnan	Establishing the first dedicated pediatric populationbased cancer registry in India	India
Rawad Rihani	Strengthening local health system to streamline patient flow and reduce the need for inpatient care for childhood cancers	Jordan
Jocelyn Rivera	Evaluation of quality of interdisciplinary communication around patient care and development of training resources to improve communication and quality of care	Mexico
Liliana Vasquez Ponce	Qualitative study to identify determinants and recommendations to address delay in diagnosis and care of febrile neutropenia in pediatric patients	Peru
Thelma Velasquez Herrera	Identifying factors causing diagnostic delays and strengthening referral pathways to improve long term survival and quality of life of pediatric cancer patients	Guatemala
Abdul-Mumin, Alhassan	Enhancing newborn screening for sickle cell disease and conducting a prospective cohort study based on a pilot screening program in northern Ghana	Ghana
Ahmad, Alia	Promoting early diagnosis of childhood cancer in Punjab Pakistan: Designing an early detection training program for primary and secondary healthcare providers	Pakistan
Diaz Coronado, Rosdali	Barriers to timely diagnosis and referral for patients with CNS Tumors diagnosis in Peru: A Mixed Methods Research Study	Peru

Heurtelou Gassant, Pascale Yola	Improving the system for preparation and administration of cytostatics at Saint - Damien Hospital (HSD) in Haiti	Haiti
Hordofa, Diriba	Implementation study of integrating Adapted Resource and Implementation Application (ARIA) and Hospital based cancer registries (HBCRS) at two cancer treatment units in Ethiopia	Ethiopia

Jobbi, Yusuf	Unveiling the diversity of beta globin gene and associated defective MBL2 Gene variants as predictors of bacteremia among children with sickle cell disease in Kano, Nigeria	Nigeria
Kizyma, Roman	Overcoming Barriers of Childhood Cancer Early Diagnostics by Establishing Referral Pathways and Optimal Network of Pediatric Oncology/Hematology Sites in Ukraine: Quality not Quantity.	Ukraine
Punjwani, Rehana	Improvement in antibiotic administration time for pediatric oncology patients with Febrile neutropenia at Indus Hospital and Health Network (IHHN) Emergency department: Using PDSA tool for improving patient outcome in developing countries	Pakistan
Rathod, Kirti	Using smartphone technology in the form of artificial intelligence Chatbots or smartphone apps to improve access of surgical care for children in India	India
Rodriguez Auad, Juan Pablo	Readiness for implementation of a bundle for prevention of catheter associated bloodstream infections in children with cancer in Bolivia	Bolivia
Jiaoyang Cai	Barriers to Transition to Long Term Follow-up Care of Childhood Cancer Survivors in China	China
Joaquim Caetano de Aguirre Neto	Regional Kidney Tumors Network Acceleration in Latin America	Brazil
Mae Dolendo	Carving Pathways (Car paths) Toward Cancer Hubs through Experience-Based Co-Design for Better Cancer Care and Cure	Philippines
Wendy Gomez-Garcia	Improving Knowledge in Palliative Care Among the Pediatric Residents of Dr. Robert B Reid Cabral Children's Hospital in the Dominican Republic	Dominican Republic
Roman Kizyma	Creating a Guideline for Establishing a Resilient Pediatric Hem/Onc Center of Excellence in a Pediatric Hospital During Wartime with Series of Quality Improvement Interventions	Ukraine
Doreen Mutua	Factors Influencing the Health Seeking Behavior of Childhood Cancer Caregivers in Kenya. A Mixed Methods Study	Kenya
Yuliya Nogovitsyna	Continuous Professional Development Program for Pediatric Hematology/Oncology Workforce in Ukraine	Ukraine
Rafie Raza	Establishment of Shared Care Network for Pediatric Oncology Patients in Sindh Province in Pakistan	Pakistan
Abideen Salako	Impact of Hydroxyurea on the Immunologic Profile and Health-Related Quality of Life of Children Living with Sickle Cell Anemia	Nigeria
Arturo Zapata Lopez	Impact of Toxicities Associated with Cancer Therapy (TRT) on the Quality of Life (QOL) of Pediatric Patients with Acute Lymphoblastic Leukemia (ALL)	Peru

Liezl Du Plessis	Developing a novel AYA cancer diagnostic pathway for the Northern Cape Province, South Africa	South Africa
Bilal Qureshi	Pediatric Radiation Oncology Peer Review Network	Pakistan
Claudia Pascual Morales	Evaluation Of The Dott Multimodal Improvement Strategy To Reduce The Antibiotic Administration Time In Pediatric Patients With Febrile Neutropenia In An Emergency Department In Peru	Peru
Hovaire Nsabimana	Quality improvement initiative on preterm neonatal hypothermia in District Hospitals, Rwanda	Rwanda
Lily Saldana Gallo	Developing A Global Curriculum in Pediatric Surgical Oncology	Peru
Mariam Ndagire	Enhancing Childhood Cancer Awareness Among Eastern Uganda Primary Healthcare Workers through Capacity Building and Patient Journey Mapping	Uganda
Mulugeta Yimer	Participatory priority-setting for national childhood cancer control in Ethiopia using C5 and NCCP Digest	Ethiopia
Pablo Gonzalez Montalvo	A Multi-Level Capacity-Building Intervention for The Transition Of Childhood Cancer Care From Mexico To Belize	Mexico
Revathi Rajagopal	Healthcare Providers and Caregivers' Perspectives On Access To Cancer Treatment In Children From NonMetropolitan Areas In Western Australia: A MixedMethod Study	Australia

## Appendix B: Proposal Framing Questions



### Framing Questions

#### 1. Introduction

- What will be the focus of the thesis? Why are you choosing this topic? What is the overall purpose?
- What is required to understand the gap or problem in terms of context and history?
- What is the root cause of the problem?
- Why is this gap or problem important?
- What is being done to address the gap or problem already?
- What are the opportunities that you can capitalize on?

#### 2. Solution Space

- What is the proposed intervention? What is the value addition you want to bring?
- What impact do you expect?
- What are the goals of the intervention? What is the desired result?
- What are the objectives? Are your objectives and the proposed (intervention) SMART with specifics and deliverables?

#### 3. Stakeholders

- Which stakeholders do you foresee partnering with? Internal? External?
- Who might be part of your Committee? What strength do these individuals bring to your Committee?
- Why did you choose them? Why are they a good fit?

- How will you build the relationships? If initiated, how is the relationship-building going? What kind of support will you have?
  - How does your project integrate with their areas of work?
  - What are relevant political considerations?
  - Who are the other stakeholders relevant to your project?
4. Literature review
- What is known/not known about the issue or problem?
  - What is known about existing interventions?
5. Approach and method
- What is your proposed approach and why is it appropriate to the issue or problem?
  - What specific steps will you take?
  - How do you envision change happening? What actions, outcomes, impact?
  - What methods will you use to gather information?
  - What methods will you use to enact change?
6. Funding and sustainability
- Have you thought about ownership, confidentiality, *shareability* of findings?
7. Key Success Factors/ Indicators
- What factors will determine the success of the project?
  - Who will benefit and how?
  - How will you monitor and evaluate?
8. Potential challenges and strategies
- What may be the expected challenges?
  - How will you deal with them? Is there a Plan B?
9. Timeline and deliverables
- What are the initial ideas about what your activities and deliverables might be? When will they be done? Include milestones and deliverables (e.g., Gantt Chart).
  - What are you producing for the organization and what are you producing for your committee? To what extent do they overlap?
  - What is the form of the deliverable/s? How will it (they) be used and by whom? How will it (they) be disseminated?
10. Conclusion
- What is the impact on: a) personal growth, b) the implementing organizations/ stakeholders involved, and c) child health?

## **Appendix C: Thesis Roadmap**

### **Abstract**

*Summary of the problem, the project to address it, the expected outcomes and impact, and conclusion.*

The abstract may include the following (usually 1–2 sentences per topic):

- Key aspects of the literature review
- Problem under investigation or research question(s)
- Methods used (including brief descriptions of the proposed study/project design, sample, and sample size, etc.)
- Potential implications (i.e., why this project/study is important, potential applications of the results or findings)

It should be about ½ page in length, no longer than 1 page. Write the abstract after you finish the final draft of the thesis.

The most important thing is that you make it make sense for your particular project proposal – you do not need to address anything that isn't relevant to your plan.

### **Chapter I: Introduction (7-10 Pages)**

#### **Chapter I: Introduction (7-10**

*18 Narrates the focus of the project and provides background. Describes:*

- *The child health problem with a justification of why it is important.*
- *Context to the wider global health universe explaining why the project is relevant and timely.*

- *Mentions key sections of the thesis.*

The chapter may include:

### 1. Background

What is the context of this project? In what situation or environment can it be observed?

### 2. Problem Statement

Outline the current situation. What is it that we do not know? What is the gap in our knowledge this project will fill? What needs to be improved?

### 3. Global Child Health Significance

Explain why your project is important in the context of global child health. Explain how the results of your project may help advance the science/field of global child health.

**End the chapter with a summary.**

*Points for consideration for this chapter:*



- *What is the focus of the thesis? Why did you choose this topic? What is the overall purpose?*
- *What is required to understand the gap or problem in terms of context and history?*
- *What is the root cause of the problem? • Why is this gap or problem important?*
- *What is being done to address the gap or problem already?*

## Chapter II: Literature Review (5-8 Pages)

*Reviews relevant literature to provide the conceptual and scientific foundation for the proposed project. Describes and substantiates:*

- *Existence and extent of the problem*
- *Cause for action*
- *Models and strategies to address the problem and improve outcomes related to the problem*
- *Gaps in existing literature including gray literature, relevant research and action*

The scope of the literature review will be guided by your advisor. This section typically has several subheadings for the specific topics reviewed.

This chapter may include:

## **1. Introduction**

Concisely frame the topic under consideration as well as the scope of the related literature being investigated.

## **2. Search Methodology and selection**

Contains discussion of sources, search methods, the inclusion/exclusion criteria. Include biases and limitations.

## **3. Conclusions/Recommendations**

Summarizes the key findings of the review and discusses what you have drawn from reviewing literature so far. Where might the discussion proceed?

## **4. References**

The literature review must contain complete and correct citations for every source.

**End the chapter with a summary.**

### ***Points for consideration for this chapter:***

- *What is the review exploring and how?*
- *What is known/not known about the issue or problem?*
- *What is known about existing interventions?*
- *What are the gaps in existing literature, relevant research and action?*
- *How will the proposed project help fill the gaps in knowledge and action?*

---

<sup>i</sup> Gray literature can include academic papers, including theses and dissertations, research and committee reports, government reports, conference papers, and ongoing research, among others.

Paez A. (2017). Gray literature: An important resource in systematic reviews. *Journal of evidence-based medicine*, 10(3), 233–240. <https://doi.org/10.1111/jebm.12266>

## **Chapter III: Approach and Methodology (7-10 Pages)**

*Narrates the approach, strategy and methodology proposed to address the child health problem identified and defined.*

This chapter may include:

### **1. Specific Goals and Objectives**

State the goal/s and objective/s of your project.

## 2. Key Sources of Insight

Describe references, interviews, trends, and any other tools you have used to gain insight into your project (refer to the literature review)

## 3. Project Approach and Strategy

This section should be tailored to meet the needs of the identified problem. The type of project will determine the headings necessary for the project and your advisor can help to determine the best headings. The following subheadings will apply in most cases, but may be edited to best fit your type of culminating experience or research:

### a. Project Strategy (Advocacy, Interventional, Research, Policy, etc.)

Describe what you will do. You may want to comment on whether the project is expected to involve:

- **Direct action** within the child population, an organization or health system by:
  - Creation and/ or implementation of a new child health initiative or
  - Evaluating and/or enhancing an existing initiative
- **Translational action** with potential to influence change
  - Developing the strategy of an organization, advocacy or policy initiative or applied research in select locations

### b. Project Setting

- Context of the proposed project

### c. Project Subjects/ Population (Include an analysis of and engagement strategy for the stakeholders) d. Proposed Research Design and Methodology (for projects that include a substantial research component)

- Research Method/s
- Sample Size Calculation
- Data sources- Primary/ Secondary
- Data Analysis

### e. Proposed Implementation Strategy

## 4. Expected Outcomes

Describe the change you expect to achieve, what the criteria for success will be and how you will measure success,

- Criteria for Success
- Measure/s of success

## 5. Human Subjects or Safety Considerations

Include information about the type of approval that you may need to obtain for this project.

**End the chapter with a summary.**

***Points for consideration for this chapter:***

- *What is the context and location of the proposed project?*
- *How will the project be executed?*
- *What will be the research methodology (example- qualitative, quantitative, mixed, etc), sample size, study design, data sources and analytical methods if the project includes research?)*
- *Who will be involved?*
- *What is expected to be achieved?*
- *What will be the criteria and measures for success?)*

## Chapter IV: Project Plan (10-15 Pages)

*Builds on Chapter III and should be considered as the solution space. Includes the scope of your project, the timeline, opportunities, and challenges. Describes:*

- *Operational plan with specific activities and a timeline (Gantt chart is a potential tool that may be used)*
- *Stakeholder analysis and engagement strategy- build on stakeholder analysis in Chapter III*
- *Resource and budget plan*
- *Monitoring and evaluation strategy- build on criteria and measures for success in Chapter III*
- *Sustainability and exit strategy- build on deliverables outlined in Chapter III*

This chapter may include:

### **1. Proposed Activities with a Timeline 2. Stakeholder engagement strategy 3. Resource Plan and Budget**

- a. Personnel<sup>1</sup>, Facilities, Equipment, Materials, if applicable
- b. Travel, Trainings, Other events and Communication tools
- c. Budget- to align with above mentioned resources and with the activities in the operational plan including administrative costs

### **4. Monitoring and Evaluation Strategy**

- Monitoring- regular tracking of inputs, activities, outputs, outcomes and impacts of project activities; a strategy for systematic collection of data on SMART indicators, describing the progress and achievement of objectives in line with use of allocated funds.
- Evaluation- process to systematically assess the relevance of project, efficacy of design, implementation and performance including efficiency or resource use, impact and sustainability of results.

Describe the indicators that the project has been successfully implemented. Describe how you will monitor (continually assess) the project. Describe how you will evaluate the project based on expected outcomes and criteria for success.

### **5. Sustainability and scalability**

Describe the sustainability of your project and the strategy for future use and application of the deliverables of the project. Comment on potential users and stakeholders, and their engagement. Discuss the scalability of the project.

**End the chapter with a summary.**

*Points for consideration for this chapter:*

---

<sup>1</sup> Personnel may include contractual staff like data management specialists, field workers to help with surveys, communication specialists, accounting and budget management and others relevant to your project. Honorarium for subject matter experts who may be involved in any training, research or consulting may be included.

- *What are the activities that you will need to conduct to execute the project?*
- *What will be the timeline for each activity?*
- *What resources including money and human resources will be required for each activity? What are the expected overheads and administrative costs?*
- *How will the activities align with the timeline and the budgetary spending?*
- *What are the indicators that you will use to track the progress of activities and spending? How will this tracking align with the timeline?*
- *What are the outcomes that you will use to measure success? How will you measure them?*
- *Who and how will the deliverables be used?*
- *Does the project include a one- time intervention with a close- end? If not, how can the intervention be scaled up?*
- *Could it continue without funding from St. Jude? Would you need to apply for additional funding?*

## **Chapter V: Conclusion (3-5 Pages)**

Represents the conclusive synopsis of the project and all the chapters. Refers to the problem or topic that you have presented in Chapter I and summarizes how your project will address it. Describes:

- The impact on child health
- How the outcome of the project and contributions of any stakeholders or collaborations contribute to the common goal.

Ends with a summary, reflections, and final comments.

### ***Points for consideration:***

- *What was the problem that you are attempting to address?*
- *How will your proposed project address the identified gaps and problem to positively impact child health?*
- *How will the outcome of your research and/ or intervention as well contributions of any stakeholders or collaborations contribute to a common goal?*
- *How will the project enhance treatment and care of childhood cancers and other catastrophic illnesses?*
- *What will be the impact on child health?*

## **References**

List citations for literature, websites, books, etc., referenced. Use reference management software, such as EndNote, provided free to students. Use APA citation style.

## Tables

Table 1

*Sample Table Title*

(Table goes here)

The caption goes below the table and would involve anything that you want to include as a “*Note*” or if you have \*, <sup>a</sup>, <sup>b</sup>, abbreviations, etc. that you need to clarify. The utility is to provide more information about the table if needed. Here are a few examples: <https://apastyle.apa.org/style-grammar-guidelines/tables-figures/sample-tables>

(If no tables, omit this page. Table font should be the same as the rest of the Thesis: Times New Roman size 12.)

## Figures

Figure 1

*Sample Figure Title*

(Figure goes here)

The caption goes below the figure and would involve anything that you want to include as a “*Note*” or if you have \*, <sup>a</sup>, <sup>b</sup>, abbreviations, etc. that you need to clarify. The utility is to provide more information about the figure if needed. Here are a few examples: <https://apastyle.apa.org/style-grammar-guidelines/tables-figures/sample-figures>

(If no figures, omit this page. Figure font should be the same as the rest of the Thesis: Times New Roman size 12.)

## **Appendices**

Appendix A

Sample Appendix Title

(If no appendices, omit this page. Appendix font should be the same as the rest of the Thesis: Times New Roman size 12.)

**Appendix D: Thesis Front Matter**

**ENTER TITLE IN ALL CAPS Student  
Name**

A Thesis

*Submitted to the St. Jude Children's Research Hospital  
Graduate School of Biomedical Sciences in  
partial fulfillment of the requirements for the degree of  
Master of Science*



Master of Science in Global Child Health  
Memphis, Tennessee

Committee:

First and Last Name,

Advisor First and Last

Name

First and Last Name

© YEAR

Enter your First and Last Name

All Rights Reserved

## **Abstract**

Enter text of abstract.

Enter Dedication Text

## **Acknowledgments**

Enter Acknowledgement text here.

## Table of Contents

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Chapter III: Approach and Methodology .....	XX
Chapter IV: Project Plan .....	XX
Chapter V: Conclusion .....	XX
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Figures .....	XX
Appendices .....	XX

## List of Tables

Tables		Page
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4	Title .....	xx
5	Title .....	xx

## List of Figures

Figures		Page
1	Title .....	xx
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8	Title .....	xx

## List of Appendices

Appendices	Page
1 Title .....	XX
2 Title .....	XX
3 Title .....	XX
4 Title .....	XX
5 Title .....	XX

## Appendix E: Thesis Reference Guide for Formatting

When preparing the thesis for submission, students must follow these formatting requirements. Any deviation from these requirements may lead to rejection of the thesis and delay in conferral of the degree. Most of these formatting guidelines have been incorporated within the templates.

### Length

Most theses are approximately 35 - 50 pages in length, not including front matter, references, and appendices. All theses should be divided into appropriate sections; long theses may need chapters, main divisions, and subdivisions.

- Front Matter
  - Signature Page
  - Copyright
  - Abstract
  - Dedication
  - Acknowledgements
- Table of Contents
- Chapter I: Introduction
- Chapter II: Context
- Chapter III: Approach and Methodology
- Chapter IV: Project Plan
- Chapter V: Impact on Child Health
- References
- Tables
- Figures
- Appendices

### Page Size

- 8.5 x 11

### Font Type and Size

- Times New Roman (Including page numbers and footnote numbers) is preferred.
- 12-point font size, but a smaller type size may be used if student's committee members agree to this.
- Specialized fonts appropriate for typesetting needs (such as formulas and equations) may be used if approved by student's committee

### Margins

- 1.0" top, right, left and bottom
- A 1.50" left margin may be used only if a student wishes to produce bound copies for their advisor, department, etc.

### Justification and Hyphenation

- Align all text with the left-hand margin, except centered headings, paragraph indentations (at least 5 spaces required, although most styles require 10 spaces or .5" indentations for paragraphs), or block quotations (indent 5 spaces only, not 10).

- Full justification of margins is NOT acceptable; the right-hand margin must be jagged.
- Hyphenation at the right-hand margin is allowed as long as it does not cause difficulty in reading.

## **Spacing**

- Double space all text unless stated differently in a particular style guide or refereed journal. This requirement includes only one double spaced line between all paragraphs, not triple.
- Double space between all paragraphs within centered/and or subheadings.
- Indent first word of each paragraph.
- Single spacing may be used for quotations, footnotes, tables, and references. Individual references should have at least one space between them.
- Single space footnote entries, but double space between each separate entry.
- Double space bibliography/references/works cited entries.

## **Tables and Figures**

- Tables and figures should be on a separate page.
- Headings should be placed at the top of tables and figures.
- Captions should be placed at the bottom of tables and figures centered vertically and horizontally within the margins.
- Double space captions.

## **Page Numbers**

- All page numbers should stand alone without any form of punctuation and should be in the upper right header. The last line of text must be 1" from the bottom.
- There must be NO page number displayed on the document title page.
- Preliminary pages, such as the Copyright, Dedication, Acknowledgement, Abstract, Table of Contents, List of Tables, List of Figures, or List of Abbreviations, etc. must be numbered in lowercase (small) Roman numerals beginning with "ii" and MUST be in the upper right header.
- Pages in the body of text must be numbered using Arabic numerals beginning with "1" and must also be in the upper right header of each page.

## **Subheadings**

- Placement of chapters and/or section heads should be consistent throughout the entire document.
- Preliminary page titles (i.e., Abstract, Table of Contents, etc.) should each be treated as chapter titles in terms of formatting.
- Do NOT begin any subheading or other divisions on separate pages.
- If a subheading falls at the end of a page without any accompanying text, move it to the top of the next page.
- Do NOT include any extra lines between section heads, unless otherwise specified by a refereed journal.

- Do NOT use a numbering system for title and subheadings (e.g., 1.1, 1.1.1) unless required by style manual, refereed journal or approved by student's committee. If they are numbered, please send justification with review copy to the Registrar.

### **Running Headers, Footnotes, and Endnotes**

- Running headers and endnotes are NOT allowed.
- If footnotes are used, they must conform to margin requirements. They must also begin on the page they are cited.
- Footnotes must be in size 10 font (whereas all other text must be size 12) unless specified required differently by student's committee.
- Single space each footnote entry and double space between each separate entry.
- Footnotes are NOT to be numbered consecutively throughout the text. At the beginning of each new chapter, begin each footnote number with the Arabic number "1."

### **Appendix F: Thesis Approval Forms**

#### **Thesis Committee Consensus Letter [Please use letterhead]**

[Date]

RE: Thesis Committee Consensus: [Student Name]

Dear Dr. Shaloo Puri,

It is a great pleasure to update you on the consensus of [Student Name]'s Thesis Committee, regarding development and defense of their thesis entitled: "[Thesis Title]."

[Insert a few sentences on the student's progress throughout the year. Include thoughts on student's preparation, organization, creativity, resilience, etc.]

The Thesis Committee [select from Approves, Approves with Minor Revisions, or Does Not Approve] [Student Name]'s thesis following their defense. [Include any follow-up instructions sent to student, and date by which they must be completed].

Sincerely,

[Chair Signature]

[Chair name]

CC: [Student Name]

[Committee Member #2 name]

[Committee Member #3 Name]

[Committee Member #4 Name, if applicable]

**Thesis Approval Signature Page**

**This thesis by Student is accepted in its present form by  
his/her thesis committee as satisfying the dissertation  
requirement for the degree of Master of Science**

\_\_\_\_\_  
Date,

\_\_\_\_\_  
Name, Advisor

**Recommended to the President and Dean of the Graduate School**

\_\_\_\_\_  
Date,

\_\_\_\_\_  
Committee Member, Reader

\_\_\_\_\_  
Date,

\_\_\_\_\_  
Committee Member, Reader

\_\_\_\_\_  
Date,

\_\_\_\_\_  
Committee Member, Reader

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\_\_\_\_\_

Date,

Committee Member, Reader

**Approved by the President and Dean of the Graduate School**

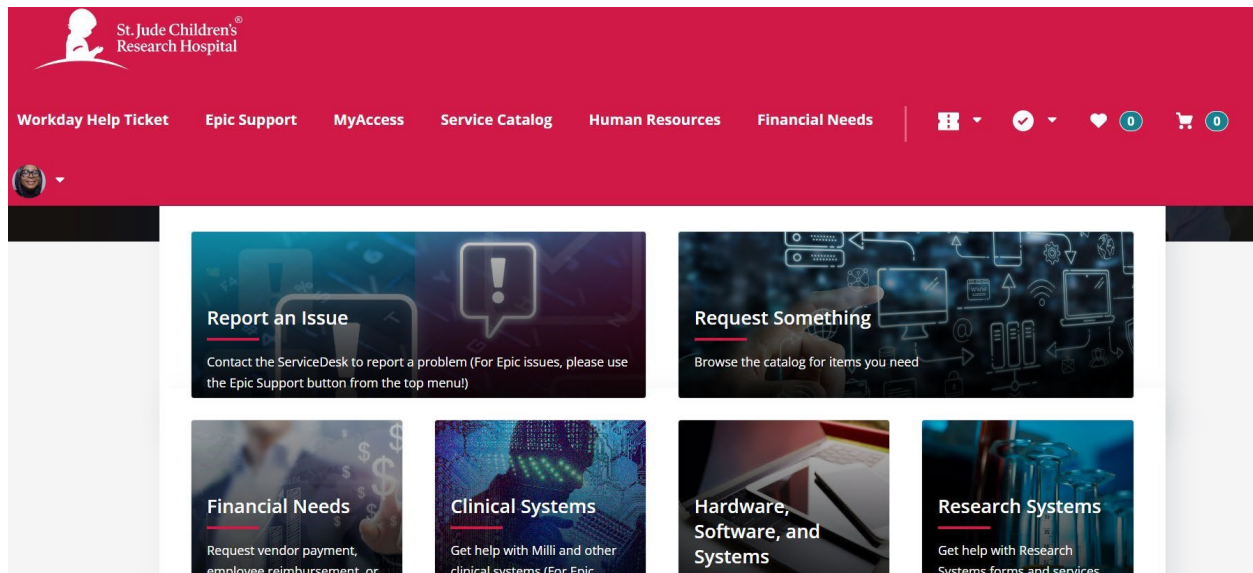
Date,

Dr. Steven Varga, President and Dean

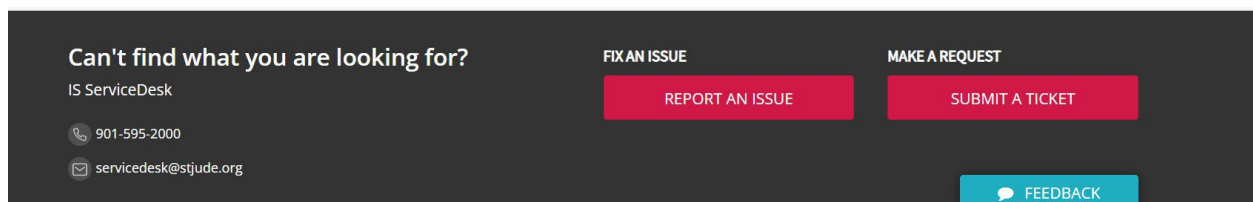
## Appendix B - Information Services Ticket Submission Instructions

### Submitting a Service Ticket for IS Support

1. Start by using this link: <https://stjude.service-now.com/sp>



2. Scroll to the bottom of the page



3. Under **Make a Request**, select **“Submit A Ticket.”**


- It will open **“General Request”** tab

Home > General > General Request

Search

## General Request


FAVORITE




Can't find the service you need? Use this General Request and we'll route to the right team.

4. Answer the following questions.

- Use keywords only for this description (example: Password Issues; Locked out of Laptop; Window License Expiration; laptop will not charge; laptop will not power on) Please include **“URGENT”** if it is an emergency.

\*What do you need? 

Describe what you are requesting. Keywords will populate search results related to similar items and services in our Service Catalog. 

5. You can share all your details regarding your technical issues here at **Additional Comments**.

Please include the following:

- Service tag number
- An alternate email address (other than your St.Jude) that you check frequently.
- Screenshot(s) of your issue if available
- Please ask that Latoya Gray ( [latoya.gray@stjude.org](mailto:latoya.gray@stjude.org) ) is copied on your correspondences as something may come up that she can jump in and assist with quickly.

Additional Comments 

6. Please provide the contact information where you can be reached most easily.

\*Best Contact Number

7. Please make sure to attach any relevant files that may assist in better understanding your technical issue.

8. Click Submit

---

Required information

---

 Add attachments

**After submitting your service request, you will receive a confirmation email. Following that, you will receive an email informing you that a ticket has been opened. This email will allow you to view and read any comments or notes added by the IS Support team.**

---

**Staff Use:**

**Created: 12/27/2023**

**Last Update: 12/27/2023**